

**NEW JERSEY'S PLAN FOR MEETING
THE HIGHLY QUALIFIED TEACHER
GOAL**

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PART ONE: BACKGROUND

In an article in the June 13 edition of *Education Daily* entitled "Teacher Allocation Impacts Long-term Commitment," Kati Haycock, Director of Education Trust said about staffing patterns, "these patterns have existed for years. What's important is that this is the first time anybody has demanded changes to these patterns." The staffing patterns or norms in high poverty schools that perpetuate failure do not respond to quick fixes or superficial treatment. To change a norm, there needs to be detailed school-level analysis, clear descriptions of the obstacles to success, and a total long-term commitment to change.

Efforts to improve the quality of the teaching force and attend to the needs of students in high poverty schools are hindered by the emerging teacher shortage, particularly in areas such as mathematics, science, and special education. High-need urban school districts often compete with wealthier suburban school districts for a smaller pool of highly qualified candidates for these positions. Even when high-need districts are able to hire appropriately certified staff, it is often difficult to retain those same teachers. Research continues to indicate that teachers have one of the highest attrition rates of any profession. Daniel Heller, author of *Teachers Wanted: Attracting and Retaining Good Teachers*, describes this situation as a catch-22, "we are desperate for people to enter a profession with standards that are increasingly difficult to meet, has ever-expanding duties, and can easily crush the idealism of a new member."

It is clear that the single most important thing we can do to help students achieve is to ensure that every student in every class is instructed by a highly qualified teacher. New Jersey's plan addresses that goal through a series of interconnected initiatives that focus on the teaching continuum:

- Teacher preparation;
- Induction and mentoring;
- Recruitment, hiring, and retention;
- Professional growth;
- Effective leadership; and
- Working conditions that support teaching and learning.

The plan examines teacher quality through each of these lenses, noting that many initiatives address multiple goals and outcomes.

New Jersey is a small state geographically but a large state in terms of student population, the number of independent school districts (over 600 districts and charter schools), the diverse size and scope of school districts, and the diversity of its student population. The New Jersey Department of Education (NJDOE) is organized to respond to the needs of such a diverse state. Each of New Jersey's 21 counties has a county office of education lead by a county superintendent, who serves as the commissioner of education's designee. The county offices address numerous accountability activities and serve as the first line of support and assistance for local school districts. It is important to note, however, that each school district within that county

has its own superintendent and administrative staff as well as its own board of education that is responsible for policy development and implementation. County offices of education do not provide direct services to local school districts and have limited authority based on regulations promulgated by the State Board of Education. Fostering change in New Jersey's schools is difficult, at best, simply because of the tremendous amount of flexibility these local boards of education have to hire teachers and administrators, to negotiate collective bargaining agreements, and to implement local programs.

It is well known, however, that New Jersey has a long-standing commitment to improving student achievement in the state's high poverty, low achieving schools. The state has made unprecedented efforts to support the "Abbott" school districts—those 31 school districts identified as most in need of additional resources to improve student achievement. Special attention to those districts, and the schools within them, has resulted in some success but much remains to be done to ensure that all students achieve at high levels and are taught by highly qualified teachers. The requirements set forth in the No Child Left Behind Act of 2001 (NCLB) required the department to provide increased oversight for these districts and schools, as well as those districts and schools not designated as Abbott districts but nonetheless struggling to support improved student achievement. By gauging achievement of Annual Yearly Progress, (AYP) New Jersey has identified another subset of its schools that needs increased support and assistance to improve student achievement. Taken together, the NJDOE has devised multiple means to assess factors that contribute to student success. This report focuses on one aspect of that assessment, teacher quality, and more specifically, it focuses on highly qualified teachers and on those districts and schools that have repeatedly not made AYP.

To develop this plan, the department's Office of Academic and Professional Standards engaged representatives from various offices and divisions at the NJDOE in a dialogue about teacher quality. Clearly, teacher quality is an issue for every office and unit. The process used to develop this report required each office to identify activities that support one or more of the issues identified as part of the "teaching continuum." Program specialists were asked to look at office activities through a teacher quality lens and respond to these questions:

1. What specific programs or activities in your office or unit might contribute to the department's highly qualified teacher plan? How have these programs or activities improved teacher quality?
2. What data does your office have available that might support the department's HQT plan?
3. What funding sources have been used to support these activities and programs?

The information gathered during this process reaffirmed the department's commitment to teacher quality. As a result, the department will establish a new Interdivisional Committee on Teacher Quality, an extension of this initial working group that will become a new partner in promoting and supporting student achievement. This new group will serve as an adjunct to existing NCLB work groups and focus specifically on issues of teacher quality. The committee will continue the dialogue initiated for this plan and serve as the department's policy group for future reform.

Data Analysis

In preparing New Jersey's plan, the department's working group discussion focused on data analysis. Clearly, the NJDOE has an abundance of information about its schools, but it has not taken the steps to integrate the information into richly detailed snapshots of schools. It became apparent that in order to explain the discrepancy between the number of classes not taught by highly qualified teachers in high poverty districts as contrasted with the lowest quartile, the department had to look at school-level data in selected schools in AYP status five. In most cases, a school or district that is failing to make AYP is falling short for a variety of reasons. Staffing patterns may be only one small part of the problems that impede student success. It is imperative to know the combination of variables that have a negative impact for each school in need of improvement in order to target strategies that will make a difference in the school climate and student performance. New Jersey's approach to data-driven strategic planning will begin with the creation of an analysis model that identifies currently available data resources and integrates the information into a staffing need analysis for schools that have been prioritized based on their AYP status. The following details the specific data sources used in this analysis.

One important source of school-level data is the Collaborative Assessment and Planning for Achievement (CAPA) project. Based on the Kentucky model, CAPA is a detailed, intensive, collaborative examination of prioritized high poverty schools that are in advanced AYP status. A key strategy to improve teaching and learning as well as working conditions in schools, the CAPA process responds to the requirements of NCLB to have a statewide system of intensive and sustained support for those Title I schools designated as "in need of improvement" for more than two consecutive years. CAPA site teams use specific tools to identify and analyze structures, practices, and policies that support or hinder student achievement. CAPA teams cover the full range of school programs and practices, including all of the aspects of staffing and professional development. CAPA reports enumerate the areas that need improvement in order to increase student achievement and provide specific recommendations for the school to improve its performance. The CAPA process has provided the department with valuable information about low achieving schools and, more importantly, how to improve those schools to ensure that all students achieve. The CAPA process will remain an integral part of the NJDOE's plan to improve state compliance with the provisions of NCLB and to ensure that all students are taught by highly qualified teachers. The CAPA process is discussed in more detail under Element Seven: Working Conditions.

Since 1995, New Jersey has issued an annual state-mandated school-level report card on every school in the state. The report card contains over thirty fields of information, including teacher information, class size, and assessment data. As a companion report to the state report card, the NJDOE also issues annually, the local, district, and state-level NCLB report which contains the required fields under the federal act. The NCLB report has been paired with the school report card and together, they provide a wealth of information about schools.

The department's website (www.state.nj.us/education) houses individual school reports on AYP status, in addition to the Consolidated State Report, the survey of highly qualified teachers, Abbott three-year plans, and vital education statistics. **The source of most of the information**

on teaching staff in the report cards or in the various data reports is the long-standing Certificated Staff Report that is produced annually from data submitted about every teacher in every school as of October 15. This collection allows the department to configure a variety of data pictures of individual schools and districts using multiple variables. The certificated staff collection can also be paired with the data from the electronic certification system to find out what certificates a teacher holds. The resulting **Matrix Report** enables the department to identify teacher certification issues and helps to ensure that an appropriately certified teacher is in every classroom. Should a teacher be identified as lacking appropriate certification, the department requires that certain actions occur such as reassignment to an appropriate classroom or requiring that the teacher in question complete the provisional teacher program. The Matrix Report is discussed in more detail in Element Three: Out-of-Field Teaching.

Two other major data sources are nearing completion and will give us even more leverage to change norms in schools that need to be restructured. **The first is NJSMAART, a statewide, student-level data system that will eventually allow the department to bring staff-level data together with student performance data.** The second key data source is the department's new school district evaluation system, the **New Jersey Quality Single Accountability Continuum (NJQSAC).** NJQSAC consists of a series of five separate self-assessments or **District Performance Reviews (DPR)** that address **fiscal, operations, governance, personnel, and programs and instruction.** The five DPRs must be completed by a district-level committee (as required in statute) and submitted to the county office of education for verification and placement on the continuum. Statute requires school districts to achieve at least 80 percent of all indicators for "certification." Those school districts that do not achieve at the prescribed level will be subject to various levels of intervention, including technical assistance provided by a "highly skilled professional" as defined by the NJDOE. The state-operated districts (Jersey City, Paterson, and Newark) will be the first school districts to officially participate in the NJQSAC process, followed by other high-need districts already identified in need of improvement. All New Jersey school districts will be required to participate in NJQSAC as the process is phased in.

The department is completing the final pilot of NJQSAC and is requesting specific amendments to the statute that will address needs identified by the pilot districts. Regulations to support the transition to the new school district evaluation system are before the State Board of Education. NJQSAC specifically addresses district compliance with the provisions of the highly qualified teacher requirements as well as licensure, mentoring, and professional development. While NJQSAC will assess district compliance, it will enable the department to initiate a more intensive review of policies and practices both district-wide and school-specific. The department will integrate NJQSAC into the analysis model for the purpose of reaching highly qualified teacher goals.

Taken together, the department has an abundance of data that must be examined using the teacher quality lens. For example, the department can look at a school's CAPA report, its reported data on violence and vandalism, the school's certification matrix, and the district's NJQSAC summary to determine the impact of working conditions on a school's staffing patterns. Taken over time, the department will be able to determine if CAPA and NJQSAC

recommendations and subsequent actions taken by a school have actually had an impact. The department continues to investigate new ways to use existing data and identifies new data sets that will inform the work of schools and districts.

PART TWO: ADDRESSING THE REQUIREMENTS

The department recognizes the link between high quality instruction and student achievement, and further, the connection between highly qualified teachers and improved student outcomes. The plan that follows aims to reduce the discrepancy between the high- and low-poverty quartile in the number of classes not taught by highly qualified teachers. It will detail how existing initiatives will be enhanced and improved with new strategies to ensure that all students are taught by highly qualified teachers. The plan addresses five specific requirements and is followed by a detailed equity plan that addresses the state's efforts to ensure that all students are taught by highly qualified teachers.

Requirement One: Analysis of Classes Not Taught by Highly Qualified Teachers, Including Those in Schools Not Making AYP

Summary of the 2006 Highly Qualified Teacher Survey Results

The 2006 New Jersey Highly Qualified Teacher (HQT) Survey presents solid evidence that the state is making significant progress toward ensuring that 100 percent of public school teachers are highly qualified. According to the state's most recent survey, only 4 percent of New Jersey's public school classes are not being taught by a highly qualified teacher. The overall percent of classes not taught by a highly qualified teacher in this third survey shows a decrease of 2.4 percentage points from 2005 (4.1 percent for 2006 compared to 6.5 percent for 2005). However, the 2006 data shows a significant and dramatic decrease in the percent of high-poverty classes not taught by highly qualified teachers. Moreover, this decrease has resulted in a dramatic narrowing of the gap between high-poverty and low-poverty classes taught by highly qualified teachers. In 2005, there existed a 10 percentage point gap between high-poverty and low-poverty classes not taught by a highly qualified teacher (13.7 percent for high-poverty classes versus 3.7 percent for low-poverty classes). By 2006, the percent of all classrooms in the high-poverty category not taught by a highly qualified teacher decreased to 8.3 percent from 13.7 percent reflecting a 5.4 percentage point decrease. Also in 2006, the percent of elementary K-8, high-poverty classes not taught by a highly qualified teacher decreased 6 percentage points to 9.1 percent from 15.1 percent. Moreover, the number of high-poverty secondary classes not taught by a highly qualified teacher decreased to 6.4 percent from 9.2 percent. The percent decrease from 2005 to 2006 for low-poverty classes not taught by a highly qualified teacher was modest in comparison to the high-poverty classes. The number of elementary classes not being taught by a highly qualified teacher decreased 1.2 percentage points (from 4.1 percent to 2.9 percent). The decrease at the secondary level is slightly higher at 1.7 percentage points (from 3.3 percent to 1.6 percent). The NCLB Act requires states to report data to the public annually on the number of classes in the public schools that are taught by a highly qualified teacher. In order to be deemed highly qualified, a teacher must have a bachelor's degree, a standard certification for which no requirements have been waived, and documentation of content area expertise in each subject

taught. States have until 2006 to reach 100 percent compliance with the HQT provisions. Please see Table 1 for New Jersey's 2006 data.

**Table 1: 2005-2006 Federal Report
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2005**

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	4.1	9.3	2.3
Elementary (K-8)	4.4	9.1	2.9
Secondary (9-12)	3.5	6.4	1.6

The 2005-2006 survey was compiled from the Certificated Staff Report completed in the autumn of 2005. This is a statewide, school-based data collection system that includes every teacher, his/her certification, class assignments, and HQT status. This method of collecting information is an improvement over the HQT survey conducted in 2003-2004, because it focuses on individual teacher information by school. The 2003-2004 survey was a summary of HQT status prepared by the district for each school. It did not include individual teacher information. Another advantage in using the information from the Certificated Staff Report is that the survey provides the grade-level teaching assignment of teachers. This is especially important in defining elementary and middle-level teachers, a chief component of the NCLB reporting requirements.

Based on the two different methods of collecting the 2004 and the 2005 teacher and class information, it was difficult to make comparisons over the two years in specific content areas. However, the 2005 and 2006 surveys are aligned and allow comparisons. Please see Table 2 for 2005 data.

**Table 2: 2004-2005
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2004**

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	6.5	13.7	3.7
Elementary (K-8)	7.5	15.1	4.1
Secondary (9-12)	4.8	9.2	3.3

Depending on the grade level taught, there are variations in the 2006 statewide percentage of teachers who meet the highly qualified teacher definition (as found in Table 3 below). At the elementary level where all classes are self-contained (Kindergarten to grade 5), 3.3 percent of the teachers do not meet the definition of highly qualified. At the middle and high school levels where all classes are departmentalized (students have different teachers for different subjects),

4.6 percent of the teachers at the middle school level, grades 6, 7, and 8, and 3.7 percent of the teachers at the secondary level, grades 9 through 12, are not highly qualified. At this time, the greatest challenge facing the state is in recruiting and retaining highly qualified teachers in the areas of special education, bilingual/English as a Second Language, mathematics, and science.

**Table 3: 2006 Highly Qualified Teacher Survey
Percentage of Teachers Not Highly Qualified
All Subjects Taught**

Type Of School	Percentage Not Highly Qualified
Elementary School (K-5)	3.3
Middle School (6-8)	4.6
High School (9-12)	3.7

Context

Under NCLB, elementary teachers satisfy the content preparation requirement as generalists because they must demonstrate knowledge across the range of subjects taught in elementary schools. Since 1985, New Jersey’s teachers have automatically met this requirement by passing the Praxis II Elementary Content Knowledge test required for state certification. Veteran teachers also have the option of satisfying the requirement by accruing ten points on the New Jersey High Objective Uniform State Evaluation (HOUSE) Standard Content Knowledge Matrix, through which teachers receive credit for college coursework, professional development activities related to their content area, and years of content area teaching experience. Departmentalized middle- and secondary-level teachers must now show content area expertise in *each* core academic subject they teach in order to meet the NCLB definition. The options for meeting this requirement are as follows:

- Passing the required content-knowledge exam in the content. This is already part of the licensing process for those with K-12 content area certificates and is now part of the process for the new elementary with specialization certificates for grades 5-8 ; or
- Having an undergraduate major in the content area; or
- Having 30 credits equivalent to a major in the content area; or
- Having a graduate degree in the content area; or
- Having an advanced credential, such as National Board Certification, in the content area.

Veteran middle and high school teachers also have the option of accruing ten points on the New Jersey HOUSE Standard Content Knowledge Matrix for each core academic subject they teach. Special education teachers who provide direct instruction in core academic content, either as replacement teachers in resource settings or in self-contained classes, must meet the requirements in the same manner as elementary, middle, and high school teachers. Special education teachers whose only role is to provide support or consultation to students with disabilities who are being instructed by HQT satisfy the requirement by having full state certification as a special education teacher. Also, it is important to note that until the adoption of

new regulations by the State Board of Education in December 2003, the state’s licensing requirements at both the middle school level and for special education were not aligned to NCLB requirements.

Disaggregating by Poverty Level

The HQT survey was collected for all schools statewide and has been disaggregated by high-poverty and low-poverty schools. High-poverty is defined as the 25 percent of the schools in the state with the largest percentage of students eligible for free or reduced lunch. Low-poverty is defined as the 25 percent of schools in the state with the smallest percentage of students eligible for free and reduced lunch.

Data in Table 4 (below) show that for all three grade level configurations, low-poverty schools have the greatest percentage of highly qualified teachers. At the low-poverty/elementary level the percentage of teachers that are not highly qualified is 2.2 percent, while it is 6.5 percent in high-poverty schools. At the low-poverty/middle level the percentage of teachers not highly qualified is 3.3, while it is 10.3 percent in high-poverty schools. At the low-poverty/high school level, the percentage of teachers not highly qualified is 1.6 percent, whereas it is 6.7 percent in high-poverty schools.

**Table 4: 2006 Highly Qualified Teacher Survey
Percentage and Numbers of Teachers Not Highly Qualified
All Subjects Taught**

	Elementary Schools		Middle Schools		Secondary Schools	
	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ
All Schools	50,514	3.3	20,134	4.6	26,374	3.7
High-Poverty Schools	15,245	6.5	4444	10.3	4517	6.7
Low-Poverty Schools	10,691	2.2	4893	3.3	7734	1.6

Classes in Elementary Schools

Table 5 provides information about *classes* taught by HQT at the elementary level. Overall, 3.1 percent of general education teachers in self-contained classes do not meet the definition, compared with 5.8 percent in high-poverty schools and 1.9 percent in low-poverty schools. There exists a variation in the percentage of specialty area classes taught by highly qualified teachers. For example, in world languages, 7.4 percent of all world language classes are not taught by

HQT, while 11.5 percent of classes in high-poverty schools and 6 percent of classes in low poverty schools are taught by HQT. Among self-contained special education classes and English as a Second Language (ESL) classes in high poverty schools, 17.7 percent and 12.4 percent respectively are not taught by HQT, significantly higher than other academic subject classes.

**Table 5: 2006 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
Elementary School**

Classes	General Ed.	Basic Skills English	Basic Skills Math	Arts	World Language	Special Education Self-Contained	Special Education Resource	ESL	All Classes
All Schools	3.1	1.9	0.9	2.6	7.4	10.2	3.1	9.0	4.5
High-Poverty Schools	5.8	2.6	1.2	4.2	11.5	17.7	10.0	12.4	8.6
Low-Poverty Schools	1.9	2.5	0.9	2.4	6.0	7.1	1.4	2.1	2.7

Classes in Departmentalized Middle Schools

In Table 6, data for departmentalized middle school classes show that, statewide, the percent of classes not taught by HQT varies from 1.7 percent in the arts to 10.7 percent in special education self-contained classes. The percentage of language arts and social studies classes taught by HQT is slightly higher than the percentage of mathematics and science classes taught by HQT. High-poverty schools show a higher percentage of classes not taught by HQT, with 6.3 percent in social studies, 9.9 percent in mathematics, 12.4 percent in world languages, 23 percent in special education self-contained classes, 16.5 percent in special education resource room replacement, and 15 percent in math basic skills. It is important to note that the federal law imposed new requirements for middle school and special education teachers to have specific content expertise in all subjects taught and that many teachers are currently working to complete the HQT requirements.

