

**NEW JERSEY'S TEACHER EQUITY PLAN
UPDATED 2009**



**Teacher Equity Plan of New Jersey's Plan For Meeting the Highly
Qualified Teacher Goal**

12/10/2009

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 of 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 most cases, a school or district that is failing to make AYP is falling short for a variety of reasons which may include staffing patterns. It is imperative to understand the combination of variables that have a negative impact in each low-performing school 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 new school district evaluation system, the New Jersey Quality Single Accountability Continuum (NJQSAC), is 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.

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 program based on rigorous program approval standards and new certificate specific program standards.

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."

New Jersey's Education Port: NJDOE has a virtual academy, the New Jersey Professional Education Port (known as NJPEP) (www.NJPEP.org) that enables the state to provide courses and modules targeted to assessed areas of need. Initially, courses will provide professional development hours but offerings will be expanded to include courses for college credit. NJPEP has developed several online multimedia professional development modules that focus on early literacy and the Reading First program. Additional professional development modules will focus on adolescent literacy development. NJPEP also provides links to local and national online courses and provides an array of resources on classroom assessment, data-driven instruction, and classroom strategies such as differentiated instruction.

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

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.

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 during SY2009-2010 and to act as exemplars in school based professional development. A team of administrators and teacher leaders from each lab school participate in three interactive training sessions during the school year, which are conducted by a skilled national consultant. The teams will also participate in an end-of-year celebratory event where both successes and lessons learned will be shared with educators throughout the State. During SY2009-2010, a researcher will evaluate the implementation progress in the schools. Researchers will collect multiple data, including NSDC's Standards Assessment Inventory survey data, on program implementation and project outcomes. The evaluation results will be utilized 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 insured 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) 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. Technical assistance, training and support are being provided to educators, counselors and school administrators in each pilot site team. 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 classroom sessions; and interviews teachers, parents, the principal and other school staff, as appropriate. Based on their review, the team determines how effective the school has been in organizing its work around the New Jersey's Core Curriculum Content Standards (NJCCCS) and identifies obstacles to 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. Many 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 efficacy 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 school climate survey, which is conducted in all schools undergoing the CAPA process. A draft of this survey is provided in the appendix. As part of the comprehensive CAPA process, the survey provides 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 also provides 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 school climate 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 and the District Highly Qualified plan, through evaluative processes like NJQSAC and CAPA, and through routine oversight by the county offices of education. New Jersey has enacted systemic and aligned policies to assure that teachers are equitably distributed.

Improved Licensing and Hiring Processes

New Jersey has made serious efforts to improve license processing time, customer service, and support. Over the past 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.

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 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, those districts that have failed to achieve 100% of classes taught by highly qualified teachers for two consecutive years will be required to submit their HQT plan. 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, 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 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 and improved the successful

CAPA project that provides low-achieving schools with specific recommendations to improve students' performance; created and expanded the scope of the NJDOE school climate survey; created two new groups to address teacher quality issues; improved services provided by the Office of Professional Standards Licensing and Higher Education Collaboration to expedite teacher certification processes; eliminated emergency certification and expanded the alternate route; utilized grant funding to support urban teacher recruitment; implemented a major state wide initiative to create job-embedded collaborative professional learning in all schools; and maintained and expanded partnerships to support the preparation and growth of teachers of mathematics, world languages, science, special education, and ESL/bilingual. The NJDOE will continue its efforts to support the highly qualified teacher requirements through its 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.

APPENDICES

Appendix A **District Highly Qualified Teacher Plan**

Appendix B **Summary of 2008-09 New Jersey HQT Data**

Appendix A

New Jersey Department of Education

District Plan for Highly Qualified Teachers

Home

No Child Left Behind (NCLB) requires that all school districts and charter schools submit a plan to assure that teachers in the school district are highly qualified and that there is an equitable distribution of highly qualified and experienced teachers across all schools and grades. Further, districts and charter schools must assure that effective strategies are being employed to help teachers who are not highly qualified in the core academic content area(s) they teach to achieve highly qualified status.

Upon completion of the Highly Qualified Teacher (HQT) plan, the Superintendent must electronically sign the Statement of Assurances. The HQT plan is then submitted online to the New Jersey Department of Education. It is **not** necessary to submit a hard copy of the plan. Questions regarding completion of the District Highly Qualified Teacher (HQT) Plan may be sent to hqtplan@doe.state.nj.us.

- 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

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)

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

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)

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

Section C 3 NEW ITEMS ADDED (these are not on CSR)

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.

1. 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)

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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.

