

**The
New Jersey
Model for
Identifying
Highly Qualified
Teachers**



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William L. Librera, Ed.D.
Commissioner of Education

Richard Ten Eyck
Assistant Commissioner
Educational Programs and Assessment

Jay Doolan
Director
Academic and Professional Standards

Joan Brady
Director
Office of Licensing and Credentials

Barbara Gantwerk
Director
Office of Special Education

Eileen Aviss-Spedding
Manager
Professional Standards

Jan Niedermaier
Coordinator
Professional Standards

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Roberta Van Anda Rumson

William L. Librera, Ed.D.
Commissioner
Secretary, State Board of Education



The New Jersey Model for Identifying Highly Qualified Teachers

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The New Jersey Model for Identifying Highly Qualified Teachers

- **There are to be no consequences for individual teachers in terms of job loss** if they have not yet satisfied the federal definition of a Highly Qualified Teacher. This is especially true for teachers in Title I school-wide and targeted assistance programs. Teachers holding emergency certification complete only the Statement of Assurance. They cannot become highly qualified without a standard license.
- **All forms and related documentation are due to building principals not later than Monday, November 3, 2003.**
- New, newly hired and veteran teachers in non-Title I schools, as well as veteran teachers in Title I school-wide and targeted assistance programs, must satisfy the definition of a Highly Qualified Teacher by the end of the 2005-2006 school year. Federal regulations require that new and newly hired teachers in Title I school-wide and targeted assistance programs be highly qualified at the time of hire (See appendix for details).
- The Department of Education's role in implementing the federal requirement is to provide districts with the orientation, training and support needed to support schools in completing the Highly Qualified Teacher identification process; to create a state profile using the Highly Qualified Teacher Survey data; and to determine the Annual Yearly Progress goals for increasing the percentage of classes taught by Highly Qualified Teachers.
- The district's role in implementation of the federal requirement is to provide schools and teachers with the orientation, inservice and support needed to complete the Highly Qualified Teacher identification process including, where necessary, the NJ HOUSE Standard: Content Knowledge Matrix (see page 32) and to gather and maintain the identification data at the building level.
- Schools that receive Title I funding (including funds used for before/after school programs) must comply with the parent notification requirements under *No Child Left Behind*. In September, schools receiving Title I funds must notify all parents of their right to inquire about the qualifications of their child's teacher(s). A sample letter (Sample A) and additional parent information have been provided in the appendix. In mid-November, schools receiving Title I funds must notify parents if any of their child's teachers have not yet satisfied the federal definition of a Highly Qualified Teacher. A sample letter (Sample B) and additional parent information have been provided in the appendix. The Sample B letter (or a modified version) must be sent to any parent whose child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a Highly Qualified Teacher. Parent notification requirements apply to the entire school—whether or not the teacher is paid in whole or in part by Title I funds or teaches within a targeted assistance program.



The New Jersey Model for Identifying Highly Qualified Teachers

The federal *No Child Left Behind Act (NCLB)*, reauthorized in 2001, requires that all teachers be or become highly qualified in the core academic content area(s) they teach. *NCLB* places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis grows out of the research showing that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement.

It is vital that districts and teachers understand that there are to be no consequences to individual teachers in terms of job loss, if teachers have not yet met the federal definition of a Highly Qualified Teacher. This is particularly true in schools and programs supported with Title I funds. The state has a responsibility under the federal law to support and monitor district progress toward meeting the goal of increasing the number of highly qualified teachers. Districts have a responsibility to support and monitor teacher progress toward meeting the goal of satisfying the federal definition of a Highly Qualified Teacher.

