

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

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**NEW JERSEY'S PLAN FOR
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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 systemic 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. The plan examines teacher quality through the following each of these lenses, noting that many initiatives address multiple goals and outcomes:

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

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 led 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 Adequate 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 and implement this plan, the department's Office of Professional Standards, Licensing and Higher Education Collaboration engages representatives from various offices and divisions at the NJDOE in an Interdivisional Committee in a dialogue about teacher quality. Clearly, teacher quality is an issue for every office and unit. The process used to develop and implement this report requires each office to identify activities that support one or more of the issues identified as part of the "teaching continuum." Program specialists are asked to look at office activities through a teacher quality lens and respond to these questions:

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?

What data does your office have available that might support the department's HQT plan?

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. The department has established an Interdivisional Committee on NCLB issues to promote and support student achievement, particularly in high need districts and schools. The group serves as an adjunct to existing NCLB work groups, reflecting the department's systemic approach to identifying policies and strategies for overcoming obstacles to student achievement. The committee is continuing the dialogue initiated for this plan and serves as the department's policy group for future reform.

Data Analysis

In preparing New Jersey's plan, the department's interdivisional working group discussion focused on data analysis. Clearly, the NJDOE has an abundance of information about its schools, and steps are being taken to integrate the information into richly detailed snapshots of schools and districts. In order to address the discrepancy between the numbers of classes not taught by highly qualified teachers in high poverty districts as contrasted with the lowest quartile, the department employs multiple strategies to monitor and support districts and schools in AYP status. 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 and district in need of improvement in order to improve school climate, teacher quality and student performance.

In its approach to data-driven strategic planning, New Jersey is working to further consolidate most required plans that are submitted to NJDOE in order to accomplish two State goals: (1) to make district planning more efficient and support systemic thinking in schools and districts, and (2) to facilitate NJDOE's processes for identifying the variables that impede student achievement and for planning appropriate interventions.

New Jersey has improved its data systems over the past several years and continues to enhance the department's capacity for integrating complex information about schools and districts. The following details specific data sources that contribute to this process.

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 give us even more leverage to change norms in schools that need to be restructured. The first is NJSMART, 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 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) were 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 are now required to participate in NJQSAC.

NJQSAC specifically addresses district compliance with the highly qualified teacher provisions as well as state licensure, mentoring, and professional development requirements. While NJQSAC assesses district compliance, it also enables the department to initiate a more intensive review of policies and practices both district-wide and school-specific.

Taken together, the department has an abundance of data that can 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, and the district HQT Improvement Plan (if applicable), the school's certification matrix, and the district's NJQSAC summary to determine the impact of school climate on a school's staffing patterns. The school climate survey, administered in schools as part of the CAPA review, also yields deeper insight into teacher quality and retention issues.

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 2010 Highly Qualified Teacher Survey Results

The 2010 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 0.2 percent of New Jersey’s public school classes are not being taught by a highly qualified teacher. The 2010 data show an overall decrease in the percent of high-poverty classes not taught by highly qualified teachers with 0.5 percent of classes in high-poverty schools taught by teachers who are not highly qualified. The percentage of classes not taught by highly qualified teachers in low-poverty schools remained the same at 0.1 percent over the past two years. It should be noted in the 2004-05 school year there was a 10 percent gap between the high- and low-poverty classes taught by teachers who are highly qualified. In 2008-2009 the gap narrowed to 0.8 percent. From 2008-2009 to 2009-2010 the percentage of high-poverty classes not taught by highly qualified teachers decreased by 0.3 percent in elementary classes and increased by 0.2 percent in secondary classes. The percentage of low-poverty classes not taught by highly qualified teachers remained steady in both elementary and secondary schools. Taken together, these data show a narrowing of the gap between high-poverty and low-poverty classes taught by highly qualified teachers.

**Table 1: 2009-2010 Federal Report
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2009**

	Classes not taught by highly qualified	High-Poverty (percent)	Low-Poverty (percent)
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	teachers (percent)		
All Classrooms	0.2	0.5	0.1
Elementary	0.1	0.3	0.1
High School	0.3	0.8	0.1

Table 2: 2008-2009
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2008

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	0.3	0.9	0.1
Elementary	0.3	0.6	0.1
High School	0.4	0.6	0.0

Results by Teachers

As shown in Table 3 below, the most recent data reveal only a slight variation in the percentage of teachers in elementary and high schools who meet the highly qualified teacher definition. At the elementary level where all classes are self-contained, 0.1 percent of the teachers are not highly qualified; and at the high school level, 0.3 percent of the teachers are not highly qualified.

Table 3: 2009-2010 Highly Qualified Teacher Survey
Percentage of Teachers Not Highly Qualified
All Subjects Taught

Type Of School	Percentage Not Highly Qualified
Elementary School	0.1

High School	0.3
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Classes in High Schools by Subject Areas

Data in Table 6 reflect the content area classes not taught by highly qualified teachers at the high school level. For all schools state wide, the percentage of content area classes not taught by highly qualified teachers ranges from 0.0 percent in many content areas to 1.9 percent in special education classes. Overall, in high-poverty high schools, 0.8 percent of core academic classes are not taught by highly qualified teachers, while in low-poverty high schools, 0.1 percent of core academic classes are not taught by highly qualified teachers. These data reveal that the greatest need for more highly qualified teachers is in special education in high-poverty high schools.

Table 6: 2009-2010 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.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	0.1	0.1	0.1	0.1	0.1	0.1	1.9	0.0	0.0	0.0	0.3
High-Poverty	0.1	0.1	0.3	0.3	0.4	0.7	4.9	0.0	0.0	0.0	0.8
Low-Poverty	0.1	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.1

Conclusion

In reviewing the data from 2009-2010, it is clear that the greatest challenge facing the state is filling the need for highly qualified special education teachers, especially in high-poverty schools. It is important to note that the federal law imposed new requirements for special education teachers, who must now have specific content expertise in all the core subjects they teach. Both new and veteran special education teachers who have not yet demonstrated their content expertise through the HOUSE Matrix or the federal criteria are now required to use the

federal criteria. The New Jersey Department of Education will complete its eighth highly qualified teacher survey in October, 2010. The state will continue to monitor the progress of districts and schools in decreasing the number of teachers who do not satisfy the federal definition of highly qualified. The New Jersey School Report Cards now include information about the federal highly qualified teacher requirement. School Report Cards can be accessed at <http://education.state.nj.us/rc/nclb09/index.html>.

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 the grade-level configurations, low-poverty schools have the lowest percentage of teachers who are not highly qualified. Specifically, in low-poverty elementary schools the percentage of teachers that are not highly qualified is 0.1 percent, while, by comparison, it is 0.3 percent in high-poverty elementary schools. In low-poverty high schools, the percentage of teachers not highly qualified is also 0.1 percent, as contrasted with 0.9 percent in high-poverty high schools.

**Table 4: 2009-2010 Highly Qualified Teacher Survey
Percentage and Numbers of Teachers Not Highly Qualified
All Subjects Taught**

	Elementary Schools		High Schools	
	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ
All Schools	58,988	0.1	25,654	0.3
High-Poverty Schools	16,022	0.3	5,288	0.9
Low-Poverty Schools				

	13,955	0.1	7,006	0.1
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Classes in Elementary Schools by Subject Areas

Table 5 provides information about classes taught by highly qualified teachers at the elementary level. In summary, 0.1 percent of general education classes are not taught by highly qualified teachers. In addition, an examination of the data shows a variation in the percentages of highly qualified teachers across subject matter areas. For example, in basic skills mathematics, 0.1 percent of classes lack a highly qualified teacher as compared to basic skills English classes, which are fully staffed by highly qualified teachers. There are also disparities between high- and low-poverty schools by subject matter area. For example, in high-poverty schools 0.4 percent of world language classes are not taught by highly qualified teachers, while world language classes in low-poverty schools are fully staffed by highly qualified teachers, and 0.8 percent of special education classes in high-poverty schools are not taught by highly qualified teachers, while special education classes in low-poverty schools are fully staffed by highly qualified teachers.

Table 5: 2009-2010 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	ESL	All Classes
All Schools	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1
High-Poverty Schools	0.2	0.0	0.0	0.0	0.4	0.8	0.1	0.2
Low-Poverty Schools	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1

Classes in High Schools by Subject Areas

Data in Table 6 reflect the content area classes not taught by highly qualified teachers at the high school level. For all schools state wide, the percentage of content area classes not taught by highly qualified teachers ranges from 0.0 percent in many content areas to 1.9 percent in special education classes. Overall, in high-poverty high schools, 0.8 percent of core academic classes are not taught by highly qualified teachers, while in low-poverty high schools, 0.1 percent of core academic classes are not taught by highly qualified teachers. These data reveal that the greatest need for more highly qualified teachers is in special education in high-poverty high schools.

