

Delaware Department of Education

Revised State Plan for Meeting the Highly Qualified Teacher Goal

Requirements One through Five

November 2006

REQUIREMENT 1

The revised plan must provide a detailed analysis of the core academic subjects in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the state where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1.1 Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The Delaware Department of Education has a comprehensive statewide data system to collect and analyze HQT data at the classroom level. The two primary data systems are both housed at the Department and members from the two work groups involved work collaboratively to assure mutually understood and applied data definitions and applications.

The Delaware Educator Data System (DEEDS), maintained through the Professional Accountability Work Group, houses the certification and licensure data bases. For each teacher, DEEDS maintains employment history, years of experience, certification, licensure, educational background, Praxis I and II scores, HQT status, progress in the statewide new teacher induction program, and other data elements. Through the State personnel system, each teacher has a unique identifier and DEEDS links with this system.

The statewide pupil accounting system, eSchoolPLUS (eSP), is maintained by the Technology Management and Design Work Group. Scheduling of classes occurs through eSP as do student and teacher assignment. All Delaware students have a unique longitudinal identifier. District and charter school staff complete teachers' class assignments through eSP and code the classes according to NCLB core academic subjects. When applicable, classes are tagged as special education, bilingual, or ESL. The coding is verified by Department of Education staff. Student demographics are also available via the student unique identifier.

Other data bases maintained by the Technology Management and Design Work Group include school accountability (AYP, School Improvement, results from the statewide student testing program), poverty status, Title I status, student characteristics, and other district, school, and student data elements, all of which can be used in analyzing HQT data.

To determine the HQT status of each classroom, teachers who teach classes of core academic subjects take the electronic Teacher Quality Survey through DEEDS. The survey is pre-populated with the teacher's district, school, Delaware and National Board for Professional Teaching Standards certification(s), Praxis II scores, and class schedule.

The Teacher Quality Survey was in its third year in 2005 – 2006 but this was the first year in which the Survey was designed by class. Delaware saw some data completeness issues: teachers not taking the Survey; missing data elements that precluded teachers from taking the Survey; and unverified surveys.

Processes are now in place to eliminate missing data elements. Increased and focused monitoring will address the issues of teachers not taking the Survey and districts/charters not verifying surveys.

Once the district and charter school staff have verified teachers' Surveys and the student test results are available, the Delaware Department of Education staff can analyze the data. The Department can then identify schools that are not making AYP and/or are in School Improvement; identify those districts, schools, and charters in which large percentages of classes are not taught by HQTs; and identify any core academic subjects that are frequently not taught by HQTs.

Additional disaggregated analyses are also done, such as looking at the HQT data by poverty level at the school or student level, by teacher experience, and by minority status of the school or of the students. The HQT and school accountability data in Delaware's State Plan are from the 2005 – 2006 School Year.

Table One provides a brief overview of Delaware's 2005 - 2006 HQT data.

Table One

Schools (N = 198) by Classes *Not* Taught by HQTs

140 Delaware Schools Have $\leq 20\%$ of Classes *Not* Taught by HQTs

Percent non-HQT Classes in the School	Number of Schools in Interval	Percent of Schools in Interval
0%	43	21.7
1 – 10%	53	26.7
11 – 20%	44	22.2
21 – 30%	15	7.6
31 – 40%	16	8.1
41 – 50%	10	5.1
> 50%	17	8.6

When creating intervals of non-HQT classrooms, one sees in the table that follows:

- 43 schools have no classes that are not taught by HQTs (that is, 100% of classrooms in the school are taught by HQTs).
- 140 schools have $\leq 20\%$ of classes *not* taught by HQTs.
- 58 schools have $> 20\%$ of classes *not* taught by HQTs.

In reviewing the schools that had $> 50\%$ of non-HQT classes, the breakdown is:

- 8 special, or alternative, or non-traditional schools
- 4 middle schools
- 3 elementary schools
- 2 charter schools.

The schools with $>50\%$ non-HQT classes are in urban or suburban settings.

1.2 Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

Appendix A contains Table Eleven that displays the HQT data for each school as well as its AYP and School Improvement Status. All data are from the 2005 – 2006 school year.

Table Two below shows the number and percentages of schools that met AYP and Table Three displays information relative to schools that are *not* in School Improvement. For the purpose of these two tables, “other schools” refer to schools with a specialized focus, alternative schools, or schools serving students with special needs that cannot be categorized as exclusively elementary, middle, or high school.

**Table Two
School Type by AYP**

School Type	Total Number of School Type	Number of School Type Meeting AYP	% of School Type Meeting AYP
Elementary School	103	89	86.4%
Middle School	31	9	29.0%
High School	28	11	39.3%
Charter School	13	10	76.9%
Other Schools	15	10	73.3%

Well over three-quarters of the elementary schools met AYP and about 75% of the charter schools and other schools also met AYP. Thus, a relatively small number of elementary schools are not making AYP whereas a majority of middle and high schools are not making AYP.

**Table Three
School Type by School Improvement Status**

School Type	Total Number of School Type	Number of School Type <i>Not</i> In SI	% of School Type <i>Not</i> in SI
Elementary School	103	100	97.1%
Middle School	31	18	58.1%
High School	28	12	42.9%
Charter	13	11	84.6%
Other Schools	15	15	100%

The difference between middle and high schools and the other types of schools is also seen when the analysis focuses on School Improvement status. Only three of the elementary schools (2.9%) are in School Improvement contrasted with the middle and high schools (41.9% and 57.1% respectively in School Improvement).

Table Four shows the number and percent of HQT elementary and secondary classes by AYP status as well as a total for all classes. The data are categorized by type of class because of the variations in school configurations in Delaware. For example, some secondary schools may have elementary classes, such as a 5 – 8 or a 6 – 12 configuration. In these schools, there are elementary classes as well as secondary classes.

Table Four
HQT Class Status by AYP

Type of Class	Schools that Met AYP			Schools that Did Not Meet AYP		
	N of Classes	N of HQT Classes	% HQT Classes	N of Classes	N of HQT Classes	% HQT Classes
All Elementary Classes	2876	2532	88.0	691	586	84.8
All Secondary Classes	6430	5288	82.2	10715	8081	75.4
All Classes	9306	7820	84.0	11406	8667	76.0

The classes in schools that did not meet AYP have more classes not taught by HQTs than do classes in schools that met AYP. For elementary classes, 12% in schools that met AYP were *not* taught by HQTs compared to 15.2% in schools that did not meet AYP, a difference of 3.2%. The difference is more pronounced in secondary classes with 17.8% *not* taught by HQTs in schools that met AYP compared to 24.6% in schools that did not, a difference of 6.8%.

Table Five on the next page shows the NCLB academic subjects for schools that met AYP and for schools that did not. For every subject, except foreign languages, the percent of classes not taught by HQTs was greater in the schools that did not meet AYP. Overall, 16% of classes were not taught by HQTs in the schools that meet AYP contrasted with 24% in schools that did not meet AYP.

The greatest difference between the AYP and non-AYP schools was for geography and the smallest was for the elementary classes.

Table Five

NCLB Academic Subjects by HQT and AYP Status

NCLB Academic Subjects	Schools that Met AYP			Schools that Did Not Meet AYP		
	N of Classes	N of HQT Classes	% HQT Classes	N of Classes	N of HQT Classes	% HQT Classes
English	1053	893	84.8	1745	1268	72.7
Reading/Language Arts	501	357	71.3	781	503	64.4
Arts	1122	1064	94.8	1595	1414	88.7
Foreign Languages	491	399	81.3	694	599	86.3
Science	1054	828	78.6	1825	1269	69.5
Mathematics	1326	1104	83.3	2191	1665	76.0
Geography	16	16	100.0	57	11	19.3
Civics & Government	179	162	90.5	204	165	80.9
Economics	9	7	77.8	45	27	60.0
Social Studies	595	467	78.5	1141	836	73.3
History	380	322	84.7	479	394	82.3
Elementary General	2484	2201	88.6	618	516	83.5
All Classes	9306	7820	84.0	11406	8667	76.0

1.3 Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

When preparing the master schedule (classes, teachers and students assigned to those classes, coding of classes by NCLB subject areas), districts and charters must also code a specialty field to designate if the class is taught by a teacher of English language learners (either bilingual or ESL teacher), a special education teacher, or that no specialty is required, that is, the class is a regular education class.

In looking at the analysis results by specialty in Table Six, bilingual, ESL, and special education classes are taught by teachers who are not HQT much more frequently than by classes taught by regular education teachers (that is, no specialty). Fewer special education elementary classes are taught by teachers who are not HQT (23.6%) than special education secondary classes (55.7%).

The Title II monitoring that occurs will consider teachers of special education, ESL, and bilingual classes a priority. The results of the analyses are being shared with the Curriculum Development, Exceptional Children, and School Improvement Work Groups in the Department. Additionally, staff from the Professional Accountability Work Group who provide technical assistance and monitoring during the Teacher Quality Survey will diligently work with districts and charter schools in making certain that these teachers take the Survey and that districts have plans in place to assist those teachers who have not yet met the HQT requirement.

Table Six
Classes Taught By HQT by Specialty

All Classes

Specialty	N of Classes	N of HQT Classes	% of HQT Classes
Bilingual	52	11	21.2
ESL	53	17	32.1
Special Education	2086	1032	49.5
No Specialty	18718	15495	82.8

Elementary Classes

Specialty	N of Classes	N of HQT Classes	% of HQT Classes
Bilingual	3	1	33.3
ESL	1	0	0.0
Special Education	335	256	76.4
No Specialty	3255	2886	88.7

Secondary Classes

Specialty	N of Classes	N of HQT Classes	% of HQT Classes
Bilingual	49	10	20.4
ESL	52	17	32.7
Special Education	1751	776	44.3
No Specialty	15463	12609	81.5

The last section in Requirement One will address the analysis and prioritization of specific academic classes taught by teachers who are not HQ.

1.4 Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

Table Seven below displays the HQT data for districts and charter schools and Table Eight contains the school results. Also in the tables are the priorities for Title II monitoring and for technical assistance and monitoring during this year's data collection through the Teacher Quality Survey.

