PRINCIPAL

Annual Report of High Quality Professional Development

NO CHILD LEFT BEHIND ACT of 2001

REPORTING INSTRUCTIONS FOR PRINCIPALS

The *No Child Left Behind Act of 2001 (NCLB)* requires the Ohio Department of Education (ODE) to annually report the percentage of teachers who have participated in High Quality Professional Development (HQPD) as defined in Title IX, Section 9101 (34). ODE's report must cover elementary and secondary teachers in public school districts (city, exempted village and local, JVSDs, ESCs, chartered community schools and Department of Youth Services). To meet federal reporting requirements, ODE has developed: *Reporting Instructions for Principals, Reporting Instructions for Teachers* (page 2), *Teacher Participation Questionnaire* (page 3) and *Principal's Recording Sheet for HQPD* (Example on page 4).

PRINCIPALS, you will be responsible for:

1) Obtaining the *Principal's Recording Sheet for HQPD* (Example on page 4) from your EMIS coordinator (or from whoever submits your district EMIS reports); 2) validating district, building and teacher information on the *Principal's Recording Sheet for HQPD*; 3) certifying whether or not your teachers participated in a HQPD activity; and 4) returning the report to your EMIS coordinator (or to whoever submits your district EMIS reports) by the last day of school. Please follow the directions below to complete the *Principal's Recording Sheet for HQPD*. The *Principal's Recording Sheet for HQPD* will contain building and district information as well as all teacher names and identification numbers.

DIRECTIONS TO PRINCIPALS

1. If you can certify that your entire teaching staff participated in a HQPD activity between June 1 and May 31 of the current school year, you do not need to distribute the *Reporting Instructions for Teachers* and the *Teacher Participation Questionnaire*. You may skip to direction #3. (For example, if all teachers in your building participated in district-sponsored or building-sponsored professional development that meets the federal definition of HQPD, you may complete the *Principal's Recording Sheet for HQPD* without gathering additional information from your teachers.) To determine whether the activity meets the HQPD definition, see the evaluation questions on the *Teacher Participation Questionnaire* (page 3).

2. If you cannot certify that your entire teaching staff participated in an HQPD activity between June 1 and May 31 of the current school year, make copies of the *Reporting Instructions for Teachers* and *Teacher Participation Questionnaire* (pages 2 and 3), distribute to your staff and discuss requirements with them. Please note that teachers may consider professional development (PD) activities they attended during the summer prior to the current school year or during the current school year.

Teachers should:

- Read the *Reporting Instructions for Teachers.*
- Complete and sign the *Teacher Participation Questionnaire.*
- Return the questionnaire to you according to your directions and timelines.

3. On the *Principal's Recording Sheet for HQPD*, indicate for each teacher whether or not he or she participated in HQPD by marking "YES" or "NO" on the recording sheet.

4. Sign and date the Certification on the *Principal's Recording Sheet for HQPD*.

5. Send the *Principal's Recording Sheet for HQPD* to your EMIS coordinator (or to whoever submits your district EMIS reports) by the last day of school.

TEACHER

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REPORTING INSTRUCTIONS FOR TEACHERS

The *No Child Left Behind Act of 2001 (NCLB)* requires the Ohio Department of Education (ODE) to annually report the percentage of teachers who have participated in High Quality Professional Development (HQPD) as defined in Title IX, Section 9101 (34). ODE's report must cover elementary and secondary teachers in public school districts (city, exempted village and local, JVSDs, ESCs, chartered community schools and Department of Youth Services). To meet federal reporting requirements, ODE has developed: *Reporting Instructions for Principals* (page 1), *Reporting Instructions for Teachers*, *Teacher Participation Questionnaire* (page 3) and *Principal's Recording Sheet for HQPD* (page 4).

TEACHERS: Please follow the directions below to complete the form and then return it to your principal.