Table 6: 2009-2010 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.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	0.1	0.1	0.1	0.1	0.1	0.1	1.9	0.0	0.0	0.0	0.3
High-Poverty	0.1	0.1	0.3	0.3	0.4	0.7	4.9	0.0	0.0	0.0	0.8
Low-Poverty	0.1	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.1

In reviewing the data from 2009-2010, it is clear that the greatest challenge facing the state is filling the need for highly qualified special education teachers, especially in high-poverty schools. It is important to note that the federal law imposed new requirements for special education teachers, who must now have specific content expertise in all the core subjects they teach. Both new and veteran special education teachers who have not yet demonstrated their content expertise through the HOUSE Matrix or the federal criteria are now required to use the federal criteria. The New Jersey Department of Education will complete its eighth highly qualified teacher survey in October, 2010. The state will continue to monitor the progress of districts and schools in decreasing the number of teachers who do not satisfy the federal

definition of highly qualified. The New Jersey School Report Cards now include information about the federal highly qualified teacher requirement. School Report Cards can be accessed at <http://education.state.nj.us/rc/nclb09/index.html>.

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. Until 2008, veteran teachers had 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 requirement 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.

Special Education Teachers

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.

The HOUSE Matrix was eliminated from the options available to veteran teachers in 2008. However, it was found that this posed a significant hardship for school districts in staffing special education classrooms. New Jersey requested and received approval from the U. S. Department of Education to reinstate the HOUSE Matrix for veteran special education teachers

for a limited time. The reinstatement of the HOUSE Matrix is effective from April, 2008 until June, 2010 in public schools. For private schools for students with disabilities receiving placements from public school districts, the HOUSE will expire in June, 2012.

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 employing teachers who have not yet met the federal definition of a highly qualified teacher. The Office of Professional Standards, Licensing and Higher Education Collaboration works closely with the county offices of education to verify the information submitted as part of the Certificated Staff Report. The resulting data report 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 has provided and continues to provide targeted face-to-face regional and district-based technical assistance sessions as well as statewide webinars, 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. 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 and special education personnel. The technical assistance sessions:

- Help districts understand the process to determine a teacher's highly qualified status and how to utilize tools developed to streamline that process;
- Provides assistance to resolve specific highly qualified teacher issues including the appropriate use of the NJ HOUSE;
- Assists districts with the State Certificated Staff Report;
- Helps districts interpret state highly qualified staff reports;
- Identifies appropriate strategies to help teachers become highly qualified;
- Directs districts to utilize state and regional professional development options, including online courses and tutorials, to help teachers become highly qualified;

- Provides guidance on federal highly qualified requirements;
- Provides guidance for districts in research-based strategies to recruit and retain highly qualified teachers;
- Provides guidance for districts in the completion of the HQT District Improvement Plan; and
- Works with districts in need of improvement that have not achieved 100% of classes taught by highly qualified teachers for three consecutive years in creating the HQT agreement on the use of Title IIA funds to support the goals of this plan.

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, teaching experience, 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, HQT Improvement Plans 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 from these sources also 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 the Interdivisional State Committee which serve as an adjunct to existing NJDOE-NCLB work groups and addresses 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.

Adoption of New Policy of Interstate Reciprocity

The NJDOE has recently adopted a new policy of interstate reciprocity. The new policy makes it easier for candidates who have at least three years of teaching experience and have passed a content test in another state to become certified and highly qualified in New Jersey. This policy is expected to facilitate hiring of with highly qualified teachers in shortage areas and help ease the way for districts who are still working toward 100 percent compliance.

Developing District HQ Improvement Plans for Meeting the Highly Qualified Teacher Requirements: New data Collected

In a June 2006 memo from New Jersey's Acting Commissioner of Education, all school districts were informed that they were required to develop and implement a district highly qualified teacher improvement plan to assure that all teachers teaching core academic subjects were highly qualified by the end of the 2006-2007 school year and that their highly qualified teachers were equitably distributed. In the plan, districts had to identify all teachers who were not yet highly qualified and the steps/strategies that the district and its schools would take to support teacher efforts to reach highly qualified status as well as how they will recruit and retain highly qualified teachers.

In 2009, the district HQT improvement plan template was revised to include a detailed description of how districts analyze inequities and their plans for ensuring the equitable distribution of highly qualified and experienced teachers in the district.

Those districts failing to achieve 100% of classes taught by highly qualified teachers for two consecutive years are required to submit the HQT improvement plan (provided in the appendix). Based on the 2010 data, submitted in fall 2009, there are 11 school districts and 5 charter schools that are required to submit the HQT improvement plan.

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:

- Regional trainings which took place in the Fall of 2003, 2004, and 2005;
- Ongoing Targeted training and guidance sessions in high-poverty, low-performing districts where teachers are working to meet the HQT requirements;
- Statewide Webinar on Highly Qualified requirements;

- Ongoing train-the-trainer sessions for county office of education staff who provide technical assistance and monitoring in 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, 2007-2008) 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.

The NJDOE also provides districts with specific guidance and support, including ongoing revisions to the LEA guidance, memos and emails to the field, and web-based models and instructions.

Requirement Four: The New Jersey Department of Education Plan to Work with LEAs that Fail to Reach the 100 Percent Goal

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. New Jersey has made substantial progress toward meeting the goal of highly qualified teachers in all core academic subjects, with 99.8% of classes taught by highly qualified teachers in 2010. However, the NJDOE recognizes that there are continuing shortages of highly qualified teachers in some of the core content areas, such as middle school mathematics and special education, and has developed a number of initiatives to support the recruitment and retention of highly qualified teacher in those areas. Please see NJ Equity Plan section.

As the remaining districts work toward achieving the 100 percent mark, the state continues to monitor and assist them through both support and accountability measures. Since the inception of NCLB, the NJDOE has urged LEAs to support teachers in becoming highly qualified. The NJDOE provides technical assistance throughout the state on strategies districts may use to support teachers who are not yet highly qualified. However, there are instances in some districts when teachers are afforded more than ample time to meet the requirements but either fail or refuse to do so. In such cases, districts are advised to document a teacher's noncompliance, including the steps taken by the district to support a teacher, as well as a teacher's efforts (or refusal) to become highly qualified. Information with regard to a teacher's progress toward gaining the HQT status should be part of the annual evaluation process in which professional development plans are reviewed and decisions made with regard to a teacher's need for professional learning.

The state employs multiple avenues to monitor compliance including the NJQSAC district evaluation, annual verification of teacher licensing, and the NCLB Consolidated Monitoring Process conducted by county offices. All of these processes entail consequences for LEAs which are out of compliance. 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. Additional interventions may be required based on the district's score on the personnel section of NJQSAC in which the department examines the

licensure and highly qualified status of teachers. To identify needed corrective actions, the HQT coordinator consults with State monitors and district personnel as a member of NJQSAC teams in targeted districts where equitable distribution of highly qualified teachers may be compromised. (See appendix for further on the NJQSAC personnel section requirements). Specific actions in Title I high-poverty schools and districts are implemented, such as CAPA visits or other on-site technical assistance, much of which is provided by dedicated specialists assigned to individual LEAs.

In addition, to support districts in which all teachers are not yet highly qualified, the NJDOE has provided numerous state-wide technical assistance sessions, including targeted assistance for districts under 100 percent compliance, sessions tailored specifically to support special education personnel becoming highly qualified, an online webinar on the highly qualified requirements and detailed guidance that districts may access at any time. Generally, technical assistance is a cooperative effort across NJDOE divisions, drawing on expertise needed by districts from across NJDOE divisions. The NJDOE is taking further steps to monitor and work with districts whose progress is lagging and assist them in making use of all available resources to achieve the HQT goals. These are discussed in the following section.

Monitoring and Technical Assistance for LEAs Under 100% HQT For Two Consecutive Years

Districts that fail to achieve 100% of classes taught by highly qualified teachers for two consecutive years are required to submit the annual district HQT improvement plan to the Office of Professional Standards, Licensing and Higher Education Collaboration. In preparation for submission of the required HQT Plan, The NJDOE provides technical assistance to help these districts to complete the required forms to document HQT status, understand methods teachers may use to become highly qualified, employ effective recruitment and retention strategies, and create other strategies for ensuring the equitable distribution of highly qualified and experienced teachers.

NJDOE has made changes to the district HQT improvement plan as well as the plan review process. LEAs are now also required to identify and address issues that prevented them from achieving 100% of classes being taught by highly qualified teachers. The plan requirements now include the following additional information:

- LEAs must describe barriers to equitable distribution of highly qualified and experienced teachers and strategies the district will employ to achieve equity within and across schools;
- Each teacher's plan and timeline for becoming highly qualified is part of that teacher's annual evaluation; and
- A provision requiring districts to establish and communicate the district's process for documenting a teacher's compliance or noncompliance with HQT requirements.

In preparation for submission of the required HQT Plan, districts receive information on completing the required HQT documentation, methods teachers may use to become highly qualified, and recruitment and retention strategies.

In 2009, 42 districts were required to submit a Highly Qualified Teacher Improvement Plan. This number was reduced to 16 districts in 2010 as New Jersey continues to make progress in achieving the goal of 100 percent of classes taught by highly qualified teachers.

District HQT Improvement Plan Review Process

The NJDOE examines the district HQT improvement plan in conjunction with additional department data, such as each district's AYP status and the monitoring of teachers' licensing which identifies any out-of-field placements. Examining multiple data sets provides a clearer portrait of the issues in a district that may contribute to failure to achieve the annual measurable objective. Targeted districts receive technical assistance, which focuses on the particular challenges which districts are experiencing.