Although the districts and charter schools with at least 80% of classes taught by HQTs will be monitored as well as provided with technical assistance during the Teacher Quality Survey, the districts with less than 80% of classes taught by HQT will be the ones that are prioritized. Thirteen of Delaware's 19 districts and seven of its 13 charter schools have 80 – 100% of classes taught by HQTs and are thus not listed in Table Seven. The same priorities are used for Table Eight. With 3 being the lowest and 1 the highest, the priorities are:

- Priority 1 = < 60% of classes taught by HQTs
- Priority 2 = 60 – 69% of classes taught by HQTs
- Priority 3 = 70 – 79% of classes taught by HQTs

**Table Seven
District and Charter School HQT Results
and Prioritization**

Districts	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes	Priority
Appoquinimink	1158	780	67.4	2
Colonial	2098	1345	64.1	2
Indian River	1467	1044	71.2	3
NCC Vo-Tech	808	614	76.0	3
Red Clay	2994	1759	58.8	1
Woodbridge	401	291	72.6	3
Charter Schools				
Academy of Dover	17	11	64.7	2
East Side	8	1	12.5	1
Kuumba	14	7	50.0	1
Marion T. Academy	54	27	50.0	1
Providence Creek	32	22	68.8	2
Thomas Edison	94	13	13.8	1

Table Eight
District and Charter School HQT Results
and Prioritization

Schools Within District	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes	Priority
Appoquinimink				
Silver Lake Elementary	34	27	79.4	3
Meredith Middle	259	150	57.9	1
Redding Middle	210	148	70.5	3
Middletown High	529	342	64.7	2
Brandywine				
Springer Middle	193	123	63.7	2
Mt Pleasant High	315	249	79.0	3
Capital				
Kent Secondary ILC	13	0	0.0	1
Christina				
Douglass Alternative	27	15	55.6	1
Sarah Pyle Academy	61	24	39.3	1
Colonial				
Bedford Middle	397	245	61.7	2
New Castle Middle	165	83	50.3	1
Read Middle	414	205	49.5	1
William Penn High	704	455	64.6	2
Colonial ILC	41	20	48.8	1
Indian River				
Selbyville Middle	288	188	65.3	2
Sussex Central Middle	272	208	76.5	3
S. Delaware School of the Arts	50	38	76.0	3
Indian River High	239	186	77.8	3
Sussex Central High	349	216	61.9	2
Ennis School	15	9	60.0	2
Richard Allen School	36	4	11.1	1
Selbyville Middle	288	188	65.3	2
Lake Forest				
W T Chipman Middle	144	115	79.9	3

Schools Within District	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes	Priority
New Castle County Vo-Tech				
Delcastle Tech High	365	269	73.7	3
Hodgson Vo-Tech High	232	185	79.7	3
Howard HS of Technology	211	160	75.8	3
Red Clay				
Baltz Elementary	46	28	60.9	2
Highlands Elementary	29	17	58.6	1
Marbrook Elementary	32	11	34.4	1
Mote Elementary	35	24	68.6	2
North Star Elementary	34	19	55.9	1
Richardson Park Elementary	41	23	56.1	1
Richey Elementary	29	21	72.4	3
Shortlidge Elementary	33	15	45.5	1
William Lewis Elementary	35	13	37.1	1
Warner Elementary	47	25	53.2	1
A I duPont Middle	135	61	45.2	1
Conrad Middle	165	66	40.0	1
H B duPont Middle	262	182	69.5	2
Skyline Middle	163	83	50.9	1
Stanton Middle	170	81	47.6	1
Calloway Art School of the Arts	310	212	68.4	2
A I duPont High	404	288	71.3	3
Dickinson High	266	163	61.3	2
McKean High	319	226	70.8	3
Central School	138	17	12.3	1
Community School	47	0	0.0	1
First State School	29	1	3.4	1
Meadowood Program	15	4	26.7	1

Schools Within District	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes	Priority
Seaford				
Seaford Middle	191	129	67.5	2
Woodbridge				
Wheatley Middle	190	130	68.4	2
Woodbridge High	174	125	71.8	3

1.5 Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Table Nine shows the classes taught by HQT in the core NCLB academic subject areas. The subjects with the greatest number of classes not taught by HQTs were geography followed economics and then reading/language arts. The subjects with the fewest number of classes not taught by HQTs were the arts followed by elementary classes and then by civics/government.

Also in the tables are the priorities for Title II monitoring and for technical assistance and monitoring during this year's Teacher Quality Survey.

For Title II monitoring and for technical assistance and monitoring during the Teacher Quality Survey, the following are the priorities with 4 being the lowest priority and 1 being highest:

- Priority 1 = > 30% of classes not taught by HQTs
- Priority 2 = 21 – 30% of classes not taught by HQTs
- Priority 3 = 11 – 20% of classes not taught by HQTs
- Priority 4 = 0 - 10% of classes not taught by HQTs.

Although all classes of all NCLB subject areas will be monitored and districts, schools, and teachers provided with technical assistance during the Teacher Quality Survey, those subjects area with less than 80% of classes taught by HQT will be the ones that are monitored more closely. For completeness, all subject areas are listed with their priorities are in Table Nine.

One subject area has the lowest priority, the arts, whereas three subjects have the highest priority: reading/language arts, geography, and economics.

Table Nine

Classes Taught by HQT by NCLB Core Academic Subjects

NCLB Core Subject	Classes	N of HQT Classes	% of HQT Classes	% Not HQT Classes	Priority
English	2844	2175	76.5	23.5	2
Reading/Language Arts	1290	865	67.1	32.9	1
Arts	2729	2485	91.1	8.1	4
Foreign Languages	1186	998	84.1	15.9	3
Science	2906	2099	72.2	27.8	2
Mathematics	3565	2776	77.9	22.1	2
Geography	73	27	37.0	63.0	1
Civics & Government	385	328	85.2	14.8	3
Economics	54	34	63.0	37.0	1
Social Studies	1761	1316	74.7	25.3	2
History	861	716	83.2	16.8	3
Elementary General	3123	2736	87.6	12.4	3

- Priority 1 = > 30% of classes not taught by HQT's
Priority 2 = 21 – 30% of classes not taught by HQT's
Priority 3 = 11 – 20% of classes not taught by HQT's
Priority 4 = 0 - 10% of classes not taught by HQT's.

REQUIREMENT 2

The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2.1 Does the plan identify LEAs that have not met annual measurable objectives for HQT?

Since 2002, Delaware's Title II Coordinator and Title I Director have informed districts and charter schools that their annual measurable objective for HQT shall be 100% by June 2006 and that the district or charter school Consolidated Application for Federal and State funds will not be approved unless the 100% target is stated. This target is consistent with the State's goal of 100% of classes of core academic subjects being taught by HQTs. Table 10 lists the districts/charters and their HQT results.

Table 10
Classes of Core Academic Subjects Taught by HQTs:
District Results for 2005 - 2006

District	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes
Appoquinimink	1158	780	67.4
Brandywine	1824	1549	84.9
Caesar Rodney	1194	1109	92.9
Cape Henlopen	794	765	96.3
Capital	791	656	82.9
Christina	2800	2618	93.5
Colonial	2098	1345	64.1
Delmar	388	388	100.0
Indian River	1467	1044	71.2
Lake Forest	495	434	87.7
Laurel	299	262	87.6
Milford	774	688	88.9
NCC Votech	808	614	76.0
Polytech	271	260	95.9
Red Clay	2994	1759	58.8
Seaford	502	427	85.1
Smyrna	568	503	88.6
Sussex Technical	345	345	100.0
Woodbridge	401	291	72.6
State Totals	20,909	16,555	79.2

Table 10
Classes of Core Academic Subjects Taught by HQTs:
Charter School Results for 2005 - 2006

Charter School	Total Number of Classes	Number of HQT Classes	Percent of HQT Classes
Academy of Dover	17	11	64.7
Campus Community	92	83	90.2
Charter School of Wilmington	213	181	85.0
Delaware Military Academy	120	110	91.7
East Side	8	1	12.5
Kuumba	14	7	50.0
Marion T. Academy	54	27	50.0
MOT	90	77	85.6
Newark Charter	118	109	92.4
Positive Outcomes	64	55	85.9
Providence Creek	32	22	68.8
Sussex Academy	22	22	100.0
Thomas Edison	94	13	13.8
State Totals	20,909	16,555	79.2

Two districts and one charter school have met the 100% HQT goal. Additionally, seven districts or charter schools have 1 – 10% of classes *not* taught by HQTs. These districts have come very close to the goal. Ten districts or charter schools have 11 – 20% of classes *not* taught by HQTs and have made considerable progress toward the 100% HQT goal.

2.2 Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

In the Consolidated Application for federal and state funds and the School Improvement Application for funds, districts and charter schools must:

- Set a 100% HQT goal.
- Identify HQT as a priority need and provide specific supporting data.
- Describe their plans for assisting teachers in meeting this requirement as soon as possible.
- Allocate appropriate funds to implement the plans.

The HQT sections of the Applications are reviewed by Department staff and must be complete, accurate, and appropriate for the Application to be approved.

Steps that districts have specified in their Application or have reported to the Delaware Department of Education include:

- Paying for Praxis II test fees.
- Providing Praxis II test preparation materials.
- Providing tutoring and coaching for Praxis II testing.
- After a transcript review, recommending academic course work to complete an academic major or equivalent.
- Providing tuition reimbursement for courses taken to meet the HQT requirement.
- Using state and/or federal funds for high quality professional development in the content area/field taught.

Other approaches that districts and charter schools are using include:

- Providing assistance to teachers in taking the Teacher Quality Survey (the on-line Delaware survey for determining a teacher's HQT status), such as information sessions or scheduling times in a computer lab for taking the Survey. District staff are available to guide teachers through the process and to answer questions.
- Developing written plans with specific steps that the teacher will take to meet the requirement.
- Partnering with college and university professors to provide academic coaching and mentoring to prepare teachers for Praxis II testing.
- Providing financial incentives and other support to candidates pursuing certification through the National Board for Professional Teaching Standards.
- Recommending enrollment in the Alternate Routes to Teacher Certification program, a partnership between the Delaware Department of Education and the University of Delaware.

A teacher's HQT status is determined through the Teacher Quality Status and results are available on-line to districts, charter schools, and to teachers. Data that every district and charter receive include overall HQT results as well as disaggregated results by academic subject/field, poverty and racial status of students, and special education or English language learner status by student.

The only way that a class could be considered HQ is if the teacher's certification matched the content area/field, all related data elements were complete (such as personnel ID number), the teacher completed the Survey, and the district verified the Survey through which the teacher met the HQT requirement in one of the approved options, such as an academic major, Praxis II, or HOUSSE.

The Survey results are prompting districts and charters to more carefully consider the assignment of teachers, both in assigning teachers in the content/field in which they are HQT and in keeping teacher assignments relatively stable from year to year. Many districts and charter schools report no contractual barriers relative to teacher assignment, although such barriers do exist in some districts and charters. The Delaware DOE will look further into assignment and contractual issues during the 2006 – 2007 school year.

2.3 Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

The districts and charter schools must include their strategies to assist teachers to become HQT as soon as possible in the Consolidated Application for Federal and State funds and the School Improvement Application. The application is not approved if the HQT sections are incomplete or missing.

In the summer, all districts and charter schools received comprehensive data about their 2005 – 2006 HQT data. Following up on the release of data, Valerie Woodruff, the Delaware Secretary of Education, sent a letter to all chief school officers in which she listed commendations based on the district's/charter's performance as well as noted areas of concern. Furthermore, she stressed that the HQT goal to be met by the end of 2006 – 2007 is 100% and detailed the components of the required district/charter plans to assist teachers in meeting this goal. A copy of this letter, with identifying information removed, is in Appendix D.

In August, the Department met with district and charter school staff and HQT issues comprised a considerable part of the agenda. Department staff informed districts of the need for plans for teachers who have not met the HQT requirement and the components of the plan. Staff also offered technical assistance in developing or revising teacher plans and continue to do so.

The Delaware DOE, districts, and charter schools are now preparing for the 2006 – 2007 HQT data collection through the Teacher Quality Survey. The certification data base that launches and maintains the Survey has generated lists of teachers who have not yet met the HQT requirement. Districts and charters can also create lists that display the teachers' HQT status. This information will assist districts and charters in assigning teachers, in identifying the teachers for whom plans are needed, and in monitoring teacher compliance with taking the Survey.

