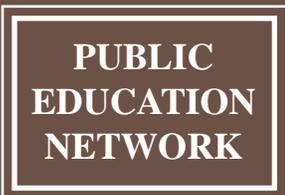


No Child Left Behind

Title II: Teacher and Principal Preparation

Action Guide for Parents and Communities



Public involvement. Public education. Public benefit.

Overview

Title II, Part A

Title II Non Regulatory Guidance, Part A-C

NCLB includes funding and programs that encourage school districts and schools, especially those that are identified as low performing, or have large numbers of teachers with emergency or provisional certification, to improve the quality of teachers in their district. The state education agency plan must define how parents, teachers, principals, administrators, paraprofessionals and other school personnel will work collaboratively in carrying out the activities of Title II. In addition, each local agency Title II plan must include a description of how it will provide training to enable teachers to involve parents in their education.

One of the allowable activities under Title II includes providing teacher and principal professional development in working more effectively with parents. In many cases, teachers and principals do not possess the skills or knowledge about how to involve parents in school decision-making, or how to effectively communicate with the home. Title I allows school districts and schools to use Title II monies to implement the parent involvement requirements of NCLB.

Title II contains funding for teacher and principal training and recruitment efforts at the state and local level, as well as teacher training at institutions of higher education. This Title is designed to provide special help for “high need” school districts; and schools that have been identified as needing improvement, having the lowest proportion of “highly qualified” teachers, and have the highest average class size under Title I. Title II monies are designed to rectify the problems of large numbers of students being taught by teachers with inadequate content knowledge and preparation in the subjects they are teaching.

Title II replaces the old Eisenhower Professional Development Program which sent a large portion of the federal funds to local school districts, targeted money to high poverty school districts, and limited the use of the money to teacher training, recruitment and curricular improvement in science and math. Title II also replaces the old Class Size Reduction Program (CSR) aimed at class size reduction, teacher and principal training and recruitment. While certain elements of these two programs are still in the new Title II, the current Title is much broader and is tied to the teacher quality mandates of NCLB (see Teacher Quality Fact Sheet).

Purpose of Title II

Title II provides the state education agency and local school districts with money to improve the quality of teaching and principal leadership through recruitment, teacher training and professional development, and class size reduction. In addition, Title II contains eight separate programs that are designed to enhance teacher and principal competency and career development.

Did You Know?

- That parents and the community can be involved in the development of the school district's Title II application.
- That Title II allows school districts to spend Title II money on training teachers and principals in effective parent involvement strategies and practices.

State Activities

Each state is required to develop a plan consistent with the goals of the Title that shall also stipulate how the activities under Title II will include the input of teacher, principals, parents, administrators, paraprofessionals and other school personnel.

The state may use up to 2.5 % of its state Title II grant for:

- Competitive grants that encourage partnerships with a "high need" district and an institution of higher education providing training for teachers, principals paraprofessionals. Other school districts or organizations may be included.

Another 2.5% of the state money may be used for:

- Reforming certification requirements
- Creating alternative certification routes for career changers, recent graduates, and current paraprofessionals
- State programs to support teachers and principals
- Identifying professional development programs that boost student achievement
- Helping teachers meet licensing requirements
- Developing and implementing programs to assist school districts and schools to effectively recruit and retain "highly qualified" teachers and principals

Required Elements of District and School Teacher and Principal Professional Development

Title II is designed to provide more flexibility for state and local school districts to spend the money based on their own educator retention and recruitment needs. As a result, there is no requirement that a specified portion of funds be used only for math and science; that state and school district provide a “match” of funds from their own resources; that 80% of the funds be spent for teacher professional development, or that Title II money be used only to reduce class size, as was included in the previous legislation.