Further Monitoring and Technical Assistance for LEAs Under 100% HQT and Failing AYP for Three Consecutive Years

Beyond the State's routine monitoring through NJQSAC and the NCLB Consolidated Monitoring process, the NJDOE identifies LEAs to target for compliance with 2141(c). These LEAs are selected based on the following criteria: a) the district has not achieved 100% of classes taught by highly qualified teachers for three consecutive years, and b) the district has failed to make AYP for three consecutive years.

In both 2009 and 2010, three districts fell into this cohort. These districts are required to enter into an agreement on the use of Title IIA funds in the targeted schools identified in the agreement. The NJDOE employs intensive support and accountability measures in these districts, resulting in a reduction in the number of teachers who are not highly qualified in their teaching assignments and increased strategies to ensure equitable distribution of highly qualified teachers.

Districts whose data reflect that they are on the cusp of eligibility for the cohort were audited in 2010 by the State HQT Coordinator and NJDOE staff assigned to work with high needs districts on school improvement. Should the audit reveal inaccurate data reporting by the district, the NJDOE will document the findings related to inaccurate data and will determine whether or not the district meets the criteria described in this paragraph. Any district meeting the criteria, by virtue of the audit results, will also be required to enter into the HQT agreement.

The NJDOE will monitor the district's' progress in implementing the HQT agreements at mid-year and end-of-year cross-divisional, collaborative meetings with district administrators. The LEA is required to provide the following evidence of progress in meeting the HQT agreement goals:

- In the time period since the agreement was established, list any teacher(s) who has become highly qualified and evidence of the method each teacher used to meet the requirements (e.g., passing test scores, transcripts, HOUSE documentation).
- For any teacher who has failed to achieve highly qualified status in the agreed timeline, describe how the district will address the issue.
- The principal of each targeted school will provide evidence of consultations occurring between the principal and teachers identified in the agreement.
- The principal of each targeted school will provide, with the support of district administration, an analysis of pre- and post-data for the NJDOE-developed school climate survey and how the data were used to inform planning.
- The principal of each targeted school will provide, with the support of district administration, evidence demonstrating how professional development has or has not improved instruction during the past year.

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

Until 2007, veteran teachers were 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 teachers who graduate from an approved teacher education program and meet New Jersey licensure requirements are now highly qualified. However, for many veteran teachers, particularly in middle school and special education, the HOUSE was an important avenue to gaining highly qualified status. The NJ HOUSE Matrix allowed 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.

Phase-Out of the HOUSE Process

The NJ HOUSE process was phased out in New Jersey in 2007. All general education teachers 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.

In response to the challenge for special education teachers attempting to achieve HQT status, the USED approved, in 2008, the reinstatement of the NJ HOUSE Matrix for a period of two years for veteran special education teachers only. As of June 30, 2010, the NJ HOUSE expired for these teachers. All special education teachers must now meet the federal requirements with the

exception, as permitted, that 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

Introduction

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

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 requirements. To that end, New Jersey requires that all districts annually identify the highly qualified status of every teacher in their teaching assignment or content area through New Jersey's State Certificated Staff Report. This report provides a comprehensive portrait of an individual New Jersey 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 collection also allows the department to configure a variety of data pictures of individual schools and districts using multiple variables, to inform the department's constellation of technical assistance programs for school districts.

To upgrade district and school-level databases, the NJDOE has added elements to the Certificated Staff Report (see appendix for 2006 and 2008 additions). In addition, the department has linked the certificated staff collection and the teacher certification database. The Office of Professional Standards, Licensing and Higher Education Collaboration works 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 improves the department's capacity to identify schools and districts in need of assistance and serves as further evidence as part of the NJQSAC school district evaluation process.

In 2010, New Jersey embarked on a major initiative to improve teacher and principal effectiveness. The New Jersey Task Force on Educator Effectiveness has been convened to define and evaluate teacher and leader effectiveness based on key guiding principles. The Task Force has been charged with recommending a system that elevates the role of student learning in evaluations and fairly and transparently assesses teacher and principal performance. This effort is intended to yield the following:

1. The Task Force will develop a system of evaluations and definition of educator effectiveness based on multiple measurements of student learning that will comprise at least 50% of the evaluation.
2. Evaluations will be developed with broad stakeholder input so the unique needs and circumstances of schools and districts are recognized. Evaluations will provide for locally selected, state-reviewed measurements of progress that are widely-recognized as relating directly to improvements in school climate, teacher effectiveness and student learning.
3. The Task Force will be given flexibility to consider additional local input of other measurements of effectiveness for use in the evaluations.

In October, 2010, all school districts were required to submit a survey describing their teacher and principal evaluation systems and to provide public access to this information on their Web sites. This collection is an initial step in the State's plan to link student achievement to teacher evaluation, which will be a key element of New Jersey's teacher effectiveness measurement system. When this system is in place, it is anticipated that school districts' accountability for student performance and progress will be strengthened, and supports for educator professional growth will be more closely aligned with students' and educators' needs.

. It is imperative to understand the combination of variables, including staffing patterns, that have a negative impact in individual low-performing schools in order to target strategies that will make a difference in the school climate, teacher quality and student performance. New Jersey's data-driven approach identifies available data resources and integrates the information into a scholastic audit, Collaborative Assessment and Planning for Achievement (CAPA), for schools that have been prioritized based on their AYP status. CAPA is a detailed, intensive, collaborative examination of prioritized schools in advanced AYP status levels. CAPA teams of highly skilled professionals create richly detailed snapshots of schools using the department's

various data sources as well as information garnered through on-site audit visits in schools. During the on-site visits, CAPA teams also obtain data about school climate and related issues. All schools undergoing the CAPA review conduct the NJDOE developed school climate survey for teachers and administrators. The survey results not only enrich the data CAPA consultants use to identify barriers to student achievement, but also the schools and districts have access to the data to inform their school improvement planning. A sample survey is included in the appendix.

Two other major data sources give us even more leverage to change norms in schools that need improvement. The first is the NJ Quality Single accountability System (NJQSAC) and the second is NJSMART, a statewide, student-level data system that allows the department to bring staff-level data together with student performance data. The second key data source is the department's school district evaluation system, the New Jersey Quality Single Accountability Continuum (NJQSAC), the State's monitoring system for all districts. NJQSAC consists of a series of five separate components of district self-evaluation that address fiscal, operations, governance, personnel, and programs and instruction. School districts must achieve at least 80 percent of all indicators for "certification." Those school districts that do not meet the prescribed level are subject to various levels of intervention, including technical assistance provided by a "highly skilled professional." NJQSAC specifically addresses district compliance with the provisions of the highly qualified teacher requirements as well as licensure, mentoring, and professional development. The HQT coordinator consults with State monitors and district personnel as a member of NJQSAC teams in specific districts where equitable distribution of highly qualified teachers may be compromised.

Element Two: Teacher Preparation

Teacher preparation is a foundational pillar in New Jersey's systemic reform efforts to ensure high quality teachers and their equitable distribution. New Jersey's licensure reforms have increased the rigor of educator preparation while providing new flexibility for entry into the profession. Since the adoption of NCLB at the federal level, New Jersey has aligned its licensure requirements for teachers with the highly qualified teacher provisions of NCLB. Based on regulations put in place in 2004, all New Jersey higher education teacher preparation are required to gain national accreditation by either Teacher Education Accreditation Council (TEAC) or The National Council of Accreditation for Teacher Education (NCATE). New Jersey continues to work to enhance the preparation of teacher with reforms in both its traditional educator preparation programs and its alternate route programs. In 2007-9 New Jersey has been working on key reforms in this area including:

A New Performance-based Program Approval for Educator Preparation, assuring high standards and alignment with Highly Qualified Teacher Requirements

A Higher Education Task Force in 2007-8 reviewed New Jersey's program approval process and made recommendations for an improved performance based process for program review to the Commissioner and State Board of Education. In response, the New Jersey State Board of Education has adopted new requirements based on these recommendations for program approval including the establishment of a state program approval council with representatives from higher

education and school districts for the review and approval of all new and substantially revised programs based on rigorous program approval standards and new certificate specific program standards.

Reciprocity with Other States in Teacher Certification

The New Jersey State Board of Education recently adopted an interstate reciprocity policy whereby candidates for New Jersey teaching certificates who are certified in another state may obtain an equivalent New Jersey instructional certificate. By easing certification for many out-of-State applicants, this new policy will enlarge the pool of qualified candidates, thus having a positive impact on the ability of district boards of education to hire highly qualified staff. As a result, licensure in New Jersey will become more efficient, thus facilitating the process of staffing classrooms with highly qualified teachers.

Enhancements to New Jersey's Alternate Route to Teacher Certification

In New Jersey, the alternate route is an important pathway into the profession with more than 30 percent of all teacher candidates prepared through the alternate route. 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, science and mathematics.