**Table 6: 2006 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
Middle School**

Classes	Lang. Arts	Social Studies	Sci.	Math.	Arts	World. Lang.	Spec. Ed.** S-C	Spec. Ed.* R. R.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	2.3	2.4	4.1	3.4	1.7	5.6	10.7	6.3	3.9	3.2	6.2	4.3
High-Poverty	6.9	6.3	8.4	9.9	5.4	12.4	23.0	16.5	5.1	9.1	15.0	9.8
Low-Poverty	1.9	2.4	3.1	2.7	1.3	5.1	6.9	4.9	0	0.3	8.4	3.1

** Special Education Self-contained

* Special Education Resource Replacement

Classes in High Schools

Data in Table 7 report the classes not taught by HQT at the high school level. Statewide, the percentage of content area classes not taught by HQT ranges from 1.5 percent in the social studies to 12.1 percent in special education self-contained. Special education teachers in a self-contained setting are responsible for teaching several high school-level subjects. The difficulty of achieving expertise in many content areas is reflected in the data reported. The variation in the data between high-poverty and low-poverty schools is consistent with the variations found with the elementary and middle school levels in Tables 5 and 6.

The New Jersey Department of Education will complete its fourth HQT survey in October 2006. The state will monitor the progress of districts and schools in decreasing the number of teachers who do not satisfy the federal definition. The 2004-2005 and 2005-2006 School Report Cards include information about the HQT requirement. The 2004-2005 Report Card can be accessed at the following NJDOE web-site: <http://education.state.nj.us/rc/nclb04/index.html>.

**Table 7: 2006 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
High School**

Classes	Lang. Arts	Social Studies	Sci.	Math.	Arts	World. Lang.	Spec. Ed.** S-C	Spec. Ed.* R. R.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	1.7	1.5	2.1	1.6	2.5	2.7	12.1	7.7	4.3	2.5	2.1	3.5
High-Poverty	3.8	1.6	3.6	2.2	8.4	6.6	15.5	15.4	8.4	3.2	0	6.4
Low-Poverty	0.3	0.6	0.9	0.5	1.6	1.4	6.5	4.7	2.9	2.3	3.4	1.6

* *Special Education Self-Contained

* Special Education Resource Replacement

Requirement Two: Highly Qualified Teacher Status in LEAs and the Steps by State to Ensure Districts have Plans to Assist Teachers Who are not Highly Qualified to Attain HQ Status

Identification of LEAs Not Meeting the Highly Qualified Teacher Requirement

The New Jersey Department of Education annually identifies all school districts and schools who employ teachers who have not yet met the federal definition of a highly qualified teacher. The Office of Licensing and Credentials works closely with the county offices of education to verify the information submitted as part of the Certificated Staff Report. This Matrix provides important information about schools and teachers and enables the department to take specific actions to ensure that appropriately certified individuals are employed by districts. Please see the appendix for more details.

State Actions to Assist LEAS in Meeting the Highly Qualified Teacher Requirements

Since the inception of the highly qualified teacher requirements of NCLB, the NJDOE has made ongoing and comprehensive efforts to assure that all LEAs have a clear understanding of the highly qualified teacher requirements and that districts understand how to support all teachers in core academic subjects to meet the requirements. New Jersey provides targeted regional and district-based technical assistance sessions, along with a hotline and email address dedicated to highly qualified teacher issues and inquiries. The department has a website with online access to all state and federal communications and tools, and regularly communicates with the field about policy issues and federal guidelines. In addition, the department has developed a highly qualified teacher manual for school district staff providing information to support all teachers to determine their highly qualified status. The guide, available in print and online, is updated annually. As evidence of the department's commitment, the NJDOE has provided over 500 technical assistance and training sessions on the highly qualified teacher requirement. These

sessions have been offered in every region of the state and in all counties, with targeted district level assistance to all large high poverty districts. The technical assistance sessions:

- Helped districts understand the process to determine a teacher's highly qualified status and how to utilize tools developed to streamline that process;
- Provided assistance to resolve specific highly qualified teacher issues including the appropriate use of the NJ HOUSE;
- Assisted districts with the State Certificated Staff Report;
- Helped districts interpret state highly qualified staff reports;
- Identified appropriate strategies to help teachers become highly qualified;
- Directed districts to utilize state and regional professional development options, including online courses and tutorials, to help teachers become highly qualified;
- Provided guidance on federal highly qualified requirements; and
- Provided guidance for districts in research-based strategies to recruit and retain highly qualified teachers.

New Jersey takes seriously its state role in providing both support for and accountability from LEAs in assuring that their teachers meet the highly qualified teacher requirement. To that end, New Jersey requires that all districts annually identify the highly qualified status of every teacher in their assignment or content area through New Jersey's State Certificated Staff Report. This report provides a comprehensive portrait of an individual teacher's preparation, areas of certification, highly qualified status in the core content classes he/she teaches, and identification of national board certification, if achieved. This report is a key state data source used to generate the state-wide New Jersey Report Card, giving parents, community members, district personnel, and the public at-large important information about student achievement and teacher quality. (Please see the sample New Jersey Report Card in Appendix D.)

Using State Data to Inform State Actions to Support Highly Qualified Teacher Initiative

New Jersey uses the highly qualified teacher data from the State Certificated Staff Report, CAPA site visit reports and recommendations, and other relevant NCLB data collections to inform technical assistance to the field. This information also plays a critical role in state level needs assessment for policies and programs in teacher recruitment and retention, preparation, and professional development. Through an in-depth analysis of this data, the department is able to identify all districts and/or schools whose teachers have not yet met the highly qualified teacher designation for the classes they teach. These districts are then targeted for more intensive technical assistance to help them implement strategies to help teachers meet the highly qualified teacher requirement.

The department identifies specific subject/assignment areas in which there is a critical need for experienced and highly qualified teachers and then targets professional development and technical assistance for those areas of need. Professional development opportunities that target areas of need are made available for schools, district, counties, and regions to support teachers to attain highly qualified status in these areas. For example, the NJDOE has made a concerted effort to provide professional development opportunities for teachers of students with disabilities and limited English proficient students as well as teachers of mathematics, science, and world

languages. These opportunities include one- and two-day intensive institutes, online credit bearing courses and tutorials, and school-site consultation and training. These strategies are outlined in the equity plan provided later in this document.

The data informs the department's study of policy options and strategies to help recruit and retain teachers in these critical areas of need. In addition, this data informs the development of state level teacher quality policies. As a result of this information, several policy groups will continue to examine teacher quality issues including:

- A Teacher Quality Taskforce will make policy recommendations in the key areas of teacher development, support, retention, and leadership;
- A Special Education Taskforce will address policies specific to the preparation, recruitment, and retention of special education teachers, an area of critical need in New Jersey;
- A new Higher Education Council will oversee program approval and teacher education policy issues; and
- An Interdivisional Teacher Quality Council will serve as an adjunct to existing NJDOE-NCLB work groups and will address teacher practice and school district support and accountability.

New Jersey's comprehensive efforts to improve teacher quality and ensure all teachers are highly qualified are dealt with in depth in the equity plan strategies presented later in this document.

Developing District Plans for Meeting the Highly Qualified Teacher Requirements

In a June 2006 memo from New Jersey's Acting Commissioner of Education, all school districts were informed that they will be required to develop and implement a plan to assure that all teachers teaching core academic subjects are highly qualified by the end of the 2006-2007 school year. The plan must identify all teachers who are not yet highly qualified and the steps that the district and its schools will take to support teacher efforts to reach highly qualified status. School districts which have already met 100 percent compliance will still be required to submit a plan to show how the district will sustain efforts to recruit and retain highly qualified and experienced teachers. The required needs assessment and action plan will also serve as evidence for the district's self-assessment as part of NJQSAC.

On a yearly basis, districts will be required to identify the certification and qualification status of all teaching staff members. Using that data, districts will be required to develop a district HQT plan based on a NJDOE template (provided in the appendix) which asks districts to:

- Conduct a district-level needs assessment which identifies existing gaps in core academic areas including teaching vacancies that the district has not been able to fill with highly qualified teachers. The report identifies the number and percentage of teachers not highly qualified and classes not taught by highly qualified teachers;
- Identify all teachers not meeting the highly qualified definition and their current assignments as well as steps to be taken to help them achieve highly qualified status;

- Identify key areas of need for highly qualified teachers across the district by subject area/specialty area and assignment and target support to specific audiences of teachers;
- Describe district actions to ensure that all teachers become highly qualified;
- Delineate strategies to ensure the equitable distribution of highly qualified and experienced teachers across all schools in the district;
- Outline district actions to ensure that district level policies and procedures ensure that only highly qualified teachers are hired;
- Describe district actions to ensure that highly qualified teachers are retained; and
- Provide a statement of assurance that all federal and state requirements regarding the highly qualified provisions of NCLB have been met.

Requirement Three: The New Jersey Department of Education Technical Assistance, Training Programs, and Services to Assist Districts in Completing Their HQT Plans and the Districts' Resources Needed to Meet Their HQT Goals

The NJDOE has provided ongoing and sustained technical assistance and guidance to all New Jersey school districts in order to support districts and teachers in meeting the federal highly qualified requirements. Those supports included:

- Multiple regional trainings which took place in the Fall of 2003, 2004, and 2005;
- Targeted training and guidance sessions in high-poverty, low-performing districts where teachers are working to meet the HQT requirements;
- Ongoing train-the-trainer sessions for county office of education staff who provide technical assistance to local school districts;
- Individual conferencing with teachers through a dedicated phone line and e-mail account (answered over 7,000 requests for technical assistance in the past three years); and
- Additional regional trainings (Winter 2006) on the requirements of NCLB with specific emphasis on the highly qualified provisions of the law, targeting all districts that were below 90 percent compliance with the federal requirement.

Beginning in November 2006, all districts will be required to submit district plans providing the steps the district will take to ensure that it is tracking and supporting teachers to attain highly qualified status. The plans will also describe a district's hiring needs and where it has filled staff vacancies with the most qualified applicant who is not yet highly qualified. As described in New Jersey's response to Requirement Two, district HQ plans must identify all teachers who have not yet met the requirement and the specific strategies the district will employ to assist those teachers in becoming highly qualified. Over the next several months, the NJDOE will provide districts with specific guidance and support, including revisions to the current *HQT Guide*, memos and emails to the field, web-based models and instructions, technical assistance, and regional training sessions to develop the plan.

The NJDOE has analyzed the data on highly qualified teachers captured in New Jersey's Certificated Staff Report as well as specific NCLB data from schools and districts identified in need of improvement. All districts that have not achieved 100 percent compliance in meeting the highly qualified requirement and that have schools listed in years three, four, and five of AYP will receive targeted assistance. The chart that follows lays out the department's action plan.

State Action Plan for Technical Assistance, Programs, and Services to Support LEA's

	Targeted Audience	Activity	Responsible Party	Anticipated Outcomes
June/July 2006	Chief school administrators Charter school lead persons County superintendents NJDOE division heads	Memo from Acting Commissioner regarding new highly qualified teacher requirements	Office of Academic and Professional Standards	Increased awareness on new procedures and issues including hiring issues, district reporting, changes to HOUSE, and LEA plans
June 2006-ongoing	Identified school districts	Review and analysis of licensing records and current teacher assignments	Office of Licensing and Credentials County offices of education	Identification of out-of-field placements; teachers without proper certification or incomplete certification; Appropriate actions to reassign identified staff
Summer 2006	County superintendents, education specialists, and certification specialists	Targeted training: federal guidance for HQT requirements; state equity plan and the district plan	NJDOE Offices of Academic and Professional Standards; Licensure and Credentials; Title I; Special Education; NJDOE teacher recruitment specialist	County office staff will fully understand new federal and state HQT requirements and will be able to assist districts with mandated plan
September 2006	Districts that received training in Winter 2006 that continue to fall below 100 percent compliance and have entered into Year 3, 4 or 5 of AYP status	Training: recruitment, retention, incentives equitable distribution of HQT and highly experienced teachers	Academic and Professional Standards; Licensure and Credentials; Title I; Special Education; NJDOE recruitment specialist	Improved compliance of highly qualified teachers using targeted strategies More equitable distribution of highly qualified and experienced teachers by local districts

Timeline	Targeted Audience	Activity	Responsible Party	Anticipated Outcomes
September 2006	Chief school administrators Charter school lead persons County superintendents NJDOE division heads	Memo from Commissioner outlining LEA planning process for equitable distribution of highly qualified teachers	Office of Academic and Professional Standards	Improved HQT data collection and increased efforts to assist all teachers in core content areas needing to become highly qualified
Fall 2006	Identified districts who have not meet requirements	Regional full day trainings to assist LEAs to develop strategies on recruitment, retention and incentives for ensuring equitable distribution of highly qualified and highly experienced teachers	Offices of Academic and Professional Standards; Licensure and Credentials Title I; and Special Education; NJDOE recruitment specialist	Improved compliance of highly qualified teachers using targeted strategies More equitable distribution of highly qualified and experienced teachers by local districts
Fall 2006	High-poverty, low-achieving districts below 90 percent compliance and with schools in Year 4 and 5 AYP	District interventions and site visits to assist districts to develop highly qualified teacher plans	NJDOE staff who can address specified areas of need	Improved compliance of highly qualified teachers using targeted strategies
Ongoing	All teachers and districts General public Higher education	Continuation of a dedicated phone line and e-mail address to provide specific assistance for individual problems	Office of Academic and Professional Standards	Timely responses to inquiries that will improve understanding of strategies to become highly qualified; identification of specific issues based on frequency of inquiries and improved responses

Requirement Four: The New Jersey Department of Education Plan to Work with LEAs that Fail to Reach the 100 Percent Goal by the End of the 2006–2007 School Year

The State Board of Education adopted new licensing regulations in 2004 which are explicitly aligned with the highly qualified provisions of NCLB. In this way, the state can ensure that all new teachers entering the profession have content expertise in their area of certification upon completion of their pre-service program and are thereby, highly qualified. However, in the short term, the NJDOE recognizes that there are continuing shortages of highly qualified teachers in the core content areas of mathematics, science, and world languages and in the areas of special education and bilingual/ESL. As districts implement their highly qualified district plan, the state will continuously monitor and assist them in reaching 100 percent compliance through both support and accountability measures.

Districts will submit the plan for initial review to the county offices of education. The county office will verify that the plans are complete and reflect accurate data as reported in the Certificated Staff Report and the NJQSAC process. For those districts which fall below 95 percent compliance, the NJDOE Interdivisional Teacher Quality Council will conduct a review and make specific recommendations to the commissioner for corrective action based on statute, regulations, and specific protocols. For example, teachers who are employed in out-of-field assignments or who do not hold proper certification may be relegated to substitute teacher status until certification requirements can be completed. Similarly, a district may be required to remove the individual from his/her current position or dismiss the individual from employment. Additional interventions may be required based on the district's score on the personnel DPR of NJQSAC (see appendix for the DPR). Specific actions in Title I high-poverty schools and districts will be implemented, such as CAPA visits or on-site technical assistance. Districts who fail to meet annual measurable objectives will be subjected to a state requirement of targeting a percentage of Title II monies for support of highly qualified teacher initiatives.

Requirement Five: Phasing Out of the NJ HOUSE Process and Limiting the Use of HOUSE Procedures in Accordance with Federal Guidance

The New Jersey Model for Identifying Highly Qualified Teachers: A New Jersey Department of Education Guide to the New HQ Requirements provides step-by-step guidance and tools to support teachers and districts in meeting the federal highly qualified teacher requirements. Veteran teachers have been allowed to utilize the NJ HOUSE Matrix as an avenue to becoming highly qualified. New Jersey has adopted a new licensing code, which aligns certification requirements with the highly qualified provisions of NCLB. All new teachers who graduate from an approved teacher education program and meet New Jersey licensure requirements will be highly qualified. However, for veteran teachers, particularly in middle school and special education, the HOUSE has been a very important avenue to gaining highly qualified status. The NJ HOUSE Matrix allows teachers to choose different ways to demonstrate highly qualified status including content coursework, intensive professional development in the content area, working with a content expert over an extended period of time, national board certification in the content area, and extensive experience in the content area as criteria for achieving highly qualified status.

New Jersey's Plan to Phase-Out the HOUSE Process

Despite the state's best efforts, there are still veteran teachers who teach multiple subjects that need additional time to complete the HOUSE Matrix for all content areas they are required to teach. In order to support those teachers with demanding teaching assignments who are close to completing the HOUSE process, the NJDOE proposes a realistic, achievable, and comprehensive plan for the phase-out NJ HOUSE Matrix for veteran teachers who are not entitled to use the flexibility rules identified by the USED and that were hired before the end of the 2005–2006 school year. The elimination of HOUSE will include the following provisions:

- **All new teachers** hired after June 30, 2006 must meet the federal definition for highly qualified by passing the appropriate Praxis II content area test, having 30 credits in the content area, having a graduate or undergraduate degree in the subject matter, or having National Board Certification (except for the elementary certification) in the content area. Teachers new to the profession **may not** use the NJ HOUSE Matrix to prove they are highly qualified unless they fall under the flexibility rules provided in the federal guidance.
- **All veteran teachers in Title I schools** hired before the beginning of the 2002–003 school year that are highly qualified in one core content area may continue to use the NJ HOUSE Matrix to demonstrate they are highly qualified in additional subjects until June 30, 2007.
- **All veteran teachers in non-Title I schools** hired before the end of the 2005–2006 school year that are highly qualified in one core content area may continue to use the NJ HOUSE Matrix to demonstrate they are highly qualified in additional subjects until June 30, 2007.
- **All veteran teachers** who have not achieved highly qualified status by August 31, 2006 will no longer be able to use the NJ HOUSE Matrix and must use the federal criteria solely for meeting the highly qualified status.
- **Veteran teachers** who wish to become highly qualified in additional subjects after June 30, 2007 or those who have not met the highly qualified requirements by June 30, 2007 in additional subjects may no longer use the NJ HOUSE Matrix and must use the federal requirements to demonstrate their highly qualified status.
- **All new special education teachers and foreign teachers** who enter the profession may use the flexibility rules issued by the USED if they meet the initial criteria established in the federal guidance.

PART THREE: NEW JERSEY'S EQUITY PLAN

Ensuring that Poor and Minority Children are not Taught in Higher Rates than Other Children by Inexperienced, Unqualified and Out-of-Field Teachers

The NJDOE's plan lays out the steps it is currently taking, and will take in the future, to assure equitable distribution of highly qualified teachers in New Jersey's schools as well as the measures the state will use to evaluate and publicly report progress towards 100 percent compliance. The plan examines these steps across the eight key elements proposed in the Council for Chief State School Officer's (CCSSO) Template for State Equity Plans. This template provides a meaningful structure in which to illustrate New Jersey's systemic and data-driven approach to assuring equity in the distribution of highly qualified teachers within context of New Jersey's systemic teacher quality reform agenda. New Jersey would like to acknowledge the CCSSO for its support in corroborating and providing additional research to support the state's strategies. (Please refer to the appendix for additional information and a reference list of the research used in support of this plan.) The equity plan is organized around eight elements and within each element are the existing and proposed strategies to assure the equitable distribution of highly qualified teachers.