DIRECTIONS TO TEACHERS

1. Review the attached *Teacher Participation Questionnaire* (page 3).

2. Complete the information at the top of the questionnaire.

3. Use the questions on the *Teacher Participation Questionnaire* (page 3) to help you identify one HQPD activity that meets the NCLB definition.

4. If you determine that you did participate in a HQPD activity between June 1 and May 31 of the current school year, identify that activity on the questionnaire and mark the "YES" box, certifying that the PD activity meets the federal definition for HQPD.

5. If you determine that you did not participate in a HQPD activity between June 1 and May 31 of the current school year, mark the "NO" box. Please do not mark "NO" unless you have no further opportunities to participate in HQPD before the deadline to return the form. Your principal will notify you of that deadline.

6. Sign and date the Certification line of the questionnaire.

7. Return the *Teacher Participation Questionnaire* to your building principal according directions and timelines.

TEACHER

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TEACHER PARTICIPATION QUESTIONNAIRE

TEACHER'S NAME:	
TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY:	
DATES OF PARTICIPATION:	

Please note: The evaluation questions below may help you to determine whether the professional development activity meets the federal definition. Use the questions to identify one High Quality Professional Development (HQPD) activity that meets the *No Child Left Behind Act of 2001 (NCLB)* definition. For a professional development activity to be considered High Quality Professional Development under the NCLB definition, you should answer "YES" to all three of the following questions.

1.	Was the professional development (PD) activity focused on skills and knowledge needed to support higher levels of student achievement? NCLB includes activities such as: • Teaching the subject matter and academic content standards; • Improving classroom management; • Using research-based strategies; • Meeting the needs of limited English proficient students and special needs students; • Utilizing data and assessments; • Involving parents.	**YES**	**NO**
2.	Did the PD activity align with the goals of the district's Comprehensive Continuous Improvement Plan as developed by district stakeholders?	**YES**	**NO**
3.	Was the PD activity sustained and ongoing? That is, was it designed with follow up to ensure the knowledge and skills were acquired and then implemented in the classroom (e.g., follow-up activities, measures to evaluate increased teacher effectiveness and improved student academic achievement)?	**YES**	**NO**

CERTIFICATION

I certify that I participated in a High Quality Professional Development activity as defined by the *No Child Left Behind Act of 2001* in Title IX Section 9101* between June 1 and May 31 of the current school year.	**YES**	**NO**

SIGNATURE:		**DATE:**	

*The NCLB definition of HQPD is provided to your principal in the *Annual Report of High Quality Professional Development* folder in *Reporting Information*.

PRINCIPAL

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PRINCIPAL'S RECORDING SHEET FOR HQPD

SCHOOL YEAR 2003-2004

DISTRICT:	Sample District Name	DISTRICT IRN#	111111
BUILDING:	Sample Building Name	BUILDING IRN#	222222
PRINCIPAL NAME:			

Indicate for each teacher whether or not he or she participated in HQPD by marking "YES" or "NO" on the recording sheet. Please provide the completed sheet to your district EMIS coordinator (or whoever submits your district EMIS reports) by the last day of school.

TEACHER'S NAME	SSN#	Participated in HQPD? (Circle one)	
Last Name, First Name	111-11-1111	YES	NO
Last Name, First Name	222-22-2222	YES	NO
Last Name, First Name	333-33-3333	YES	NO
Last Name, First Name	444-44-4444	YES	NO
Last Name, First Name	555-55-5555	YES	NO
Last Name, First Name	666-66-6666	YES	NO
		YES	NO
		YES	NO
		YES	NO
		YES	NO

PRINCIPALS, you will be responsible for:

1) Obtaining the *Principal's Recording Sheet for HQPD* from your EMIS coordinator (or from whoever submits your district EMIS reports);

2) Validating district, building and teacher information on the *Principal's Recording Sheet for HQPD* ;

3) Certifying whether or not your teachers participated in a HQPD activity; and

4) Returning the report to your EMIS coordinator (or to whoever submits your district EMIS reports) by the last day of school.