A study of the New Jersey Alternate Route was conducted in 2007, providing recommendations for improvements of the alternate route to the Commissioner and the State Board of Education. The evaluation, while making a number of important recommendations for change to the program, found that New Jersey's alternate route provides an effective pathway into the profession. To respond to the recommendations of the study, the N.J. Department of Education established an Alternate Route to Teaching Taskforce in 2008 to further examine this pathway to certification and make specific recommendations to improve the quality of the program. The task force completed its work in 2009 and made recommendations to improve the recruitment, training, induction and evaluation of candidates and programs which will be presented to the Commissioner and State Board of Education in early 2010.

A key area of recommendation from the alternate route taskforce included greater standardization of program curriculum and common assessments across programs. The New Jersey Department of Education will be piloting common curriculum frameworks, assessment processes/products and tools based on the Framework by Charlotte Danielson. Charlotte Danielson is working with a subcommittee of the Alternate Route Taskforce to operationalize New Jersey's professional standards for teachers through model program elements and assessments and the pilots will help to inform any program revisions.

Enhanced Preparation for Alternate Route Candidates

In 2007, the New Jersey State Board of Education adopted amendments to the licensing code requiring all alternate route candidates to successfully complete a pre-service component to

provide relevant course work prior to entry into the classroom and requiring all candidates for P-3 and K-5 certification to complete 45 hours of instruction in the teaching of reading and 45 hours of instruction in the teaching of mathematics during their provisional period

New Jersey has been a leader in the availability of the alternate route to teaching and has over the last decade 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.

In 2008, regulations and specific program approval criteria were developed to support the creation of new alternate route pilot programs to support the recruitment of candidates for the shortage areas in math and science. Pilot programs at Montclair, Kean, and Drew Universities train career-changers and/or experienced teachers in the shortage areas of mathematics and science. The pilots will provide the department with valuable information about new approaches to support the recruitment of teachers to shortage areas and to examine its current certification requirements in these areas. Two examples of pilot programs that are currently running as a result of the legislation:

The Progressive Science Initiative which is overseen by the New Jersey Education Association's (NJEA) Center for Teaching and Learning allows currently certified teachers in non-science areas to gain the content and pedagogical knowledge needed to lead highly effective science classrooms. Forty-two teachers from Newark, Paterson and Jersey City spent an intensive summer learning physics and are currently teaching physics. They are also part of a virtual network that shares their materials as well as reflections on teaching. The emphasis in this pilot is not only the quantity of qualified teachers, but also the quality of the student experience as well. The program will continue by adding additional teachers and additional science content. They began with physics and will next go on to chemistry and biology. <http://www.njpsi.org/welcome.aspx>

The Traders to Teachers developed run by Montclair State University: This pilot program is a teacher preparation program that allows individuals displaced from the financial sector or similar industries to pursue certification to teach mathematics. This accelerated program, which is supported by the collaborative efforts of the College of Education & Human Services and the College of Science & Mathematics, is for individuals who have used mathematics in their jobs, and have a sincere desire to become mathematics teachers, whether or not they majored in mathematics in college. Initiated in September 2009, additional cohorts will begin in the spring of 2010. Successful applicants spend three months in an intensive, full-time program learning mathematics and how to teach it and spending one day each week observing and beginning to teach mathematics in a high school or middle school. Upon successful completion of the three-month component of the program, candidates are placed in paid teaching positions in public schools in New Jersey. A commitment to teach at least through two years in these schools is expected from candidates. Intensive professional support will be provided during these first two years. After teaching successfully for two years, completing additional mathematics courses as determined on an individual basis, and passing the secondary mathematics PRAXIS II exam,

candidates will be recommended by the University to the state for standard, permanent teaching certification in Mathematics. <http://cehs.montclair.edu/academic/cop/t2t.shtml>

Preparing Teachers for Urban Schools:

New Jersey has a number of initiatives and higher education-district partnerships which seek to enhance the preparation for teaching in our high need urban schools. Through a federal TQE-Recruitment grant, the NJDOE in partnership with The College of New Jersey (TCNJ) 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 its new Program Approval 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.

Professional Development School Networks: New Jersey has numerous school-university partnerships including professional development school networks which provide intensive field experiences for teacher candidates and professional learning opportunities for licensed teachers. Two consortiums of state universities in New Jersey were awarded in 2009 the federal Teacher Quality Partnership grants supporting improved teacher preparation through a greater focus on the clinical experience and innovative approaches to teacher residencies and induction with the focus on New Jersey's high-need districts.

The department, through its Program Approval 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. 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 overtime to reverse the decline of Newark as a metropolitan center and to work with other local university partners to contribute to Newark's revitalization."

Element Three: Out-of-Field Teaching/Recruitment into the Field

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 is done annually which identifies discrepancies between teacher licensure and assignment. The matrix monitors appropriate assignments, providing feedback to districts on those findings. 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.

Targeting Shortage Areas:

The NJDOE created targeted alternate routes in high-need areas, including special education, ESL/Bilingual, science, math 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, allowing 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 also has formal arrangements to recruit international teachers to teach in New Jersey schools. See the teacher preparation section of this plan for more details on New Jersey's efforts to pilot innovative preparation approaches for subject areas where New Jersey has teacher shortages.

Element Four: Recruitment and Retention Strategies

Recruitment

Adoption of New Policy of Interstate Reciprocity in Certification

The NJDOE recognizes that many districts encounter challenges in recruiting certified and highly qualified teachers. To ease the way and increase the pool of qualified candidates, the department has recently adopted a new policy of interstate reciprocity. The new policy makes it easier for candidates who have at least three years of teaching experience and have passed a content test in another state to become certified and highly qualified in New Jersey. This policy is expected to facilitate hiring of highly qualified teachers in shortage areas and help ease the way for districts who are still working toward 100 percent compliance.

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 has played 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. New Jersey has therefore adopted a number of key recruitment strategies to support hiring in our urban districts.

Web-based Recruitment through NJHIRE: New Jersey currently has an effective state-level web-based educator recruitment system, NJHIRE, which provides school districts and educator candidates with up to the minute postings of job opportunities in New Jersey districts. Currently, there are approximately 167,000 educators registered and nearly 3,000 districts interested in recruiting teachers registered.

Improving Application Processing: Current research has shown that many urban districts have ineffective hiring and application processing systems which prevent them from hiring high quality candidates. New Jersey through the grant has utilized innovative and technology-based recruitment strategies to help our partner districts to enhance these practices. New Jersey piloted an enhanced recruitment system tailored specifically for partner urban school districts which allowed them to showcase and market their school districts. The pilots have experienced increased interest and recruitment of high quality candidates who have a real interest in working in urban settings. Districts are able through this new technology to showcase their districts in video vignettes, provide on-line processing and application review and provide other key marketing information.

Growing Urban Teachers through High School Urban Academies and High School Courses on Teaching:

New Jersey has been successful in supporting a grow-your-own strategy of teacher recruitment, interesting high school students in urban areas in urban school teaching. The College of New Jersey and Rowan University have held summer academies for high school students to expose them to the challenges and rewards of teaching in an urban setting. The programs have been highly successful in generating interest in urban education and recruiting high school students from urban centers into the field. Students have been offered the experience to develop

an understanding of the challenges, incentives, opportunities and satisfaction that can be gained from teaching in urban districts. Students have had an opportunity to act as interns working with elementary students in summer programs; to gain an understanding of broader community support services; and to participate in a guided classroom, hands-on teaching experience along with faculty that provided opportunities to see good teaching modeled.

Building a Pipeline for Urban Teachers

Future Educators Chapters: Through this grant project, New Jersey also worked to seed an interest in teaching in urban high schools through Future Educators of America (FEA) chapters, a strong “grow your own teacher” initiative. New Jersey has promoted the creation of these chapters, which provide middle and high school students with opportunities to explore teaching as a career option. Over past several years, students and their faculties from school districts have participated in state and regional conferences to promote future educator organizations at the high school level.

CERRA High School Coursework on Teaching Profession: New Jersey has for the past several years worked with the Center for Educational Recruitment, Retention and Advancement (CERRA) to provide opportunities for high school students to take courses exposing them to the teaching profession. In addition, teachers from across the state receive training through CERRA preparing them to offer these courses as part of the high school’s curriculum. Through this initiative, students can explore their curiosity about teaching as a career. This project also aligns with the state’s efforts to support career planning across the spectrum of career options for students.

Troops to Teachers: New Jersey oversees a 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. The program offers 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. NJ/DE Regional office has hired over 200 teachers since 1998 and has registered over 600 individuals in the program. 72% of these troops to teachers are alternatively prepared.

Loan Forgiveness: The NJDOE provides information and support to candidates utilizing the federal loan forgiveness program for teachers in math, science, foreign languages, and bilingual education

Retention Policies and Strategies:

Research is clear that teacher retention is affected by many factors including school climate, school safety, school leadership, opportunities for teacher leadership and decision making, induction support and opportunities for ongoing professional development. In this section, strategies and policies which New Jersey is employing to support teacher retention are outlined.

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.” What these statistics mean is that state and district teacher recruitment and retention strategies and policies must take into account the working conditions they provide for teachers, particularly new teachers. Low-performing schools often have weak organizational supports for teachers and do not always have a culture of high expectations for students and teachers or one that values teacher learning, collegiality, and cooperation. Research has been clear that working conditions such as opportunities for professional learning, input into school policies and a safe and secure work environment play a key role in retention.