This packet contains two types of forms. Teachers will complete the appropriate NJ Highly Qualified Teacher Identification form(s) based on the certifications they hold, both those for which they have current teaching assignments and any additional certificates they may hold for which they do not have a current teaching assignment. This form will be used to determine whether the teacher satisfies the definition of a Highly Qualified Teacher based on the federal criteria for the particular certificate held. Veteran teachers who do not satisfy the federal definition advance to the NJ High Objective Uniform State Evaluation (HOUSE) Standard and complete a Content Knowledge Matrix to determine whether they satisfy the definition of a Highly Qualified Teacher using the alternate criteria of the NJ HOUSE Standard. Teachers who do not yet document 10 points on the NJ HOUSE Standard Content Knowledge Matrix have until the end of the 2005-2006 school year to earn 10 points in order to satisfy the definition of a Highly Qualified Teacher. New and newly hired teachers in Title I school-wide and targeted assistance programs must satisfy the definition of a Highly Qualified teacher at the time of hire. Newly hired teachers may satisfy the definition using the NJ HOUSE Standard.

The department is awaiting the final reauthorization of the Individuals with Disabilities Education Act (IDEA) legislation to determine the requirements for special education teachers who provide consultative/support services, such as in-class or pull-out support, or who team teach with a content area instructor in general education settings, but who are not the sole providers of direct content instruction. The Senate bill, at the time of this writing, would require special education teachers providing consultative/support/team-teaching services to satisfy the federal definition of a Highly Qualified Teacher at the elementary level. Special education teachers who provide direct content instruction in elementary schools (including self-contained classes in grades 6-8) must satisfy the federal definition of a Highly Qualified Teacher at the elementary level. Special education teachers who provide direct content instruction in departmentalized middle and secondary schools must satisfy the federal definition of a Highly Qualified Teacher based on the grade level of the content/curriculum they are teaching, rather than the chronological age of their students. As the department receives further information regarding requirements for special education teachers who provide consultation/support, it will provide additional guidance to the field.



1. Which teachers must document that they are highly qualified?

All teachers with primary responsibility for direct instruction in one or more of the core academic content areas are required to demonstrate that they satisfy the federal definition of a Highly Qualified Teacher. This includes elementary generalists who teach all subjects to a particular grade/class, Special education teachers who provide direct instruction in one or more content areas, middle- and secondary-level content area instructors and basic skills supplemental teachers. This also includes bilingual teachers and English as a second language (ESL) teachers who provide direct instruction in core academic content. Section 9101 of *NCLB* identifies the following subjects as core academic content areas:

- ▶ **Language Arts** ▶ **Science** ▶ **Government** ▶ **Arts**
- ▶ **Reading** ▶ **Mathematics** ▶ **Geography** ▶ **Civics**
- ▶ **English** ▶ **History** ▶ **Economics** ▶ **Foreign Languages**

The New Jersey Core Curriculum Content Standards that align with the federal list of core academic subjects are: language arts literacy, science, mathematics, social studies, world languages, and visual and performing arts. Please note that teachers in the areas of health, physical education, technological literacy, career education and consumer, family and life skills and those holding educational services certificates are not required to satisfy the federal definition of a Highly Qualified Teacher.

2. What is the timeframe for compliance with the requirement?

- **Title I Schools and Programs:** According to federal requirements, teachers of core academic subjects who were hired after the first day of the 2002-2003 school year and who are teaching in programs supported with Title I funds (school-wide or targeted assistance) must be highly qualified at the time of hire. This requirement that a teacher have a bachelor's degree, be fully certified, and have already demonstrated subject-matter competency in each subject the teacher teaches through ways the law permits, applies both to teachers who are new to the profession and to teachers newly hired from other districts into Title I schools. In light of the need to enable districts to fill needed certificated staff positions for the 2003-2004 school year, the department is permitting districts to hire teachers for middle grades who satisfy the requirements for a standard instructional license without first demonstrating subject-matter competency. The department understands that the current lack of New Jersey middle school subject-matter tests has put districts in this situation and is working to ensure that the Praxis II content exams for the middle grades will be available as early in 2004 as possible. As soon as these tests are available, the Department of Education intends to require that new and newly hired teachers who do not satisfy the federal definition at the time of hire must pass the appropriate content knowledge test for the core academic area(s) they teach before the end of 2003-2004 in order to be eligible for continued employment (See appendix).