However, in order to comply with NCLB requirements, local Title II programs must:

- Be aligned with state standards and assessments and be grounded in “scientifically based research”
- Focus on core subjects
- Be based on a “needs assessment” of local needs for professional development, recruitment and hiring, including both teachers and principals
- Be designed to help teachers and paraprofessionals meet the qualification requirements set under Title I and help schools recruit and retain “highly qualified” teachers and principals
- Be integrated with activities funded by Title II, Part D to support teacher technology training to help teachers meet the needs of students with different learning styles, including disabled, gifted and limited-English-proficient students
- Include activities designed to help teachers improve student behavior, use data to improve instruction and involve parents

Allowable Activities

As long as the school district’s Title II program includes the above elements, almost any training or recruitment activity aimed at the goal of improving teacher and principal quality could be supported. Some activities mentioned in the law are:

- Incentives that help schools recruit and retain “highly qualified” teachers and principals in schools or subject areas where there is a shortage of such teachers including financial bonuses
- Provide training to enable teachers and principals to involve parents in their child’s education, especially parents of limited English proficient and immigrant children
- Training “highly qualified” paraprofessionals (see [Paraprofessional Fact Sheet](#))
- Alternative certification routes
- Training special education teachers
- Recruiting minority and disabled teachers
- Teacher mentoring programs
- Class size reduction
- Help paraprofessionals, teachers and principals get advanced degrees

Note: NCLB allows state departments of education to transfer up to 50% of their non-Title I funds between five programs: Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.

At the local level, NCLB allows school districts to transfer up to 50% of their funds without state approval, except for those schools identified as “improvement-action schools,” between the following programs: Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.

While NCLB does not require it, parents and the community should be involved in decisions that relate to the transfer of funds, at both the state and local levels.

Other Programs Funded under Title II

School Leadership (Title II, Part A, Subpart 5, Section 2151-b)

This competitive grant program assists “high need” school districts in recruiting and training principals and assist principals through a number of activities. Activities could include financial incentives for new principals; stipends for principals who serve as mentors do new principals; professional development programs in instructional leadership and management; and incentive programs or teachers and other individuals who seek to become principals. Eligible applicants include “high need” school districts, or a consortia of such school districts, nonprofit organizations and college and universities.

Advanced Credentialing (Title II, Part A, Subpart 5, Section 2151-c)

Competitive grants are awarded to develop teacher standards that include measures tied to increased student academic achievement, and to promote outreach, teacher recruitment, or teacher support related to the credentialing by the National Board for Professional Teaching Standards (NBPTA).

Early Childhood Educator Professional Development (Title II, Part A, Subpart 5, Section 2151-e)

This program supports professional development programs to improve the knowledge and skills of early childhood educators who work in urban or rural high-poverty communities and who are primarily children from low-income families. Eligible applicants include state education agencies, colleges and universities, and organizations with experience in providing training to educators in early childhood education programs such as Head Start.

Mathematics and Science Partnerships (Title II, Part B)

This is a new program that funds partnerships between states, higher education institutions, districts and schools to improve teacher education, training of existing teachers, and quality of curricula. Eligible partnerships include the state education agency; the engineering, math, or science department of an institution of higher education; and a “high need” school district. The partnership could also include additional school districts; public charter schools, or public or private schools; a business; or a nonprofit or for profit organization with demonstrated effectiveness in improving the quality of math and science teachers.

Funds can be used to:

- Develop or redesign math and science curricula
- Provide professional development to improve subject and content knowledge based on scientific research
- Operate summer institutes and workshops
- Recruit math, science and engineering majors into teaching
- Establish distance learning programs
- Develop exemplary math and science programs
- Develop programs to encourage women and underrepresented groups to pursue careers in math, science, engineering and technology

Troops to Teachers (Title II, Part C, Subpart 1, Chapter A)

This program assists retired military personnel in obtaining certification as teachers in exchange for agreement to teach for three years in a “high need” school district or charter school. The Secretary of Education may use some of the funds to support state education activities in conjunction with colleges and universities in developing alternative education routes for former military personnel, but the Defense Department will continue to administer most of the program.

Transition to Teaching (Title II, Part C, Subpart 1, Chapter B)

This competitive grant program supports recruitment and training of mid-career professionals into the field of teaching, especially for “high need” school districts. School districts can partner with colleges and universities, with other “high need” school districts, the state education agency, or organizations that have a proven record of effectively recruiting and retaining high qualified teachers.

