

NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 4000

BP 4112.24

PERSONNEL

TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit, hire and train teachers who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act in programs for educationally disadvantaged students and for students in core academic subjects.

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

All teachers newly hired to teach core academic subjects in a program supported by Title I funds shall be "highly qualified" as defined by federal law and the State Board of Education. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6115)

(cf. 6171 - Title I Programs)

All teachers teaching in core academic subjects shall be "highly qualified" not later than the end of the 2005-06 school year. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6115)

The Superintendent or designee shall provide the Board with regular reports on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law and the percentage of teachers who are receiving professional development to enable them to satisfy this definition.

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

44500-44508 Peer Assistance and Review Program for Teachers

44662 Performance evaluation; Stull Act review

44664 Teacher evaluation; program to improve performance

CODE OF REGULATIONS, TITLE 5

6100-6125 Teacher qualifications, No Child Left Behind Act

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UNITED STATES CODE, TITLE 20

6311 Parental notifications
6312 District Title I plan
6314 Schoolwide programs
6315 Targeted assistance schools
6319 Highly qualified teachers
7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers
200.61 Parent notification regarding teacher qualifications

Management Resources:

CDE PUBLICATIONS
NCLB Teacher Requirements Resource Guide, March 2004

CTC PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001
California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004
Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance, revised January 16, 2004

CSBA ADVISORIES

California's Implementation of the No Child Left Behind Act, July 2003

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>
CSBA: <http://www.csba.org>

Approved: July 12, 2005

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Definitions

Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (20 USC 7801)

Teachers new to the profession are teachers who either graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. (5 CCR 6100)

Teachers not new to the profession are teachers who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR 6100)

Teacher Qualifications

To meet the teacher qualification requirements of the federal No Child Left Behind (NCLB) Act for staff newly hired to teach core academic subjects in Title I programs and all staff teaching core academic subjects by the end of the 2005-06 school year, a teacher shall meet all of the following conditions: (20 USC 6319, 7801; 5 CCR 6101, 6110)

1. Hold at least a bachelor's degree
2. Have a credential or be currently enrolled in an approved intern program for less than three years

(cf. 4112.2 - Certification)

3. Demonstrate subject matter competency in accordance with the applicable requirements below

(cf. 6171 - Title I Programs)

Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession: (5 CCR 6100-6112)

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1. An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC). (5 CCR 6102)
2. An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR 6103-6104)
 - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes
 - b. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher
3. A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR 6111)
 - a. A validated statewide subject matter examination certified by the CTC
 - b. University subject matter program approved by the CTC
 - c. Undergraduate major in the subject taught
 - d. Graduate degree in the subject taught
 - e. Coursework equivalent to the undergraduate major
4. A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject currently assigned: (5 CCR 6112)
 - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes
 - b. University subject matter program approved by the CTC
 - c. Undergraduate major in the subject taught
 - d. Graduate degree in the subject taught
 - e. Coursework equivalent to the undergraduate major

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- f. Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards
- g. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher

To demonstrate fulfillment of the HOUSSE option as described in item #2 or #4 above, a teacher who is not new to the profession shall use forms available through the California Department of Education to summarize his/her years of experience in the grade span or subject, core academic coursework in the assigned grade span or subject, standards-aligned professional development, and service to the profession in the relevant core academic content area. If this summation is insufficient to demonstrate competency, the evaluation shall include direct observation and portfolio assessment in the grade span or subject taught to determine whether the teacher meets Standards 3 and 5.1 of the California Standards for the Teaching Profession. If the teacher does not satisfactorily meet Standards 3 and 5.1, subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers pursuant to Education Code 44500-44508 or other individualized professional development plan pursuant to Education Code 44664 aimed at assisting the teacher to meet Standards 3 and 5.1. (5 CCR 6104)

(cf. 4139 - Peer Assistance and Review)

A teacher who has been determined by another school district in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. A teacher who has been determined to meet the subject matter competency requirements outside of California shall be considered to have met those subject matter requirements for the particular subject and/or grade span in California. (5 CCR 6120, 6125)

A teacher shall not meet the teacher qualification requirements of the NCLB if he/she is teaching: (5 CCR 6115)

1. With an emergency permit
2. With a supplemental authorization, except where the supplemental authorization is based on a major or a major equivalent in the subject taught, or a local authorization for the subject taught
3. With a state or local waiver for the grade or subject taught
4. As a pre-intern

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Certification of Compliance

All teachers teaching core academic subjects shall complete and sign a certificate of compliance and attach appropriate documentation. The Superintendent or designee shall verify the information and retain the signed original copy.

The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with federal requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (20 USC 6319)

District Plan for Highly Qualified Teachers

Within the district's Title I plan, the Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements no later than the end of the 2005-06 school year. (20 USC 6312, 6319)

As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet the NCLB requirements. (20 USC 6319)

(cf. 4131 - Staff Development)

Parent Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teachers, including but not limited to: (20 USC 6311)

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications

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(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC 6311; 34 CFR 200.61)

The notice and information provided to parents/guardians shall be in an understandable and uniform format, and to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC 6311)

Board Approved: June 21, 2005

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Exhibit A

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EX 4112.24A

Personnel

TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT

ATTESTATION REGARDING QUALIFICATIONS OF TITLE I TEACHERS

Instructions: The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to 20 USC 6314 (schoolwide programs) and 20 USC 6315 (targeted assistance schools).

School: _____ Principal: _____

I certify that all teachers hired after the first day of the 2002-03 school year to teach core academic subjects in a program supported by Title I funds meet the following qualifications:

1. Hold at least a bachelor's degree
2. Have a credential or are currently enrolled in an approved intern program for less than three years
3. Have demonstrated subject matter competence as required by 5 CCR 6100-6115 for the grade level(s) taught and the teacher's length of time in the profession

Signature of Principal

Date

Approved: July 12, 2005

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Exhibit B

Series 4000

EX 4112.24B

TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT

PARENTAL NOTIFICATION OF TEACHER QUALIFICATIONS

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This federal law requires that parents/guardians be notified when a teacher who has not demonstrated that he/she meets the NCLB teacher requirements has taught their child for four or more consecutive weeks.

Under the NCLB, teachers of core academic subjects are required to hold state certification and demonstrate subject matter competency for the grade span or subject matter taught. Newly hired Title I teachers must meet the NCLB requirements when hired. All other teachers have until the end of the 2005-06 school year to meet the requirements.

These requirements help us to ensure that all our students receive the best education by teachers who are highly skilled and knowledgeable in their subject areas. Our school district is currently working to determine that our teachers meet these requirements and, if necessary, help teachers meet the requirements through additional support and training.

Currently, a teacher who is authorized to teach in California, but who has not yet completed the process for meeting the NCLB requirements, has taught your child for four or more consecutive weeks. Under the law, school districts have until June 2006 to determine if all their teachers meet the federal requirements. Therefore, your child's teacher may meet the requirements and has just not had the opportunity to demonstrate that he/she does.

You may contact [insert school name] to request the qualifications of your child's teacher. If you have any questions, please contact [insert principal name] at [insert telephone number] .

Approved: July 21, 2005