Strategies to Improve the Equitable Distribution of Highly Qualified Teachers

Element One: Data and Reporting Systems to Identify and Correct Inequities in the Distribution of Quality Teachers in High-Poverty/High-Minority Schools vs. Low-Poverty/Low-Minority Schools

As described in Requirement One, the NJDOE has ample data from numerous existing sources to create an analysis model to target strategies to schools based on need. The NJDOE's Certificated Staff Report provides detailed data pictures of individual schools. In addition, the Matrix Report compares the information from the Certificated Staff Report with licensing information. To show how this data can be used, the department selected five schools from the high poverty quartile that are in AYP status five. Department staff examined the number and percent of teachers not highly qualified in various subject areas within the five schools. In looking at the five schools, there are higher levels of teachers not highly qualified in special education and elementary education. However, the numbers alone do not tell us why these teachers are not highly qualified. Examining the certification database, department staff looked to see if the teachers were teaching out-of-field. There is not a high incidence of out-of-field teaching; however, the problem appears to be related to the new special education and middle school certification requirements.

To ascertain why these particular schools had reached AYP status five, department staff analyzed the CAPA report to identify if working conditions might have interfered with success in the classroom. The CAPA process does not currently include a direct measure of "working conditions;" rather, information about school climate, teacher growth and autonomy, school culture, and related issues may be inferred from the site visits and interviews. In order to get a more accurate picture of working conditions that might impact teacher performance in these high

poverty schools, CAPA teams will now include a new survey to specifically address issues about working conditions within classrooms and schools. A sample survey is included in the appendix.

The NJDOE will initiate a series of data reports on the high-poverty quartile contrasted with the low-poverty one. The reports will examine the distribution of teachers with less than five years and more than 20 years of experience and will examine salary distribution, turnover, and racial/ethnic distribution. While the department's primary focus will be on those schools and districts in need of improvement, particularly low-poverty schools and districts, the department will also address other issues such as shortages in subject areas that may affect all districts, gaps between teacher preparation programs and teaching in the classroom, and the forms of professional development that are targeted to improving teacher effectiveness.

To upgrade district and school-level databases, the NJDOE will add elements to the Certificated Staff Report (see appendix for 2006 additions). In addition, **the department has already begun efforts to link the certificated staff collection and the teacher certification database.** The Office of Licensing and Credentials will work closely with the county offices of education to examine any discrepancies between the two databases and to determine why teachers appear to lack certification for their assignments. County office personnel contact districts and schools to improve the quality and accuracy of data. The resulting Matrix Report will greatly improve the department's capacity to identify schools and districts in need of assistance and will serve as further evidence as part of the NJQSAC school district evaluation process.

Element Two: Teacher Preparation

Teacher preparation is a foundational pillar in New Jersey's systemic reform efforts to ensure the equitable distribution of high quality teachers. To that end, New Jersey has recently adopted new licensure regulations which are aligned with the highly qualified teacher provisions of NCLB and New Jersey's Professional Standards for Teachers and School Leaders. Newly licensed teachers must meet the highly qualified teacher requirements based on revised preparation program requirements.

New Jersey's licensure reforms have increased the rigor of educator preparation while providing new flexibility for entry into the profession. New Jersey has been a leader in the availability of the alternate route to teaching and has recently developed new alternate pathways to licensure for teachers of students with disabilities, teachers of science and world languages, prek-3 teaching, and ESL/bilingual teachers. New Jersey's alternate route remains a significant factor in attracting highly qualified teachers to New Jersey's high-need districts. A targeted approach to training provides teachers in these high-need areas with rigorous preparation, with pedagogy focused on their areas of instruction. New Jersey's strategies in teacher and school leader preparation will continue to play a key role in its efforts to assure the equitable distribution of highly qualified teachers. A summary of these strategies follows.

- New performance-based Teacher Professional Standards are utilized across the continuum of practice to prepare, license, induct, and develop New Jersey's teachers. The standards place emphasis on the knowledge and skills needed to teach diverse student populations including students with disabilities and bilingual/ESL students.

Since New Jersey is home to students who speak over 100 languages, the standards also emphasize the need for teachers to develop cultural competency.

- Beginning in 2009, New Jersey will require national accreditation for all college teacher preparation programs. This new requirement will insure that all teacher preparation programs meet high national professional standards and are accountable to the state for quality teacher preparation. New Jersey's new program approval standards also address the need for all programs to address New Jersey's professional standards and opportunity-to-learn principles.
- A Higher Education Council on teacher preparation will be convened in fall 2006 to address issues of program quality and approval. The taskforce will develop content-specific professional standards and develop rigorous state-level processes for program approval of all content areas. This will provide meaningful accountability from, and direction for, colleges and alternate route programs. The taskforce will also make policy recommendations regarding the equitable distribution of highly qualified teachers and the roles that preparation programs can play in that effort.
- New Jersey has a nationally-recognized alternate route approach to teacher preparation, providing opportunities for a wide spectrum of candidates to enter the profession. New Jersey's alternate route is also a key pipeline for its high-need districts. New Jersey has expanded the alternate route options with targeted alternate route programs in high-needs subject areas such as special education, ESL/Bilingual and world languages. The department is launching a new alternate route in science this coming year.
- A formal evaluation of New Jersey's alternate route programs will be completed this year. The study will provide important information about program quality, efficacy, candidate preparation, and success. This evaluation will inform policy decisions regarding alternate route programs and will provide much-needed data on how alternate route teachers fare in the classroom. This study was supported by the federal Teacher Quality Enhancement Grant.
- New Jersey is currently exploring the Transition-to-Teaching Program which could further enhance its alternate route programs.
- Through a federal TQE-Recruitment grant, the NJDOE in partnership with The College of New Jersey (TCNJ) has developed a model urban education program to prepare candidates for teaching specifically in high-needs schools. This program, and two other established programs at Montclair State University and Rutgers University/Newark, seek to provide candidates with an understanding of the inequalities of educational opportunities and outcomes based on social class, race, ethnicity, gender and geographic region (urban, suburban, rural) and the school and non-school factors accountable for these inequalities. In addition, the programs help candidates understand the ways in which schools, teaching, and learning are related to social, political, and economic forces outside of schools, including family, community, neighborhood, and economic and political organizations. Program graduates are practiced in the knowledge, skills, and attitudes of culturally responsive pedagogy that enable them to affirm and build upon the strengths and talents of their urban students. The department will encourage replication of such programs through a new Higher Education Council. This council, which will oversee program approval in the state, will also have an important role in disseminating and communicating to the field promising higher education preparation practices.

- The federally-funded New Jersey Mathematics-Science Partnership (NJMSP) grant seeks to improve teachers' knowledge of mathematics, science, and technology. Montclair State University, Rutgers University, and Rowan University received funds through a competitive process to support professional development to assist middle level teachers (grades 5-9) to become highly qualified and/or middle school content certified in mathematics and science. These three universities, located in different regions of the state, provide credit bearing courses, intensive summer institutes, mentoring, on-site technical assistance and support, and distance learning and other web-based professional learning opportunities to cohorts of teachers selected from high-needs districts. An extensive external evaluation of the program is underway. The NJMSP will provide valuable information on the number of teachers who achieved HQT status and/or middle school certification as a result of NJMSP grant-funded activities.
- The NJDOE was awarded a federal Foreign Language Assistance Program (FLAP) grant to provide important professional development opportunities statewide that focus on improving teachers' foreign language proficiency and instructional capacity. The program trains teachers to assess student learning using multiple tools and provides significant emphasis on improving standards-based instruction in this critical area. Staff from state institutions of higher education support various aspects of the FLAP grant.
- During the 2006-2007 school year, the NJDOE, in partnership with Rutgers University, will expand its virtual academy, the New Jersey Professional Education Port (known as NJPEP) (www.NJPEP.org) to launch a learning management system that will enable the state to provide courses and modules targeted to assessed areas of need. Initially, courses will provide professional development hours but offerings will be expanded to include courses for college credit. NJPEP has developed several online multimedia professional development modules that focus on early literacy and the Reading First program. It will begin the new learning management system with *English Language Learners in the Mainstream*, a multimedia tutorial that assists classroom teachers who may have little exposure to bilingual students. Additional professional development modules will focus on adolescent literacy development. NJPEP also provides links to local and national online courses and provides an array of resources on classroom assessment, data-driven instruction, and classroom strategies such as differentiated instruction.
- New Jersey has numerous school-university partnerships which provide intensive field experiences for teacher candidates and professional learning opportunities for licensed teachers. Many of these partnerships are with New Jersey's high-need districts. The department, through its Higher Education Council, will seek opportunities to promote the use of such partnerships to provide intensive and strong clinical experiences for teacher preparation candidates preparing to teach in high-need schools. An evaluation of its pilots in urban education in the TQE-Recruitment grant and other model programs across the state will play a key role in the data used to formulate policy in this important area of teacher preparation.
- The Teacher Education Program in the Rutgers-Newark Department of Urban Education prepares teachers for New Jersey's Abbott school districts, the thirty-one poor, urban school districts designated by the New Jersey State Supreme Court. The mission, consistent with the goals of thirty years of court mandated educational reform, is to prepare novice, urban teachers to teach a racially, ethnically, economically, and

linguistically diverse student population. Rutgers-Newark candidates for licensure understand inequalities of educational opportunities and outcomes based on social class, race, ethnicity, gender and geographic region (urban, suburban, rural) and the school and non-school factors accountable for these inequalities. In addition, they understand the ways in which schools, teaching and learning are related to social, political and economic forces outside of the schools, including family, community, neighborhood, and economic and political organizations. The graduates are practiced in the knowledge, skills, and attitudes of culturally responsive pedagogy that enable them to affirm and build upon the strengths and talents of their urban students. Finally, these students graduate competent in the domains of the New Jersey Core Curriculum Content Standards so that they have the knowledge required to facilitate their own students' academic achievement. The Teacher Education Program at Rutgers-Newark is embedded in a university whose mission is to work "over time to reverse the decline of Newark as a metropolitan center and to work with other local university partners to contribute to Newark's revitalization." (<http://www.newark.rutgers.edu/provost/index.php?sId=mission>, World Wide web, August 4, 2005)

Element Three: Out-of-Field Teaching

New Jersey has made, and continues to make, strides to assure that teachers do not teach outside of their area of certification. As part of licensure reform, the NJDOE formally eliminated emergency certification. New Jersey takes a multi-pronged approach to the problem of out-of-field teaching. Targeted efforts include:

- A statewide audit (the Matrix Report) of every school district and charter school has been initiated which will identify discrepancies between teacher licensure and assignment. Initially, the audit is being performed in New Jersey's high-need districts. Districts and schools found to have teachers employed in out-of-field assignments face corrective action to ensure that teachers are appropriately credentialed. Employees who do not hold appropriate credentials may be placed on a leave of absence to complete licensing requirements, relegated to substitute teacher status, moved to an appropriate assignment, or terminated. Identified schools and districts are also provided with recruitment and retention strategies to support the employment of teachers who are appropriately licensed and highly qualified.
- The NJDOE created targeted alternate routes in high-need areas, including special education, ESL/Bilingual, science, and foreign language. These routes provide a flexible and efficient manner for teachers to gain certification and highly qualified status.
- The new licensure regulations establish an alternate route for the special education endorsement, providing a mechanism to increase the pool of special education candidates. A proposed amendment to the regulations is scheduled for adoption this summer and will allow any individual eligible for an instructional certificate to receive a special education certification of eligibility, permitting them to be employed while completing the special education endorsement program.

- The NJDOE has formal arrangements to recruit international teachers to teach in New Jersey schools.
- New Jersey's web-based recruitment system (www.NJHire.com) provides a key tool for districts to identify and recruit teachers in hard-to-staff content areas. As of June 2006, there are 123,000 potential teachers registered and over 2400 recruiters registered on NJHIRE. The site is no-cost to school districts and is promoted at college job fairs, county recruitment fairs, and through mailing to career centers.
- The NJDOE has a full-time urban recruiter whose work involves the creation of recruitment supports and strategies specifically targeting hard to staff areas in high-needs school districts. The recruiter works with high-need districts to improve hiring and recruitment practices and the use of web-based tools to improve their opportunity to hire highly qualified teachers.
- The NJDOE sponsors a Historically Black Colleges and Universities Fair that exposes high school students to opportunities and careers in education.
- The NJDOE recruitment specialist also staffs the Troops-to-Teachers program which recruits retired military personnel within the Mid-Atlantic region to teach in New Jersey, particularly in high-need, low-income school districts. The program helps districts to meet their goals to increase diversity and draws from a large number of retired military personnel who served at New Jersey's many military installations.
- Through New Jersey's TQE Recruitment grant, the department, in partnership with TCNJ, is creating web-based recruitment systems for five high-need school districts as well as a state-level urban school district recruitment site. These sites will promote a better understanding of the district, its working conditions, and its incentive programs.
- The department and several local school districts have formed partnerships with state universities to train teachers in high-need subject areas including mathematics, science, technology, ESL/bilingual, and special education.
- During the 2006-2007 school year, the NJDOE, in partnership with Rutgers University, will expand its virtual academy, the New Jersey Professional Education Port (known as NJPEP) (www.NJPEP.org) to launch a learning management system that will enable the state to provide courses and modules targeted to assessed areas of need.
- The NJMSP supports school/university partnerships to provide professional development for middle level teachers in science and mathematics. Many teachers engaged in NJMSP projects have or will become certified as middle level specialists in mathematics or science. Increasing teacher content knowledge is key to the success of the NJMSP.
- The NJDOE has developed a new mentoring program for special education provisional teachers. All new special education teachers will have a full year of mentoring by a highly qualified and specially trained special education mentor.
- New Jersey is requesting an additional no-cost extension of its TQE grant to support the mentoring of new special education teachers. Should the NJDOE be approved, funds will be used to cover the costs of cooperating teachers, professional development for provisional candidates, and the training of mentors.

Element Four: Recruitment and Retention Strategies

New Jersey has pursued a range of related strategies to recruit teachers to work in high-needs schools and to retain experienced highly qualified teachers. Numerous partnerships with institutions of higher education support these activities as well as several content-specific funding sources. In 2005, New Jersey was awarded a federal TQE-Recruitment (TQE-R) grant which plays a significant role in New Jersey's teacher recruitment and retention efforts. The strategies that follow build on existing teacher recruitment and retention work and are aligned with overarching state level teacher quality initiatives.

- The NJDOE is creating a recruitment website to specifically target high-need district recruitment. New Jersey has contracted with USTEACH to work with five high-need districts to turn their websites into powerful recruitment tools.
- The current NJHIRE recruitment system has proved very successful with 123,000 potential teachers and over 2,400 recruiters registered.
- New Jersey has hired a full time urban recruitment specialist who is overseeing recruitment efforts for high-need districts. The recruiter is working with districts to improve their recruitment, application, and selection process and to create and promote recruitment opportunities and tools offered by the department.
- The NJDOE, in partnership with TCNJ, is sponsoring its first-ever Urban Teacher Academy from July 10 through July 21, 2006. The program is part of the New Jersey Teacher Quality Enhancement Recruitment Grant (TQE-R). The participants, all high school juniors from 10 area school districts, have been selected for the Urban Teacher Academy based on their strong career interests in becoming urban teachers. Students were chosen on the basis of their strong academic records, writing samples, and teacher recommendations. Studies suggest that while two million teachers may be needed nationally over the next 10 years, traditional teacher preparation programs have only one million prospective teachers in the pipeline. The Urban Teacher Academy aims to capture the interests of potential teachers as an important strategy toward resolving the urban teacher shortage, and firmly planting qualified, passionate teachers into urban schools. During their two weeks on campus, students will work with college professors, community leaders, urban teachers, and administrators to learn about pedagogical practices and the many aspects of the teaching profession. Field trips are planned to the Trenton Area Soup Kitchen, the Children's Home Society, the Mercer County Special Services School District, the Trenton Boys and Girls Club, and the County Special Services School District.
- The Teacher Education Program in the Rutgers-Newark Department of Urban Education prepares teachers for New Jersey's Abbott school districts, the thirty-one poor, urban school districts designated by the New Jersey State Supreme Court. The mission, consistent with the goals of thirty years of court mandated educational reform, is to prepare novice, urban teachers to teach a racially, ethnically, economically, and linguistically diverse student population. Students who graduate from this program are prepared to take on the specific challenges of teaching in an urban environment.
- New Jersey oversees the Troops-to-Teachers program with a number of strong financial incentives for candidates who agree to teach for three years in New Jersey's schools. This program has proved helpful in bringing teachers to high-need districts.

- The NJDOE recruitment specialists provide information and support to candidates utilizing the federal loan forgiveness program for teachers in math, science, foreign languages, and bilingual education
- The department's Office of Special Education works in partnership with the National Center for Special Education Personnel and Related Services Providers to develop and implement diversity personnel recruitment campaigns. Members of the recruitment teams acquire knowledge and skills to help them recruit members of groups traditionally underrepresented in the field of special education. The department provides ongoing technical assistance to targeted high-need school districts as they develop diversity personnel recruitment campaigns.
- New Jersey has a state-funded induction with mentoring program for all new teachers. New Jersey recognizes that induction is a powerful retention strategy and has invested in a number of initiatives to support the mentoring of new teachers.
 - New Jersey regulations require all districts to have an annual mentoring plan developed by a local committee of teachers and administrators and to assure that all new teachers have an induction experience that is purposeful and supportive. This plan will be monitored as part of the NJQSAC process.
 - The NJDOE, in partnership with the National Staff Development Council (NSDC) developed a mentoring toolkit that is available on the NJDOE Website (www.state.nj.us/education) and that provides guidance for districts to institute a successful induction program.
 - The NJDOE is engaged in a three-year mentoring pilot program in Vineland, one of the state's 31 Abbott high-need districts. The pilot will provide information about induction including the usefulness of a longer mentoring experiences and the value of a variety of supports related to teacher efficacy and retention and will inform state-level policy makers.
 - Through the continuation of its TQE grant, the department hopes to provide fiscal, training, resources, and technical assistance to support the mentoring of new special education teachers.
 - Through the use of TQE funds, the NJDOE initiated a partnership with TCNJ to implement an online mentoring program pilot in the areas of math and science. The project provides teachers in high-need districts with additional content-based support from experienced math and science teachers.
 - New Jersey's FLAP grant supports regional professional development opportunities, model lesson demonstrations, and online project-based learning for teachers of world languages. The program provides intensive support for teachers in instruction and assessment and links teachers to schools across the globe.