The *Principal's Recording Sheet for HQPD* will contain building and district information as well as all teacher names and identification numbers.

CERTIFICATION

I certify that each teacher for whom I have marked the "YES" box participated in a High Quality Professional Development activity as defined by the *No Child Left Behind Act of 2001* in Title IX Section 9101* between June 1 and May 31 of the current school year.	YES	NO

SIGNATURE: _____ DATE: _____

*The NCLB definition of HQPD is provided to your principal in the *Annual Report of High Quality Professional Development* folder in *Reporting Information*.

REPORTING INFORMATION

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which authorized the federal Elementary and Secondary Act of 1965 (ESEA)

NCLB'S PROFESSIONAL DEVELOPMENT DEFINITION

(34) PROFESSIONAL DEVELOPMENT- The term 'professional development' —

(A) includes activities that:
(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad school-wide and district-wide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)

- are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

- based on scientifically based research (except that this sub clause shall not apply to activities carried out under part D of title II); and

- strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

- State academic content standards, student academic achievement standards, and assessments; and

- the curricula and programs tied to the standards described in sub clause (I) except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

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which authorized the federal Elementary and Secondary Act of 1965 (ESEA)

NCLB'S PROFESSIONAL DEVELOPMENT DEFINITION

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

REPORTING INFORMATION

Annual Report of High Quality Professional Development

NO CHILD LEFT BEHIND ACT of 2001

CORRELATION of HIGH QUALITY PROFESSIONAL DEVELOPMENT
Teacher Participation Questionnaire and NO CHILD LEFT BEHIND ACT of 2001

	QUESTIONS FROM TEACHER PARTICIPATION QUESTIONNAIRE	NCLB CORRELATION
CONTENT	1. Was the professional development (PD) activity focused on skills and knowledge needed to support higher levels of student achievement? NCLB includes activities such as: • Teaching the subject matter and academic content standards; • Improving classroom management; • Using research-based strategies; • Meeting the needs of limited English proficient students and special needs students; • Utilizing data and assessment; • Involving parents.	(A)(i); (A)(iii); (A)(iv); (A)(vii); (A)(viii); (A)(x); (A)(xi); (A)(xiii) (A)(xiv); (A)(xv)
PROCESS	2. Did the PD activity align with the goals of the district's Comprehensive Continuous Improvement Plan as developed by district stakeholders?	(A)(ii); (A)(vi); (A)(ix); (A)(xii)
CONTEXT	3. Was the PD activity sustained and ongoing? That is, was it designed with follow up to ensure the knowledge and skills were acquired and then implemented in the classroom (e.g., follow-up activities, measures to evaluate increased teacher effectiveness and improved student academic achievement)?	(A)(v); (B)

REPORTING INFORMATION

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CORRELATION of HIGH QUALITY PROFESSIONAL DEVELOPMENT
Teacher Participation Questionnaire and NO CHILD LEFT BEHIND ACT of 2001

The *No Child Left Behind Act of 2001 (NCLB)* requires the Ohio Department of Education (ODE) to annually report the percentage of teachers who have participated in High Quality Professional Development (HQPD) as defined in Title IX, Section 9101 (34). ODE's report must cover elementary and secondary teachers in public school districts (city, exempted village and local, JVSDs, ESCs, chartered community schools and Department of Youth Services). To meet federal reporting requirements, ODE has developed: *Reporting Instructions for Principals, Reporting Instructions for Teachers, Teacher Participation Questionnaire* and *Principal's Recording Sheet for HQPD.* Evaluation questions from the *Teacher Participation Questionnaire* are set out below in bold print. The NCLB professional development definition correlation follows each question.