Distribution of Highly Qualified Teachers:

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.

Distribution of Experienced Teachers:

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.
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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

Summary of State 2008-09 HQT Data

Summary of the 2008-2009 Highly Qualified Teacher Survey Results

▶ [Printable Version](#) (80 kb PDF )

New Jersey's State Plan for meeting the Highly Qualified Teacher (HQT) goal was approved by the U. S. Department of Education in 2006. The 2008-2009 New Jersey HQT Survey indicates that New Jersey is continuing to make progress toward ensuring that 100 percent of public school teachers are highly qualified. According to the 2008-2009 survey, only 0.3 percent of New Jersey's public school classes are not being taught by highly qualified teachers. The overall percentage of classes not taught by a highly qualified teacher in this sixth annual survey shows a decrease of one full percentage point from 2007-2008 (1.3 percent for 2007-2008 compared to 0.3 percent for 2008-2009).

The 2008-2009 HQT survey was compiled from the Certificated Staff Report completed in the autumn of 2008. This is a state-wide, school-based data collection system that includes every teacher, his/her certification, class assignments, and HQT status. The survey provides grade-level teaching assignments of teachers, which is especially important in defining elementary and middle-level teachers, a chief component of the NCLB reporting requirements.

Context

The *No Child Left Behind Act* requires states to report data to the public annually on the number of classes in the public schools that are taught by highly qualified teachers. In order to be deemed highly qualified, a teacher must have a bachelor's degree, a standard certificate for which no requirements have been waived, and documentation of content area expertise in each subject taught. States had until 2006 to reach 100 percent compliance with the Highly Qualified Teacher provisions. Most states have not yet reached that goal. Therefore, in 2006 the federal government required all states to develop a comprehensive plan to ensure they would continue to make progress toward the federal goal of 100 percent compliance.

Under *NCLB*, New Jersey's elementary teachers satisfy the content preparation requirement as generalists because they must demonstrate knowledge across the range of subjects taught in elementary schools. New Jersey's elementary teachers who have been certified since 1985 have automatically met this requirement by passing the Praxis II Elementary Content Knowledge Test required for state certification. Middle- and secondary-level teachers, teaching in a departmentalized setting, must 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 Praxis II content knowledge exam (This is already part of the licensing process for those with K-12 content area certificates and is now part of the process for the new elementary with specialization certificates for grades 5-8.) ; or
- Having an undergraduate major in the content area; or
- Having 30 credits equivalent to a major in the content area; or
- Having a graduate degree in the content area; or
- Having an advanced credential, such as National Board Certification, in the content area.

Veteran teachers had the option of accruing ten points on the New Jersey HOUSE Standard Content Knowledge Matrix to demonstrate their content expertise until it expired on June 30, 2007.

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. Veteran special education teachers have the option of accruing ten points on the New Jersey HOUSE Standard Content Knowledge Matrix. This option was reinstated in April 2008 and will expire June 30, 2010. Novice special education teachers, in accordance with *IDEA* flexibility, upon hire have the option of using the HOUSE to become highly qualified in additional content areas, beyond the content area for which they have already satisfied highly qualified requirements.

Special education teachers whose only role is to provide support or consultation for students with disabilities who are being instructed by highly qualified teachers 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.

Results by Classes

As shown in Tables 1 and 2 below, the number of elementary classes not being taught by a highly qualified teacher decreased from 1.3 percent in 2007-2008 to 0.3 percent in 2008-2009. At the secondary level the number of classes not being taught by a highly qualified teacher decreased by 0.7 percentage points (1.1 percent for 2007-2008 compared to 0.4 percent for 2008-2009).

The HQT survey data also have 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.

The 2008-2009 data show an overall decrease in the percent of high-poverty classes not taught by highly qualified teachers with 0.9 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 has decreased from 0.5 percent in 2007-2008 to 0.1 percent in 2008-2009. 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 2007-2008 the gap narrowed to 2.7 percent and narrowed further in 2008-2009 to 0.8 percent. Additionally, from 2007-2008 to 2008-2009 the percentage of high-poverty classes not taught by highly qualified teachers decreased in both elementary and secondary classes. Similarly, from 2007-2008 to 2008-2009, the percentage of low-poverty classes not taught by highly qualified teachers decreased 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: 2008-2009 Federal Report
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 (K-8)	0.3	0.6	0.1
Secondary (9-12)	0.4	0.6	0.0

**Table 2: 2007-2008
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2007**

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	1.3	3.2	0.5
Elementary (K-8)	1.3	3.2	0.6
Secondary (9-12)	1.1	3.2	0.2

Results by Teachers

As shown in Table 3 below, the most recent data reveal only slight variations in the percentage of teachers in elementary, middle, and high schools who meet the highly qualified teacher definition. At the elementary level where all classes are self-contained, 0.3 percent of the teachers are not highly qualified; at the middle school level, 0.3 percent of the teachers are not highly qualified; and at the secondary level, 0.4 percent of the teachers are not highly qualified.