Element Five: Professional Development Strategies

Research is clear that professional development can be a key retention strategy, providing teachers with a greater command of their craft and a consequent sense of efficacy as a professional. In 2000, New Jersey adopted regulations requiring professional development for all teaching staff members. The professional learning initiative requires all teaching staff members to engage in 100 clock hours of professional development aligned with the New Jersey Core

Curriculum Content Standards (NJCCCS), the New Jersey Professional Development Standards, and the New Jersey Professional Teaching Standards. The initiative utilizes strong governance and planning model with teachers playing a key role in planning and implementation. A Professional Teaching Standards Board (PTSB) comprised of teachers, administrators, and other key stakeholders advise the commissioner of education on the initiative. Currently, the board is reviewing the first five years of the initiative and considering the recommendations of the Commissioner's Taskforce on Teaching and Learning, convened in 2005. The PTSB is examining strategies to enhance the initiative, including incentives to districts and schools which implement site-based learning communities that focus on improving student achievement of the NJCCCS. Specifically, the department supports a number of professional development initiatives as described below.

- To support student achievement in high-needs districts, new professional development regulations specifically for New Jersey Abbott school districts were adopted. The initiative requires Abbott districts and schools to align professional development opportunities with the district's instructional priorities based on student achievement data. Professional development becomes focused on student needs and is teaching and learning focused. The initiative provides opportunities for collaborative, content-rich professional development. The initiative is supported by resources and regional training developed by the department in partnership with the National Staff Development Council (NSDC) and utilizes a professional learning community model. Research shows that professional learning communities help build cooperation amongst teachers and provide a powerful environment for learning. This initiative makes use of the governance framework of the overall state initiative for professional development, making teachers key partners in the development and delivery of professional learning.
- In partnership with NSDC, the NJDOE and the PTSB developed a Professional Learning Community Toolkit. The toolkit and related training has been piloted in the Abbott school districts. It provides guidance and planning tools to actualize the new Abbott regulations; however, the toolkit is being modified to address the state's professional development requirements for all schools and districts. The department completed a series of regional trainings and will continue this work in the fall to assure that all Abbott districts share a clear understanding of how to implement professional learning communities.
- Supported by a grant from Wachovia, the department in partnership with the NSDC, provides professional development for instructional coaches in two high-need districts. This training helps instructional coaches gain the skills needed to work effectively with adult learners in content-based professional development. This pilot program will provide the department with key strategies that can be replicated in other districts.
- For seven years, the NJDOE has participated in the National Board Subsidy Program which supports candidates for national certification. For the last two years, the State of New Jersey has provided additional funds to cover candidates' costs. The NJDOE in collaboration with the New Jersey Education Association (NJEA), the New Jersey Principal and Supervisors Association (NJPSA), and the New Jersey Chamber of Commerce supports National Board candidates with regional training support and recognition programs. The department plans to target a portion of the designated state funds for candidates in high-needs districts.

- The federally-funded NJMSP grant seeks to improve teachers' knowledge of mathematics, science and technology. Montclair State University, Rutgers University, and Rowan University received funds through a competitive process to support professional development to assist middle level teachers (grades 5-9) to become highly qualified and/or middle school content certified in mathematics and science. These three universities, located in different regions of the state, provide credit bearing courses, intensive summer institutes, mentoring, on-site technical assistance and support and distance learning and other web-based professional learning opportunities to cohorts of teachers selected from high-needs districts. An extensive evaluation of the program is underway. The grant will provide valuable information on the number of teachers who achieved HQT status or who have or will receive middle school certification as a result of grant-funded activities.
- The NJDOE was awarded a Foreign Language Assistance Program (FLAP) grant to provide important professional development opportunities statewide that focus on improving teachers' foreign language proficiency and instructional capacity. The program trains teachers to assess student learning using multiple tools and provides significant emphasis on improving standards-based instruction in this critical area. Representatives from state institutions of higher education support various aspects of the FLAP grant.
- The Office of Special Education, working with staff from the state's four Learning Resource Centers (LRC), are developing a professional development network that will provide special education teachers with a year-long series of professional development experiences. New special education teachers in targeted high-need school districts will complete a needs assessment that will inform the content of the trainings.
- The NJDOE uses Title IIA-Improving Teacher Quality (ITQ) funds to support competitive grants to New Jersey institutions of higher education to provide targeted professional development activities. In addition, Title IIA funds support professional development activities in support of the NJCCCS. ITQ funds support the NJDOE's participation in the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) projects. NJDOE content coordinators who participate in SCASS projects train teachers to implement sound classroom assessment strategies.
- Title IIA funds also support a menu of professional development offerings ranging from awareness sessions to intensive, multi-day institutes in all nine NJCCCS areas. Every school district was sent information on how to arrange these free professional development sessions. The information is also available on the NJDOE website (<http://www.state.nj.us/education/>).
- The NJDOE, in partnership with the Newark Teachers Union and Seton Hall University, developed a searchable CD-ROM of the NJCCCS that provides teachers with classroom strategies to support the achievement of the standards. The CD provides all teachers with ways to enhance student literacy and serves as a tool to encourage content integration. The CD-ROM has been sent to all schools and districts and is available to all schools on the NJDOE website.
- The Office of Specialized Populations, in collaboration with New Jersey institutions of higher education, will sponsor a year-long professional development opportunity for mainstream teachers and other school personnel who work with English language

learners. As increasing numbers of immigrant students enroll in New Jersey schools, it is critical that all teachers develop the skills to effectively work with this population. The Sheltered Instruction Training will hold a summer institute during July 2006 at Rowan University, Kean University and New Jersey City University. Participants will receive training in Sheltered Instruction and will be able to implement content area lessons that have been proven effective with English language learners. University faculty will provide on-going support throughout the school year with follow-up meetings and on-site visitations.

Element Six: Specialized Knowledge and Skills

New Jersey has made great strides to assure that teachers have the specialized knowledge and skills to be effective with students typically served in high-poverty low-performing schools.

- New Jersey's program approval and accreditation requirements mandate that teacher education programs utilize New Jersey's teacher standards which require teachers to have the knowledge and skills to deal with diverse learners. Teacher education programs are approved and accredited with this as a key component of their approval.
- New Jersey has adopted teacher and school leader standards that address the knowledge and skills needed by teachers to meet the needs of diverse student populations.
- New Jersey licenses teachers based on an assessment which utilizes the standards as its basis.
- The NJDOE, in partnership with TCNJ, has developed a model urban education program to prepare teachers to work in high-need districts. This program will serve as a pilot for review and further policy recommendations from New Jersey's new Higher Education Council.
- New Jersey's alternate route offers targeted preparation in the areas of ESL/bilingual and special education assuring that alternate route teachers have the knowledge and skills they need to teach diverse student populations.
- New Jersey's online virtual academy offers a tutorial for teachers who have English language learners in their classes but have little previous experience or training on how to teach them effectively.

Element Seven: Working Condition Strategies

Recent research has made clear that working conditions can have significant impact on teacher quality and retention. Unfortunately, working conditions are often overlooked as a means to retain good teachers and are difficult to address at the state level. Local district policies and practices often set the tone for school climate and culture. Additionally, school leadership impacts how those policies are implemented from school to school. Acknowledging that strategies which deal with school leadership, safety, facilities, professional growth, governance, and school climate and culture have a significant impact on working conditions, the department has initiated a number of activities to address this difficult, yet extremely important, element. The first two initiatives, CAPA and NJQSAC, have been discussed earlier in this document but are explained here in more detail.

Collaborative Assessment and Planning for Achievement (CAPA)

A key strategy to improve teaching and learning as well as working conditions in schools is New Jersey's Collaborative Assessment and Planning for Achievement (CAPA) process, which responds to the requirements of *No Child Left Behind* (NCLB) to have a statewide system of intensive and sustained support for those Title I schools designated as "in need of improvement" for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skillful and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state's Core Curriculum Content Standards. The CAPA process provides important feedback and technical assistance to school districts as well as plays a key role in informing state policy around areas that the state needs to support through new policies, further technical assistance and professional development.

CAPA teams conduct an on-site review of a school identified as "in need of improvement," as defined by state assessment results. The review has defined standards, each with indicators and rubrics. The team reviews district documentation, student achievement data, and intermediate progress measures; observes classroom sessions; and interviews teachers, parents, the principal and other school staff, as appropriate. Based on their review, the team determines how effective the school has been in organizing its work around the New Jersey's Core Curriculum Content Standards (NJCCCS) and identifies obstacles to improve teaching and learning. The team completes the review cycle by developing a report over a two-day period that communicates commendations and recommendations to the school and district.

CAPA findings provide qualitative data on the concerns teachers face in high-needs schools. The findings have pointed to the barriers teachers face in the classroom as they articulate the core curriculum content standards to their students. Some issues in this area have been the need for instructional materials, the need for more of a voice in professional development and standard protocols for examining student work as well as support in integrating technology into their classrooms. During the CAPA process, teachers have expressed concerns about their schools not having a system to formally reward/award teachers, not having input into their teaching assignments for the following year and the uneven enforcement of disciplinary policies. The findings have pointed to the unmet needs of many teachers in low-performing schools.

After the school receives a draft of its report, the CAPA team leader meets with the school to help them develop a plan for prioritizing the implementation of the recommendations. For recommendations that may require additional financial resources to implement, the NJDOE encourages districts to use their Title I, Part A and Title I School Improvement Allocation (SIA). Schools in need of improvement must use 10 percent of their Title I funds to implement staff professional development in the areas in which students did not meet the benchmarks on state assessments. Additionally, these schools receive SIA funds earmarked for implementing school improvement activities. Recommendations that require additional funding have included establishing teacher teams to refine the use of rubrics in their classes and identifying time for vertical and horizontal articulation meetings among teachers.

New Jersey Quality Single Accountability Continuum (NJQSAC)

State legislation required the development of a new school district monitoring system known as the New Jersey Quality Single Accountability Continuum (NJQSAC). NJQSAC is a self-assessment and review process that addresses school district policies and practices in five areas: personnel, fiscal, governance, operations, and programs and instruction. NJQSAC focuses on how each of these areas impacts the mission of every New Jersey school district: student achievement of the NJCCCS. Each district must convene a committee to perform the self-assessment (known as the District Performance review or DPR) which is then submitted to the county office of education for review and placement on the continuum. Districts that score at 80 percent or higher in each of the five areas are “approved.” Should a district receive lower than 80 percent in any one of the five areas, a more intensive review is conducted by department staff to verify the results. Evidence for review might include items such as personnel policies, curricula, achievement results, and district plans. The focus of NJQSAC is to identify districts in need of assistance in one or more of the five targeted areas and then to provide specific interventions to assist the district to successfully address the needs or shortcomings.

NJQSAC will address a number of areas specific to working conditions in districts but not in specific schools. However, school districts that do not achieve 80 percent or higher on the continuum may be required to engage the services of a highly skilled professional to help correct deficiencies. The highly skilled professional is specific to the area of need (e.g., a school business administrator would assess fiscal, a curriculum specialist would address program needs) and is approved by the NJDOE to specifically provide intervention services. The goal of the intervention is to help districts improve in deficit areas and to support and sustain gains in student achievement.

NJQSAC holds districts accountable for a number of indicators that address working conditions. For example, governance addresses the relationship between the local board of education and the district chief school administrator. It focuses on positive interaction, ethical conduct, and student-centered policies. School district operations focuses on the health and safety of students and staff, including the prevention and reporting of violence and vandalism, school health policies, the provision of intervention and referral support teams, and the implementation of practices that create a safe school environment. The fiscal section of NJQSAC focuses on sound and efficient fiscal policies and practices, ensuring that students and staff have appropriate facilities and equipment to support high quality instruction and student achievement. The programs and instruction section of NJQSAC holds districts accountable for student achievement and requires districts to develop and implement curricula that are aligned to the 2004 NJCCCS. The programs and instruction DPR focuses on teacher support activities such as vertical and horizontal articulation, transitional meetings, cross-content instruction, and access to technology. This section requires districts to provide appropriate supervision of instruction and to engage in activities that support high quality instruction in all classrooms. Finally, the personnel section deals with teacher and administrative licensure and credentials, teacher evaluation policies, school employee wellness, affirmative action and accommodations for employees with disabilities, teacher mentoring and professional development, and the provisions of the highly quailed teacher requirements of NCLB. The personnel DPR focuses attention on key working conditions issues such as opportunities for professional learning, especially in collegial learning

communities, support for new teachers through mentoring and evaluation, and personnel policies that ensure that all teachers and administrators are certified and highly qualified. A copy of the personnel DPR is included in the appendix.

Combined with the rich school-specific information obtained during a CAPA visit, NJQSAC will provide the department with information about district-level policies and practices that support or impede student achievement. Further, policies and practices identified as part of this systematic review may significantly support teacher retention, engagement, and ownership or they may cause teachers to “go through the motions rather than going the extra mile.” The information provided by districts as part of NJQSAC will inform policy development and assist the department to better allocate state and federal resources.

School Safety

A safe, civil, orderly, respectful, and supportive learning community is vital to healthy working conditions for staff as well as for students. New Jersey tracks incidents of violence and vandalism in an electronic monitoring system and uses the data to develop strategies to support schools. The department provides technical assistance to schools with specific problems such as bullying or vandalism. In partnership with Rutgers University’s Center for Applied Psychology, the department provides services, technical assistance, and training to schools and districts in the implementation of the requirements regarding safe schools under Title IV and the department’s Unsafe School Choice Option Policy. These services involve the development of corrective action and safety plans which are designed to reduce the number of incidents of violence in schools with serious problems of violence and vandalism as identified through New Jersey’s Electronic Violence and Vandalism System. In addition, the department has implemented a Social and Emotional Learning Initiative, grounded in research that successful student academic performance depends to a significant degree on a student’s social and emotional skills and ability to pursue educational goals with a sense of purpose. These pilot activities have reduced at-risk student behavior and have contributed to positive learning climates that impact both students and teachers. Two low-performing Abbott school districts and eight low-performing non-Abbott school districts participate in the pilot. Additional projects focus on positive student discipline, safety and discipline policies, and character education.

Teacher Support Services

New Jersey school districts are required to provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties in students and who participate in the provision of Intervention and Referral Services (IRS). IRS teams provide teachers with support and consultation to address behavioral, learning, or health problems that impede student achievement. This collaborative process brings many minds together to discuss problems, to develop strategies, and to discuss the impact of the interventions. Originally designed to precede any formal referral for a more intensive evaluation for special education services, IRS teams have evolved into a necessary support system for teachers. IRS teams provide a professional learning community approach to support teachers by providing research-based strategies and engaging experts in constructive dialogue to solve classroom management and behavioral problems.

School Leadership Policy

In the last five years, New Jersey has been deeply involved in policy and program development in support of strong educational leadership. As a partner with the Wallace Foundation in the State Action for Educational Leadership Program (SAELP), New Jersey has made a number of key policy changes to enhance educational leadership in the state. As a result of that work, New Jersey has:

- Created new professional standards to support all policies and requirements across the continuum of school leadership practice including preparation, mentoring, licensure, and professional development;
- Implemented a new standards-based professional development requirement that requires all school leaders to develop and implement a plan in consultation with a team of their peers, based on the standards and their district needs;
- Created a standards-based mentoring and residency program for school leaders to support their transition to the principalship;
- Developed, in partnership with NJPSA, a new alternate route to school leadership that has enhanced the pipeline to school leader certification in a flexible and effective manner;
- Instituted a critical friend review of all preservice programs for school leaders, conducted by Dr. Joseph Murphy and other national experts, to help programs align their to the standards and best practices;
- Developed new training for school board members and superintendents to build a team-based approach to school governance; and
- Implemented, and is currently studying, distributed leadership pilots to support teachers as leaders and to share the responsibilities of teaching and learning leadership amongst professional staff members; such programs have been effective in improving school climate and culture, allowing teachers a voice in the planning and implementation of practices and policies to enhance teaching and learning.

Abbott Professional Development Requirement

The new Abbott professional development requirement plays a key role in enhancing the working conditions of teachers and school leaders in high-needs schools. The regulations specify that schools must develop learning communities in which professionals support and share in the learning and development of one another. This collaborative model has great potential for improving the climate of schools as well as the knowledge and skills of the professionals.

Special Education Support

To address the issue of special education teacher attrition, the department is working with new teachers in high-poverty districts with high mobility to provide them with additional training and support beyond the district-sponsored induction program. Staff from the four Learning Resource Centers, the department's special education professional development training network, implement these programs. Special education teachers in the program will receive a year-long

series of training. The department is also planning to provide additional mentoring and support to special education teachers in high-need districts.

Working Conditions Survey

The department acknowledges the need to accumulate more information about working conditions and their impact on teacher recruitment and retention. To fill this gap, the NJDOE has developed a working conditions survey which will become part of the CAPA process for schools not making AYP. A draft of this survey is provided in appendix. As part of the comprehensive CAPA process, the survey will provide important information about teachers' satisfaction or dissatisfaction across a spectrum of key elements including resources, leadership, and school environment and safety. This survey will provide key data that the department can utilize and share with district leadership about existing conditions in schools and districts. It will also provide important information for policy makers to utilize in crafting policies to support and retain highly qualified teachers in high-needs districts. The department will also investigate other sources of this information such as district compensation packages and exit interviews and work with professional organizations such as NJEA and NJPSA to gather a more accurate picture of working conditions in New Jersey's public schools.

Policy Coherence: Improving Internal Processes or Revising State Policies that May Inadvertently Contribute to Local Staffing Inequities

The NJDOE is committed to assuring that high-need schools have the opportunity to recruit and retain highly qualified teachers. However, it is important to remember that local school districts assign teachers to schools, grades, subjects, and classes. The NJDOE monitors optimal performance through data collections such as the Certificated Staff Report, through evaluative processes like NJQSAC and CAPA, and through routine oversight by the county offices of education. New Jersey has enacted systemic and aligned policies to assure that teachers are equitably distributed.

Improved Licensing and Hiring Processes

New Jersey has made serious efforts to improve license processing time, customer service, and support. Over the past year, the state has eliminated large backlogs of credentialing applications and significantly decreased the waiting time for licensing review. In addition, the department has extended customer service hours, added an automated phone system to answer and direct common questions, and improved web-based information to help candidates better understand the licensing process. These changes will significantly assist the state's large high-need districts, who often high large numbers of teachers each year, to ensure that candidates for employment are appropriately certified. The changes also assist prospective teacher candidates to complete the licensure process with minimal delays.

Additionally, the NJDOE is developing a website that specifically targets recruitment for high-need districts. In partnership with TCNJ, the department is creating tailored web-based marketing tools for high-needs districts and providing five high-need districts with technical

assistance to support the processing of licensure applications. New Jersey's urban recruiter specifically works with high-needs districts to improve their recruitment, marketing, applicant processing, and web-based recruitment tools.

Using Data to Support Highly Qualified Teacher Distribution Policies

New Jersey has further developed its annual Certificated Staff Report to provide more in-depth knowledge relevant to the requirements of the highly qualified teacher provisions of NCLB. New Jersey has the data to track teacher mobility, certification, highly qualified status, and experience. In order to gain more information on why teachers leave a school or district, the NJDOE will add a working conditions survey to the CAPA review process.