Induction into the Profession

Current research points to the key role of induction with mentoring in the success and retention of novice teachers. Research indicates that the lack of appropriate induction support is a major cause of the loss of new teachers from our urban districts (Lankford, Wycoff 2002). New Jersey has based its state teacher induction program on current research that shows that even the best prepared teachers need ongoing support in their early years of teaching. Research tells us that the extent to which newly hired teachers are supported and assessed in these initial years of teaching can determine whether they remain and whether they are able to continue to gain needed skills and knowledge.

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 which is approved by the County Superintendent and monitored as part of the NJQSAC process. All novice teachers, traditional and alternate route, are required to be mentored through a rigorous mentoring process in their first year of teaching in order to receive a standard certificate in their instructional area.

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, and partner organizations as well as consultants from the Equity assistance Center in the Northeast, are providing mentor training for mentors and principals in New Jersey school districts with particular emphasis on training for our high needs districts.

The NJDOE has been engaged in a three-year mentoring pilot program in Vineland School District, one of the state 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 about the best inductions strategies. The NJDOE is following the outcomes to determine the efficacy of a longer program and greater support for both mentors and their mentees.

New Jersey is interested in exploring improvements to our induction program and the use of performance-based assessments for provisional teachers. We have been in dialogue with the Connecticut Department of Education which has created the Beginning Educator Support and Training Program (BEST) and Educational Testing Service (ETS) with regard to the PRAXIS III model. The Higher Education Taskforce made recommendations in 2008 in this area. The

taskforce recommended that the department work to help assure that the passing of the baton from higher education to the district is one in which there is an ongoing committed partnership of a teacher preparation program and the district in supporting the success of all candidates. A powerful element of this program is progressive standards-based assessments, using the same subject-specific standards as were used for program approval, over two years in which new teachers through a portfolio approach grow and demonstrate emerging proficiencies across the standards as the actual basis of the assessments for their licensure. This is an area where New Jersey has room to grow and strengthens both the experience and the demonstration of competence by new teachers.

Professional Development

Over the past seven years, NJDOE has had a strong focus on putting in place professional development initiatives for teachers and school leaders. All teachers are required to do 100 hours of professional development every five years and the regulations have called for strong teacher participation in the governance structure of the initiative at the state, county, district and school levels. These initiatives are discussed in depth in the next element (Five).

School Climate Survey: A school climate survey is administered through the department's CAPA process to help schools in need of improvement to examine the working conditions in their schools. This information can help schools better understand the climate issues which can enhance teaching and learning and promote the retention of teachers. This survey is discussed in greater detail under element seven of this plan.

Element Five: Professional Development Strategies

Teacher Professional Development: Moving to a Collaborative School based Model

In 2007, New Jersey adopted new regulations requiring school level planning by a leadership team of the principal and at least three teachers for professional development. The regulations encourage the development of job-embedded collaborative professional learning structures and processes at the school level focused on the student learning needs within the school. The NJ Professional Teaching Standards Board (PTSB) worked with many national experts on professional development including Stephanie Hirsh, Joellen Killion, The Dufours, and Steve Barkley to craft the new requirements and developed extensive guidance materials. The national expertise and perspective assured that the initiative would be grounded in the research and best practice. The planning materials are, in fact, "learning materials" which lead school and district committees through a thoughtful and reflective inquiry-based process into the professional learning needs of the adults in their school and district that will make a positive difference in student achievement.

The new regulations, firmly grounded in the National Staff Development Standards for Professional Development, call for school-level planning committees to focus on opportunities for learning teams within schools by grade level and content area. The implementation of the new planning cycle began on September 1, 2009. It is the goal of these new regulations to shift the focus from district-level one shot in-service workshops to collaborative professional learning within schools focused on student learning needs. The new regulations create an important policy foundation for real reform of professional development practice in the field that will

become a foundation for school improvement and build capacity of all staff to support school reform.

The new professional development planning process is being fully implemented for the first time in the 2010-2011 school year, and the number of districts creating and nurturing professional learning communities (PLCs) to support effective instruction is already expanding. The department is receiving anecdotal reports from school districts that the new planning process is meaningful and advances best practices in classrooms by encouraging teachers to support one another professionally. In addition, the department has conducted a formal evaluation of 33 lab schools in various stages of PLC development (described in the next paragraph), which revealed that structures to support research-based instructional practices are being created in a majority of these pilot schools. Further, some of the the lab schools have been an impetus for district-wide implementation of PLCs.

PLC Lab Schools: The NJDOE, in partnership with Educational Information and Resource Center (EIRC), has recruited 33 lab schools from districts across the State to participate in intensive professional learning and implementation activities and to act as exemplars in school based professional development. A team of administrators and teacher leaders from each lab school participate in several interactive training sessions during the school year, which are conducted by a skilled national consultant, and receive on-site, follow-up coaching. A researcher evaluated the implementation progress in the schools during SY2009-2010, the first year of the project. The researcher collected multiple data, including NSDC's Standards Assessment Inventory survey data, on program implementation and project outcomes. The evaluation concluded that collaboration, shared leadership, school culture, and the use of data in making informed decisions about teaching and learning all increased in the first year of the pilot project. Further, there was tangible evidence that the professional learning communities can be sustained in the future in these schools and districts.

The evaluation results are being used to identify challenges in implementation and to recommend plans of action by EIRC, NJDOE and the partnering organizations to support the Professional Learning Initiative in the State.

Professional Development for School Leaders:

New Jersey also adopted regulations requiring professional development for all school leaders. This requirement calls for all school leaders to develop and implement a professional development plan, aligned to New Jersey's ISLLC based Professional Standards for School Leaders, which school leaders implement with support from a collaborative team of peers. All principal plans are reviewed by district superintendents and the plans for superintendents are reviewed by the New Jersey Association of School Administrators. The initiative is overseen by the New Jersey Professional Development for School Leaders Advisory Committee, which is comprised of school leaders, teachers and members from other key stakeholder groups.

Partnership for Professional Learning for Educators

The two professional development initiatives for teachers and school leaders have ensured greater opportunities for professional development within districts; have created the

consciousness for our school leaders of the importance of teacher development; and, have developed in the state a supportive and productive partnership entitled the New Jersey Partnership for Professional Learning for Educators, in which the department and key stakeholder organizations as partners provide training and support needed by school districts to support schools in becoming high performing learning organizations teams. Comprised of the Department of Education, Professional Educator Associations, Higher Education, Business and New Jersey professional development providers, the partner organizations form a community with the potential to positively influence professional learning practices for educators through advocacy, outreach, and professional development services and resources. The partnership recognizes that together, through collective responsibility and commitment, they can achieve more sustainable results to improve professional learning for educators than by working independently. The partnership was formed in 2007 to support the implementation of school based professional learning as well as other key teaching and learning educational reforms of the New Jersey Department of Education including:

- **The newly Revised Core Content Standards** which describe what students should know and be able to do upon completion of a thirteen-year public education and provide local school districts with clear and specific benchmarks for student achievement in nine content areas and act as the conceptual framework for reforming teaching, learning and leadership for the 21st century;
- **The Secondary School Transformation initiative** which promotes the redesign of middle and high schools through action steps and policies that align content standards, assessment and graduation requirements with 21st century college and workplace expectations;
- **New Jersey's Partnership for 21st Century Skills**, which seeks to infuse 21st century skills and knowledge into New Jersey K-12 education system.

These New Jersey initiatives all address new models of teaching and learning for the 21st century and stress that our students must gain the higher order thinking, analytical and technology skills in order to succeed in today's technology driven and global work place. The revised Core Standards call on teachers to help students use these 21st century skills in the mastery of the standards. To do so, many teachers will need to teach in new ways which are substantially different from how they were trained to teach. Professional development has never had a more critical role in education.

Teacher Leadership, Recognition and National Board Certification

In a job-embedded model of professional learning such as that now instituted in New Jersey, teacher leaders play a key role. If professional learning by teachers is to be a part of each teacher's day every day, as proposed by NSDC, then there will be a need for teacher leaders to support cultures of learning. The area of teacher leadership, being examined now across the country, is an area of promise for schools because greater utilization of the leadership capacities of teachers could both energize teachers who seek new opportunities without leaving the classroom as well as creating a cadre of teachers who can truly support school-based professional

learning. New Jersey is placing emphasis in its training for our new school based professional development on the training of leadership teams, which include teacher leaders.

As the federal government begins its discussions of teacher effectiveness as part of the reauthorization of NCLB, it will be important for New Jersey to further explore the merits of teacher leadership opportunities and policy. New Jersey is currently participating in the Educational Testing Service National project for the Development of Teacher Leader Standards. Our New Jersey National Commission on Teaching and America's Future Policy Group will also be examining this critical area this coming year.