Starting in October 2006, Delaware Department of Education staff will begin its annual comprehensive monitoring of districts and charter schools that will include HQT plans. Department staff will select teachers and ask for copies of the teachers' HQT plans that will be reviewed by program staff. In addition to this audit phase, Department staff will meet with district and charter school leadership and part of the discussion will focus on meeting or maintaining the 100% HQT goal. The necessity for teacher plans will be part of the discussion.

REQUIREMENT 3

The revised plan must provide information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goal.

3.1 Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

The Delaware Department of Education staff with HQT responsibilities will continue to provide districts and charter schools with technical assistance. The categories of technical assistance and brief descriptions follow.

Workshops

- Conduct workshops for Personnel Directors from districts and charter schools about the NCLB HQT requirement, the content and processes associated with the Teacher Quality Survey, and the procedures for verifying the responses to the Survey.
- Conduct workshops for the State cadre of Lead Mentors from districts and charters about the NCLB HQT requirements and the options available for new teachers. The Lead Mentors have agreed to provide technical assistance to all new teachers to make certain that they complete the Survey and provide their required documentation to the district/charter school.
- Provide presentations at School Improvement Quarterly meetings regarding the NCLB HQT requirements, plans for teachers to meet the HQT requirement, and the Teacher Quality Survey. These meetings are for all district and charter school staff who have responsibilities for Title I, Title II, and other school improvement programs.

Technology

- Provide assistance to the district/charter schools technology departments to ensure accurate and complete data for the Teacher Quality Survey. The technology staff are responsible for updating the course catalogue that includes the coding of all classes relative to NCLB categories, teacher and student assignments to classes; making certain that all teachers have their accurate personnel system identifiers; and coding for specialty required classes (ESL, bilingual, and special education).

Staff at the Delaware Department of Education will not allow districts/charters to upload the course catalogue data until it is complete and accurate. After the upload, all district/charter data elements will be in place for teachers to take the Survey.

- Keep the Praxis II requirements current on the Department's website. This site provides information about the testing requirements for certification/licensure and for HQT.
https://deeds.doe.k12.de.us/forms/praxis_II_chart.doc

Technology, continued

- Deliver the Teacher Quality Survey on-line for teachers to complete and include explanations regarding options for meeting HQT, requirements of the Survey, definitions of key terms, what documentation to have available when taking the Survey, how to facilitate the verification process by the district/charter, and other information.
- Notify teachers of the HQT status through DEEDS. Once a district/charter verifies a Survey, teachers can view their teacher quality status.
- Provide districts/charters, through DEEDS, with lists to facilitate planning, such as: teachers who need to take the Survey and for which classes (that is, are not yet HQ for a class that they are teaching), teachers who have taken the Survey, and surveys that need to be verified.
- Provide data to districts/charters on classes by HQ status of teachers as well as data by school and subject area.

Visits to Districts/Charters

- Visit districts, charter schools, or schools to provide technical assistance when requested, such as assistance with developing plans for teachers who are not yet HQ.
- Provide HQT awareness sessions for teacher groups upon request.
- Continue to collaborate with the Delaware State Education Association (DSEA) to assure that information regarding the HQ process is provided so that DSEA has accurate information and understands the HQT requirements and Teacher Quality Survey.

On-going Communication

- Continue to work collaboratively with the Department's Title II coordinator and other School Improvement staff.
- Respond consistently to inquiries from teachers and districts in a timely manner.
- Respond to teachers via telephone, e-mail, and in-person with information regarding the specifics of becoming HQ in Delaware, including the appropriate Praxis II test based on the teacher's situation and the available options of meeting the HQT requirement.
- Provide references and resources regarding the appropriate Praxis II tests, test preparation, and passing scores for the purposes of licensure, certification, and HQ. Praxis II information is communicated by telephone, via e-mail, and is available on the Department's website.
- Provide information and work collaboratively with higher education institutions in Delaware to assure that they understand the HQT requirements, options, and available Praxis II content knowledge tests.
- Distribute HQT guidance consistent with the most recent US ED information to district/charter school personnel staff, to DOE staff involved with HQT, and to other district/charter staff, such as Title II coordinators.
- Present HQ and licensure/certification updates regularly to district personnel administrators at regularly scheduled meetings throughout the year.

3.2 Does the plan indicate that the staffing and professional needs of schools that are not making AYP will be given high priority?

The Delaware educational reform effort establishes the goal of all children achieving to challenging State standards through participation in effective schools. One of the components of an effective school is a staff of highly qualified teachers. Delaware and its districts and charter schools are committed to meeting the 100% HQT goal so that *all* students are taught by highly qualified teachers.

Delaware has established a consolidated application for State as well as Federal funds. Each school goes through the planning process as described below. Based on the school plan, districts/charters then develop a comprehensive plan and complete the Consolidated Application. As part of the application, districts/charters must:

- Identify staff needs based on data.
- Prioritize the needs.
- Set goals tied to the needs.
- For each goal, set measurable objectives, activities/strategies, timelines, and resources.
- Based on the needs and prioritization, request funds for the activities/strategies that will meet the needs.

As part of the application, each district/charter includes:

- Strategies to meet the 100% HQT goal.
- A professional development plan for the district/charter and how it meets identified needs.
- Steps to assure that all teachers have access to high quality professional development.
- Processes used to ensure that all professional development is needs-based, of high quality, and research-based.
- Plans for an evaluation to measure the extent to which the goals were accomplished.

This data-informed planning and application process, coupled with Federal statutory requirements, assures that schools and districts place the highest priority on professional development for schools that are not making AYP and/or are in School Improvement and on groups of teachers that are not yet highly qualified.

Districts that serve the lowest achieving schools and that demonstrate the greatest need and the strongest commitment to helping schools meet their progress goals are eligible for Title I school improvement funds.

For Title II funds, districts/charters must assure that they will target funds to schools with the lowest proportion of highly qualified teachers, schools that have the largest class size, and schools that are identified for Title I school improvement.

For information about the Consolidated Application: <http://www.doe.k12.de.us/SchoolImprovement/>.

1.3 Does the plan include a description of programs and services that the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

The responses to the previous two requirements address services and funding available to assist districts and charter schools in meeting or maintaining the 100% HQT requirement. However, the Delaware Department of Education works with teachers, districts, and charter schools in additional ways that focus on assisting currently employed teachers in meeting the HQT requirement, in recruiting highly qualified teachers, and in retaining highly qualified teachers. Brief descriptions of the efforts in each of these areas follow.

ASSISTING CURRENTLY EMPLOYED TEACHERS IN MEETING THE HQT REQUIREMENT

Delaware Center for Teacher Education

- The Delaware Center for Teacher Education, in partnership with Arts and Science Faculty and three school districts, offers the opportunity for middle and high school special education teachers to work toward the HQT requirement in English, mathematics, science, and/or social studies. This program addresses the development of content knowledge in middle and high school special education teachers, a sub-group of teachers identified as a priority.

In addition, the Delaware Center for Teacher Education offers regular and special education teachers the opportunity to further develop their content knowledge through the Delaware Reading and Writing Projects, the Democracy Project, Social Studies and Reading Summer Institutes and the Summer Solve It Math Project. <http://www.udel.edu/dcte>

The Delaware Center for Mathematics and Science Education

- The Math and Science Resource Center provides support for Delaware's K -12 mathematics and science teachers who need additional course work in these content areas and provides opportunities throughout the state during the school year. <http://www.udel.edu/mserc/>

In several locations throughout the State, the Center offers graduate level courses of study each summer specifically targeted at middle and high school teachers. This initiative has provided additional course work to middle school teachers with elementary certification and who need mathematics courses at the middle school level. <http://www.udel.edu/mserc/s2006ms.html>

Praxis II and Out-of-field Teachers

- Delaware allows a teacher who is currently certified in an area to take additional Praxis II tests in other content areas for the purpose of certification and meeting the Highly Qualified Teacher requirement. In this way, a teacher who is currently in the field and may be assigned to teach multiple subjects can demonstrate their subject matter competency in the other area(s).

Multi-Subject HOUSSE

- Delaware offers a Multi-Subject HOUSSE to all teachers who teach multiple content areas. Regular education teachers must be highly qualified in one NCLB subject before they are allowed access to the Multi-Subject HOUSSE. Multi-subject special education teachers and teachers of English language learners can access this HOUSSE option directly.

Clusters

- Clusters are focused groups of courses and/or other professional development offered to Delaware educators by the Delaware Department of Education, Delaware districts, and outside vendors. Clusters are approved by the Professional Standards Board and the Delaware State Board of Education. Depending on the clock hour value of a particular cluster, participating educators are awarded pay increases in the amount of two to six percent.

https://deeds.doe.k12.de.us/certificate/deeds_cluster.aspx

Clusters are available in arts/music, English and language arts, reading, mathematics, foreign languages, science, and social studies, as well as content areas not included under the NCLB HQT requirement. http://www.doe.k12.de.us/files/pdf/profstds_approvedclusters.pdf

RECRUITING A WORKFORCE OF HIGHLY QUALIFIED TEACHERS

Certification Reciprocity

- The Delaware Department of Education takes part in the NASDTEC Interstate Contract and currently has reciprocity with more than 50 states, territories, and countries to provide a smooth transition to Delaware certification.

https://deeds.doe.k12.de.us/certificate/deeds_reciprocity.aspx#relocate

International Teachers

- Delaware offers certification to non-U.S. candidates. Candidates from other countries are required to have their transcripts evaluated by an independent agency. The results of the evaluation must determine that the candidates possess the equivalent of a bachelor's degree and a major in teaching.

In addition, candidates must demonstrate that they completed practice/student teaching. These teachers are given the equivalent Delaware certification. The candidates provide instruction in their native languages and in core content areas in which they are certified.

https://deeds.doe.k12.de.us/certificate/deeds_nonuscred.aspx

Alternate Routes to Certification

- The Delaware Alternate Routes to Certification (ARTC) provides a means for non-education majors to transition into the teaching profession. The program is administered by the University of Delaware and conducts classes in two locations in the State to allow candidates to have access to course work close to their work locations.

The purpose of the program is to allow individuals with academic degrees in critical needs areas to instruct in that area while acquiring pedagogical skills and knowledge. Candidates must be employed by a district/charter school and then enroll in the ARTC program. In addition, the candidate must meet Delaware's requirements for passing scores in Praxis I and Praxis II. Candidates complete an intensive summer session and attend classes during the school year over a two to three year period.

https://deeds.doe.k12.de.us/certificate/deeds_artc.aspx

Teach Delaware

- Delaware Center for Teaching Careers (Teach Delaware) was implemented to recruit qualified candidates to the teaching profession. This is a one-stop electronic system that leads the candidates through posting their credentials and résumés. Teach Delaware can be viewed by all district/charter schools. In addition, the site provides a variety of information and advisor-assisted services to the candidate. The site makes the information easily accessible to the recruiters as well. <http://www.teachdelaware.com>

Delaware's Recruitment and Retention Committee

- The Delaware DOE has a committee that oversees the issues of recruitment and retention of the State's teacher work force. An annual evaluation of recruitment and retention efforts is conducted each year through the University of Delaware and the findings are used to target ways to address recruitment and retention issues within Delaware. One recent recommendation has led to the reduction in the time required for a teacher to become certified by giving priority status to teachers employed in Delaware and waiting for the certification request to be processed.