Accountability and Support in Assuring the Equitable Distribution of Highly Qualified Teachers

New Jersey has systemic initiatives to monitor and support high-need districts to recruit and retain highly qualified teachers. As part of New Jersey's new school district accountability system, NJQSAC, districts will be monitored to assure that teachers are properly credentialed and highly qualified. The personnel DPR addresses the highly qualified teacher requirements; one of the indicators specifically the district's plan to ensure equitable distribution of qualified and experienced teachers in low-performing schools. Districts that do not achieve 80 percent of the indicators on the personnel DPR will be subject to corrective action which may include a more intensive review by the county office of education, the submission and approval of an action plan, and/or the assistance of a highly skilled professional to correct deficiencies.

Assuring Teachers Have the Professional Development They Need To Succeed

The NJDOE annually evaluates its state-level professional development initiative. In 2005, districts were required to report to the department about the completion of the first five-year cycle of mandated professional development hours. The department verified compliance with the professional development initiative, but more importantly, was able to determine that only a small number of teaching staff members failed to complete the required 100 clock hours. This data collection is part of a larger process that includes district and county professional development boards that oversee the approval of professional learning experiences at the local district level. Taken together, the approved plans and the data collection on completion of the hours provide the NJDOE with a good picture of the professional development experiences that are taking place in the field. The PTSB is working with the department to review and analyze this data and will make policy recommendations to ensure that high quality professional learning is available to all teachers.

In general, department offices survey school staff about specific professional development needs. For example, the Office of Student Support Services surveyed members of Intervention and Referral Services teams to determine their professional development needs. IRS teams provide important support services to assist teachers with student behavioral and learning problems. IRS teams include teachers, educational services specialists, and school administrators and it is imperative that team members are well-informed about research-based practices to improve

student performance. The Office of Academic and Professional Standards announced a series of free, content-specific professional development opportunities for schools and districts that address the curriculum, instruction, and assessment of the NJCCCS. The announcement asked schools and districts to indicate their needs for content-specific and strategy-based professional development opportunities. The demand for these sessions (which range from awareness sessions to multi-day institutes) has been overwhelming and indicates a need and demand for school-based professional development experiences that improve teacher content knowledge and pedagogy.

Supporting Schools in Need of Improvement

A key strategy to improve teaching and learning as well as working conditions in schools is New Jersey's Collaborative Assessment and Planning for Achievement (CAPA) process, which responds to the requirements of *No Child Left Behind* (NCLB) to have a statewide system of intensive and sustained support for those Title I schools designated as "in need of improvement" for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skillful and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state's Core Curriculum Content Standards. The CAPA process provides important feedback and technical assistance to school districts as well as plays a key role in informing state policy around areas that the state needs to support through new policies, further technical assistance and professional development. In addition, the department recognizes outstanding Title I schools and showcases the policies and practices that have led to the school's improvement. In this way, schools with similar compositions and problems can implement practices that have been shown effective.

Building on Partnerships to Support the Recruitment and Retention of Highly Qualified Teachers

New Jersey recognizes that to succeed in its efforts to recruit and retain highly qualified teachers in high- needs districts, it must create effective partnerships. The NJDOE has established partnerships with institutions of higher education (IHEs), business organizations, professional associations, and national organizations and foundations. The impact of any initiative is maximized by effectively using the expertise and resources of the partners. These partnerships enhance the state's commitment to ensuring that the neediest students are taught by highly qualified teachers.

- The TQE-Recruitment grant, a partnership between the NJDOE and TCNJ, focuses on recruiting teachers to high-need districts.
- The department works with the New Jersey Principals and Supervisors Association (NJPSA) to develop and implement school leader induction and development opportunities.
- In partnership with the Wallace Foundation through the SAELP project, the department supports improved educational leadership through policy and program innovations across the continuum of professional practice
- The department has maintained a long-term partnership with the New Jersey Statewide Systemic (NJSSI) to improve mathematics, science and technology education. NJSSI has

five regional centers that offer technical assistance and professional development opportunities for school districts.

- The department works with the New Jersey Chamber of Commerce to support the training and recognition of National Board candidates.
- The department works with national accreditation programs (TEAC and NCATE) to support high quality teacher preparation programs.
- A state-appointed Higher Education Council will work with the NJDOE to forge a high quality program approval process.
- The NJDOE partners with Wachovia to support training for academic coaches.
- The NJDOE continues to work with NSDC to develop state-of-the-art professional development and mentoring tools and resources for all school districts, with a special focus on the Abbott districts.
- The department maintains a partnership with the CCSSO Teacher Quality Center to improve policies for special education.
- The National Center for Special Education Personnel and Related Service Providers works with the department's Office of Special Education to enhance the preparation, recruitment, and retention of special education teachers.
- The department, in partnership with the New Jersey Education Association (NJEA), supports professional development for teachers, specifically targeting support and resources for National Board candidates in urban districts.
- Through NJPEP, the department has created a new partnership with Rutgers University to provide credit bearing courses online for New Jersey teachers.
- The Rutgers University, School of Applied Psychology, works with the Division of Student Services to support positive social and emotional environments conducive to teaching and learning.
- The Office of Academic and Professional Standards works with Montclair State University, Rutgers University, and Rowan University to implement the federal NJMSP grant that supports middle level teachers to become highly qualified and/or certified in mathematics and/or science.
- The Office of Academic and Professional Standards developed a partnership with Rutgers University to create a Chinese language program that will create a new pool of teachers of critical world languages.

Conclusion

The NJDOE acknowledges the importance of having a highly qualified teacher in every classroom. To that end, the department has expanded its capacity to collect and analyze school and district data; initiated an audit of certificated status known as the Matrix Report; formalized a new district evaluation system (NJQSAC) which will provide specific information on policies and practices in recruitment, hiring, retention, mentoring and induction, licensing, and professional development; expanded the successful CAPA project that provides low-achieving schools with specific recommendations to improve students performance; created two new groups to address teacher quality issues; improved services provided by the Office of Licensing and Credentials to expedite teacher certification processes; eliminated emergency certification and expanded the alternate route; utilized grant funding to support urban teacher recruitment; and maintained and expanded partnerships to support the preparation and growth of teachers of

mathematics, world languages, science, special education, and ESL/bilingual. The NJDOE will continue its efforts to support the highly qualified teacher requirements through a mandated highly qualified teacher action plan. The department will also institute a working conditions survey and will work with institutions of higher education, professional organizations, and school districts to investigate the use of incentives to attract and retain high quality teachers.

Ultimately, it is the department's mission to ensure that all students achieve the NJCCCS. That goal can only be achieved when every child is taught by a highly qualified teacher. Given the opportunity to learn, all students can achieve.

If we are as concerned about education as we say we are, then we need to do more to change the conditions faced by teachers, especially those who work in underfinanced and largely abandoned urban schools. We need to support those teachers who love their students, who find creative ways to teach them, and who do so under difficult circumstances. We need to celebrate teachers who are as excited about their own learning as they are about the learning of their students. And we need to champion those teachers who value their students' families and find respectful ways to work with them. Above all, we need to expect all teachers to do these things. The children in our public schools deserve no less.

Sonia M. Nieto, What Keeps Good Teachers Going? In Keeping Good Teachers, ASCD, 2003, p. 205.

APPENDICES

The first five sections of this appendix contain examples of charts that have been created from existing data and other types of information. These charts will assist the department in analyzing how to best help schools improve low performance by examining its relationship to the quality of the teachers in the schools.

Appendix A is a draft of the data collection instrument and district plan that will be used to report 2005-2006 highly qualified teacher data and follow-up activities. Some of this information is already available through the Certificated Staff Report and licensure records. Most likely, the survey, statement of assurances, and plan will be completed electronically; however, all NJDOE surveys must be approved by a two-tiered data management group who will assist with the further development of the plan and its implementation.

Appendix B is an Excel file that represents classes not taught by highly qualified teachers by district level across core subject areas. It identifies special characteristics of those schools/districts such as designation as an Abbott school district or as a CAPA school and AYP status.

Appendix C presents a statistical evaluation between highly qualified teachers and poverty. It does not show a clear correlation between the two. New Jersey's 31 Abbott school districts, those with a large number of high-poverty schools and students, receive per-pupil funding at the same level as the state's wealthiest districts as prescribed by the New Jersey Supreme Court. These 31 districts are provided with additional resources and should be able to attract high quality teachers and provide them with high quality professional development to retain them in the district. However, experience with low-poverty districts shows that equalizing financial resources is not enough to overcome the negative societal norms that operate in many of these schools. Therefore, the state must turn to other avenues to show why high-poverty schools are under-performing.

The department already has access to a wealth of data and information about its schools. Aggregate numbers on distributions of not highly qualified teachers are not specific enough to show us why a school's students are not performing even though the school has a guaranteed high level of financial resources. The traditional problem for the department has been that of integrating, analyzing, and drawing conclusions from the information it already produces. Information is collected and housed in different program offices and it must be analyzed collectively to be useful in determining what is inhibiting a school's achievement level. There are many more charts of information that the department will produce as it implements its equity plan. The more global charts will be valuable for guiding strategies that expand upon our statewide initiatives to attract, develop and retain a continuous pool of highly qualified teachers in hard-to-staff areas. (Appendix D).

For the more norm-based low performance, especially in high-poverty districts, the department is building an analysis model that will be applied to a prioritized list of low-performing schools.

Appendix E shows samples of some of the rich data the department already has about each of its schools. The analysis model will build on the Collaborative Assessment and Planning for Achievement (CAPA) process to address low performance and equity issues. The CAPA process is under the direction of the Title I office and is going into its third year. The model requires a broad-based team to visit a school in collaboration with the principal and teachers in the school to determine what areas have to be improved in order for the performance results for students to be more positive. Appendix D contains the lists of schools that already have a needs analysis and recommendations for improvement that must be part of a school's improvement plan under CAPA.

The CAPA process has already prioritized the worst cases and has defined strategies targeted to deficiencies that already observed. The lack of student performance in schools where the teachers may be highly qualified on paper but not able to increase student achievement is most likely due to systemic problems, long-established negative norms, and societal influences that arise from areas of poverty.

In order to effectively target helpful strategies to these schools, the department will designate a cross-department team to analyze the existing information for the schools that are close to requiring restructuring. The team will integrate information about the school climate, school leadership, teachers' working conditions and problems with attracting and retaining teachers. The Office of Academic and Professional Standards, which is responsible for highly qualified teacher initiatives, will coordinate this effort and work with existing NCLB policy and support structures, including the Title I office and the Abbott division, to address these issues.

In addition, the CAPA process will be enhanced by the new district evaluation system NJQSAC. This new process will put additional pressure on districts to improve schools that are lagging in performance. The development of NJQSAC is a good example of the department's ability to collaborate across offices and divisions to identify those important elements that contribute to student achievement of the NJCCCS.

In Appendix F, there are new data elements proposed for the existing certificated staff collection to give the department additional information. Also, included is a new instrument to become part of the CAPA process that will tell provide more information on a school's working conditions that may impact teaching and learning.

Appendix G provides an overview of the research that supports the policies, programs, and practices contained in this document. Appendix H provides an overview of the NJDOE's organizational structure to support this plan.

APPENDICES

Appendix A	Draft: Highly Qualified Teacher Survey and Plan
Appendix B	Spreadsheet: Classes not taught by highly qualified teachers by district-level across core subject areas
Appendix C	Highly Qualified Teachers and Poverty
Appendix D	Quartile Information
Appendix E	Analysis Model CAPA Process List of CAPA visits in 2004-05 List of CAPA visits in 2005-06 Analysis of five schools identified in need of improvement (Sample) <ul style="list-style-type: none">• Spreadsheet showing distribution of not highly qualified teachers• across the core subject areas• Copy of the AYP report done by the Title I office• Copy of the recommendation section of the CAPA report for those schools• Copy of the NJ School Report card• Copy of the NCLB report• Notes from a follow-up interview of the district• NJ QSAC Personnel DPR
Appendix F	Proposed changes to data collections
Appendix G	Research to Support Policies, Programs, and Practices
Appendix H	NJDOE Organizational Structure to Support the HQT Plan

Appendix A

**District Plan for Highly Qualified Teachers
2006-2007 School Year**

/	/	/
/	/	/
DISTRICT NAME / DATE	/ DISTRICT CODE	SUPERINTENDENT NAME (PRINT OR TYPE) SUPERINTENDENT SIGNATURE

/	/
/	/
NAME OF DESIGNATED POINT-OF-CONTACT MAIL ADDRESS	CONTACT PERSON'S TELEPHONE NUMBER CONTACT PERSON'S E-MAIL ADDRESS

/	/
/	/
PLAN APPROVED BY (ENTITY)	/DATE OF APPROVAL

I. NEEDS ASSESSMENT: Enter District-level **data from the 2005-2006 school year** for the following elements.

Number and percentage of core academic subject teachers who are not highly qualified	Number	Percentage
Number and percentage of core academic subject classes taught by teachers who are not highly qualified	Number	Percentage
Number and percentage of core academic subject teachers who did not receive high-quality professional development during the previous school year	Number	Percentage
Core academic subjects, grades, and student groups in which the district did not make AYP based on spring 2006 statewide assessments		
Core academic subjects and grades that have teaching vacancies that the district cannot fill with HQ teachers		

Add any other data for the District that establishes needs related to ensuring that all core academic subject teachers are highly qualified.

Page 3 – District Plan for Highly Qualified Teachers

III. Using the following chart, **identify the target audience – core academic subject teachers that are NOT highly qualified and core academic subject classes taught by teachers that are NOT highly qualified.** Below the table, write a brief summary to describe highly qualified teacher needs in the District.

School Name and Descriptive Information	Grade(s)	Subject	Notes/Comments

SUMMARY:

IV. DISTRICT ACTIONS TO GET ALL TEACHERS HIGHLY QUALIFIED: List and describe District actions to get all teachers highly qualified and to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students.

District Action	Person Responsible	Resources (Fund Source/ \$\$)	Completion	Notes

* These actions are required in each District's plan.

Page 5 – District Plan for Highly Qualified Teachers

V. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Incorporate District procedures for hiring a teacher that is not yet highly qualified and other actions to ensure hiring only highly qualified teachers.

District Action	Person Responsible	Resources (Fund Source/ \$\$)	Comments / Notes

Page 6 – District Plan for Highly Qualified Teachers

VI. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS: List and **describe District actions to retain highly qualified teachers**. All actions must be supported by the District’s policies and procedures for recruiting, hiring, inducting, and retaining highly qualified teachers.

District Action	Person Responsible	Resources (Fund Source / \$\$)	Notes

Page 7 – District Plan for Highly Qualified Teachers

VII. DISTRICT ASSURANCES RELATED TO HIGHLY QUALIFIED TEACHERS: Place a check in front of each assurance to indicate that District administrators are aware of the compliance issue and that the District is in full compliance. **Please note that the District superintendent’s signature is required at the bottom of this page.**

- All teachers will be assigned to teach a grade level(s) and subject(s) for which the teacher holds proper New Jersey certification and for which the teacher has been deemed highly qualified.
- The DISTRICT has established procedures for developing individual teacher plans that provide for clear and direct communication between the DISTRICT and individual teachers.
- The DISTRICT will notify, annually and at the beginning of the school year, all parents in a school receiving Title I, Part A funds that the they may request and the DISTRICT will provide, in a timely manner, information regarding the professional qualifications of the student’s teachers in accordance with Section 1111(h)(6)(A).
- The DISTRICT will ensure that each school that receiving Title I, Part A funds provides timely notification to the parents of a student who has been taught for four or more consecutive weeks by a teacher who is not highly qualified. [See Section 1111(h)(6)(B)(ii)] (NOTE: Letters must be sent when **the student is assigned** to a non-highly qualified teacher. If a teacher change during the school year results in a student’s class being taught by a non-highly qualified teacher, parents of each student in the class must be notified not later than the date by which students have been taught for four consecutive weeks.)
- The DISTRICT has incorporated the state’s “Procedures for Hiring a Teacher that is Not Yet Highly Qualified” and will fully implement those procedures when it is necessary to hire a teacher who is not highly qualified for the grade level(s) and/or subject(s) the teacher is assigned to teach.
- The DISTRICT has policies and procedures to prohibit use of Title I, Part A funds to pay the salary of any new paraprofessionals, except under certain limited cases as described in Section 2141(c)(2).
- The DISTRICT has policies and procedures to prohibit use of Title II, Part A funds to pay the salary of any teacher who does not meet the NCLB and state definitions of “highly qualified” teacher.

DISTRICT Superintendent Name

DISTRICT Superintendent Signature

Date

APPENDIX B

Spreadsheets of classes not taught by highly qualified teachers by district level across core subjects noting school designations and AYP status

(Please see separate Excel file entitled NJ HQT District Data)

APPENDIX C

An Evaluation of the Relationship between Highly Qualified Teachers and Poverty

One area of concern cited by Department of Education officials is the apparent disparity in highly qualified teacher (HQT) coverage between high and low-poverty (ED) schools. The evidence cited is the difference in the average HQT percentages between the lowest and highest ED quartiles; however, such a coarse comparison ignores the fact that there is a high degree of variability across schools in terms of both HQT and ED. A more robust measure would look at all schools across both measures in an effort to estimate the relationship (i.e. correlation) between these two measures, so as to ascertain whether there is in fact a “coverage gap” that requires remediation.

A preliminary issue is the “validity” of the data—that is, are we measuring what we assume we are measuring? Both HQT and ED are self-reported measures, and thus prone to substantial measurement errors such as misclassification or omission. There exists no independent audits of how well schools and/or districts record their information; however, ED, as measured by the percentage of students eligible for free or reduced-price lunch, can be compared with a more independent measure collected by the NJDOE. This is called a *district factor score* (DFS), created by the State of New Jersey Department of Education Division of Finance through principal factor analysis of six variables taken from the 2000 Census to represent a community’s relative socio-economic status (for details see <http://www.state.nj.us/njded/finance/sf/dfg.shtml>):

- Percent of adults with no high school diploma
- Percent of adults with some college education
- Occupational status
- Unemployment rate
- Percent of individuals in poverty
- Median family income

The DFS is an index with unique values for each district on an interval scale (ranging from -3.7 to 2.2, with higher values associated with less community poverty). A substantial correlation between the DFS and ED would lend credence to the assumption that ED is a suitable proxy for poverty.

Figure 1 is a scatterplot of DFS by the percentage “not-ED” (this is for ease of interpretation of the correlation). As can be seen from the plot, there is a fairly strong linear trend as DFS and the percentage not-ED increase. The relationship between community SES and student poverty can be quantified by estimating the Pearson linear correlation coefficient between these two factors; in the case of NJ school districts the linear correlation coefficient is a strong 0.713.

Having established that our measure of student poverty is most likely valid, it is of interest to compare this measure with our measure of HQT coverage: the percentage of core classes taught by a highly qualified teacher. Figure 2 is a scatterplot of this HQT measure by the percentage not-ED (again for ease of interpretation). Two things are evident from this plot: a significant majority of schools are at or close to one hundred percent HQT coverage, and there is a fairly uniform distribution of HQT across the spectrum of not-ED. As before, the relationship between these two variables can be quantified by estimating the Pearson linear correlation coefficient,

which in this case is a very weak 0.0602. This strongly suggests that the quantile comparison cited elsewhere is misleading, and that in fact HQT coverage is not a dominant factor in the poor performance of high poverty schools.