New Jersey's National Board for Advanced Certification for Teachers Subsidy Program

New Jersey is also seeking to increase the number of nationally certified teachers through the National Board program and is a participant in the National Board study group. For 11 years, the NJDOE has participated in the National Board Subsidy Program which supports candidates for national certification. 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. While New Jersey has made important strides to support this program of teacher leadership, New Jersey is interested in examining strategies to promote this important program for teacher development and recognition as well as effective ways that these teachers can be utilized.

Professional Development Supporting Implementation of New Core Curriculum Standards:

NJDOE has developed professional development for school districts to support the implementation of the new Core Curriculum Standards in the state. Entitled **Creating 21st Century New Jersey Schools: The Statewide Systemic Model for Continuous Professional Learning and Growth**, this professional development initiative is a three-year blended model of professional development that offers face-to-face and virtual professional learning communities, online learning, Web 2.0 tools, and value-added onsite training opportunities to all education stakeholders to support the implementation of the 2009 Core Curriculum Content Standards.

Phase 1: Awareness and Familiarization (2009) is focused on the impact of technology on students' lifestyles and learning preferences and implications for instruction and assessment. Phase 1 sessions were attended by over 5,000 educators and were supported by online materials and learning experiences.

Phase 2: Critical Transformations (2010) builds upon the successful implementation of Phase 1 and consists of *Modules of New Learning* that use the 2009 content standards as the conceptual framework for transforming teaching, learning and leadership and creating 21st century learning environments. The content and skills offered in all Phase 2 modules to small groups of administrators and content area teachers will serve as the context for ongoing professional learning for teachers and school leaders, especially within professional learning communities.

Phase 3: Sustaining the Change (2011) will offer opportunities to continue to build the infrastructure necessary to support 21st century learning environments, embed “habits of mind” to effectuate change and recognize models of success.

Special Education: The Office of Special Education, working with staff from the state’s four Learning Resource Centers (LRCs), 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.

Title II Professional Learning Opportunities: 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.

Professional Learning for Teachers through the Office of Career and Technical Education

Professional development supporting Personalized Student Learning Plans: As part of the department’s *Secondary Education Transformation Initiative*, *Personalized Student Learning Plans* provide an opportunity for schools to explore meaningful, creative and flexible ways to personalize the learning environment. The Office of Career and Technical Education administers the *Personalized Student Learning Plan Pilot Program*. A *Personalized Student Learning Plan* is defined as a formalized plan and process that involves students setting learning goals based on personal, academic and career interests, beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, counselors and parents. (N.J.A.C. 6A:8 -1.3) This pilot program, consisting of sixteen schools including middle school grades and high schools have been selected to participate in the pilot program representing New Jersey’s diverse school community and student population. Each pilot school will be designing a format and creating a process to implement plans with students enrolled in the 6th and 9th grades. The pilot schools have committed to this program beginning July 1, 2009 through June 30, 2011. Educators, counselors and school administrators in each pilot site team receive technical assistance, training and support. Topics include student learning plan design, process and implementation, engaging stakeholders, teacher advisory programs and assessment of promising practices. A summary of school district case studies and *Lessons Learned* will be produced by an evaluator to guide future implementation statewide.

Professional Development for Math-in-Career Technical Education Courses

The Math-in-CTE program is designed to enhance the mathematics instruction in high school CTE courses. A seven-element pedagogy was designed to move CTE students gradually from a contextual understanding of mathematics to a more abstract understanding such as that required on many standardized tests. Participating teachers worked in teams of two consisting of a mathematics teacher and a CTE teacher. The role of the mathematics teachers is to help the CTE

teacher identify the applied mathematics, to assist the CTE teacher in developing math-enhanced CTE lessons and to suggest instructional methods for highlighting the mathematics concepts. Over a period of 1 year, teachers met for a total of 10 professional development days.

Improving CTE Programs

Beginning in May 2009, ten comprehensive high schools committed to working on an intensive process to develop CTE programs of study aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and industry standards, embedding literacy, numeracy, problem/project-based learning into CTE courses, and developing related course syllabi. Teams of teachers and administrators have been meeting regularly to improve instructional programs.

Project Lead the Way (A pre-engineering program)

Once schools identify potential PLTW teachers, these individuals begin a comprehensive professional development program. This program begins the spring before the PLTW curriculum is launched at the school, and is divided into three stages. First, teachers take an online assessment prior to attending the Summer Training Institute. The assessment measures educators' readiness for the program by identifying skills they may need to review before the summer training. The evaluation also provides valuable information for instructors. The second phase is an intensive, two-week training program held at a college or university training site located nationwide. Rowan University is one of the host sites. This training course prepares educators to teach the PLTW courses. Participants have the opportunity to earn graduate credit through Rochester Institute of Technology and other PLTW National Affiliates. The summer institutes offer firsthand experience with activities project problem based (APPB) learning as teachers work through the same problems their students will encounter during PLTW classes. Once teachers are registered teachers in the PLTW program, they have access to the Virtual Academy for Professional Development. Via the internet, this academy offers on-demand multimedia lessons on subjects ranging from ballistics to Boolean algebra. Additionally, trained PLTW teachers can communicate through an online listserv that reaches a national network of PLTW educators for support and innovation. Counselors participate in a special professional development program and network designed to help them learn about PLTW's benefits and about various career opportunities available to students in technology and engineering. The program includes annual statewide awareness conferences offering updated information on the PLTW curriculum and a review of materials available to counselors to use with students and their families. The CTE teachers were able to practice and observe others teaching the enhance lessons.

Career and Technical Education Program Approval: Professional Development

The Department of Education outlined in the Five-Year Plan for Career and Technical Education (www.nj.gov/education/voc/plan/fiveyear.pdf) a requirement for the periodic re-approval of CTE programs to insure program quality and to support secondary school transformation and economic growth. The OCTE developed, in consultation with its stakeholders, a new process and application for CTE Program Approval and CTE Program Re-approval. Annual statewide

technical assistance meetings for districts with approved CTE programs are held to assist districts in the submission of applications for CTE program re-approval.

The Cisco Networking Academy Program

The NJDOE utilizes existing Federal Carl D. Perkins funds to encourage the continued development and improvement of existing Cisco Network Academies. The Cisco Networking Academy Program is a partner in education that can provide institutions with additional tools to help prepare students for their future. It is a comprehensive e-learning program, which provides the Internet technology skills essential in today's job market. Initially created to prepare students for the Cisco Certified Network Associate (CCNA) and Cisco Certified Network Professional (CCNP) certifications, the Academy curriculum has expanded by offering additional courses sponsored by both Cisco and other top IT industry leaders. The curricula included in the program consists of 16 courses covering a broad range of topics from basics on how to build and maintain a network, to creating a website, object-oriented programming, and more complex IT concepts such as applying advanced troubleshooting tools. The courses are designed to give students hands-on technical experience to help prepare them for IT careers as well as post-secondary IT - related degrees. A number of the Academy courses are aligned to national and/or state standards in science, math and language arts. In addition, soft skills such as career planning, project planning and teamwork are integrated into each curriculum.

To enable NJ-certified teachers in approved NJ Cisco Academy Career and Technical Education Programs to better teach this comprehensive and revised curriculum, Cisco, the Cisco Academy Training Center of Montgomery County (PA) Community College, and the New Jersey Department of Education, Office of Career and Technical Education have hosted statewide comprehensive professional development days to learn about the Cisco's CCNA Discovery and Exploration curricula and review best practices and Cisco lab set ups and how best to leverage existing equipment. Workshops occur on an annual basis and include a statewide meeting held in the fall of each year, followed by hands - on instructor professional development in the spring.

Structured Learning Experience PD for teachers: Through its contract with the School of Public Health, UMDNJ, the OCTE conducts annual, year-round training for teachers appointed by their districts to coordinate structured learning experiences. The training is required by *N.J.A.C. 6A:9-5.22* Structured learning experiences/career orientation coordination. Teacher learn about state and federal child labor and wage and hour laws, regulations and hazardous orders governing the placement of minors in worksites; obtain the federal OSHA 10 general industry training certificate, which prepares them to evaluate safety and health issues at potential SLE worksites prior to student placements; learn about NJDOE safety and health reporting requirements regarding student accidents and injuries who are participating in structured learning experiences; and, learn how to design student training plans, which are required by NJDOE and NJLWD regulations, that support the attainment of the NJ Core Curriculum Content Standards, as required by NJDOE regulation.

CTE Alternate Route Pilot: In response to 6A:9-8.3(b)4, Requirements for State-approved district training programs, which requires the NJDOE to establish an alternate route program for

career and technical education teachers of a minimum of 200 hours of formal instruction in a state-approved career and technical education professional education program that is aligned with the Professional Standards for Teachers, the OCTE has contracted with Brookdale Community College to develop a curriculum for this new alternate route teacher preparation program. The new curriculum will be ready for the OCTE to conduct a pilot program with alternate route career and technical education teachers in 2010.

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. These standards are the foundation of New Jersey's new program approval process for teacher and school leader education programs.
- New Jersey licenses teachers based on an assessment which utilizes these 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. Montclair State University and Rutgers Newark have also developed exemplary programs in urban education.
- 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 tutorials 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. 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 including a working conditions survey to identify and analyze structures, practices, and policies that support or hinder student achievement and teacher retention. 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.

