

Archived Information

Strategies for Improving Teacher Quality

Student Achievement and School Accountability Conference
October 2002

No TEACHER Left Behind

- A Highly Qualified Teacher in every classroom by 2005-2006
- Increased Flexibility in Funding
- NCLB provides funding for professional development, innovative compensation strategies, tenure reform, alternative certification, recruitment and retention innovations, and more!

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Text (slide 2):

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NCLB – Focus on Four Areas to Attract and Retain Highly Qualified Teachers

Focus:

- Certification Reform
- Professional Development
- Compensation Strategies
- Recruitment Ideas

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Text (slide 3):

NCLB--Focus on Four Areas to Attract and Retain Highly Qualified Teachers

Focus:

- Certification Reform
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- Recruitment Ideas

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Professional Development



NCLB : Has some very specific guidelines:

- For example, States can use the funds to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day or short-term workshops or conferences are no longer considered acceptable professional development experiences.**

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Text (slide 8):

Professional Development

NCLB : Has some very specific guidelines:

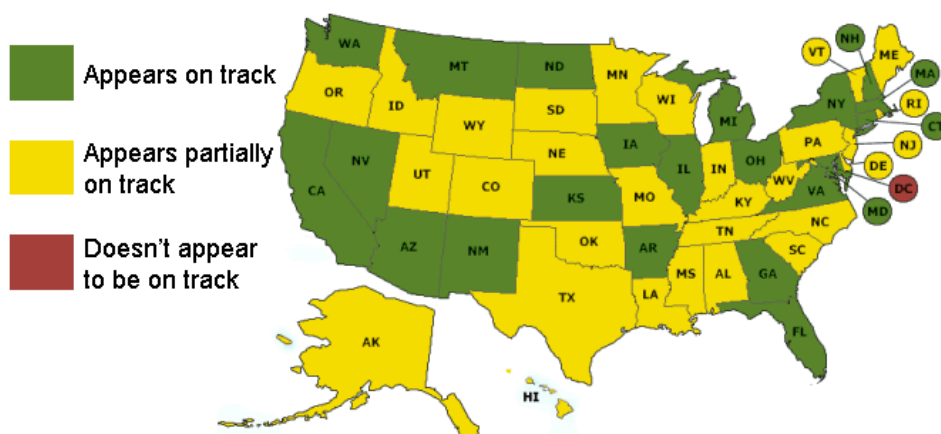
- For example, States can use the funds to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities. Yet, one-day or short-term workshops or conferences are no longer considered acceptable professional development experiences.

HIGHLY QUALIFIED TEACHERS: A NATIONAL IMPERATIVE

Highly Qualified Teachers: NCLB



Progress on "Highly Qualified" Definition



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Highly Qualified Teachers: NCLB

Progress on "Highly Qualified" Definition

Appears on Track:

- Washington
- Montana
- North Dakota
- California
- Nevada
- Arizona
- New Mexico
- Kansas
- Arkansas
- Iowa
- Illinois
- Michigan
- Ohio
- Florida
- Georgia

Appears Partially on Track:

- Oregon
- Idaho
- Utah
- Wyoming
- Colorado
- Texas
- Alaska
- Hawaii
- Oklahoma
- Nebraska
- South Dakota
- Minnesota
- Missouri
- Louisiana
- Wisconsin

Doesn't Appear to be on Track:

- Washington, DC

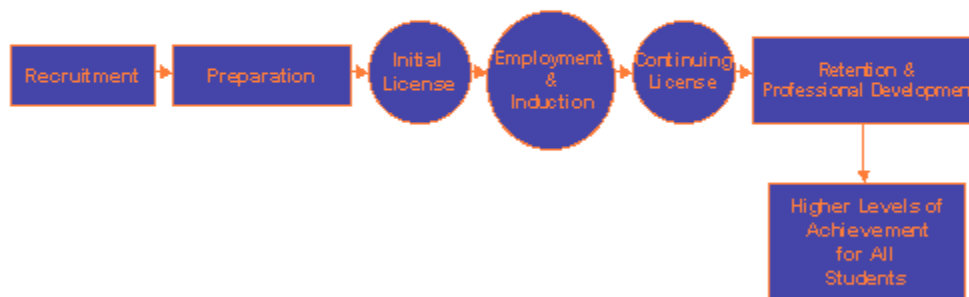
- Virginia
- Maryland
- New York
- Connecticut
- New Hampshire
- Massachusetts
- Indiana
- Kentucky
- Tennessee
- Mississippi
- Alabama
- South Carolina
- North Carolina
- West Virginia
- Pennsylvania
- Delaware
- New Jersey
- Rhode Island
- Vermont
- Maine

(On the slide, the above information is shown on a map of the United States of America.)

Explanation of slide: The Education Commission of the States (ECS) is tracking states' progress on implementing a "highly qualified teacher" definition. Over half the states appear to be partially on track to set a definition, a little fewer than half appear to be on track and only the District of Columbia doesn't appear to be on track at this time. (But these data change almost daily).

HIGHLY QUALIFIED TEACHERS: A NATIONAL IMPERATIVE

Highly Qualified Teachers: HOW?



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Highly Qualified Teachers: HOW?

The slide contains a flowchart with arrows from left to right between the words:

Recruitment - Preparation - Initial License - Employment & Induction - Continuing License - Retention & Professional Development - Higher Levels of Achievement for All Students

Explanation of slide: The slide describes a continuum of critical steps in achieving highly qualified teachers from recruitment, preparation, initial licensure, effective employment and induction practices, granting of the continuing license, effective strategies for retention and professional development -- all leading to higher levels achievement for all students.