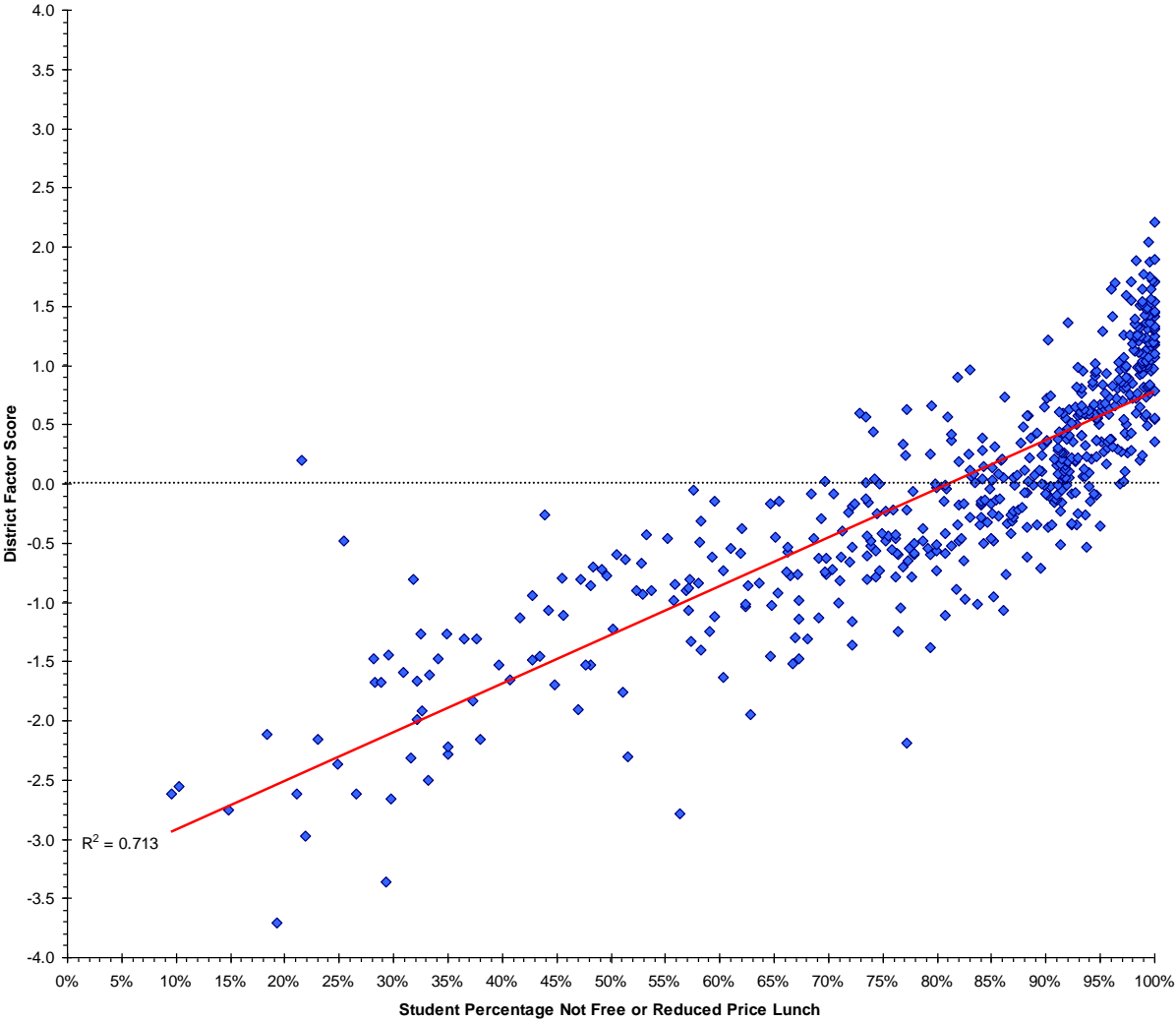


Figure 1: New Jersey Districts' Factor Score by Student Percentage Not Free or Reduced Price Lunch (N=549, Pearson Linear Correlation Coefficient = 0.713)

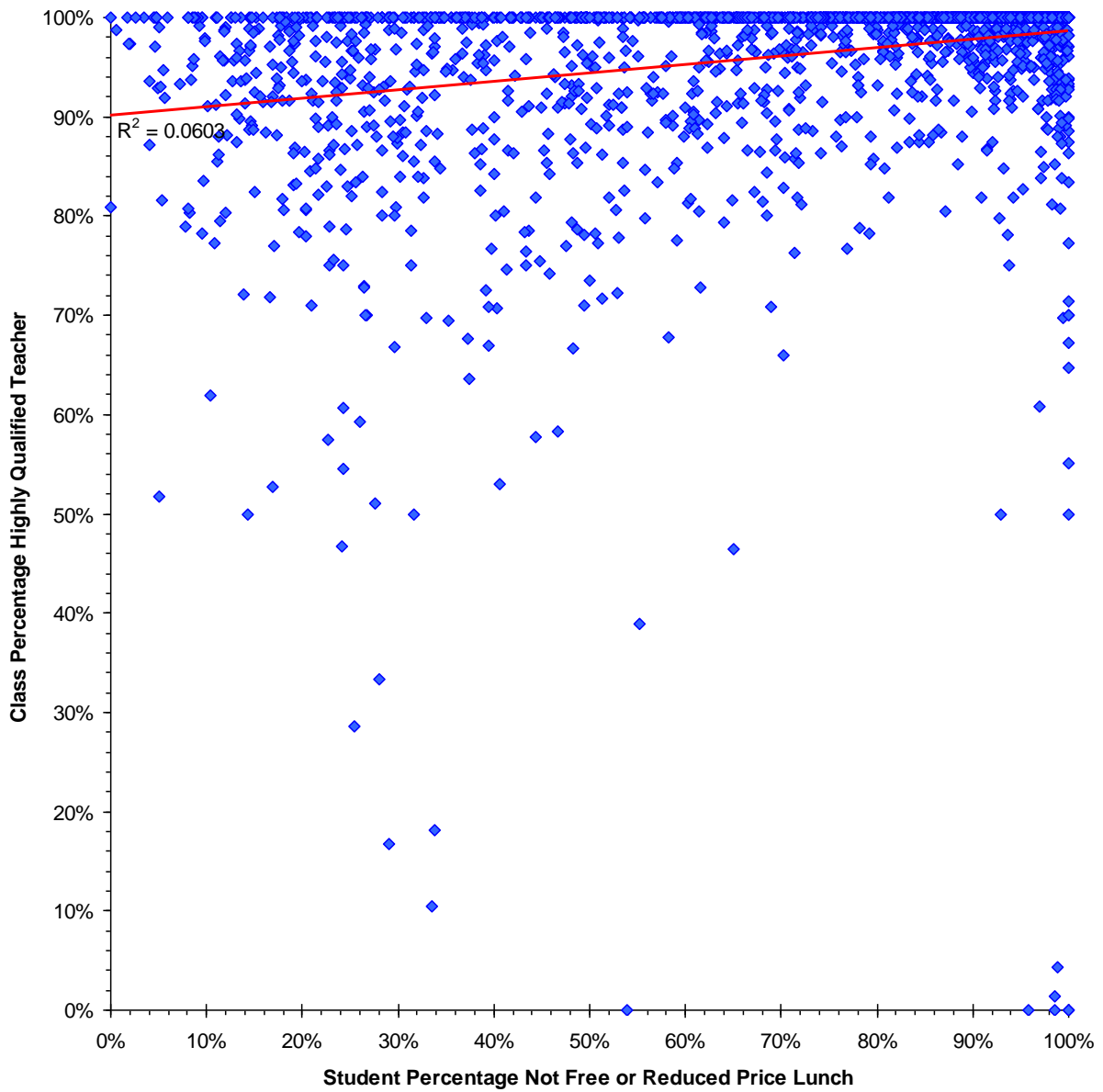


Figure 2: New Jersey Schools' Percentage Core Classes Taught by Highly Qualified Teachers and Percentage Students Not Free or Reduced Price Lunch Eligible

APPENDIX D

Data on Distribution of Not Highly Qualified Teachers Across Subject Areas

Spreadsheet of schools having at least one teacher not highly qualified arranged by high and low poverty. Those that are blank are in the middle quartiles.



Spreadsheet with totals of not highly qualified teachers in districts in descending order.



Spreadsheet with totals of not highly qualified teachers in schools in descending order.



Spreadsheet with distribution of teachers with under five years and over twenty years of experience in the high and low poverty quartiles.



APPENDIX E

Collaborative Assessment and Planning for Achievement (CAPA): A Means to Address Equity

The Collaborative Assessment and Planning for Achievement (CAPA) process responds to the requirements of *No Child Left Behind* (NCLB) §1117: School Support and Recognition which requires that the New Jersey Department of Education (NJDOE) create and maintain a statewide system of intensive and sustained support for those Title I schools designated as “in need of improvement” for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skillful and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state’s Core Curriculum Content Standards.

CAPA teams conduct an on-site review of a school identified as “in need of improvement,” as defined by state assessment results. The review has defined standards, each with indicators and rubrics. Two documents provide the basis for the review, *CAPA Standards and Indicators for School Improvement* and *Performance Descriptors*. The team reviews various documentation, student achievement data, and intermediate progress measures; observes classrooms sessions; and interviews teachers, parents, the principal and other school staff, as appropriate. Based on their review, the team determines how effective the school has been in organizing its work around the state’s Core Curriculum Content Standards and identifies obstacles to improve teaching and learning. The team completes the review cycle by developing a report over a two-day period that communicates commendations and recommendations to the school and district.

The CAPA Standards and Indicators are organized as follows:

- Standard 1: Curriculum
- Standard 2: Classroom Evaluation/Assessment
- Standard 3: Instruction
- Standard 4: School Culture
- Standard 5: Parent Involvement--Student, Family and Community Support
- Standard 6: Professional Growth, Development and Evaluation
- Standard 7: Leadership and School Leadership Council
- Standard 8: Organizational Structure and Resources
- Standard 9: Comprehensive and Effective Planning

CAPA findings provide qualitative data on the concerns teachers face in high-needs schools. The high mobility rate and inability to retain highly-qualified teachers is often reflected in the frustrations voiced by staff who feel they are not supported in gaining the skills and knowledge they need to be successful. Often the findings, next steps and recommendations around these nine standards indicate the concerns of staff who work in Title I schools in need of improvement.

Findings in the Standard 3 have pointed to the barriers teachers face in the classroom as they articulate the core curriculum content standards to their students. Some issues in this area have been the lack of instructional materials, teachers’ limited content area knowledge, no standard

protocols for examining student work and the inability to integrate technology into the classroom. Around Standard 4 teachers interviewed during the CAPA process have expressed concerns about their schools not having a system to formally reward/award teachers, not having input into their teaching assignments for the following year and the uneven enforcement of disciplinary policies.

In Standard 6 the findings have pointed to the unmet needs of many teachers in low-performing schools. Professional development opportunities are determined at the central office level with little consideration of teachers' individual needs. Many districts still do not offer sustained professional development that is classroom-embedded, nor do they provide opportunities for teachers to conference with administrators on the development of a professional improvement plan that responds to teachers' needs. Often the post-observation evaluation conference with the administrative staff is limited to signing a form with little dialogue between the administrator and the teacher.

After the school receives a draft of its report, the CAPA team leader meets with the school to help them develop a plan for prioritizing the implementation of the recommendations. For recommendations that may require additional financial resources to implement, the NJDOE encourages districts to use their Title I, Part A and Title I School Improvement Allocation (SIA). Schools in need of improvement must use 10% of their Title I funds to implement staff professional development in the areas in which students did not meet the benchmarks on state assessments. Additionally, these schools receive SIA funds earmarked for implementing school improvement activities. Recommendations that require additional funding have included establishing teacher teams to refine the use of rubrics in their classes and identifying time for vertical and horizontal articulation meetings among teachers. If these activities occur beyond the contractual school day, the school would have to offer stipends for teachers to participate.

CAPA VISITS 2004-05

	District	School	Status
1.	Asbury Park	Asbury Park MS	Report Sent to District & School
2.	Asbury Park	TG Marshall	Report Sent to District & School
3.	Atlantic City	NY Avenue	Report Sent to District & School
4.	Bridgeton	Cherry Street	Report Sent to District & School
5.	Camden	Davis	Report Sent to District & School
6.	Camden	Pyne Point	Report Sent to District & School
7.	Camden	Morgan Village	Report Sent to District & School
8.	Camden	Hatch MS	Report Sent to District & School
9.	Camden	E. Camden MS	Report Sent to District & School
10.	Camden	Coopers Point	Report Sent to District & School
11.	Camden	Sharp	Report Sent to District & School
12.	Camden	Bonsall	Report Sent to District & School
13.	Camden	Veterans Memorial	Report Sent to District & School
14.	Carney's Point	Penn's Grove	Report Sent to District & School
15.	Charter	Emily Fisher	Report Sent to District & School
16.	Charter	Pleasantville	Report Sent to District & School
17.	Clayton Boro	Clayton MS	Report Sent to District & School
18.	East Orange	ET Louverture	Report Sent to District & School
19.	East Orange	GW Carver	Report Sent to District & School
20.	East Orange	Patrick Healy MS	Report Sent to District & School
21.	East Orange	J Costley MS	Report Sent to District & School
22.	East Orange	S. Truth MS	Report Sent to District & School
23.	Elizabeth	#1	Report Sent to District & School
24.	Elizabeth	#17	Report Sent to District & School
25.	Elizabeth	#71 Holmes	Report Sent to District & School
26.	Elizabeth	#70 Cleveland	Report Sent to District & School
27.	Elizabeth	Hamilton MS	Report Sent to District & School
28.	Elizabeth	#75 Battin	Report Sent to District & School
29.	Elizabeth	#77 McAuliffe	Report Sent to District & School
30.	Elizabeth	#6 LaFayette	Report Sent to District & School
31.	Hackensack	Hackensack MS	Report Sent to District & School
32.	Hillside	WO Krumbeigel	Report Sent to District & School
33.	Hillside	Hurden Looker	Report Sent to District & School
34.	Irvington	Grove	Report Sent to District & School
35.	Irvington	Berkley Terrace	Report Sent to District & School
36.	Irvington	Union Avenue MS	Report Sent to District & School
37.	Irvington	University MS	Report Sent to District & School
38.	Jersey City	#34	Report Sent to District & School
39.	Jersey City	#22	Report Sent to District & School
40.	Jersey City	#14	Report Sent to District & School
41.	Jersey City	#15 Elementary	Report Sent to District & School

	District	School	Status
42.	Jersey City	#15 Young MS	Report Sent to District & School
43.	Jersey City	#41	Report Sent to District & School
44.	Jersey City	#9	Report Sent to District & School
45.	Jersey City	#20	Report Sent to District & School
46.	Jersey City	#23	Report Sent to District & School
47.	Linden	J. Soehl MS	Report Sent to District & School
48.	Long Branch	Long Branch MS	Report Sent to District & School
49.	Millville	Silver Run	Report Sent to District & School
50.	N Brunswick	Redshaw	Report Sent to District & School
51.	N Brunswick	McKinley	Report Sent to District & School
52.	Newark	Alma Flagg	Report Sent to District & School
53.	Newark	Burnet Street	Report Sent to District & School
54.	Newark	Avon Avenue	Report Sent to District & School
55.	Newark	GW Carver	Report Sent to District & School
56.	Newark	Miller	Report Sent to District & School
57.	Newark	Peshine	Report Sent to District & School
58.	Newark	Newton	Report Sent to District & School
59.	Newark	Hawthorne	Report Sent to District & School
60.	Newark	Vailsburg	Report Sent to District & School
61.	Newark	Bragaw	Report Sent to District & School
62.	Newark	ML King MS	Report Sent to District & School
63.	Newark	Brown Academy	Report Sent to District & School
64.	Newark	Morton Street MS	Report Sent to District & School
65.	Newark	Horton	Report Sent to District & School
66.	Newark	Sussex	Report Sent to District & School
67.	Newark	Hernandez	Report Sent to District & School
68.	Newark	Maple Avenue	Report Sent to District & School
69.	Orange	Forest Avenue	Report Sent to District & School
70.	Orange	Orange MS	Report Sent to District & School
71.	Orange	Lincoln	Report Sent to District & School
72.	Passaic City	#4 Passic MS	Report Sent to District & School
73.	Paterson	#14	Report Sent to District & School
74.	Paterson	#6	Report Sent to District & School
75.	Paterson	#28	Report Sent to District & School
76.	Paterson	#21	Report Sent to District & School
77.	Paterson	#20	Report Sent to District & School
78.	Paterson	#15	Report Sent to District & School
79.	Paterson	#10	Report Sent to District & School
80.	Paterson	#12	Report Sent to District & School
81.	Paterson	#5	Report Sent to District & School
82.	Paterson	#26	Report Sent to District & School
83.	Pemberton	H Fort MS	Report Sent to District & School
84.	Pennsauken	H Phifer MS	Report Sent to District & School
85.	Perth Amboy	McGinnis MS	Report Sent to District & School

	District	School	Status
86.	Phillipsburg	Andover Morris	Report Sent to District & School
87.	Plainfield	Hubbard	Report Sent to District & School
88.	Plainfield	Barlow	Report Sent to District & School
89.	Pleasantville	Pleasantville MS	Report Sent to District & School
90.	Pleasantville	North Main	Report Sent to District & School
91.	Roselle	#4 Washington	Report Sent to District & School
92.	Salem City	Salem City MS	Report Sent to District & School
93.	Trenton	PJ Hill	Report Sent to District & School
94.	Trenton	Hedgepath Williams	Report Sent to District & School
95.	Trenton	ML King MS	Report Sent to District & School
96.	Trenton	Battle Monument	Report Sent to District & School
97.	Trenton	BC Gregory	Report Sent to District & School
98.	Vineland	Landis	Report Sent to District & School
99.	Vineland	D'Ippolito	Report Sent to District & School
100.	Willingboro	Willingboro MS	Report Sent to District & School

CAPA REPORTS 2005-06

	District	School	Status of Report
101.	Atlantic City	Uptown	Report Sent to District & School
102.	Atlantic City	Atlantic City HS	Report Sent to District & School
103.	Atlantic City	Chelsea Heights M. Bivans - Lead	Visit conducted on June 5—final report not received--prioritizing meeting not held—scheduled June 26
104.	Belleville	Belleville MS	Report Sent to District & School
105.	Beverly City	Beverly	Report Sent to District & School
106.	Bloomfield	Bloomfield MS	Report Sent to District & School
107.	Bridgeton	Broad Street	Report Sent to District & School
108.	Bridgeton	Buckshutem	Report Sent to District & School
109.	Bridgeton	Bridgeton HS	Report Sent to District & School
110.	Burlington Vocational	Westampton	Report Sent to District & School
111.	Camden	Cramer	Report Sent to District & School
112.	Camden	Parkside	Report Sent to District & School
113.	Camden	Dudley	Report Sent to District & School
114.	Camden	Cato	Report Sent to District & School
115.	Camden	Molina	Report Sent to District & School
116.	Camden	Riletta Cream	Report Sent to District & School
117.	Camden	Yorkship	Report Sent to District & School
118.	Central Regional	Central Regional HS	Report Sent to District & School
119.	Charter	Liberty Academy	Report Sent to District & School
120.	Charter	LEAP Academy	Report Sent to District & School
121.	Charter	Lady Liberty	Report Sent to District & School
122.	Clifton	Christopher Columbus	Report Sent to District & School
123.	Egg Harbor Twp.	Egg Harbor MS	Report Sent to District & School
124.	Elizabeth	#2 Winfield Scott	Report Sent to District & School
125.	Franklin Twp.	Franklin MS	Report Sent to District & School
126.	Freehold	Park Avenue	Report Sent to District & School
127.	Freehold	Intermediate	Report Sent to District & School
128.	Galloway Twp.	Galloway MS	Report Sent to District & School
129.	Garfield	Garfield HS	No confirmation from Trenton that report was sent
130.	Hammonton	Hammonton MS	Report Sent to District & School
131.	Harrison	#1 Washington	Report Sent to District & School
132.	Irvington	Florence Avenue	Report Sent to District & School
133.	Jersey City	#24	Report Sent to District & School
134.	Jersey City	#11 MLK G. Carver - Lead	Report not completed—prioritizing meeting held—district holding report
135.	Keansburg	Joseph Bolger	Report in editing
136.	Long Branch	Long Branch HS	Report Sent to District & School
137.	Millville	Bacon	Report Sent to District & School