Teachers who were working in programs supported with Title I funds (school-wide or targeted assistance) *prior to* the start of the 2002-2003 school year and teachers who are transferring to such programs from *within* their district will have until the end of the 2005-2006 school year to satisfy the federal definition of a Highly Qualified Teacher.



- **Non-Title I Schools:** All teachers of core academic subjects who are teaching in programs NOT supported with Title I funds must be highly qualified by the end of the 2005-2006 school year.

3. What are the criteria defining a highly qualified teacher?

TITLE I SCHOOLS AND PROGRAMS

New and Newly Hired Elementary Teachers: To satisfy the federal definition of a Highly Qualified Teacher, elementary teachers who are new to the profession in their first year of teaching and newly hired teachers from outside the district must, **as of September 2003** do as follows:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (*i.e.*, no emergency certification); **and**
- Pass a rigorous state test of content knowledge and teaching skills in the basic elementary school curriculum (may have been a state certification test such as the National Teacher Examination (NTE) or Praxis II Elementary Education: Content Knowledge Test).

Note: Newly hired teachers may use the NJ HOUSE Standard, if needed. New teachers may not use the NJ HOUSE Standard.

Veteran Elementary Teachers: Veteran elementary teachers who have been working in schools supported with Title I funds prior to the 2002-2003 school year and elementary teachers who are transferring to Title I schools within their districts have until the end of the 2005-2006 school year to satisfy the definition of a Highly Qualified Teacher, using the criteria listed above **or** by fulfilling the NJ HOUSE Standard in lieu of passing a rigorous state test of content knowledge and teaching skills for an elementary curriculum.

New and Newly Hired Middle and Secondary Teachers: To satisfy the federal definition of a Highly Qualified Teacher, middle and secondary teachers who are new to the profession in their first year of teaching and newly hired middle and secondary teachers from outside the district must, **as of September 2003** do as follows:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (*i.e.*, no emergency certification);
- Pass a rigorous state test in each core academic subject in which the teacher teaches (may have been a state certification test such as the NTE or Praxis II Content Knowledge Test for the appropriate subject and level); **or**



- Successfully complete either an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing (*i.e.*, National Board Certification) for each core academic subject teaching assignment.

Note: Newly hired teachers may use the NJ HOUSE Standard, if needed. New teachers may not use the NJ HOUSE Standard.

Veteran Middle and Secondary Teachers: Veteran middle and secondary teachers who have been working in schools supported with Title I funds prior to the 2002-2003 school year and middle and secondary teachers who are transferring to Title I within their districts have until the end of the 2005-2006 school year to satisfy the definition of a Highly Qualified Teacher using the criteria listed above **or** by fulfilling the NJ HOUSE Standard in each content area teaching assignment in lieu of passing a state test or having a major, advanced degree, coursework equivalent to a major, or an advanced credential (*i.e.*, National Board certification) for each content area teaching assignment. Experienced teachers who are newly hired may also use the NJ HOUSE Standard to satisfy the definition of a Highly Qualified Teacher.

NON-TITLE I SCHOOLS

New, Newly Hired and Veteran Elementary Teachers: To satisfy the federal definition of a Highly Qualified Teacher, elementary teachers who are new to the profession, those in their first year of teaching, newly hired from in or out of district and veteran teachers all must, **by the end of the 2005-2006 school year** do as follows:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (*i.e.*, no emergency certification); and **either**
- Pass a rigorous state test of content knowledge and teaching skills in the basic elementary curriculum (may have been a state certification test such as the NTE or Praxis II Elementary Education: Content Knowledge Test); **or**
- Document 10 points on the NJ HOUSE Standard as an Elementary Generalist.