**Table 3: 2008-2009 Highly Qualified Teacher Survey
Percentage of Teachers Not Highly Qualified
All Subjects Taught**

Type Of School	Percentage Not Highly Qualified
Elementary School (K-8)	0.3
Middle School (6-8)	0.3
High School (9-12)	0.4

Data in Table 4 below show that for all three 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 0.7 percent in high-poverty elementary schools. Moreover, in low-poverty middle schools, the percentage of teachers not highly qualified is 0.0, while it is 1.7 percent in high-poverty middle schools. Finally, in low-poverty high schools, the percentage of teachers not highly qualified is also 0.0 percent, as contrasted with 1.7 percent in high-poverty high schools.

**Table 4: 2008-2009 Highly Qualified Teacher Survey
Percentage and Numbers of Teachers Not Highly Qualified
All Subjects Taught**

	Elementary Schools		Middle Schools		High Schools	
	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ
All Schools	46,679	0.3	14,864	0.3	26,429	0.4
High-Poverty Schools	14,210	0.7	2,281	1.7	5,681	1.7
Low-Poverty Schools	10,601	0.1	4,085	0.0	6,929	0.0

Classes in Elementary Schools by Subject Areas

Table 5 provides information about classes taught by highly qualified teachers at the elementary level. In summary, 0.3 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 English, 0.1 percent of classes lack a highly qualified teacher as compared to 0.3 percent of classes in basic skills mathematics. There are also disparities between high- and low-poverty schools by subject matter area. For example, in high-poverty schools one percent of basic skills mathematics classes are not taught by highly qualified teachers, while basic skills mathematics classes in low-poverty schools are fully staffed by highly qualified teachers.

**Table 5: 2008-2009 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	0.3	0.1	0.3	0.0	0.1	0.8	0.5	0.3
High-Poverty Schools	0.5	0.4	1.0	0.1	0.2	1.7	0.0	0.4
Low-Poverty Schools	0.2	0.0	0.0	0.0	0.0	0.2	0.0	0.1

Classes in Middle Schools by Subject Areas

In Table 6, data for middle school classes show that the percentage of classes not taught by highly qualified teachers varies across subject matter areas, with special education in high-poverty schools showing the greatest need (7.4%). A comparison of the four core subject matter areas indicates that the percentage of mathematics classes not taught by highly qualified teachers is slightly higher than the percentage of language arts, social studies and science classes, respectively. Moreover, high-poverty schools overall show a higher percentage of classes not taught by highly qualified teachers (1.7 percent in high-poverty compared to 0.1 percent in low-poverty).

**Table 6: 2008-2009 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
Middle School**

Classes	Lang. Arts	Social Studies	Sci.	Math.	Arts	World. Lang.	Spec. Ed.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	0.2	0.1	0.2	0.5	0.0	0.1	1.3	0.0	0.4	0.0	0.3
High-Poverty	1.2	0.5	1.5	2.6	0.0	1.7	7.4	0.0	0.0	0.0	1.7
Low-Poverty	0.0	0.0	0.0	0.4	0.0	0.0	0.2	0.0	0.0	0.0	0.1

Classes in High Schools by Subject Areas

Data in Table 7 report 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 9.5 percent in special education classes. Overall, in high-poverty high schools, 1.6 percent of content area classes are not taught by highly qualified teachers, while in low-poverty high schools, all core academic classes are taught by highly qualified teachers. These data also reflect the need for more highly qualified teachers in special education at the high school level in high-poverty schools.

**Table 7: 2008-2009 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	0.4	0.0	0.1	0.0	0.0	0.0	3.4	0.3	0.4	0.0	0.4
High-Poverty	1.5	0.0	0.4	0.0	0.0	0.0	9.5	0.7	1.1	0.0	1.6
Low-Poverty	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Conclusion

In reviewing the data from 2008-2009, 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 when they are working in a departmentalized setting. Many teachers in these settings are currently working to complete these highly qualified teacher requirements.

The New Jersey Department of Education will complete its seventh highly qualified teacher survey in October, 2009. 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 the following NJDOE Web site: <http://education.state.nj.us/rc/nclb07/index.html>.