	District	School	Status of Report
138.	Millville	Millville HS	No confirmation from Trenton that report was sent
139.	Montclair	Glenfield MS	Report Sent to District & School
140.	Mt. Holly	John Brainerd	Report Sent to District & School
141.	Neptune	Neptune MS	Report Sent to District & School
142.	New Brunswick	Roosevelt	Report Sent to District & School
143.	New Brunswick	New Brunswick HS T. Gambino - Lead	Visit conducted on May 15—final report not received--prioritizing meeting not held—scheduled July 11
144.	Newark	Chancellor	Report Sent to District & School
145.	Newark	Eighteenth Avenue	Report Sent to District & School
146.	Newark	Elliott	Report Sent to District & School
147.	Newark	South 17 th Street	Report Sent to District & School
148.	Newark	Warren	Report Sent to District & School
149.	Newark	Hawkins	Report Sent to District & School
150.	Newark	South Street	No confirmation from Trenton that report was sent
151.	Newark	Camden MS E. Domigan - Lead	Report not sent—prioritizing meeting held—waiting for final
152.	Orange	Central Avenue	Report Sent to District & School
153.	Orange	Heywood Avenue	Report Sent to District & School
154.	Passaic City	#6 MLK	Report Sent to District & School
155.	Passaic City	#11 Cruise Memorial	Report Sent to District & School
156.	Paterson	#13	Report Sent to District & School
157.	Paterson	#2	Report Sent to District & School
158.	Paterson	#8	Report Sent to District & School
159.	Paterson	#25	Report Sent to District & School
160.	Perth Amboy	Perth Amboy HS T. Gambino - Lead	Visit conducted on May 1—final report not received--prioritizing meeting not held—scheduled July 11
161.	Plainfield	Stillman	Report Sent to District & School
162.	Plainfield	Washington	Report Sent to District & School
163.	Plainfield	Maxon	Report in editing
164.	Pleasantville	Leeds	Report Sent to District & School
165.	Pleasantville	Pleasantville HS	Report in editing
166.	Red Bank	Red Bank HS	Report Sent to District & School
167.	Toms River	Intermediate North	Report Sent to District & School
168.	Trenton	Columbus	Report Sent to District & School
169.	Trenton	Joyce Kilmer	Report Sent to District & School
170.	Trenton	Grace Dunn	Report Sent to District & School
171.	Trenton	Wilson	Report Sent to District & School
172.	Trenton	Stokes	Report Sent to District & School
173.	Trenton	Robbins	Report in editing
174.	Trenton	Jefferson	Report in editing
175.	Vineland	Veteran's Memorial	Report Sent to District & School

	District	School	Status of Report
176.	Vineland	A. Rossi Intermediate	Report Sent to District & School
177.	Woodbine	Woodbine	Report Sent to District & School

Spreadsheets for five districts showing distribution of not highly qualified teachers across core subjects.



Clifton.xls



Long Branch.xls



Newark.xls



Camden.xls



Trenton.xls

Lists of districts and schools in need of improvement.

<http://education.state.nj.us/rc/nclb05/list.html>

CAPA report for the Hedgepeth-Williams Middle School in Trenton



Williams 10-14.doc

New Jersey School Report card and NCLB report for Hedgepeth Williams Middle School

<http://education.state.nj.us/rc/>

<http://education.state.nj.us/rc/>

Personnel section from the pilot document for the NJ Quality Single Accountability Continuum (NJQSAC)



**Personnel Pilot
5-1-06.doc**

Analysis Model Summary Report



**analysis model
summary report 6260**

Follow-up notes from call to Trenton School District on HQT



**Trenton School
District.doc**

APPENDIX F

Proposed Changes to Data Collection

Data Elements in the Certificated Staff Collection



**data elements in
collections 506.doc**

County, District, and/or School Codes for Certificated Staff Collection



Faith Codes.doc

2006 additions to the existing data elements in the state's Certificated Staff
Collection conducted annually as of October 15



**additions to cert june
06.doc**

Working Conditions Survey



**workingcondsurvey
june 06.doc**

APPENDIX G

Research Based Evidence for Equitable Distribution of Highly Qualified Teachers

New Jersey uses has utilized research-based strategies as part of its systemic efforts to improve educator quality as well as specific strategies related to assuring the equitable distribution of highly qualified teachers. These strategies are used across the span of the continuum of educator practice from preservice through the ongoing development of teachers. In addition, New Jersey takes seriously the conditions of practice which have an important influence on teacher efficacy, satisfaction, and retention. In addition to the national research base, New Jersey has also been involved in significant state-based research including:

- A study of the impact of mentor training and a longer mentoring period on teacher efficacy and retention;
- An evaluation of its alternate route programs;
- A study of the efficacy of distributed leadership on teacher and school leader retention and efficacy;
- An evaluation of its teacher professional development initiative; and
- An evaluation of its school leader professional development initiative.

Teacher and school leader quality are considered essential and integral components of New Jersey's effort to narrow the achievement gap of students in all districts. The NJDOE works with numerous groups around the state to cull their expertise and utilize identified best practices that assist all districts in educating their students. The Commissioner of Education has supported the formation of a number of task forces and advisory groups to deal with the specific issues of educator mentoring, professional development, and licensure issues. The Mentoring Task Force, the Professional Teaching Standards Board, the Quality Teaching and Learning Task Force and Executive Advisory Committee, the Professional Development Advisory Committee for School Leaders, the State Action for Education Leadership Project funded through the Wallace Foundation, the Committee to Advance Professional Practice for National Board Certification, and subject-specific task forces have worked tirelessly to provide guidance on improving educator practice.

Understanding and using a considerable research base for implementation of new initiatives and practices is an important aspect of the knowledge base of each of the task forces and advisory committees. In addition, the New Jersey State Department of Education has provided the groups with the services of Dennis Sparks, Stephanie Hirsh, and Joellen Killion of the National Staff Development Council, and Joseph Murphy of Vanderbilt University. Key strategies for teacher quality have come through the work of Richard Ingersoll, Katie Haycock, Richard DuFour, Ron Ferguson, Michael Fullan, Shirley Hord, McCREL and SEDL. Following is a list of the evidence for the strategies that New Jersey has used in its efforts to assure an equitable distribution of highly qualified teachers.

Strategy: Require and Fund Mentoring and Induction Programs to Give Teachers the Support Needed to Succeed and Remain in Challenging Schools.

Teacher mentoring in the state of New Jersey is mandated for all first year provisional teachers and is supported with \$2.5 million dollars in state funding. The regulations require that districts have mentoring plans that provide rigorous mentoring for novice teachers and comprehensive training for all mentors. In addition, New Jersey is seeking additional funds to support the cost of mentoring for new special education teachers.

1. Teacher turnover is highest in high-poverty schools and contributes to lower levels of student achievement.

“High turnover among new teachers—up to 50 percent quit within the first five years— keep schools staffed with untried novices lacking the skills needed to help students reach higher academic standards. Annually, about 16 percent of teachers leave the schools in which they work, but teachers are almost twice as likely to leave high-poverty as low-poverty schools.” (p. 1)

Center for Teaching Quality. (2006, June). “Why mentoring and induction matters and what must be done for new teachers.” *Teaching Quality Across the Nation: Best Practices & Policies*, 5(2).

- (referring to this study)
Ingersoll, R. (2001). “Teacher turnover and teacher shortages: An organizational analysis,” *American Educational Research Journal*, 38(3), 499-534.

“Teachers in all schools are moving out of the profession, but the rate of attrition is roughly 50 percent higher in poor schools than in wealthier ones.”

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

2. Evidence suggests that high-quality mentoring, induction, and support can significantly reduce teacher turnover.

“A 2004 study by Tom Smith and Richard Ingersoll shows that teachers who participate in an induction program are *twice as likely* to remain in teaching.” (p. 2)

Center for Teaching Quality. (2006, June). “Why mentoring and induction matters and what must be done for new teachers.” *Teaching Quality Across the Nation: Best Practices & Policies*, 5(2).

- (referring to this study)
Smith, T., & Ingersoll, R. (2004). “What are the effects of induction and mentoring on beginning teacher turnover?” *American Educational Research Journal*, 41(2).

“Induction cuts attrition rates in half.⁶¹ And teachers who experience all the components of comprehensive induction are more likely to remain in teaching than those who only receive mentors.⁶²” (p. 12)

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

“In 2002, Hanushek, Kain, and Rivkin argued in a National Bureau of Economic Research report that hard-to-staff schools struggle to recruit and keep high-quality teachers precisely because those districts fail to provide effective training, valuable induction programs, and a generally supportive teaching environment.”⁵⁷ (p. 9)

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

“In a 2004 report by the Harvard Project on the Next Generation of Teachers, researchers found that new teachers’ decisions to transfer out of low-income schools rested on the extent to which those schools supported them with well-matched mentors, guidance in using curriculum, and positive hiring processes.” (p. 9)

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

3. Evidence also suggests that induction can reduce the amount of time it requires teachers to become highly effective.

“In his report, Villar found that comprehensive induction more rapidly develops teachers, moving the skill level of a new teacher to that of a fourth-year teacher within the span of one year.” (p. 12)

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

Villar, A. (2004). *Measuring the benefits and costs of mentor-based induction: A value-added assessment of new teacher effectiveness linked to student achievement*. Santa Cruz, CA: New Teacher Center.

4. Moreover, induction appears to be a cost-effective strategy.

“Using a two-year program in California as a model, Anthony Villar of the New Teacher Center, University of California, Santa Cruz, found that comprehensive induction pays \$1.37 for every \$1 invested.”(p. 12)60

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Author.

<http://www.all4ed.org/files/archive/publications/TappingThePotential/TappingThePotential.pdf>

- (referring to this study)

Villar, A. (2004). *Measuring the benefits and costs of mentor-based induction: A value-added assessment of new teacher effectiveness linked to student achievement*. Santa Cruz, CA: New Teacher Center.

5. However, few states require and fund mentoring and induction programs as a teacher retention strategy.

“Despite our knowledge of what constitutes a successful induction program and its potential impact on retention, the majority of states and districts do not offer these supports to their novices. According to a 2005 *Education Week* survey, only 16 states require and finance mentoring programs for their new teachers. Where programs have been implemented, they often include only certain elements of a successful induction program. Smith and Ingersoll found that only one percent of beginning teachers nationally are receiving comprehensive induction supports.” (p. 2)

Center for Teaching Quality. (2006, June). “Why mentoring and induction matters and what must be done for new teachers.” *Teaching Quality Across the Nation: Best Practices & Policies*, 5(2).

- (referring to these studies)
Education Week (2005). “Quality Counts 2005 (No Small Change: Targeting Money Toward Student Performance).” Bethesda, Md.: Author.

Smith, T., & Ingersoll, R. (2004). “What are the effects of induction and mentoring on beginning teacher turnover?” *American Educational Research Journal*, 41(2).

Strategy: Support the Development of High-quality Alternative Route Programs to Create a Pool of Teachers Specifically for High-need Schools.

New Jersey has a highly developed alternate route to teaching program that has been in regulation since 1985. This program allows content experts to enter the field of teaching with the support of intensive mentoring and 200 hours of mandated training in all areas of pedagogy.

4. Studies that have examined the effectiveness of alternative route teachers are mixed. Some suggest that alternative route candidates are less effective than teachers who have gone through traditional 4-year teacher preparation programs.

“But some experts argue that certain alternative routes are little more than emergency teaching certificates, by which participants are thrust into the classroom before they are adequately prepared. Such observers contend that those underprepared teachers can hinder student learning (Darling-Hammond, 2002; Laczko-Kerr and Berliner, 2002).”

Education Week. “Research Center: Alternative teacher certification.”

<http://www.edweek.org/rc/issues/alternative-teacher-certification/>

- (referring to these studies)
Darling-Hammond, L. (2002, September 6). Research and rhetoric on teacher certification: A response to “Teacher Certification Reconsidered.” *Education Policy Analysis Archives*, 10(36). <http://epaa.asu.edu/epaa/v10n36.html>

Laczko-Kerr, I., & Berliner, D. (2002, September 6). The effectiveness of ‘Teach for America’ and other under-certified teachers on student academic achievement: A case of harmful public policy.” *Education Policy Analysis Archives*, 10(37). Retrieved 6/19/06 from <http://epaa.asu.edu/epaa/v10n37/>.

“Results indicate 1) that students of TFA teachers did not perform significantly different from students of other under-certified teachers, and 2) that students of certified teachers out-performed students of teachers who were under-certified. This was true on all three subtests of the SAT 9—reading, mathematics and language arts. Effect sizes favoring the students of certified teachers were substantial. In reading, mathematics, and language, the students of certified teachers outperformed students of under-certified teachers, including the students of the TFA teachers, by about 2 months on a grade equivalent scale. Students of under-certified teachers make about 20% less academic growth per year than do students of teachers with regular certification. Traditional programs of teacher preparation apparently result in positive effects on the academic achievement of low-income primary school children. Present policies allowing under-certified teachers, including those from the TFA program, to work with our most difficult to teach children appear harmful. Such policies increase differences in achievement between the performance of poor children, often immigrant and minority children, and those children who are more advantaged.”

Laczko-Kerr, I., & Berliner, D. (2002, September 6). The effectiveness of ‘Teach for America’ and other under-certified teachers on student academic achievement: A case of harmful public policy.” *Education Policy Analysis Archives*, 10(37). Retrieved 6/19/06 from <http://epaa.asu.edu/epaa/v10n37/>.

5. However, other studies suggest that alternative route teachers are just as effective.

6. In addition, some studies suggest that alternative route teachers are more likely to remain in the profession and less likely to move out of high-need schools.

“More than 120 alternative teacher-preparation programs in almost 550 sites are now operating in 47 states and the District of Columbia—producing a growing number of teacher-candidates, according to a national survey of individuals who are entering the field through alternative routes....

The survey also shows that almost all those who utilize such routes choose to continue teaching after their first year, compared with roughly 40 percent of traditionally prepared teachers.”

Jacobson, L. “More teachers trained in alternative routes,” *Education Week*, June 15, 2005.

<http://www.edweek.org/ew/articles/2005/06/15/40report-1.h24.html>

- (referring to this study)
Feistritzer, C.E. (2005). *Profile of alternative route teachers*. Washington, DC: National Center for Alternative Certification. <http://www.ncei.com/PART.pdf>

7. Evidence is mixed as to whether alternative route programs attract mid-career changers and candidates with highly sought-after math and science training.

“Teach For America has again posted a record number of recent college graduates applying for its two-year teaching stints, with the added coup that nearly 20 percent came with coveted mathematics, science, or engineering majors.”

Keller, B. “Math, science graduates sign on to teach,” *Education Week*, June 14, 2006.

<http://www.edweek.org/ew/articles/2006/06/14/40tfa.h25.html>

“New research findings provide fresh fodder for debates over whether teachers who skip traditional education school training are more demographically diverse than their colleagues, and whether they provide special expertise in math or science.

The findings, presented here at a Sept. 16 conference sponsored by the U.S. Education Department’s Institute of Education Sciences, come from a study tracking teachers who entered the profession via seven alternative-certification programs scattered around the country...

More than half the alternative-route teachers the SRI researchers studied were either recent college graduates or were already involved in education, working in schools as classroom aides or private school teachers, for example. Only 5 percent of the participants previously had worked in math and science fields, the study found.

Those findings cut against some advocates’ claims that alternatively certified teachers tend to be midcareer professionals who often bring needed expertise in mathematics and science to schools, the researchers said.

Two percent of respondents came from the legal profession; 6 percent were in finance or accounting; and 59 percent got a pay raise when they became teachers.”

Viadero, D. “Teachers from alternate routes scrutinized,” *Education Week*, September 28,

2005. <http://www.edweek.org/ew/articles/2005/09/28/05alternate.h25.html>

- (referring to this study)
- Feistritzer, C.E. *Profile of Troops to Teachers*. Washington, DC: National Center for Education Information. http://www.teach-now.org/NCEI_TT_v3.pdf

“Elaine Chin, an education professor at California Polytechnic State University-San Luis Obispo, has been collecting and analyzing data on nearly 2,900 participants in her state’s teacher-internship program, a nontraditional preparation program...

Ms. Chin said that at least in California, very few members of the military and very few engineers are switching their careers to teaching. “It just didn’t pan out,” she said of the idea that such people would be likely recruits.”

Jacobson, L. “Alternative routes attracting unlikely candidates,” *Education Week*, February 23, 2005. <http://www.edweek.org/ew/articles/2005/02/23/24altern.h24.html>

6. Evidence is also mixed as to whether alternative route programs contribute to teacher diversity goals.

“Proponents of alternative routes counter that well-designed alternative programs can increase workforce diversity and attract candidates with subject-matter expertise (Roach and Cohen, 2002; Hess, 2001).”

Education Week. “Research Center: Alternative teacher certification.” <http://www.edweek.org/rc/issues/alternative-teacher-certification/>

“The SRI study also addressed the question of whether alternate routes to teaching bring more men and people from minority backgrounds into the classroom.

Overall, members of racial and ethnic minorities accounted for 40 percent of the participants in the programs studied—well above the national average for the teaching profession.

But the percentages varied markedly from program to program. In the North Carolina Teachers of Excellence for All Children program, an initiative aimed at career-switchers known as NC TEACH, 23 percent of the teacher-candidates came from minority groups. That was far lower than the 80 percent minority representation in Milwaukee’s Multicultural Teacher Education Program...

The alternative routes the researchers studied tended to draw percentages of men that were slightly higher than the proportion of males in the nation’s teaching force. But the candidate pool was still overwhelmingly female, they said.”

Viadero, D. “Teachers from alternate routes scrutinized,” *Education Week*, September 28, 2005. <http://www.edweek.org/ew/articles/2005/09/28/05alternate.h25.html>

Findings just released here by the National Center for Alternative Certification show that 47 percent of those who are taking an alternative route said they would not have pursued a teaching career if it weren’t for such programs...

To get a clearer picture of just who is enrolled in alternative-certification programs and why they chose that path, the center surveyed participants in Troops to Teachers, which recruits men and women leaving military service; the New York City Teaching Fellows program, which has trained more than 6,000 teachers for the city’s schools; and alternative programs in Florida and Texas.