Delaware Teacher Preparation Programs

- In collaboration with the Delaware DOE, the State's colleges and universities are aligning their programs, especially special education and those for teachers of English language learners, to prepare graduates in meeting the highly qualified teacher requirement. Some programs for elementary or middle school teachers are now requiring an academic major.

RETAINING A WORKFORCE OF HIGHLY QUALIFIED TEACHERS

Mentoring and Induction

- Delaware has a three-year new teacher induction program mandated by law for all teachers holding an initial license. The license is valid for this three year period. The successful completion of the program is what enables the teacher to move to a continuing license.

The program consists of four cycles. During these cycles, new teachers observe master teachers, are observed, read, engage in conversations with colleagues, and design and implement plans for improving their practice. The focus of the initial cycles includes classroom environment, planning and preparation, and delivery of instruction. The State pays for all new teachers to have a mentor during the first two cycles.

During cycle three, the new teachers work on learning teams to analyze student work and discuss how to construct and evaluate quality assessments with the intent of increasing student learning. The final cycle requires new teachers to construct a professional growth plan to be used when they attain their continuing license.

Delaware also requires a one year mandated mentoring and induction process for all teachers new to the state. This program includes three two-hour sessions in which the teachers explore the requirement for licensure and certification, the Delaware Teaching and Student Content Standards, and the Delaware State Testing Program.

Included in these sessions is information on the requirements for being highly qualified in Delaware. Assistance in completing the Highly Qualified Teacher process is offered to all new teachers through the mentoring program. <http://www.doe.k12.de.us/NewTchrMentor/>

National Board for Professional Teaching Standards Support

- Delaware has one of highest percentages of National Board Certified Teachers in the country. The state has made a substantial investment in the process by providing up front loans to candidates. Delaware provides additional funds for re-take candidates during the three active years of the process. The state provides and pays National Board Certified teachers to work with candidates.

Recently Delaware began a summer National Board Certification Boot Camp that provides candidates with the information and skills to complete the portfolio.

Those who attain National Board Certification receive an annual 12% increase on the state portion of their salary (about 70%) for the ten year period of the NBPTS certification. This increase may be extended for an additional ten years upon the successful completion of the NBPTS renewal process. Additionally, educators who move on to instructional positions below that of a director maintain their salary supplement.

<http://www.doe.k12.de.us/NatlBoardCert/>

3.4 Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

Requirement 1 identified special education teachers and teachers of English language learners, especially at the secondary levels, as two sub-groups whose needs relative to HQT have a high priority. Also, in terms of specific content areas, teachers of reading/language arts, geography, and economics also had a high priority.

Special education teachers and teachers of English language learners typically do not major, or even minor, in a NCLB academic subject area as part of their teacher preparation program. Additionally, the Praxis II test required for certification in exceptional children is not a test of academic content knowledge. Although Delaware does not require an ESL or bilingual Praxis II test at this time, even if such a test were required, neither would it be a test of academic content knowledge.

Thus, the challenge in Delaware is not certification. Teachers usually have the certificate that matches the type of learner to whom they are assigned to teach. Teachers who hold the ESL or bilingual certificate or exceptional children certificate at the appropriate grade range or category of disability, may teach any content area and therein is the HQT challenge. Most of these teachers, with the exception of elementary school teachers, were not prepared to be content area teachers.

Additionally, many special education teachers and teachers of English language learners often teach multiple core academic subjects. For these experienced teachers, Delaware has a Multi-Subject HOUSSE that can be helpful to some.

The Delaware Center for Teacher Education, in partnership with Arts and Science Faculty and three school districts, offers the opportunity for middle and high school special education teachers to work toward the HQT requirement in English, mathematics, science, and/or social studies. This program addresses the development of content knowledge in middle and high school special education teachers, a sub-group of teachers identified as a priority. <http://www.udel.edu/dcte>

Many districts/charters are providing Praxis II test preparation for all teachers for whom an academic major or equivalent or a graduate degree is not realistic and may request State or Federal funds to support these activities.

The Social Studies Coalition, of which Delaware is an affiliate, provides content support in geography and economics through its lead teacher training. Model instructional units for the Delaware Recommended Curriculum are available in both geography and economics.

The Center for Economic Education and Entrepreneurship at the University of Delaware offers a number of professional development opportunities and classes, <http://www.udel.edu/ceee/>. The Delaware Geographic Alliance also provides professional development opportunities for teachers, <http://www.udel.edu/Geography/DGA/web/index.htm>

Districts are now encouraging teachers of English language learners to attend district professional development in the content areas. In cooperation with the Delaware DOE, the University's English Language Institute hosts a six day, 45-semester credit hour institute that focuses on instructional strategies for teaching academic subjects to English language learners.

Delaware has several initiatives available to reading teachers (<http://www.doe.k12.de.us/programs/reading/>):

- **Reading First** offers professional development in Language Essentials for Teachers of Reading and Spelling (*LETRS*) and Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*).
- **Project CRISS** (CReating Independence through Student-owned Strategies) is an interdisciplinary program incorporating reading, writing and study strategies for literature and content classes in secondary schools.
- **Success for Secondary Struggling Readers**, a three-year program, focuses on teacher content knowledge of SBRR (Scientifically Based Reading Research) and the findings of the National Reading Panel as they apply to instructional strategies for diverse learners in grades 4 -12.

Also, the University of Delaware offers summer institutes for teachers of reading and writing:

- **The Summer Reading Institute or Summer Writing Institute** carries 6 graduate credits. Teachers may opt to use participation for a salary supplement.
<http://www.udel.edu/dcte/educators/cos/literacy.html>

Additionally, Delaware teachers can take courses tuition-free during the summer at the University of Delaware and at Delaware State University. This opportunity, made possible through legislation, offers teachers the opportunity to take courses that can be used to meet the HQT requirement and/or to earn advanced degrees.

3.5 Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

Through the Consolidated Application (described previously), districts and charter schools request State and Federal funding to address data-informed needs.

Districts and charters are required to list strategies to be used in meeting the HQT requirement. In the FY 2007 applications, many districts and charters referenced their HQT percentage from the 2005 – 2006 Teacher Quality Survey as well as identified sub-groups of teachers, such as classes taught by special education teachers and teachers of English language learners.

Districts may request funds from Federal sources, such as Title I, Title II, and Title V, to support initiatives that will address the needs of teachers who are not yet highly qualified. Additional State funding is available for professional development, early intervention reading programs, and Teacher-to-Teacher Cadre.

The Teacher-to-Teacher Cadre funding provides for the purchase of release time of exemplary teachers in the approved content areas who will provide assistance to districts/charters in designing, demonstrating, and implementing best teaching practices.

Other uses of State and Federal funds that districts and charters have requested to support the needs of teachers who are not yet highly qualified include:

- Preparation materials or workshops for Praxis II content knowledge tests
- Tutoring or coaching in the content area to prepare for Praxis II testing
- Reimbursing the cost of Praxis II test fees
- Tuition reimbursement for college/university course work
- Professional development
- Content area specialists.

Another use of the funds is for salaries, either for teacher specialists in content areas or for highly qualified teachers, especially in critical needs areas.

Delaware uses State funds to support many of the initiatives described in the narrative for Requirement 3 and for 4.3, such as:

- State funds pay for the salary increase that teachers receive for completing approved clusters (focused groups of courses and/or other professional development). The clusters include the Delaware Reading and Writing Projects. Additionally, teachers who complete either (or both) Projects must design a workshop and make it available to requesting districts or charter schools.
- The Alternate Route to Certification Program is a partnership between the Delaware DOE and the University of Delaware and is partially supported through State funds.
- Teach Delaware, an initiative to recruit qualified teachers to Delaware, is State supported.
- The new teacher induction program is funded exclusively through State funds.
- The 12% salary supplement for National Board Certified Teachers comes through State funds.
- The Delaware Higher Education Commission, a branch of the Delaware DOE, offers interest-free loans for National Board Certification candidates.
- Through statute, teachers may take university courses during the summer and pay only a nominal registration fee; there is no tuition charged. Academic course work in the NCLB subject(s) currently taught can count toward meeting the HQT requirement.
- The Social Studies Coalition receives state funds. The Coalition provides content support in geography, economics, civics, and history through its lead teacher training.
- The Science Coalition also receives state funding and has provided teachers with university courses during the school year. Also, elementary teachers must complete Smithsonian Science Kit training before teaching the kits. The kits constitute a significant part of the elementary science curriculum and teachers receive training through Science Coalition staff who are DE DOE employees. The Science Coalition professional development now extends to the middle school and plans are underway to develop professional development for high school teachers.
- Similarly, State funds support statewide training in mathematics for elementary and middle school teachers, including an e-learning pilot that offers content-based courses from the SREB and PBS.
- State funds provide professional development to the Teacher-to-Teacher Cadre, exemplary teachers in the approved content areas who will provide assistance to districts/charters in designing, demonstrating, and implementing best teaching practices.
- Development of the State Recommended Curriculum that is consistent with the Delaware content standards and grade level expectations.

Federal funds partially support the salaries of Delaware DOE staff whose responsibilities include school improvement and professional development. Additionally, Federal funds support:

- Reading First, Project CRISS, and Success for Struggling Readers, including staff who work with these reading initiatives.
- Professional development for teachers that is standards-based. Funds support the consultants/providers, substitute costs associated with teacher participation, and stipends when indicated.
- The work associated with developing grade level expectations. These are expanded and clearer descriptions of the Delaware student content standards.
- In addition to the State funds described above, professional development for the Teacher-to-Teacher Cadre.
- The Advanced Placement Incentive Program. The most recently received grant will pay for staff and programs/services to teachers. The Program targets low income middle and high schools.

Teachers may count the professional development through these State and/or Federally supported initiatives toward licensure renewal.

3.6 Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

The Consolidated Application assures that if a district or charter is in School Improvement, it is eligible for additional State and Federal funds.

Districts that serve the lowest achieving schools, and that demonstrate the greatest need and the strongest commitment to helping school meet their progress goals, are eligible for Title I school improvement funds.

At least 10% of all Title I fund allocated to a district/charter in School Improvement must go to professional development. That professional development will be targeted based on the data-informed needs and priorities that the district/charter establishes.

For Title II funds, districts/charters must assure that they will target funds to schools with the lowest proportion of highly qualified teachers, schools that have the largest class size, and schools that are identified for Title I “school improvement.”

REQUIREMENT 4

The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006 – 2007 school year.

4.1 Does the plan indicate how the SEA will monitor LEA compliance with the LEAs’ HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

The Consolidated Application for Federal and State funds for FY 08 will continue to require districts and charter schools to explain their strategies for meeting the 100% HQT goal. The State Title II Coordinator, staff associated with the other relevant Federal programs, and staff from Professional Accountability will review the applications, including the budgets, needs analyses, strategies, and supporting narrative.

Approval of the Application will be conditional upon a clear statement of the strategies and funds that will provide the appropriate resources to assist teachers in meeting the HQT requirement.

The results of the Teacher Quality Survey will be available to districts and charters to assist them in developing plans in response to the most currently available data. The Department of Education will continue to make spreadsheets available to districts/charters with HQT results disaggregated by school, content areas, specialty areas (classes taught by special education teachers or ESL teachers, for example), and other variables.

The Delaware DOE will also use the 2006 - 2007 data when conducting regularly scheduled monitoring visits. These visits will include a review of individual teacher plans and parent notification letters.

