



# Ohio

## ARCHIVE

Highly Qualified Teacher Component

JUNE 2016

# Highly Qualified Teacher Component

## Summary

Each school district shall develop an equitable access plan to ensure that poor and minority students have equitable access to excellent educators.

## Equitable Access Items in the CCIP

All school districts are required to complete the following six items under the Highly Qualified Teacher Component in the CCIP. Three new items focus on equitable access to excellent educators (Items 3-5 below). Read the [Local Equitable Access Planning Guide](#) and [Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators](#) for further information on state and local equitable access plan development.

## Required Items and Criteria

Required Items	Descriptions and Recommended Criteria	Sample Statements/Responses
1. Highly Qualified Teacher status is documented	<b>Description:</b> Use the Ohio Department of Education Highly Qualified Teacher (HQT) forms to document the Highly Qualified status of all teachers teaching core academic subjects as well as all teachers teaching in a program supported with Title I funds. It is recommended the district use Ohio Department of Education HQT documentation forms. Develop and implement employment procedures that meet HQT requirements.	The ____ (district administrator or position) is the single point of contact who works directly with school administrators and department staff on highly qualified teacher issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements. It uses the department's HQT forms and status sheets to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers teaching in programs supported with Title I funds, both public and non-public. The district identifies specific activities and plans for those individuals who need to become highly qualified. The human resources director provides oversight of the source documentation and records.
	<b>Criteria:</b> <ul style="list-style-type: none"> <li>A. Identify the sources of documentation (e.g. HQT Toolkit, Principal Attestation forms);</li> <li>B. Provide annual awareness, orientation and guidance on HQT requirements;</li> <li>C. For teachers using HOUSSE, cite the office responsible for providing the oversight to this verification process.</li> </ul>	
2. 100% of teachers teaching core academic subjects meet	<b>Description:</b> Address professional development that supports ongoing training and professional	The district assists staff in maintaining their HQT status. For those teachers who are not HQT or who

<p>HQT as well as teachers teaching in program supported by Title I funds</p>	<p>development to assist teachers in the core academic subjects in being highly qualified as well as teachers teaching in a program supported with Title I funds.</p> <p><b>Criteria:</b> Consider the following essential aspects to review the quality of the proposed professional development. High-quality professional development:</p> <ul style="list-style-type: none"> <li>• Clearly focuses on and aligns with most school and district priorities;</li> <li>• Focuses on an examination of student data and/or on data-based decision making;</li> <li>• Provides opportunities for educators to work together;</li> <li>• Fits the needs and experiences of adult learners;</li> <li>• Uses a combination of measures to evaluate the effectiveness of the professional development over time;</li> <li>• Advances educators' content knowledge and provides instructional strategies to enable educators to assist students in meeting standards.</li> </ul>	<p>plan to transfer to a core subject area that they are not currently highly qualified to teach, the district assists them through individualized HQT plans. The district reassigns teaching placements as needed and works with local universities to provide coursework for non-HQ staff to prepare them for the HQ test. The district evaluates and updates professional development plans annually to align with teacher, building and district needs and priorities. The goals for the plans are to advance educators' content knowledge and provide them with instructional strategies for helping students meet local and state achievement standards. The district develops plans that ensure:</p> <ul style="list-style-type: none"> <li>• Students with disabilities receive the supports and services necessary to guarantee complete access to, and involvement in, the general education curriculum to the fullest extent possible;</li> <li>• General classroom teachers receive assistance with differentiated instruction; and</li> <li>• Appropriate numbers of intervention specialists in appropriate content areas achieve HQT status.</li> </ul>
<p>3. Use data to identify and document the district's gaps in equitable access to excellent educators</p>	<p><b>Description:</b> Conduct an analysis of the annual Equitable Access Analysis Tool<sup>1</sup> (found in the Collaboration Center) to identify where and to what extent any gaps in equitable access to excellent educators exist on a school-by-school basis. Note the most concerning gaps for the district after reviewing the data.</p>	<p>The district leadership team gathered to review the Equitable Access Analysis Tool from the 2014-2015 school year. The team reviewed the tool and noted the following gaps:</p> <p>A. ABC elementary has the lowest educator workforce strength index of 80 (in a high-poverty and high-minority school) and DEF high school has the highest educator</p>

<sup>1</sup> School districts can use other relevant data to complete item three and should make note of the data source(s) in their response.