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 a three- or four-day on-site review of a school identified as "in need of improvement," as defined by state assessment results. The team of reviewers uses defined standards, each with indicators and rubrics. The team reviews district documentation, including the NJDOE developed school climate survey results, student achievement data, and intermediate progress measures; observes classrooms sessions; and interviews teachers, parents, the principal and others 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 student achievement. The team completes the review cycle by developing a report over a two-day period that communicates commendations and recommendations to improve teaching and learning in the school and district.

On a periodic basis, CAPA review teams conduct three-day follow-up benchmark visits in the schools to examine the progress being made in implementing the CAPA recommendations. There were 269 benchmark meetings conducted by 25 CAPA consultants in SY2008-09. In SY2009-10, CAPA consultants will be conducting benchmark meetings in 202 schools. In addition, beginning in SY2008-09, state wide NCLB Unified Plan workshops are being conducted; including special sessions targeted to large urban districts, which are designed to assist the schools in conducting needs assessments, selection of priority problems, root cause analysis, S.M.A.R.T. goals, completion of the revised template, peer review and an introduction to systems thinking. 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.

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. These concerns, among others, affect teacher retention. New Jersey is implementing a major professional development initiative that strongly promotes research-based practices that ameliorate these concerns and build teacher efficacy and shared leadership. This State initiative is expected to improve teachers' job satisfaction and develop both content knowledge and pedagogical skills, leading to fewer teachers leaving the profession.

Districts in Need of Improvement Project

New Jersey has 39 districts designated "in need of improvement" (DINI) due to consistent failure to make AYP. The New Jersey DINI project, initiated in 2009, assists districts with the design and implementation of programs using ARRA funds as well as the completion of the required DINI plan. A national consultant conducted a workshop on October 26, 2009 for all DINIs regarding the use of systems thinking in the development of the DINI plan. A particular focus is placed on DINIs that have not met the HQT annual measurable objective of 100% of classes taught by highly qualified teachers. Some of these districts undergo targeted audits to monitor their compliance with HQT provisions; some districts are required to enter into agreements with the NJDOE on the use of Title IIA funds to meet these provisions. The resulting collaboration between these districts and the NJDOE opens up opportunities to correct inaccuracies and to strengthen programs supporting teacher effectiveness and student achievement.

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 provides the department with information about district-level policies and practices that support or impede student achievement. Further, polices 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

New Jersey has been deeply involved in policy and program development in support of strong educational leadership. Through the Wallace project, the State Action for Educational Leadership Program (SAELP), New Jersey 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 principal ship;
- Created the Turnaround Leadership Network to establish professional development opportunities for school leaders in response to the increased demands for accountability for the improvement of teaching and learning. The statewide efforts focus on regional collaborative professional learning sessions which support and foster effective practices and professional relationships based on change, innovation and reform.
- Implemented, in partnership with the New Jersey Principals Association, an alternate route to school leadership that has enhanced the pipeline to school leader certification in a flexible and effective manner;
- Performed a critical friend review of all pre-service programs for school leaders, conducted by Dr. Joseph Murphy and other national experts, to help programs align their to the standards and best practices;

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 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.

School Climate 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 has become part of the CAPA process for schools not making AYP. 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 provides 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, the District Highly Qualified Improvement Plan, and the HQT Agreement for DINIs through evaluative processes such as 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 several years, 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 developed a website that specifically targets recruitment for high-need districts. In partnership with TCNJ, the department has 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. An urban recruiter through the TQE-R grant has specifically worked with high-needs districts to improve their recruitment, marketing, applicant processing, and web-based recruitment tools.

Adoption of New Policy of Interstate Reciprocity

The NJDOE has recently adopted a new policy of interstate reciprocity. The new policy makes it easier for candidates who have at least three years of teaching experience and have passed a content test in another state to become certified and highly qualified in New Jersey. This policy is expected to facilitate hiring of with highly qualified teachers in shortage areas and help ease the way for districts who are still working toward 100 percent compliance.

Using Data to Support Highly Qualified Teacher Distribution Policies

New Jersey has further developed its annual Certificated Staff Report to provide more in-depth data 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 2008-09, a data element was added to collect information on reasons teachers have not achieved highly qualified status in districts that are not at 100%. In order to gain more information on why teachers leave a school or district, the NJDOE has added a school climate survey to the CAPA review process and the DINI HQT Agreement process for districts in advanced AYP status. Each district in need of improvement that has failed to meet the HQT annual measurable objective of 100% for three consecutive years is also required to conduct the school climate survey in all schools throughout the district. During SY2008-09 staff in approximately 180 schools took the school climate survey; during SY2009-10 staff in approximately 200 schools

will take the school climate survey. District administrators, school staffs and NJDOE consultants and policymakers use the results of the survey to inform school improvement efforts and decisions related to highly qualified teacher distribution.

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 school district accountability system, NJQSAC, districts are monitored to assure that teachers are properly credentialed and highly qualified. The personnel DPR addresses the highly qualified teacher requirements; one of the indicators addresses 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 help districts correct deficiencies.

District accountability is also monitored through the annual District HQT Improvement Plan. In 2008, all New Jersey school districts submitted the HQT Plan, identifying strategies for recruiting and retaining highly qualified teachers and for ensuring the equitable distribution of highly qualified teachers. In SY2009-10, 42 districts that failed to achieve 100% of classes taught by highly qualified teachers for two consecutive years were required to submit the HQT plan; the number of districts required to submit the plan in 2010-11 decreased to 16. Recent revisions have been made to the 2009-10 plans, based on current research and an analysis of data gathered from schools in need of improvement. The revised plan will generate more detailed information on the processes used in these districts to ensure that poor or minority students are not more likely than other students to be taught by unqualified or inexperienced teachers.

Assuring Teachers Have the Professional Development They Need To Succeed

The NJDOE has had several evaluations of its state-level professional development initiatives. In 2005 and in 2010, districts were required to report to the department about the completion of the first five-year cycle of mandated professional development hours for teachers. 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.

- The New Jersey Partnership for Collaborative Professional Learning supports school districts in moving to collaborative professional learning through training and technical assistance.
- 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 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 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.
- 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 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 district evaluation system (NJQSAC) which provides 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 policies and services provided by the Office of Professional Standards Licensing and Higher Education Collaboration to expedite teacher certification processes and increase the pool of highly qualified teacher candidates; 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 department has also instituted 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. Sonia Nieto has said it so well:

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.

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APPENDICES

Appendix A is the data collection instrument and district improvement plan for reporting by those districts that have not achieved 100% of classes taught by highly qualified teachers for two consecutive years. The plan is completed and submitted to the Office of Professional Standards electronically, and the statement of assurances is signed and submitted online through the consolidated application in the Office of Grants Management.

Appendix B comprises an analysis of school districts that have not achieved 100% of classes taught by highly qualified teachers for two consecutive years and an analysis of districts that have not achieved 100% of classes taught by highly qualified teachers for three consecutive years and have failed to make AYP for three consecutive years. In addition, included is the template for the HQT Agreement required by 2141(c). The agreement is crafted through collaboration between NJ Department of Education staff and the school districts and is an addendum to the annual DINI plan for each district entering into the agreement.

Appendix C contains data related to the Collaborative Assessment and Planning for Achievement (CAPA) process, which addresses low performance and equity issues. The CAPA process is under the direction of the Title I office and is going into its seventh year. The model requires a broad-based team of highly skilled professionals to conduct an on-site review of a school in

collaboration with the principal and teachers in the school to determine what areas must be addressed in order to improve student achievement. Also included is the list of schools that already have a report on findings and recommendations for improvement that must be part of a school's improvement plan under CAPA.

Through the CAPA process, the department has prioritized the worst cases and has defined strategies targeted to deficiencies 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 circumstances of poverty. The professionals who serve on CAPA teams have formed a professional learning community, and they meet regularly and often to enhance their knowledge and skills in order to better serve in their capacity as change agents.

In addition, the district evaluation system, NJQSAC, enhances the portrait of strengths and weaknesses in those districts where CAPA teams are operating. The NJQSAC evaluation puts additional pressure on districts to improve schools that are lagging in performance. The development of CAPA, NJQSAC and the HQT Agreement is a good example of the department's ability to collaborate across offices and divisions to identify and address those important elements that contribute to student achievement of the NJCCCS.

Appendix D contains the data elements that appear in the existing certificated staff collection, including new information on how teachers attain highly qualified status.

Appendix E provides an overview of the research that supports the policies, programs, and practices contained in this document.

Appendix A

District Plan for Highly Qualified Teachers 2010-11 School Year

New Jersey Department of Education District HQT Improvement Plan

- In [Section A \(completed 11/02/2007 11:48 AM\)](#), identify the strategies your district uses to recruit and hire highly qualified teachers.
- In [Section B \(completed 11/02/2007 11:54 AM\)](#), identify the strategies your district uses to retain and support highly qualified teachers.
- In [Section C \(completed 18 of 18\)](#), Complete this section only if you reported in the most recent Certificated Staff Data collection that you had one or more teachers who are not yet highly qualified in their teaching assignments.
- In [Section D](#), describe the strategies the district is employing to ensure that highly qualified and experienced teachers are equitably distributed across all schools and grades.