Program managers responsible for HQT will schedule additional monitoring visits, when necessary, based on the most recent data. The focus of the visits will be to determine district/charter school compliance in implementing the written plan and to review individual teacher plans. Priority for monitoring will be given to those charter schools and districts that have schools not making AYP and/or are in School Improvement.

4.2 Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Delaware DOE staff will analyze and review the most recent HQT data for each district, school, and charter school as well as the HQT data by AYP and School Improvement status. Districts and charters that have the greatest numbers of classes not taught by HQTs will receive priority for technical assistance as will schools/charters not making AYP and/or are in School Improvement.

The technical assistance described in previous sections of the Plan will continue to be available.

4.3 Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- **In the percentage of highly qualified teachers at each LEA and school**
- **And in the percentage of teachers who are receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers?**

MONITORING HQTs AT EACH DISTRICT, SCHOOL, AND CHARTER SCHOOL

Delaware will collect its HQT data through the 2006 – 2007 Teacher Quality Survey to determine the number and percent of classes not taught by highly qualified teachers. The 2005 – 2006 data will inform the need and level of appropriate technical assistance, the monitoring schedule, and will also provide the basis for districts' and charter schools' sections of the Consolidated Application for Federal and State funds.

Additionally, Professional Accountability staff and the Title II coordinator will be able to modify monitoring based on district and charter compliance and progress during the 2006 – 2007 data collection.

The monitoring visit will also include a review of individual teacher plans and district/school/charter school parent notification relative to parents' right to request information about teacher qualifications and parents' children being in classes not taught by highly qualified teachers.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

Delaware offers a wide array of high quality professional development, some of which are described in Sections 3.3, 3.4, and later in this section, 4.3. In terms of monitoring high quality professional development, Delaware has several mechanisms.

To renew a continuing license, teachers enter their 90 clock hours of professional development through the electronic teacher professional accountability system, DEEDS (Delaware Educator Data System). The Delaware DOE has established approved options. Teachers print out a summary form of their professional development and submit it for approval to their district/charter school and must include documentation of successful completion of the work.

Teachers who complete clusters (focused groups of courses and/or other professional development) can count the professional development toward licensure renewal (or receive their salary supplement) *only* after the provider attests that the cluster has been successfully completed. The Delaware DOE can monitor and track cluster work through DEEDS, the electronic professional accountability system.

The Delaware DOE has released a Request for Proposals for a comprehensive web-based professional development management system through which professional development providers can list their offerings, teachers can register, and completed work can be monitored. The system will be linked with Delaware's electronic professional accountability system, DEEDS. Implementation is expected to begin in early 2007. Professional development must adhere to the standards of the National Staff Development Council.

Every professional development offering through the Delaware DOE has a detailed evaluation. Results are shared with the presenters and the Department uses the results in its customer satisfaction surveys.

Licensure Renewal

- When Delaware instituted a licensure system, it required that those educators with a continuing license must renew the license every five years. A continuing license is issued to teachers who have more than three years of experience and have other requirements. To renew the continuing license, educators must document 90 clock hours of relevant professional development that enhances knowledge and skills and contributes to the school or profession. Options include college courses, clusters, school professional development, and professional conferences. https://deeds.doe.k12.de.us/forms/renew_cont_lic_manual.pdf

Delaware supports and provides many professional development opportunities for teachers that they can use to gain content knowledge, pedagogical skills, and approaches to assessment that increase student learning. The professional development may count toward licensure renewal and some carry salary supplements as well. Some professional development may be taken as graduate courses and Delaware teachers may take the summer courses offered through the University of Delaware and Delaware State University at no cost. State law provides for free summer tuition at state funded universities. The following sections highlight some of these opportunities.

Clusters

- Clusters are focused groups of courses and/or activities offered to Delaware educators by the Delaware Department of Education, Delaware districts, and outside vendors. Clusters are approved by the Professional Standards Board and the Delaware State Board of Education, and depending on the clock hour value of a particular cluster, participating educators are awarded pay increases in the amount of two to six percent.
https://deeds.doe.k12.de.us/certificate/deeds_cluster.aspx

Clusters are available in arts/music, English and language arts, reading, mathematics, foreign languages, science, and social studies, as well as content areas not included under the NCLB HQT requirement. Completion of a cluster may also be used for licensure renewal.

http://www.doe.k12.de.us/files/pdf/profstds_approvedclusters.pdf

Graduate Level Courses of Study

- For increments on the salary schedule, Delaware has restricted the allowable options for teachers and no longer accepts miscellaneous, unrelated, or otherwise random assortments of classes. Teachers can use course work through a matriculated graduate program or graduate level courses of study. The latter consist of at least six semester credit hours that are related in content. Completion of a graduate level course of study may also be used for licensure renewal.
<https://deeds.doe.k12.de.us/forms/salary%20increment%20app.pdf>

Some colleges and universities have developed their own graduate level courses of study. The University of Delaware's Mathematics and Science Education Resource Center has developed such a course for middle school mathematics teachers. Teachers can use these courses to meet the HQT requirement. <http://www.udel.edu/mserc/>

Advanced Placement Incentive Program

- The Advanced Placement Incentive Program is part of the "Access to High Standards Act" in the No Child Left Behind Act of 2001. The statutory requirements authorized under the 810d(1) of the Incentive Program Grant prescribe three major goals to be achieved by the project: the increase of a) the enrollment of low income students in Advanced Placement courses; b) the participation of low-income students in Advanced Placements tests; and c) the availability of Advanced Placement courses in all schools.

Delaware offers professional development to teachers through the College Board Workshops and Summer Institutes. <http://www.doe.k12.de.us/programs/ap/>

State Recommended Curriculum

- By legislative directive, Delaware has recently embarked on the development of a State Recommended Curriculum to make content standards more user-friendly and to bridge gaps between the standards, classroom practices, and assessment. Four design elements occur through all content areas in all grade levels:
 - 21st Century knowledge and skills
 - Information and technology literacy
 - Cross-cultural communicative competence
 - Equitable access to learning opportunities

The Recommended Curriculum contains: standards-based enduring understandings, essential questions, course syllabi, grade level expectations, examples and non-examples, model units of instruction and assessment, as well as samples of student work, and rubrics. The State Recommended Curriculum will also be web-based for statewide sharing and exchanges. Model units are now available with more under development.

<http://www.doe.k12.de.us/standards/index.html>

Delaware Science Coalition

- The Delaware Science Coalition, is a partnership between the Delaware Department of Education, Delaware school districts, and the business community. The program was initiated through a grant from the National Science Foundation.

The Science Coalition offers units and training for elementary, middle, and high school teachers and other professional development. http://www.sciencede.org/science_index.html

The Democracy Project

- This Project offers an Institute for Teachers is a nine-day, three-credit graduate seminar that brings together social studies teachers (K-12) and leaders in government and education to discuss the importance of civic participation for the future of America's democratic society and collaborate on ways to inspire active youth citizenship.

The Project also offers a 90-hour (2%) cluster that provides teachers with the knowledge, resources, and strategies that can be used to promote a deep understanding of the content and skills embedded within the Delaware Civics (Social Studies) Standards and the manner in which they can be taught and assessed effectively. <http://www.ipa.udel.edu/democracy/>

Teach History

- Teach History offers professional development for elementary and middle school history teachers. The Teaching American History Workshops and Summer Institutes increases and enhances teachers' and students' American History content knowledge and teachers' knowledge of new strategies to teach this content to their students.

The three-year grant from the U.S. Department of Education's Teaching American History program creates a partnership between the University of Delaware, the Red Clay and Milford school districts, and various mid-Atlantic museums and historical societies. Each workshop and summer institute is designed to address topics included in the school curriculum.

<http://www.udel.edu/readhistory/about.html>

Mathematics Initiatives

- On-going training is offered for elementary teachers in school districts that have adopted *Trailblazers* or *Investigations*. The training is content-focused and uses activities from the materials teachers use in their classrooms to deepen their understanding of the content that they teach.

Middle school training is also offered for teachers of struggling/striving math students. Many of these teachers are special education teachers with limited mathematics background or elementary teachers who are currently teaching in a middle school. The intent is to deepen the content knowledge of these teachers and give them some representational tools that will help their students to make sense of the mathematics.

The University of Delaware offers a course of study that consists of 15 credit hours to deepen the mathematics content knowledge of middle school mathematics teachers and a course of study to deepen the content knowledge of high school mathematics teachers.

Additionally, Delaware is in the first year of an e-learning pilot that offers content-based courses from SREB and PBS. This initiative will be expanded as more facilitators are trained and more sources of quality e-learning based courses are identified.

International Study in Mathematics and Science

- Delaware has been selected to take part in an international study conducted by Dylan Wiliam through ETS. The purpose of the study is to determine how specific content strategies impact the level of student performance, as measured on Delaware's statewide testing program, the Delaware Student Testing Program.

Approximately one hundred fourth and eighth grade mathematics and science teachers will participate in the first year of study with an additional one hundred in the second. The measure of increased performance will be determined by progress on the Delaware Student Testing Program.

The focus of the study is on the teachers' instructional practices. During the study, the teachers will be provided with materials, training, and support in building content knowledge for the students through strategies that closed the achievement gap in students in the United Kingdom.

Further information about the research underpinnings of this new study can be found at <http://www.pdkintl.org/kappan/kbla9810.htm> and <http://ngfl.northumberland.gov.uk/keystage3ictstrategy/Assessment/blackbox.pdf#search=%22dylan%20Wiliam%20%2B%20inside%20the%20black%20box%22>

Some of the professional development available in reading and English language arts is highlighted in Section 3.

4.4 Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Technical Assistance

The State's Title II Coordinator and Professional Accountability staff will continue to provide technical assistance to districts, schools, and charters that do not meet the 100% HQT goal. Many programs and initiatives are available to assist teachers toward meeting the highly qualified requirement and are described in Sections 3 and 4.

Delaware has developed an accountability system that focuses on support for continuous improvement of all public schools and districts. This system is structured to ensure full compliance with the No Child Left Behind requirements and to align consequences for Title I and non-Title I schools. Current Delaware Code, Title 14, § 154 requires all schools, regardless of Title I status, to complete a School Improvement plan if the school is Under School Improvement.

The plan requires a representation of the broad school community, including parents, to develop and implement an appropriate school-based plan. The plan must include a thorough review of appropriate data and must be approved by local boards of education after receiving public comment. In addition, Delaware has in place a district-level Consolidated Application process that requires districts to prepare an overall district plan for continuous improvement based on strong data analysis, collaborative community involvement, and comprehensive program reviews.

Through the Consolidated Application, the Department makes decisions relative to the acceptability of identified needs, strategies, activities, and funding requests.

Corrective Action

Teacher quality data from 2006 – 2007 will be compared to that from 2005 – 2006 to determine if districts, schools, and charters have made acceptable progress in meeting the HQT goals. Based on this review, districts, schools, and charters will once more be prioritized for monitoring. After the data are available to districts and charters, the Department expects that plans will be in place for all teachers to become HQ. Reviewing the plans, including available support and resources, will be part of the monitoring process.

The Department will also request copies of the parent notifications required under NCLB. Additionally, the Delaware Secretary of Education has informed all chief school officers verbally and in writing that if there is not sufficient progress toward the 100% goal that conditions will be placed on the district's/charter's FY 08 Title II funds. Appendix D contains a copy of one such letter with identifying information removed.