CONTENT

1. Was the professional development (PD) activity focused on skills and knowledge needed to support higher levels of student achievement? NCLB includes activities such as:

- **Teaching the subject matter and academic content standards;**
- **Improving classroom management;**
- **Using research-based strategies;**
- **Meeting the needs of limited English proficient students and special needs students;**
- **Utilizing data and assessment;**
- **Involving parents.**

NCLB Correlation:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified (A)(i)
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards (A)(iii)
- Improve classroom management skills (A)(iv)
- Advance teacher understanding of effective instructional strategies that are (A)(vii):
  - o Based on scientifically based research
  - o Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers
- Are aligned with and directly related to (A)(viii):
  - o State academic content standards, student academic achievement standards and assessments
  - o The curricula and programs tied to the standards
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments (A)(x)
- Provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers (A)(xi)
- Provide instruction in methods of teaching children with special needs (A)(xiii)
- Include instruction in the use of data and assessments to inform and instruct classroom practice (A)(xiv)
- Include instruction in ways that teachers, principals, pupil services personnel and school administrators may work more effectively with parents (A)(xv)

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NO CHILD LEFT BEHIND ACT of 2001

CORRELATION of HIGH QUALITY PROFESSIONAL DEVELOPMENT Teacher Participation Questionnaire and NO CHILD LEFT BEHIND ACT of 2001

PROCESS

2. Did the PD activity align with the goals of the district's Comprehensive Continuous Improvement Plan as developed by district stakeholders?

NCLB Correlation:

- Are an integral part of broad school-wide and district-wide educational improvement plans (A)(ii)
- Are developed with extensive participation of teachers, principals, parents and administrators of schools to be served under this Act (A)(ix)
- Are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development (A)(xii)
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification (A)(vi)

CONTEXT

3. Was the PD activity sustained and ongoing? That is, was it designed with follow up to ensure the knowledge and skills were acquired and then implemented in the classroom (e.g., follow-up activities, measures to evaluate increased teacher effectiveness and improved student academic achievement)?

NCLB Correlation:

- Are high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom (A)(v)
- Are not 1-day or short-term workshops or conferences (A)(v)
- Provide follow-up training to teachers who have participated in activities... that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom (B)

SUPERINTENDENTS & PRINCIPALS

Annual Report of High Quality Professional Development
NO CHILD LEFT BEHIND ACT of 2001

REPORTING INFORMATION AND RESOURCES

MARCH 26, 2004

Dear Ohio Superintendent or Principal:

The *No Child Left Behind Act of 2001 (NCLB)* requires that the Ohio Department of Education annually report the percentage of teachers who have participated in High Quality Professional Development (HQPD) as defined in Title IX, Section 9101(34). We at the Ohio Department of Education want to make this process clear and easy for you.

To this end, we have developed the enclosed materials**.** These materials will facilitate your HQPD reporting to your EMIS coordinator (or to whoever submits your district EMIS reports), which will occur for the first time before **June 2004.** The enclosed packet includes the following:

- ***Reporting Instructions for Principals*** This includes an explanation and an overview of the reporting process for principals.
- ***Reporting Instructions for Teachers*** This provides an explanation and an overview of the steps for teachers to report their participation in HQPD activities.
- ***Teacher Participation Questionnaire*** This is the form that teachers will complete and submit to their building principals to show whether they have or have not participated in HQPD. To facilitate teacher completion of the form, the Ohio Department of Education has included three simple questions which may help teachers to determine whether the professional development activity meets the federal definition.
- ***Principal's Recording Sheet for HQPD*** This is a sample of the form that you will get from your EMIS coordinator (or from whoever submits your district EMIS reports). The recording sheet will contain building and district information as well as all teacher names and identification numbers.
- ***No Child Left Behind Act*** This provides the text from the NCLB Act as it defines HQPD.
- ***Correlation Charts*** These charts show the correlation between the three questions that the Ohio Department of Education is using in its *Teacher Participation Questionnaire* and the text of the NCLB legislation.

Like you, we want to ensure that all of Ohio's students receive the best education possible. Reporting participation in High Quality Professional Development is one way that we can help ensure the quality of Ohio's educators. Thank you for your involvement in this important process.

Sincerely,

Marilyn Troyer
Associate Superintendent