As expected, alternative routes are attracting more men, more minority candidates, and more older adults than typical teacher-preparation programs.

Thirty-eight percent of the alternative-program participants were men, compared with 25 percent of all new teachers nationally, the center’s data show. Among participants in those programs, 70 percent were older than 30, while 39 percent of all new teachers are 30-plus. And almost 30 percent of those earning certification through alternative means are nonwhite, compared with 20 percent of new teachers as a whole.”

Jacobson, L. “Alternative routes attracting unlikely candidates,” *Education Week*, February 23, 2005. <http://www.edweek.org/ew/articles/2005/02/23/24altern.h24.html>

- (referring to this study)
Feistritzer, C.E. (2005). *Profile of alternative route teachers*. Washington, DC: National Center for Alternative Certification. <http://www.ncei.com/PART.pdf>

Strategy: Grow-your-own teachers.

The New Jersey Department of Education is working with The College of New Jersey through the Teacher Quality Enhancement – Recruitment Grant to develop in-district recruitment strategies and programs that encourage members of the community to consider entering into the field of teaching.

1. The majority of teachers tend to teach close to the area where they grew up or attended school.
2. Districts located near teacher training programs or in states that produce a surplus of teachers have a distinct teacher recruitment and retention advantage (with the exception of teachers of certain hard-to-fill subjects).
3. Districts in states that rely on importing teachers are at a disadvantage because they must recruit teachers from out-of-state. Districts in remote, rural areas are at a particular disadvantage.
 - One solution is to grow teachers locally by recruiting potential teachers from the community. Grow-your-own programs may target community members, paraprofessionals already working in the district, or secondary school students to become teachers. Offering to pay for teacher candidates' college coursework and guaranteeing jobs within the district upon graduation builds a pipeline of teachers for high-need schools that are already committed to the schools. In addition, teachers recruited from the community already share the same languages, cultures, and customs as the students in the school.
 - Ingersoll, R. (2001, January). "Teacher turnover, teacher shortages, and the organization of schools." Seattle: University of Washington, Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>
 - Mobley, W. (1982). *Employee turnover: Causes, consequences and control*. Reading, MA: Addison-Wesley.

Strategy: Improve Working Conditions to Retain Teachers.

New Jersey has been involved in multiple systemic efforts to improve the quality of conditions of practice and facilities operations through its Abbott initiatives and its SAELP program.

1. High rates of teacher turnover are likely to have adverse effects on school and student performance

“The organizational literature suggests that turnover rates of, for example, almost 25 percent will likely have a negative impact on organizational performance, especially if these are organizations, such as schools, for which coherence and continuity are deemed important for effectiveness (e.g., Mobley, 1982). To my knowledge there have been no studies that use national data to examine the impact of teacher turnover on school community and school performance.” (pp. 26-27)

Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

- (referring to this study)

Mobley, W. (1982). *Employee turnover: Causes, consequences and control*. Reading, MA: Addison-Wesley.

“For teachers in urban, high-poverty public schools, the reasons given for the dissatisfaction underlying their turnover are not surprising. Of those who depart because of job dissatisfaction, a quarter or more report each of the following five reasons: low salaries, a lack of support from the administration, student discipline problems, lack of student motivation, and lack of influence over decision-making. However, several factors stand out as not serious enough to lead to much turnover in these schools: large class sizes, intrusions on classroom time, lack of planning time, lack of community support, and interference with teaching.” (p. 22)

Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

“The data suggest that improvements in organizational conditions, such as increased salaries, increased support from the school administration, reduction of student discipline problems, and enhanced faculty input into school decision-making, would all contribute to lower rates of turnover, thus diminish school staffing problems, and ultimately aid the performance of schools.” (p. 24)

Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

2. Evidence suggests that teacher working conditions are associated with both teacher retention and student achievement. (Hirsch)

3. Improving working conditions can help ensure an equitable distribution of teachers because good teachers will be less inclined to move out of the schools that need them most.

Substrategy A: Improve administrative support and leadership

The New Jersey Department of Education in partnership with the State Action for Education Leadership Project, the school leader associations, and The School Boards Association has worked vigorously to improve the training and practice of educational leaders across the state.

Specific emphasis has been placed on governance structures that hinder effective practice, new forms of distributed leadership, and professional development aligned to the ISSLC Standards for School Leaders.

- 1. One of the most frequently cited reasons that teachers give for moving away from certain schools is weak leadership and lack of administrative support.**
- 2. High-need schools have a disproportionate share of principals who are inexperienced and have little teaching experience themselves.**
- 3. The most effective teachers can afford to be selective about where they teach because they have more teaching opportunities available to them.**
- 4. Evidence suggests that improving the quality of leadership will attract and retain effective, experienced teachers in high-need schools.**

Prince, Cynthia D. The Challenge of Attracting Good Teachers and Principals to Struggling Schools. American Association of School Administrators, “Issues and Insights.” (Arlington, VA, January 2002), www.aasa.org. National Association of Secondary School Principals, Priorities and Barriers in High School Leadership: A Survey of Principals (Reston, VA, 2001).

Substrategy B: Improve physical working conditions and resources.

1. Teachers avoid schools with poor working conditions and lack of resources.
2. Evidence suggests that improving physical working conditions and driving resources to high-need schools will help make the job doable and will attract and retain teachers.

Substrategy C: Improve school safety and discipline.

- 1. Teachers avoid schools that they consider unsafe or that have reputations for lack of discipline and environments that are not conducive to learning.**
- 2. Evidence suggests that improving school safety and discipline will attract and retain teachers.**

Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

Strategy: Adopt Policies to Increase the Number of National Board Certified Teachers in High-need Schools.

New Jersey has been making a concerted effort to recruit candidates for the National Board for Professional Teaching Standards process. At this time, there will be pilots in high poverty, low achieving districts to support candidates in completing the full assessment process. New Jersey, through a Governor's initiative, has provided subsidy funds to all candidates.

1. Evidence is mixed on the relative effectiveness of NBCTs compared to others. Some studies have found no significant differences.

"The research, conducted at the board's behest by William L. Sanders of the SAS Institute in Cary, N.C., concluded that nationally certified teachers were not significantly better than others when it came to growth in student achievement."

Keller, B. "NBPTS upgrades profession, most agree, despite test-score letdown," *Education Week*, June 14, 2006. <http://www.edweek.org/ew/articles/2006/06/14/40nbpts.h25.html>

- (referring to this study)

Sanders, W., Ashton, J., & Wright, S.P. (2005, March 7). "Comparison of the effects of NBPTS certified teachers with other teachers on the rate of student academic progress." Report prepared for the National Board for Professional Teaching Standards. Cary, NC: SAS Institute, Inc.

http://www.nbpts.org/pdf/sas_final_report.pdf

"May 2002: The gains of student of board-certified teachers were no greater on average than those made by students of other teachers in Chattanooga, Tenn.

(16 Teachers)"

Keller, B. "Study for NBPTS raises questions about credential," *Education Week*, May 17, 2006. <http://www.edweek.org/ew/articles/2006/05/17/37nbpts.h25.html>

- (referring to this study)

Stone, J. (2002, May). "The value-added achievement gains of NBPTS-certified teachers in Tennessee: A brief report." *Education Consumers Consultants Network*, 2(5).

<http://www.education-consumers.com/oldsite/briefs/stoneNBPTS.shtm>

"A small-scale study that suggests teachers with national certification are not better than other teachers in raising student test scores has prompted a group advising state policymakers to undertake an "independent review" of the research.

The Education Commission of the States, a nonpartisan group based in Denver, promised the review four days after the study's May 3 release. The study, by J.E. Stone, an education professor at East Tennessee State University in Johnson City, looked at the annual test-score gains of Tennessee students in various subjects over three years to gauge the effectiveness of 16 teachers who have received the advanced teacher certification issued by the National Board for Professional Teaching Standards.

It concludes that the students' gains were no greater on average than those made by students of other teachers, and that none of the board-certified teachers would qualify for a high-performance bonus under a new program in Chattanooga, Tenn."

Keller, B. "Critical study of NBPTS spurs state advisory group to act," *Education Week*, May 15, 2002. www.edweek.org/ew/articles/2002/05/15/36board.h21.html

- (referring to this study)
Stone, J. (2002, May). "The value-added achievement gains of NBPTS-certified teachers in Tennessee: A brief report." *Education Consumers Consultants Network*, 2(5).
<http://www.education-consumers.com/oldsite/briefs/stoneNBPTS.shtm>

2. Other studies conclude that National Board Certified teachers are more effective than others at raising student achievement (Cavaluzzo, 2004; Goldhaber & Anthony, 2005; Vandevort et al., 2004).

"The first report found that North Carolina students whose teachers were board-certified fared better on tests on average than their peers in other classrooms."

Kennedy Manzo, K. "Ariz. study sees benefits in National-Board Certification." *Education Week*, September 15, 2004. edweek.org/ew/articles/2004/09/15/03nbpts.h24.html

- (referring to this study)
Goldhaber, D., & Anthony, E. (2005, November 29). *Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching*. Washington, DC: Urban Institute.
http://www.urban.org/UploadedPDF/411271_teacher_quality.pdf

"In this paper, we describe the results a study assessing the relationship between the certification of teachers by the National Board for Professional Teaching Standards (NBPTS) and elementary level student achievement. We examine whether NBPTS assesses the most effective applicants, whether certification by NBPTS serves as a signal of teacher quality, and whether completing the NBPTS assessment process serves as catalyst for increasing teacher effectiveness. We find consistent evidence that NBPTS is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical significance and magnitude of the "NBPTS effect," however, differs significantly by grade level and student type. We do not find evidence that the NBPTS certification process itself does anything to increase teacher effectiveness." (p. 3)

Goldhaber, D., & Anthony, E. (2005, November 29). *Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching*. Washington, DC: Urban Institute.

http://www.urban.org/UploadedPDF/411271_teacher_quality.pdf

"October 2000: Nationally certified teachers from Delaware, the District of Columbia, North Carolina, Ohio, and Virginia performed better than their colleagues without the credential on day-to-day dimensions of teacher expertise. **(65 Teachers)"**

Keller, B. "Study for NBPTS raises questions about credential," *Education Week*, May 17, 2006. <http://www.edweek.org/ew/articles/2006/05/17/37nbpts.h25.html>

"A second independent study commissioned by the board that offers national certification for teachers concludes that the credential has a positive effect on student achievement.

The report, published last week in the online journal Education Policy Analysis Archives, found that the students of teachers certified by the National Board for Professional Teaching Standards saw greater test-score gains, on average, than did those of teachers without the certification."

Kennedy Manzo, K. "Ariz. study sees benefits in National-Board Certification." *Education Week*, September 15, 2004. edweek.org/ew/articles/2004/09/15/03nbpts.h24.html

- (referring to this study)
Vandevoort, L., Amrein-Beardsley, A., & Berliner, D. (2004, September 8). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12(46). <http://epaa.asu.edu/epaa/v12n46/>

"December 2004: [Ninth and 10th graders in the Miami-Dade County school district](#) whose mathematics teachers were certified by the national board scored slightly higher than other students on a Florida math exam. (100,000 student records)"

Keller, B. "Study for NBPTS raises questions about credential," *Education Week*, May 17, 2006. <http://www.edweek.org/ew/articles/2006/05/17/37nbpts.h25.html>

- (referring to this study)
Cavalluzzo, L. (2004, November). *Is National Board Certification an effective signal of teacher quality?* Alexandria, VA: CNA Corporation.
<http://www.cna.org/documents/CavalluzzoStudy.pdf>

"Teachers certified by the National Board for Professional Teaching Standards are better teachers on a variety of measures than those who tried to meet the standards but fell short, a study released last week concludes.

The study, which examined 13 aspects of teaching practice, provides the first research evidence that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential, board officials said."

Blair, J. "National certification found valid for teachers," *Education Week*, October 25, 2000. edweek.org/ew/articles/2000/10/25/08nbpts.h20.html?levelId=2300

"Over the last year, three separate research studies have shown that National Board Certified Teachers (NBCTs) actually do produce greater student achievement gains than their counterparts, and do so especially for lower achieving students."

Berry, B., & King, T. (2005, May). *Recruiting and retaining National Board Certified Teachers for hard-to-staff, low-performing schools: Silver bullets or smart solutions*. Southeast Center for Teaching Quality.

<http://www.teachingquality.org/pdfs/RecruitRetainHTSS.pdf>

Cavalluzzo, L. (2004, November). *Is National Board Certification an effective signal of teacher quality?* Alexandria, VA: CNA Corporation.
<http://www.cna.org/documents/CavalluzzoStudy.pdf>

Goldhaber, D., & Anthony, E. (2005, November 29). *Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching*. Washington, DC: Urban Institute.

http://www.urban.org/UploadedPDF/411271_teacher_quality.pdf

Vandevoort, L., Amrein-Beardsley, A., & Berliner, D. (2004, September 8). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12(46).

<http://epaa.asu.edu/epaa/v12n46/>

2. However, National Board Certified Teachers are not equitably distributed across schools (Humphrey et al., 2005; Rotherham, 2004).

Humphrey, D., Koppich, J., & Hough, H. (2005, March 3). Sharing the wealth: National Board Certified Teachers and the students who need them most. *Education Policy Analysis Archives*, 13(18).

<http://epaa.asu.edu/epaa/v13n18/>

Rotherham, A. (2004, March). *Opportunity and responsibility for National Board Certified Teachers*. Washington, DC: Progressive Policy Institute.

http://www.ppionline.org/documents/Certified_Teachers_0304.pdf

3. Potential strategies states could design to increase the number of NBCTs in high-need schools:

A. Offer financial incentives to NBCTs if they agree to work in high-need schools.

Examples:

- NBCTs in California are eligible for a \$20,000 award if they work in low-performing schools for four years: <http://www.cde.ca.gov/ta/sr/nb/index.asp>
- New NBCTs in Georgia receive a 10% salary supplement if they teach full-time in a Needs Improvement School:
<http://public.doe.k12.ga.us/DMGetDocument.aspx/WEB%20NBPTS%20Information%20Law%20Changes%2005%20revised.doc?p=39EF345AE192D900F620BFDE9C014CE65F48E7E4CC653240FB35D5F11BB46BAFE613361C1F24DADA&Type=D>
- NBCTs who serve as master teachers in low-performing New York schools receive an annual stipend of \$10,000 for up to three years through the New York State Master Teacher Program:

higher.nysed.gov/kiap/TEACHING/TOT/teachers_of_tomorrow_introduction.htm

B. Offer incentives to high-need schools to encourage them to grow their own NBCTs

“The Chicago Public Education Fund has provided a one-time bonus of \$3,000 to each new NBCT in the Chicago Public Schools, and has offered \$30,000 school-wide incentive grants to selected schools that grow teams of NBCTs.”

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<http://www.teachingquality.org/pdfs/RecruitRetainHTSS.pdf>

Strategy: Provide Intensive Professional Development in Core Academic Content to Teachers Currently Working in High-need Schools.

- 1. Research has identified strong relationships between teachers' content knowledge and student achievement, particularly in math and science.**
- 2. Evidence suggests that teachers who leave schools with high concentrations of poor and minority students are more likely to be highly-skilled than those who remain.**
- 3. While states may be able to attract some new teachers to high-need schools, states must also be prepared to build the knowledge, skills, and abilities of teachers who remain in these schools. Intensive professional development to build the skills of teachers already working in high-need schools so that they become highly effective is another way that states can ensure an equitable distribution of teachers.**

Strategy: Ensure that Teachers Have the Preparation and Training Needed to Work with Diverse Learners and Their Families.

- 1. The overwhelming majority of teachers continues to be white, middle-class females, while the school-age population is becoming increasingly diverse.**
- 2. Teachers consistently say that they do not feel prepared to work with students from diverse cultures or their families.**
- 3. Evidence suggests that teachers leave teaching situations in which they do not feel that they are effective with their students. The solution is to prepare teachers to be effective so that they do not leave.**
- 4. One strategy is to change teacher preparation programs so that teachers are better prepared to work with diverse students before they ever enter the classroom.**
- 5. Another strategy is to recruit and prepare teachers that share a common culture, language, and traditions with students as a way to reduce teacher attrition, improve communications with parents, etc.**
- 6. Another strategy is to provide intensive professional development to teachers already in the workforce who may be working with changing student populations for the first time.**

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Appendix H

NEW JERSEY'S PLAN: HIGHLY QUALIFIED TEACHERS Structures to Ensure Compliance

During this process, it became apparent that the NJDOE was clearly engaged in numerous processes to ensure that all students achieve at the highest levels. What was also apparent was the difficulty organizing specific initiatives and activities across offices and divisions. This is not uncommon in such organizations and has forced the department to look at existing structures to determine how best this “plan” can be addressed and the outcomes evaluated. The following structures will guide the process.

The department is lead by an appointed commissioner with each division lead by an assistant commissioner who oversees several offices. The Division of Educational Programs and Assessment (EPA), Office of Academic and Professional Standards (APS), has primary responsibility for the highly qualified teacher initiative. The office has responsibility for the development and implementation of the NJCCCS, the professional standards for teachers and school leaders, the professional development initiative, higher education approvals, mentoring, national Board certification, Title IIA funds, and an assortment of federal and foundation grants that address teacher quality and content preparation. This office developed the HQT guidance and reporting tools for districts, handled data analysis and reporting, and responded to continuous inquiries from individuals and schools about the provisions of the requirements. APS will continue to serve as lead office for the implementation of this plan and will coordinate efforts with the Office of Licensing and Credentials and the state teacher recruitment specialist, which are also part of EPA.

As lead office, APS will link to other NCLB working groups within the department to form a teacher quality group that will focus on the alignment of these initiatives. The groundwork for this was established as part of the department’s discovery process to develop this report. This new group will include staff from the Division of Student Services which includes: Title I Program Planning, Special Education, Program Support Services, and Equity and Equal Educational Opportunity. These offices have responsibility for the CAPA program and bilingual education, as well as key issues such as school safety and violence and vandalism reporting. In addition, the Division of Abbott Implementation, which is responsible for policy development and assistance to the state’s 31 low-achieving, high-poverty schools, is a key member of this work group.

The 21 county offices of education are essential to the implementation and evaluation of this plan. They are the direct line to the districts and provide important insight into school district operations, history, and issues. The county superintendents and their staff report to two regional assistant commissioners, who answer to the Deputy Commissioner. The Office of Technology, also under the direction of the Deputy Commissioner is important as they will administer the HQT survey and assist in its design and analysis.

The work group will link to existing NCLB work groups which are convened by the Office of Strategic Initiatives and regulatory Affairs, part of the Office of the Chief of Staff. The office has oversight over grants funding acquisition, federal reporting and grants appeals and assistance with development and coordination of key Federal and State initiatives, including *No Child Left*

Behind (NCLB). Under the direction of the Chief of Staff, it also assists with the administration of the *New Jersey Single Quality Accountability Continuum (NJQSAC)*.

Each NJDOE office and division plays an important role in this plan. Many do not identify with teacher quality issues but this working group will help them see their program activities through a different lens and enable the department to coordinate efforts, maximize resources, and ensure that all students are taught by highly qualified teachers.

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