Delaware DOE program managers of Federal programs will approve requests for professional development funding through the Consolidated Application only if the professional development is of high quality and meets the National Staff Development Council's standards.

The current Teacher Quality Survey, the mechanism through which Delaware determines if teachers meet the HQT requirement, is in its second year (2006 – 2007) of being able to report by class. Last year was the first year in which Delaware could determine the HQT status of each NCLB eligible class. Delaware will review the results of this year's Survey against last year's. Districts/charters that did not make a good faith effort to meet the 100% HQT requirement and show improvement will have conditions placed on their Title II funds.

Thus, 2005-2006 is the most appropriate starting point to begin tracking for corrective action. The third year of HQT data collection will be through the 2007 – 2008 Teacher Quality Survey. The Delaware Department of Education will develop a plan based on the provisions in Section 2141 of the Federal statute.

Delaware's accountability system for schools, districts, and the State is described in regulation at: <http://www.state.de.us/research/AdminCode/title14/100/103.shtml#TopOfPage>

Currently, schools that do not meet AYP for two consecutive years must address teacher quality in their application for School Improvement funds.

The Delaware Department of Education is refining its processes and procedures for schools and districts in corrective action or in planning for restructuring. The HQT requirements will be articulated as part of the processes for districts/schools/charters that do not make progress toward the 100% goal.

REQUIREMENT 5

The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005 – 2006 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-2006 school year to multi-subject teachers in rural schools who are eligible for additional flexibility under previous US ED guidance and to multi-subject special education teachers who are highly qualified in language arts, or mathematics, or science at the time of hire.

5.1 Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

Delaware will offer HOUSSE to experienced educators as part of the 2006 – 2007 Teacher Quality Survey. However, this will be the last year in which HOUSSE will be available to all experienced teachers who meet the eligibility requirements. To be able to access HOUSSE, the teacher must have a bachelor's degree and full state certificate in the subject/field taught.

The reason for offering HOUSSE for one more year to all who are eligible is that although 2006 – 2007 will be the fourth year of the Teacher Quality Survey, it is the second year in which the Survey is designed by class. That is, teachers will take the Survey for each NCLB eligible class that they teach.

The 2005 – 2006 Survey was the first year in which all necessary data bases and sources of information were linked so that teachers could take the Survey for each NCLB eligible subject that they taught. In the first two years, teachers took the Survey based on their certification and position code in the State payroll system (examples of position codes are “middle school science teacher,” “secondary mathematics teacher,” “elementary generalist,” or “secondary teacher, exceptional children”). This design precluded teachers of multiple subjects from taking the Survey for each academic subject taught.

Offering HOUSSE to all experienced educators as part of the 2006 – 2007 Teacher Quality Survey will afford teachers, especially multi-subject teachers, an opportunity to meet the Highly Qualified Teacher requirement for the subjects that they teach. Districts and charter schools have developed plans to assist teachers in meeting the HQT requirement, such as additional course work, Praxis II, or professional development. Offering HOUSSE in 2006 – 2007 will give these teachers an opportunity to take the Survey after working on their HQT plans.

Additionally, Delaware will offer HOUSSE to multi-subject special education teachers who are new to the profession and at the time of hire are HQ in either language arts, mathematics, or science. These teachers may use HOUSSE to demonstrate subject matter competence in other subjects but must do so within two years of the date of hire.

A copy of Delaware’s HOUSSE is in Appendix B. Eligible teachers will access HOUSSE through the electronic Teacher Quality Survey. To meet the HQT requirement, more than half of the 100 required points must come from course work in the core academic subject taught. Additionally, the Delaware HOUSSE does not allow awards, serving as a cooperating teacher, committee work, and other such activities with a tenuous link to subject matter competence. Additionally, pedagogical course work is also limited.

A description of the 2006–2007 HOUSSE follows.

- One hundred points are required to be HQ.
- Teachers can count the following within HOUSSE.
 - College/university course work in the core academic subject(s) taught. No limit exists for eligible course work.
 - Teachers of one core academic subject need a *minimum* of 18 semester credit hours. Additionally, experienced elementary teachers, as part of the 18 semester credit hours, must have at least one course in each of the following: mathematics, science, social studies, and language arts/reading/English.
 - Course work in eligible pedagogy courses (limited to 9 semester credit hours).
 - Professional development experiences are limited to 10 experiences with the exception of professional development offered through universities, approved providers, or the Delaware Science Coalition. For these latter three, there is no limit on eligible professional development.
 - Teaching experience (limited to 8 years of experience).

Delaware's Multi-Subject HOUSSE is similar but requires a minimum of 15 semester credit hours in the core academic subject taught, the equivalent of an academic minor. Teachers can earn additional points by passing pre-specified Praxis II content knowledge tests. A copy of the Multi-Subject HOUSSE is in Appendix C.

Delaware believes that its HOUSSE establishes acceptable criteria for it to be used for all eligible teachers for one more year, considering that 2006 – 2007 is the second year in which teachers take the Survey for each core academic subject taught.

5.2 Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:

- **Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or**
- **Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Based on guidance from the US Department of Education and from Delaware's Secretary of Education, HOUSSE will continue to be available after 2006 – 2007 in a more limited way. The State has notified districts that the use of HOUSSE will be limited starting in 2007 – 2008.

HOUSSE will continue to be available under conditions such as the following.

- **Multi-subject special education teachers who are new to the profession,** if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.
- **Teachers in alternate route programs.** The use of HOUSSE for these teachers is necessary because during their enrollment in the alternate route program, they do not hold full state certification but the US ED has established provisions under which the teachers can meet the HQT requirement.
- **Experienced teachers of English language learners who teach multiple subjects.** These bilingual or English as a Second Language teachers must have full state certification; however, most teacher preparation programs in these fields did not require an academic major.
- **Experienced special education teachers of multiple subjects.** Often, special education teachers can meet the HQT requirement in one subject but they are often assigned to teach additional subjects or in some instances, four subjects (typically language arts/reading, science, social studies, and mathematics). And, most special education teacher preparation programs traditionally have not required an academic major or even a minor.
- **Experienced regular education teachers of multiple subjects.** These teachers will need to be HQ in one of the subjects taught before being allowed to proceed through HOUSSE. This provision will be helpful to middle school teachers who work in two-person teams and must teach at least two subjects or work in a self-contained setting and usually teach four subjects (language

arts/reading, science, social studies, and mathematics). Also, many Delaware high schools are small and teachers can be asked to teach a related subject. Or, a high school has insufficient enrollment to offer five or six periods of a subject, such as physics, and thus a science teacher in a related field is asked to teach several classes of physics.

- **Experienced teachers new to Delaware.** If experienced teachers new to Delaware do not have an academic major or equivalent or have not passed a Praxis II test of content knowledge that Delaware has adopted, the teachers may use HOUSSE if they hold full Delaware certification. Delaware has reciprocity agreements and also issues certification to teachers who hold a current and valid certificate from another state.
- **Experienced teachers for whom no Praxis II content knowledge test exists.** This provision will be helpful primarily to teachers of Latin, German, and other world languages for which the State has not adopted Praxis II tests. Standard setting studies for these subjects are difficult to arrange because the number of teachers needed for a valid standard setting study may well exceed the total number of teachers in the State.

Delaware does not have any districts or schools that meet the federal definition of “rural” and thus is ineligible to use this area of flexibility. The State will respond to any additional guidance from the US ED relative to the use of HOUSSE.

Appendix A

School HQT Data by AYP and School Improvement Status

Table Eleven
Classes Taught by HQT by School

District	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
Appoquinimink						
	Appoquinimink ECC	7	6	85.7	Y	N
	Cedar Lane ECC	9	8	88.9		
	Brick Mill Elementary	35	30	85.7	Y	N
	Cedar Lane Elementary	28	26	92.9	Y	N
	Loss Elementary	29	26	89.7	Y	N
	Silver Lake Elementary	34	27	79.4	Y	N
	Townsend Elementary	18	17	94.4	Y	N
	Meredith Middle	259	150	57.9	Y	N
	Redding Middle	210	148	70.5	N	N
	Middletown High	529	342	64.7	N	Y
Brandywine						
	Brandywood Elementary	22	22	100.0	Y	N
	Carrcroft Elementary	22	20	90.9	Y	N
	Claymont Elementary	46	42	91.3	N	N
	Darley Road Elementary	27	25	92.6	Y	N
	Harlan Elementary	28	23	82.1	N	N
	Forwood Elementary	19	17	89.5	Y	N
	Lancashire Elementary	20	17	85.0	Y	N
	Lombardy Elementary	20	19	95.0	Y	N
	Maple Lane Elementary	16	16	100.0	Y	N
	P. S. duPont Elementary	47	42	89.4	N	Y
	Mt. Pleasant Elementary	31	25	80.6	Y	N
	Hanby Middle	177	150	84.7	N	Y
	Springer Middle	193	123	63.7	N	N
	Talley Middle	113	108	95.6	N	Y
	Brandywine High	361	303	83.9	N	Y
	Concord High	367	348	94.8	N	Y
	Mt Pleasant High	315	249	79.0	N	Y
Caesar Rodney						
	Brown Elementary	31	31	100.0	Y	N
	Frear Elementary	36	34	94.4	Y	N
	McIlvaine Elementary	8	8	100.0	Y	N
	Simpson Elementary	29	29	100.0	Y	N
	Star Hill Elementary	34	33	97.1	Y	N
	Stokes Elementary	35	34	97.1	Y	N
	Welch Elementary	27	27	100.0	Y	N
	DAFB Middle	53	51	96.2	Y	N
	Fifer Middle	224	203	90.6	Y	N
	Postlethwait Middle	244	208	85.2	Y	N
	Caesar Rodney High	444	423	95.3	Y	N
	Charlton School	23	22	95.7	Y	N
	Kent Elementary ILC	6	6	100.0		

Classes Taught by HQT by School

District	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
Cape Henlopen						
	Brittingham Elementary	28	27	96.4	Y	N
	Milton Elementary	26	24	92.3	Y	N
	Rehoboth Elementary	30	29	96.7	Y	N
	Shields Elementary	28	28	100.0	Y	N
	Beacon Middle	140	126	90.0	N	N
	Mariner Middle	209	202	96.7	N	N
	Cape Henlopen High	308	308	100.0	Y	N
	Sussex Consortium	25	21	84.0	Y	N
Capital						
	Fairview Elementary	17	16	94.1	Y	N
	Hartly Elementary	21	19	90.5	Y	N
	East Dover Elementary	20	18	90.0	Y	N
	North Dover Elementary	21	18	85.7	Y	N
	South Dover Elementary	21	18	85.7	Y	N
	Towne Point Elementary	18	16	88.9	Y	N
	Washington Elementary	19	19	100.0	Y	N
	William Henry	40	36	90.0	N	N
	Central Middle	257	206	80.2	N	Y
	Dover High	341	287	84.2	N	Y
	Kent County Community	3	3	100.0	Y	N
	Kent Secondary ILC	13	0	0.0	Y	N
Christina						
	Bancroft Intermediate	44	41	93.2	N	Y
	Bayard Intermediate	58	58	100.0	N	N
	Brader Elementary	40	40	100.0	Y	N
	Brookside Elementary	36	36	100.0	Y	N
	Downes Elementary	28	28	100.0	Y	N
	Elbert-Palmer Elementary	14	14	100.0	Y	N
	Gallaher Elementary	29	29	100.0	Y	N
	Keene Elementary	43	43	100.0	Y	N
	Jones Elementary	29	29	100.0	Y	N
	Leasure Elementary	38	38	100.0	N	N
	Maclary Elementary	25	25	100.0	Y	N
	Marshall Elementary	46	44	95.7	N	N
	McVey Elementary	28	28	100.0	Y	N
	Pulaski Intermediate	22	22	100.0	N	Y
	Smith Elementary	34	34	100.0	Y	N
	Stubbs Intermediate	17	16	94.1	N	N
	West Park Place Elementary	25	25	100.0	Y	N
	Wilson Elementary	30	30	100.0	Y	N
	Gauger-Cobbs Middle	290	284	97.9	N	Y
	Kirk Middle	246	242	98.4	N	Y
	Shue-Medill Middle	305	284	93.1	N	Y