Teaching of Traditional American History (Title II, Part C, Subpart 4)

The program supports partnerships between one or more school districts and colleges and universities, non profit history or humanities organizations, libraries or museums that aim to help teachers develop the skills necessary to teach traditional American history.

Action Opportunities for Community Leaders

- Ask the SEA how the teacher quality plan and Title II application will be developed, who the community representatives are, and how they were selected.
- If the state has not yet completed its planning, ask to be part of the planning process as a CBO with expertise in teacher issues and public engagement.
- Widely disseminate the state plan to other CBOs and the community. Provide comments on the plan, and seek revisions and changes if necessary.
- Monitor the state planning process and hold state officials accountable for developing and implementing the plan.
- Find out about the LEA planning process, ask to participate on the LEA teacher quality planning committee, and provide information and feedback on the LEA plan.
- Develop statewide and school district coalitions to monitor implementation of the state's teacher quality plan and progress of the school district's teacher quality plan.
- Build statewide and community-based coalitions and partnerships to inform the public about the state plan. Create community and public support and demand for quality teachers and principals through an information campaign.
- Work with elected officials and state policymakers to ensure that state and federal resources are available for achieving teacher quality objectives.

Action Opportunities for Parent Leaders

On the state level

- Get involved with the state teacher quality planning committee.
- Get a copy of the SEA teacher quality plan. Join statewide coalitions to provide leadership, support, and wide dissemination of the plan.
- Voice comments and concerns about the plan to the SEA. If the plan is acceptable, build ownership for the plan among parents. Educate parents statewide about the content of the plan and progress toward implementation.
- Work with statewide and local community coalitions to hold school districts and the state accountable for implementation.
- Organize parents and community representatives in efforts to become informed about the need for more qualified teachers. Build public support and pressure state and federal governments to provide the resources needed to increase the number of qualified teachers.

On the district and local level

- Work with local community colleges and universities to develop partnerships with schools to recruit interns, student teachers and graduate students in the field of education.
- Find out how many teachers in your school are not highly qualified by requesting the information from the principal. Ask what is being done to help them become highly qualified.
- Find out about teacher turnover in your district and ask what is being done to retain good teachers.
- Find out what professional development opportunities are available to assist those who are not highly qualified and sustain those who are.
- Find out what support systems are in place, especially for new teachers. Advocate for coaching/mentoring of new staff.
- Join the school improvement council to provide support and resources.

Resources

A Community Action Guide to Teacher Quality

<http://www.publiceducation.org/tqguide.asp>

AdultGegaSkills.org – www.adultmegaskills.org/

American Association of Colleges for Teacher Education — <http://www.aacte.org/>

American Federation of Teachers — <http://www.aft.org/>

Education Commission of the States — <http://www.ecs.org/>

Education Trust — <http://www2.edtrust.org/edtrust>

Education Week Teacher Quality — <http://www.edweek.org/>

MegaSkills® Online – www.megaskillshsi.org/Default.htm

National Board for Professional Teaching Standards — <http://www.nbpts.org/>

National Center for Education Statistics — <http://nces.ed.gov/>

National Commission on Teaching and America's Future — <http://www.nctaf.org/>

National Council for Accreditation of Teacher Education — <http://www.ncate.org/>

National Council on Teacher Quality — <http://www.nctq.org/>

National Education Association — <http://www.nea.org/>

Parent Information Resource Centers — <http://www.pirc-info.net/>

Parent Training and Information Centers — <http://www.taalliance.org/PTIs.htm>

SERVE — <http://www.serve.org/>

Southeast Center for Teaching Quality — <http://www.teachingquality.org/>

Title II Technical Assistance, US Department of Education — <http://title2.org/>

Our Vision

Every day, in every community, *every* child
in America benefits from a quality public education.

Our Mission

To build public demand and mobilize resources for
quality public education for *all* children through a national
constituency of local education funds and individuals.



Public involvement. Public education. Public benefit.

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