	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Identify the lowest building index values in the district and determine if those low values are in buildings with high populations of the district's poor and/or minority students.</li> <li>B. Identify the particular educator measure(s) that are causing the lower index values in buildings with high populations of the district's poor and/or minority students.</li> <li>C. Identify the most concerning equity access gaps for the district.</li> </ul>	<p>workforce strength index value of 100 (in a low-poverty and medium-high minority building); and</p> <ul style="list-style-type: none"> <li>B. Two high-poverty, high-minority buildings, ABC elementary and GHI middle school, had 30 percent or more ineffective teachers. JKL elementary, a medium-high poverty and high minority building, had 15 percent inexperienced teachers.</li> <li>C. Our district found the most concerning gaps in two buildings with 30 percent or more ineffective teachers.</li> </ul>
4. Conduct a root-cause analysis to identify why there are gaps in equitable access to excellent educators in the district	<p><b>Description:</b> Conduct a root-cause analysis to determine the systemic challenge(s) contributing to gaps in equitable access with the stakeholder group and describe findings. Consider the continuum of the human capital management system (attracting, assigning, developing and/or retaining educators) during the root-cause analysis.</p>	<ul style="list-style-type: none"> <li>A. The district leadership team gathered a group of 12 stakeholders (district leadership, teachers, union representative, community member, and central office staff) in a half-day meeting. During the agenda, which is on file in the district office, we reviewed equity gap data findings from the Equitable Access Analysis Tool. The group engaged in a root-cause analysis of the most concerning gaps identified in item three.</li> <li>B. The root-cause analysis process revealed that the systems challenge in these two buildings relates to the development of effective educators. In the two buildings with low index scores and high percentages of ineffective teachers, we found that professional development for these teachers was deficient. A majority of the professional development provided was a one-size-fits all approach that did not align to professional needs according to the teacher evaluation ratings. The professional development did not meet the</li> </ul>
	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Explain how leadership/stakeholders participated in the root-cause analysis.</li> <li>B. Describe the root-cause analysis findings.</li> </ul>	

		needs of the ineffective educators in these two buildings.
5. Identify strategies the district will use to impact the root-cause(s) and lessen/eliminate district's gaps in equitable access	<p><b>Description:</b> Describe the identified strategy or strategies, (e.g., professional development, recruitment programs, or other strategies) the district personnel will use to assure that poor and minority students are not taught at higher rates than other students by unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Include activities, timeline, and progress monitoring for the strategy or strategies, and changes in data that would demonstrate progress.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Identify the specific strategy or strategies that will be used to promote equitable access to excellent educators (and align to the root-cause analysis findings).</li> <li>B. Describe the specific activities that will occur.</li> <li>C. Identify the timeline for strategy implementation.</li> <li>D. Describe the monitoring process and its intervals. Note the changes in the data that would demonstrate progress on the identified gaps.</li> </ul>	<ul style="list-style-type: none"> <li>A. Based on the findings from the data analysis and root-cause analysis, the district determined that what is most likely to improve our equitable access to excellent educators is to target professional development in the two school buildings with the highest percentage of ineffective teachers. District leadership (alongside leaders in those particular buildings) reviewed the evaluation rubrics of the ineffective teachers and noticed the following trends: this particular group of teachers received ineffective or developing ratings in four areas: Assessment Data, Differentiation, Resources and Assessment of Student Learning.</li> <li>B. To impact teacher performance in those areas, targeted professional development and coaching will occur over the course of the 2016-2017 school year. The professional development and coaching will focus on assessment literacy, with an emphasis on curriculum, instruction and assessment alignment.</li> <li>C. The professional development and coaching will occur throughout the school year. Leaders and coaches will visit classrooms bi-weekly to see if those identified teachers are adopting</li> </ul>

		<p>and using assessment literacy practices and to determine if they are improving.</p> <p>D. We will see evidence of improvement when the percentage of ineffective teachers decreases in the identified buildings. We will monitor this improvement when we receive final summative ratings. The team will also monitor the index scores for those particular buildings when we receive the next Equitable Access Analysis Tool.</p>
6. Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers	<p><b>Description:</b> Address and document the coordination of program funding supports to ensure all teachers meet the HQT status.</p> <p><b>Criteria:</b></p> <p>A. Identify the sources of funds to help teachers meet and maintain HQT status.</p> <p>B. Identify other district resources, e.g., personnel, time, facilities, technology.</p> <p>C. Identify underperforming targeted schools, e.g. those not meeting academic annual measurable objectives or having the lowest percentage of highly qualified teachers compared to the other buildings.</p> <p>D. Identify weaknesses in core academic subjects, competencies and skills with respect to teacher qualification and experience.</p> <p>E. Identify other factors that may influence HQT status:</p> <ul style="list-style-type: none"> <li>• The ratio of veteran teachers to new teachers in underperforming buildings compared to the other buildings;</li> <li>• Teacher attendance percentages by building;</li> <li>• Mobility factors;</li> <li>• Retirement;</li> </ul>	<p>A. To support teachers in becoming highly qualified by the end of the 2016-2017 school year, the _____ (name of district office) coordinates and documents the use of the following resources: _____.</p> <p>B. Fiscal support comes from the following funds: _____.</p> <p>C. Additional district resources include: _____.</p> <p>D. Professional development is targeted to the following schools: _____, for the following reasons: _____.</p> <p>E. Other factors requiring HQT status to be addressed include: _____. Lowest achieving students will be identified and provided specific interventions.</p>

	<ul style="list-style-type: none"><li>• Reassignment;</li><li>• Transfers; and</li><li>• Ratio of days taught by teachers compared to days covered by educators with conditional teaching permits or long-term substitute licenses;</li><li>• Teacher years of experience by building.</li></ul>	
--	--	--

ARCHIVE