District	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
Christina, continued						
	Christiana High	390	344	88.2	N	Y
	Glasgow High	364	353	97.0	N	Y
	Newark High	424	404	95.3	N	Y
	Brennen School	49	39	79.6	Y	N
	Douglass Alternative	27	15	55.6		
	Sarah Pyle Academy	61	24	39.3		
	Sterck School	58	49	84.5	N	N
Colonial						
	Castle Hills Elementary	51	49	96.1	N	N
	Colwyck Elementary	31	26	83.9	Y	N
	Downie Elementary	37	34	91.9	Y	N
	Eisenberg Elementary	40	32	80.0	N	N
	McCullough Elementary	74	63	85.1	Y	N
	Pleasantville Elem	34	30	88.2	Y	N
	Southern Elementary	67	61	91.0	Y	N
	Wilmington Manor Elementary	28	27	96.4	Y	N
	Bedford Middle	397	245	61.7	N	N
	New Castle Middle	165	83	50.3	N	N
	Read Middle	414	205	49.5	N	Y
	William Penn High	704	455	64.6	N	Y
	Colonial ILC	41	20	48.8	N	N
	Leach School	15	15	100.0	Y	N
Delmar						
	Delmar Middle	214	214	100.0	N	N
	Delmar Sr High	174	174	100.0	Y	N
Indian River						
	East Millsboro Elementary	39	34	87.2	Y	N
	Frankford Elementary	25	25	100.0	Y	N
	Georgetown Elementary	35	28	80.0	Y	N
	Long Neck Elementary	30	28	93.3	Y	N
	Lord Baltimore Elementary	36	34	94.4	Y	N
	North Georgetown Elementary	31	28	90.3	Y	N
	Showell Elementary	22	18	81.8	Y	N
	Selbyville Middle	288	188	65.3	Y	N
	Sussex Central Middle	272	208	76.5	Y	N
	S. Delaware School of the Arts	50	38	76.0	Y	N
	Indian River High	239	186	77.8	Y	N
	Sussex Central High	349	216	61.9	N	N
	Ennis School	15	9	60.0	Y	N
	Richard Allen School	36	4	11.1		

District	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
Lake Forest						
	L F Central Elementary	32	31	96.9	Y	N
	L F East Elementary	27	25	92.6	Y	N
	L F North Elementary	43	40	93.0	Y	N
	L F South Elementary	36	36	100.0	Y	N
	W T Chipman Middle	144	115	79.9	N	Y
	Lake Forest High	206	180	87.4	N	N
	Lake Forest ILC	7	7	100.0		
Laurel						
	Dunbar Elementary	20	20	100.0	Y	N
	N Laurel Elementary	27	26	96.3	Y	N
	Laurel Intermediate	21	20	95.2	Y	N
	Laurel Middle	100	83	83.0	Y	N
	Laurel High	127	109	85.8	Y	N
	West Sussex Academy	4	4	100.0		
Milford						
	Morris ECC	44	40	90.9	Y	N
	Banneker Elementary	35	29	82.9	Y	N
	Ross Elementary	34	31	91.2	Y	N
	Milford Middle	330	292	88.5	Y	N
	Milford High	331	296	89.4	Y	N
New Castle County Vocational Technical						
	Delcastle Tech High	365	269	73.7	N	Y
	Hodgson Vo-Tech High	232	185	79.7	Y	N
	Howard HS of Technology	211	160	75.8	N	N
Polytech						
	Polytech High	271	260	95.9	Y	N
Red Clay						
	Baltz Elementary	46	28	60.9	Y	N
	Brandywine Springs Elementary	46	41	89.1	Y	N
	Forest Oak Elementary	34	30	88.2	Y	N
	Heritage Elementary	34	28	82.4	Y	N
	Highlands Elementary	29	17	58.6	Y	N
	Linden Hill Elementary	37	32	86.5	Y	N
	Marbrook Elementary	32	11	34.4	Y	N
	Richardson Park Elementary	41	23	56.1	Y	N
	Richey Elementary	29	21	72.4	Y	N
	Shortlidge Elementary	33	15	45.5	N	N
	William Lewis Elementary	35	13	37.1	Y	N
	Mote Elementary	35	24	68.6	N	N
	North Star Elementary	34	19	55.9	Y	N
	Warner Elementary	47	25	53.2	N	N
	A I duPont Middle	135	61	45.2	N	Y
	Conrad Middle	165	66	40.0	N	Y
	H B duPont Middle	262	182	69.5	Y	N

District	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
Red Clay, continued						
	Skyline Middle	163	83	50.9	N	N
	Stanton Middle	170	81	47.6	N	Y
	Calloway Art School of the Arts	310	212	68.4	Y	N
	A I duPont High	404	288	71.3	Y	Y
	Dickinson High	266	163	61.3	N	Y
	McKean High	319	226	70.8	N	Y
	Central School	138	17	12.3	N	N
	Community School	47	0	0.0		
	First State School	29	1	3.4	Y	N
	Meadowood Program	15	4	26.7	Y	N
	Richardson Park Learning Center	59	48	81.4	N	N
Seaford						
	Blades Elementary	25	25	100.0	Y	N
	Fred Douglass Elementary	31	27	87.1	Y	N
	Seaford Central Elementary	22	21	95.5	Y	N
	West Seaford Elementary	27	27	100.0	Y	N
	Seaford Middle	191	129	67.5	N	Y
	Seaford High	206	198	96.1	N	Y
Smyrna						
	Smyrna Kindergarten	5	5	100.0	Y	N
	Clayton Elementary	31	31	100.0	Y	N
	N Smyrna Elem	27	27	100.0	Y	N
	Smyrna Elementary	27	27	100.0	Y	N
	J Bassett Moore Intermediate	34	34	100.0	Y	N
	Smyrna Middle	179	145	81.0	N	Y
	Smyrna High	265	234	88.3	Y	Y
Sussex Technical						
	Sussex Technical High	345	345	100.0	Y	N
Woodbridge						
	Woodbridge Elementary	37	36	97.3	Y	N
	Wheatley Middle	190	130	68.4	Y	N
	Woodbridge High	174	125	71.8	N	Y

Charter Schools	School	Classes	N HQT Classes	% HQT Classes	Met AYP	Under SI
	Academy of Dover	17	11	64.7	Y	N
	Campus Community Charter	92	83	90.2	Y	N
	Charter School of Wilmington	213	181	85.0	Y	N
	Delaware Military Academy	120	110	91.7	Y	N
	East Side Charter	8	1	12.5	Y	N
	Kuumba Academy	14	7	50.0	Y	N
	Marion T. Academy	54	27	50.0	N	Y
	MOT Charter	90	77	85.6	Y	N
	Newark Charter	118	109	92.4	Y	N
	Positive Outcomes	64	55	85.9	N	Y
	Providence Creek	32	22	68.8	N	N
	Sussex Academy Charter	22	22	100.0	Y	N
	Thomas Edison Charter	94	13	13.8	Y	N

Appendix B

Delaware HOUSSE

The following is the HOUSSE used in 2005 – 2006. Minor refinements in wording and functionality in the electronic format will be made but the point system will remain the same.

**DELAWARE HOUSSE
2005-2006
FOR TEACHERS OF CORE ACADEMIC SUBJECTS
WHO HAVE AT LEAST ONE YEAR OF EXPERIENCE**

Certification through the National Board for Professional Teaching Standards

This section is for only those elementary teachers and for those special education teachers who hold certification through the National Board for Professional Teaching Standards.

Do you hold the Early Childhood Certificate through the National Board for Professional Teaching Standards and do you currently teach students in grades K – 3?	If yes, 100 points.
Do you hold the Middle Childhood Certificate through the National Board for Professional Teaching Standards and do you currently teach students in grades 3 - 6?	If yes, 100 points.
Do you hold the Exceptional Needs Specialist Certificate through the National Board for Professional Teaching Standards and do you currently teach elementary school special education students?	If yes, 50 points.
Do you hold the Exceptional Needs Specialist Certificate through the National Board for Professional Teaching Standards and do you currently teach middle or high school special education students?	If yes, 50 points.

College/University Course Work in the Core Academic Subject(s) Currently Taught

To meet the NCLB teacher quality requirement, elementary school teachers and elementary special education teachers need a minimum of 6 three-credit courses in core academic subjects to meet the NCLB teacher quality requirement. Also, elementary school teachers and elementary special education teachers must have at least one course in each of these subjects: mathematics, social studies, science, reading/language arts or English.

All other teachers must have a minimum of 6 three-credit courses in the core academic subject(s) that they currently teach to meet the NCLB teacher quality requirement.

Teachers may count all undergraduate and graduate academic course work in the core subject(s) currently taught.

Each credit hour counts 3 points with no maximum.

How many credit hours do you have in the core academic subject(s) currently taught? A minimum of 6 three-credit courses is needed to meet the NCLB teacher quality requirement. Count 3 points for each credit hour. There is no maximum on academic course work.	_____ credit hours x 3 points = _____ points.
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College/University Course Work in Pedagogy Related to the Core Academic Subject(s) Currently Taught

The pedagogy must be college or university course work and be related to the core academic subject(s) currently taught. The following are the eligible pedagogy courses: methods courses in the core academic subject(s) currently taught, instructional strategies, educational technology, classroom management, curriculum, educational assessment/measurement, educational or cognitive psychology, child or adolescent psychology as appropriate to the age level currently taught, human growth and development appropriate to the age level currently taught, behavioral interventions, individualized/differentiated instruction.

Each credit hour counts 3 points with a maximum of 27 points.

How many credit hours do you have in pedagogy related to the core academic subject(s) currently taught? Count three points for each credit hour with a maximum of 27 points (3 three-credit hour courses).	_____ credit hours x 3 points = _____ points.
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Clusters, Delaware Science Coalition Unit Courses, DEMCI and DESMAP Courses

Teachers may count completed clusters toward meeting the NCLB teacher quality requirement *only if* the cluster focuses on the core academic subject(s) currently taught.

Science teachers may count unit courses offered through the Delaware Science Coalition. Mathematics teachers may count courses offered through DEMCI (Delaware Exemplary Mathematics Curriculum Implementation) and DESMAP (Delaware Secondary Mathematics Partnership).

A completed 90-hour cluster counts 9 points; completed science unit courses and mathematics (DEMCI or DESMAP) courses count 5 points each with no maximum.