- In Section E (completed 11/02/2007 11:57 AM), assure that your district is meeting the highly qualified teacher requirements and providing for an equitable distribution of highly qualified and experienced teachers.

If you would like to review specific requirements of the highly qualified teacher provisions, please visit www.nj.gov/education/profdev/nclb. (HOT LINK)

Each section of the plan can be printed

Office of Professional Standards, Licensing and Higher Education Collaboration

- Office of Educational and Informational Technology

New Jersey Department of Education
District Plan for Highly Qualified Teachers
 Section A – Recruitment Review

Improve teacher application process time and methods

Yes No

Initiate recruitment efforts earlier in the year.

Yes No

Post open positions on NJHire, NJ DOE's free online teacher recruitment system for school districts and charter schools in the state.

Yes No

If you are using other online recruitment sources, please identify these: (limit to 1800 words)

Improve the district's marketing strategies so as to attract teacher candidates.

Yes No

Provide incentives for highly qualified teachers to enter district and inform candidates of other incentives, such as loan forgiveness programs.

Yes No

If yes, check or describe the incentives your district is using:

- loan forgiveness
 - child care
 - tuition reimbursement
 - differentiated salaries
 - relocation expenses
 - merit pay/performance pay
-

Provide tuition reimbursement for paraprofessionals to enter teaching.

Yes No

Initiate district Future Educators of America chapter.

Yes No

Create partnerships with programs such as Teach for America, Troops to Teachers.

Yes No

Develop or enhance a district recruitment Web site.

Yes No

Create partnerships with teacher education programs in higher education institutions to accept student teachers.

Yes No

Please describe any additional recruitment strategies you are using: (limit to 1000 words)

For more information on recruitment strategies, including NJHire, visit the NJ DOE recruitment Web page at <http://www.nj.gov/education/educators/recruit/>.
(DO NOT MAKE IT A HOT LINK)

[Survey Home](#) | [Edit](#)

- Office of Professional Standards, Licensing and Higher Education Collaboration
- Office of Educational and Informational Technology

New Jersey Department of Education District Plan for Highly Qualified Teachers

Section B – Retention Review

Reassign teachers to areas in which they are highly qualified

Yes No

Support teachers in accessing the professional learning opportunities they need to enhance their content expertise and pedagogical skills.

Yes No

If yes, please describe: (limit to 1000 words)

Use district hiring incentives such as bonuses

Yes No

Create partnerships with Institutions of Higher Education to improve teacher content knowledge

Yes No

If yes, please describe: (limit to 1000 words)

Improve physical working conditions

Yes No

If yes, please describe: (limit to 1000 words)

Create teacher leadership opportunities, such as mentors, instructional coaches, school improvement team leaders, and facilitators of collaborative learning, among others.

Yes No

If yes, please describe: (limit to 1000 words)

Develop policies and programs to attract and develop effective school leaders

Yes No

If yes, please describe: (limit to 1000 words)

Place a high priority on the instructional leadership role of school administrators

Yes No

If yes, please explain: (limit to 1000 words)

Please describe any additional retention strategies you are using: (limit to 1000 words)

[Survey Home](#) | [Edit](#)

- Office of Professional Standards, Licensing and Higher Education Collaboration
 - Office of Educational and Informational Technology
-

Section C

Complete this section only if you reported in the most recent Certificated Staff Data collection that you had one or more teachers who are not yet highly qualified in their teaching assignments.

8. **To demonstrate that your district is making progress toward New Jersey's goal of having all teachers be highly qualified, please indicate your district's full range of activities to support teachers in becoming highly qualified. Below is a list of strategies that could be used for this purpose. Please select any and all strategies that you are currently using anywhere in the district to help teachers who are not yet highly qualified to achieve that status.**

- Reassign to position in which the teacher is highly qualified
- Increase professional learning opportunities
- Strengthen implementation of the mentoring program for all teachers with less than two years of teaching experience
- Create professional learning teams to deepen content knowledge
- Create opportunities for co-teaching with a highly qualified teacher
- Provide Praxis review sessions
- Provide reimbursement for Praxis test
- Provide tuition reimbursement for content area courses
- Partner with colleges/universities to provide content area courses via convenient venues
- Support National Board Certification (e.g., mentoring, study groups, release time for portfolio development, reimbursement)

Please describe any additional strategies you are using to help teachers who are not yet highly qualified to achieve that status: (limit to 1000 words)

2. Please explain the barriers that have prevented the district from reaching the goal of 100% of core academic classes taught by highly qualified teachers. (limit to 1000 words)

Section D

In this section you are asked to indicate whether highly qualified and experienced teachers are equitably distributed across the district and the strategies you will employ to improve the equitable distribution of highly qualified and experienced teachers.

HIGHLY QUALIFIED

1. Has the district analyzed the distribution across schools of highly qualified teachers as compared with teachers not yet highly qualified in each core academic subject area? If yes,

- a) Who reviews the distribution analysis?
- b) How does the analysis affect decisions with regard to staffing?

2. Are teachers not yet highly qualified in a teaching assignment clustered disproportionately in certain schools, subject areas, and/or grades? yes no

If yes, describe the schools, subject areas, and/or grades reflecting disproportionate numbers of teachers who are not yet highly qualified.

3. Are poor or minority students more likely to be taught by teachers not yet highly qualified in a teaching assignment? yes no

If yes, explain where the inequities exist.

4. If inequities exist, please describe the strategies you are using (e.g., incentives for voluntary transfers, professional development, recruitment programs) to achieve a more equitable distribution of highly qualified teachers.

EXPERIENCE

5. Has the district analyzed the distribution across schools of teachers with fewer than 3 years of teaching experience? If yes,

- a) Who reviews the distribution analysis?
- b) How does the analysis affect decisions with regard to staffing?

6. Are teachers with fewer than 3 years of teaching experience clustered disproportionately in certain schools, subject areas, and/or grades? yes no

If yes, describe the schools, subject areas, and/or grades reflecting disproportionate numbers of teachers with fewer than 3 years of experiences.

7. Are poor or minority students in your district more likely to be taught by teachers with fewer than 3 years of teaching experience? yes no

If yes, explain where the inequities exist.

8. If inequities exist, please describe the strategies you are using (e.g., incentives for voluntary transfers, recruitment programs) to achieve a more equitable distribution of experienced teachers.

Section E – Statement of Assurance of Highly Qualified Teacher Status and Equitable Distribution Measures

The District Plan for Highly Qualified Teachers assures that:

- The district has made progress towards or has met the Annual Measurable Objective of one hundred percent of its teachers being highly qualified;
- All teachers teaching in core academic content areas have completed the correct documentation indicating whether they are certified and highly qualified in the core academic content they are teaching;
- Documentation on highly qualified status for all currently employed teachers is maintained on file in the district;
- The district has identified all teachers who are not yet highly qualified and each identified teacher has developed a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment;
- The district monitors individual highly qualified teacher plans to ensure that each individual's goal to meet the highly qualified requirement is being met in the proposed timeline; and
- The district employs effective strategies to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified or inexperienced teachers.

EACH BULLET HAS A YES BOX AND A NO BOX

I, the superintendent, agree that the assurances checked "yes" are true_____

APPENDIX B

Data on LEAs not Achieving 100% Highly Qualified Teachers for Two Consecutive Years



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Data on LEAs not Achieving 100% Highly Qualified Teachers for Three Consecutive Years and Failing AYP for Three Consecutive Years



Status_FundsReserve.doc

The HQT Agreement for Districts in Need of Improvement



Agreement_DINI-HQT.doc

APPENDIX C

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.

Lists of districts and schools in need of improvement
<http://education.state.nj.us/rc/nclb08/index.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/>

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



Personnel Pilot
5-1-06.doc

APPENDIX D

Changes to Data Collection

Data Elements in the Certificated Staff Collection



Data elements in
collections-compreher

APPENDIX E

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;
- An evaluation of its school leader professional development initiative; and
- An evaluation of its alternate route program.

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, Douglas Reeves, 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/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/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/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/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/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.

- **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/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.

- **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.

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/>.

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

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)

Feistritz, 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>

- **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.

The majority of teachers tend to teach close to the area where they grew up or attended school.

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.

One of the most frequently cited reasons that teachers give for moving away from certain schools is weak leadership and lack of administrative support.

High-need schools have a disproportionate share of principals who are inexperienced and have little teaching experience themselves.

The most effective teachers can afford to be selective about where they teach because they have more teaching opportunities available to them.

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.

Teachers avoid schools with poor working conditions and lack of resources.

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.

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. <http://www.edweek.org/ew/articles/2002/05/15/36board.h21.html?levelId=2300>

(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. <http://www.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. <http://www.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. <http://www.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:
http://www.highered.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.”

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>

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

Research has identified strong relationships between teachers' content knowledge and student achievement, particularly in math and science.

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.

The overwhelming majority of teachers continues to be white, middle-class females, while the school-age population is becoming increasingly diverse.

Teachers consistently say that they do not feel prepared to work with students from diverse cultures or their families.

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.

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.

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.

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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