How many 90-hour clusters have you completed in the core academic subject(s) currently taught? Count 9 points for each completed cluster with no maximum.	_____ 90-hour cluster(s) x 9 points = _____ points.
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For science teachers, how many unit courses through the Delaware Science Coalition have you completed? Count 5 points for each completed unit course with no maximum.	_____ unit courses x 5 points = _____ points.
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For mathematics teachers, how many courses through DEMCI and/or DESMAP have you completed? Count 5 points for each completed course with no maximum.	_____ courses credit x 5 points = _____ points.
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Professional Development in the Core Academic Subject(s) Currently Taught

The professional development must be in the core academic subject(s) currently taught. Only professional development taken after June 30, 1995, is eligible.

Each eligible professional development activity is worth one point with a maximum of 10 points.

<p>How many professional development activities have you taken in the core academic subject(s) currently taught? Each eligible professional development activity counts 1 point with a maximum of 10 activities.</p>	<p>_____ professional development activities x 1 point = _____ points.</p>
--	--

Years of Experience in the Core Academic Subject(s) Currently Taught

The years of eligible teaching experience must be in the core academic subject(s) currently taught. Each eligible year counts 2 points with a maximum of 16 points (eight years).

<p>How many years of teaching experience do you have in the core academic subject(s) currently taught? Each year counts two points, with a maximum of 16 points (8 years).</p>	<p>_____ years of experience x 2 points = _____ points.</p>
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Appendix C

Delaware Multi-Subject HOUSSE

The following is the HOUSSE used in 2005 – 2006. Minor refinements in wording and functionality in the electronic format will be made but the point system will remain the same. Additionally, some revision will be needed to accommodate the new special education teachers of multiple subjects.

**DELAWARE HOUSSE
2005-2006**

**FOR MIDDLE AND HIGH SCHOOL TEACHERS OF
OF MULTIPLE CORE ACADEMIC SUBJECTS**

**SPECIAL AND REGULAR EDUCATION TEACHERS
WHO HAVE AT LEAST ONE YEAR OF EXPERIENCE**

Certification through the National Board for Professional Teaching Standards

This section is for only those special education teachers who hold the Exceptional Needs Specialist certificate through the National Board for Professional Teaching Standards.

Do you hold the Exceptional Needs Specialist certificate through the National Board for Professional Teaching Standards and do you currently teach middle or high school special education students?	If yes, 50 points.
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Praxis II Test, Fundamental Subjects

Have you passed the Praxis II test, Fundamental Subjects, and do you currently teach English language arts, and/or mathematics, and/or science, and/or social studies to middle or high school regular education or special education students?	If yes, 30 points.
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Praxis II Test, General Science

Have you passed the Praxis II test 0435, General Science, and do you currently teach more than one science field (chemistry and/or physics and/or earth science and/or biology and/or physical science) to high school regular education or special education students?	If yes, 30 points.
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College/University Course Work in the Core Academic Subject(s) Currently Taught

To meet the NCLB teacher quality requirement, middle and high school teachers of multiple core academic subjects need a minimum of 5 three-credit courses in each core academic subject to meet the NCLB teacher quality requirement.

Teachers may count all undergraduate and graduate academic course work in the core subject(s) currently taught.

Each credit hour counts 3 points with no maximum.

<p>How many credit hours do you have in the core academic subject currently taught? A minimum of 5 three-credit courses is needed to meet the NCLB teacher quality requirement for each core academic subject taught. Count 3 points for each credit hour. There is no maximum on academic course work.</p>	<p>_____ credit hours x 3 points = _____ points.</p>
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College/University Course Work in Pedagogy Related to the Core Academic Subject(s) Currently Taught

The pedagogy must be college or university course work and be related to the core academic subject(s) currently taught. The following are the eligible pedagogy courses: methods courses in the core academic subject(s) currently taught, instructional strategies, educational technology, classroom management, curriculum, educational assessment/measurement, educational or cognitive psychology, child or adolescent psychology as appropriate to the age level currently taught, human growth and development appropriate to the age level currently taught, behavioral interventions, individualized/differentiated instruction.

Each credit hour counts 3 points with a maximum of 27 points.

<p>How many credit hours do you have in pedagogy related to the core academic subject(s) currently taught? Count three points for each credit hour with a maximum of 27 points (3 three-credit hour courses).</p>	<p>_____ credit hours x 3 points = _____ points.</p>
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Clusters, Delaware Science Coalition Unit Courses, DEMCI and DESMAP Courses

Teachers may count completed clusters toward meeting the NCLB teacher quality requirement *only if* the cluster focuses on the core academic subject(s) currently taught.

Science teachers may count unit courses offered through the Delaware Science Coalition. Mathematics teachers may count courses offered through DEMCI (Delaware Exemplary Mathematics Curriculum Implementation) and DESMAP (Delaware Secondary Mathematics Partnership).

A completed 90-hour cluster counts 9 points; completed science unit courses and mathematics (DEMCI or DESMAP) courses count 5 points each with no maximum.

How many 90-hour clusters have you completed in the core academic subject(s) currently taught? Count 9 points for each completed cluster with no maximum.	_____ 90-hour cluster(s) x 9 points = _____ points.
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For science teachers, how many unit courses through the Delaware Science Coalition have you completed? Count 5 points for each completed unit course with no maximum.	_____ unit courses x 5 points = _____ points.
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For mathematics teachers, how many courses through DEMCI and/or DESMAP have you completed? Count 5 points for each completed course with no maximum.	_____ courses credit x 5 points = _____ points.
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Professional Development in the Core Academic Subject(s) Currently Taught

The professional development must be in the core academic subject(s) currently taught. Only professional development taken after June 30, 1995, is eligible.

Each eligible professional development activity is worth one point with a maximum of 10 points.

How many professional development activities have you taken in the core academic subject(s) currently taught? Each eligible professional development activity counts 1 point with a maximum of 10 activities.	_____ professional development activities x 1 point = _____ points.
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Years of Experience in the Core Academic Subject(s) Currently Taught

The years of eligible teaching experience must be in the core academic subject(s) currently taught. Each eligible year counts 2 points with a maximum of 16 points (eight years).

How many years of teaching experience do you have in the core academic subject(s) currently taught? Each year counts two points, with a maximum of 16 points (8 years).	_____ years of experience x 2 points = _____ points.
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Appendix D

Sample Letter from Valerie Woodruff to

Districts and Charter Schools Regarding HQT Data

And Corrective Action

The following is a letter to a district in which the identifying district information has been removed.



DEPARTMENT OF EDUCATION
 401 Federal Street, Suite #2
 DOVER, DELAWARE 19901
 DOE WEBSITE: <http://www.doe.k12.de.us>

Valerie A. Woodruff
 Secretary of Education
 Voice: (302) 735-4000
 FAX: (302) 739-4654

August 14, 2006

XXX, Superintendent
 XXX School District
 XXXX
 XXXX

Dear XXX:

I am writing to follow-up on the July 14 e-mail about the NCLB Highly Qualified Teacher (HQT) requirement that you received from Pat Dunn, Director of the Technology Management and Design Work Group at the Department.

This e-mail contained 17 Excel spreadsheets that detailed the results of XXX School District relative to the 2005-2006 Teacher Quality Survey that we used to determine teacher quality status. You will recall that teachers were to take the Survey for each NCLB content area class that they taught.

The spreadsheets provided the following data at the *class* level:

- Results by district and by school
- Reasons why teachers were not HQT
- Disaggregated analyses by:
 - Poverty and minority status of students
 - NCLB academic content areas
 - Teachers' years of experience
 - Students with disabilities
 - English language learners
 - DSTP performance.

Reporting by class is an NCLB requirement, and Delaware has reported its HQT data to the US Department of Education (USDOE) as required.

I commend your district for having:

- Six schools with more than 80% of classrooms taught by HQTs
- Four academic content areas/fields with at least 80% of classrooms taught by HQTs
- Few or no issues with teacher assignments at the secondary level
- Verified all completed Teacher Quality Surveys.

XXX

August 14, 2006

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On the other hand, the data show that your district has:

- Four schools with less than 80% of classrooms taught by HQTs
- Six academic content areas/fields with less than 80% of classrooms taught by HQTs.
- Classes for which teachers did not take the Teacher Quality Survey.

For each state, the USDOE has set a 100% HQT goal by the end of 2006 – 2007. It is requiring that districts and charter schools have plans in place to assist teachers who are not highly qualified to attain HQT status as soon as possible.

The data that you have received from DOE and the teacher quality status of teachers, available through your personnel/human resources office, will provide you with the information needed for XXX School District to develop and implement its plan to meet the 100% HQT goal for 2006 – 2007.

Specifically, DOE expects that districts and charter schools will use the data in these ways.

- Develop a written district/charter school plan to assist teachers who are not highly qualified to attain HQT status as soon as possible. This plan should be reflected in your Consolidated Application.
- Develop a written plan for each teacher who is not yet HQ and provide resources to assist the teacher with the plan. You may use state and federal funds in assisting teachers with the two options for attaining HQT status as soon as possible this year:
 - Passing Praxis II
 - Taking college courses in the academic content area taught if the teacher is close to an academic major (30 semester credit hours).
 - HOUSSE (USDOE wants us to limit this option. We will provide additional information later)
- Teacher assignment or equitable distribution of HQTs is a special area of focus for USDOE and one that we had to include in our HQT State Plan. Thus, another use of the data is to review and make modifications to teacher assignment, such as:
 - Out-of-field assignments
 - Frequent changes in teacher schedules
 - Assignment of HQTs relative to student characteristics (minority status, poverty, disabilities, English language proficiency) and the teacher's years of experience.
- Remedy data quality issues:
 - Make certain that all teachers who must take the Teacher Quality Survey this year do so, and that they complete a survey for each NCLB content area class taught.
 - Require that personnel/HR staff verify all completed surveys. If a survey is not verified, the teacher appears in the database as not having taken the Survey and his/her HQT status cannot be determined.

XXX

August 14, 2006

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- Make certain that all teachers have correct PHRST IDs; that all NCLB content courses are correctly coded for eSchool Plus; and that certification information is correct.
- Plan focused and sustained professional development that will deepen content area knowledge, skills in effectively teaching that content to all students, and ways to assess students that will promote learning.

The accuracy and completeness of eSchool Plus, PHRST, and certification data are critical to teachers being able to take the Survey. Most likely, more teachers would have attained HQT status if data accuracy and completeness issues were significantly reduced, and if all completed surveys had been verified by personnel/HR staff.

The Delaware DOE is using the data to develop monitoring protocols for district and charter school visits, for monitoring during the Survey, and in providing technical assistance and guidance for teachers and administrators relative to the Survey. Also, staff is using the data in planning professional development, as well as recruitment and retention initiatives and policies.

USDOE is very serious about states working diligently toward meeting the 100% HQT goal by the end of 2006 – 2007. Also, the USDOE has indicated that it will withhold federal funds to states if they are out of compliance with NCLB requirements, thereby reducing funds for districts and charter schools.

Therefore, the Delaware DOE is requiring districts and charter schools to use the available data in developing and implementing plans toward meeting the 100% HQT goal. A focus on data quality and completeness is critical to meeting this goal.

Districts and charter schools that continue to have serious data quality issues or who do not make significant progress toward the 100% HQT goal may have conditions placed on their FY 08 Title II funds.

Sincerely,

Valerie A. Woodruff
Secretary of Education

VAW/dcs