New, Newly Hired and Veteran Middle and Secondary Teachers: To satisfy the federal definition of a Highly Qualified Teacher, middle and secondary teachers who are new to the profession, those in their first year of teaching, newly hired from in or out of district and veteran teachers all must, **by the end of the 2005-2006 school year** do as follows:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education;
- Hold a valid New Jersey teaching certificate for which no requirements have been waived (*i.e.*, no emergency certification); AND **ONE** OF THE FOLLOWING:



- Pass a rigorous state test in each core academic subject in which the teacher teaches (may have been a state certification test such as the NTE or Praxis II Content Knowledge Test for the appropriate subject and level); **OR**
- Hold an undergraduate major, a graduate degree or 30 credits of coursework equivalent to an undergraduate major for each core academic subject teaching assignment; **OR**
- Hold National Board Certification in the content area(s) of the teaching assignment; **OR**
- Document 10 points on the New Jersey HOUSE Standard for each core academic subject teaching assignment.

4. What is the process for determining whether teachers satisfy the federal definition of a Highly Qualified Teacher?

This packet contains the forms teachers will use to determine whether they satisfy the federal definition of a Highly Qualified Teacher for **each** core academic content area teaching assignment they have and for any additional certificates they hold for which they do not have a current teaching assignment. Copy forms as needed. Detailed instructions have been designed to lead teachers through the process of completing the NJ Highly Qualified Teacher Identification form and, if needed, the NJ HOUSE Standard: Content Knowledge Matrix. These forms will also be available on the Department of Education (DOE) web site. **All forms must be completed and submitted to the school principal by November 3, 2003.** This packet provides the following forms:

- A NJ Highly Qualified Teacher Identification form for holders of Elementary and Special Education Certificates teaching in elementary grades or content;
- A NJ Highly Qualified Teacher Identification form for holders of Elementary Certificates teaching in departmentalized middle schools or secondary basic skills programs;
- A NJ Highly Qualified Teacher Identification form for holders of Middle/Secondary Content Area Certificates teaching in middle/secondary grades;
- A NJ Highly Qualified Teacher Identification form for holders of Special Education Certificates teaching in departmentalized middle/secondary grades;
- A NJ Highly Qualified Teacher Identification form for holders of K-12 Content Area Certificates
- A NJ HOUSE Standard: Content Knowledge Matrix form; and
- Two Statements of Assurance (one for use by new teachers in Title I schools).

5. What documentation do teachers need to complete the forms?

In preparing to complete the Highly Qualified Teacher Identification and NJ HOUSE Standard forms, teachers will need copies of all college transcripts and documentation of content-related professional development activity for the last four years for each core academic area teaching assignment.



6. What documentation may be requested by districts to verify that teachers satisfy the definition of a Highly Qualified Teacher?

- Copies of college transcripts;
- Copies of score report(s) for state tests (*i.e.*, NTE or Praxis II exams);
- Copies of National Board certificate(s); or
- Documentation of content-related professional development activity for the last four years for each core academic area teaching assignment.

7. When and how often must I complete these forms?

Teachers of core academic subjects must complete the appropriate NJ Highly Qualified Teacher Identification form(s) once for each core content area teaching assignment and each certificate they hold for which they do not have a current teaching assignment by **November 3, 2003**. Teachers may need to complete the NJ HOUSE Standard: Content Knowledge Matrix annually until they have satisfied the federal definition of a Highly Qualified Teacher for each core academic subject area teaching assignment. Teachers may need to complete additional forms if they have a change in their certification or teaching assignment(s).

8. What happens once the forms have been completed?

Gather all completed forms and documentation and review them with your supervisor or principal. Complete the statement of assurance jointly with your supervisor or principal. You should keep a copy of the forms and the documentation originals for your own records. Return completed forms and copies of documentation along with the signed statement of assurance to your building principal. These records will be kept on file at the building level and will be subject to the regular state monitoring process. They will be used to compile data about Highly Qualified Teachers for district and state reporting purposes as required by *NCLB*.

9. What happens if a district has failed to make progress toward increasing the number of Highly Qualified Teachers it employs?

The federal law requires that states monitor district progress toward meeting state objectives for increasing teacher quality within districts and their schools. If a district fails for two consecutive years to make progress toward meeting the annual objectives, then that district must develop an improvement plan. The improvement plan must be designed to help the district meet the state's annual measurable objectives for increasing the percentage of highly qualified teachers and must address issues that prevented the district from meeting those objectives.

Definitions of Terms



Core Academic Subjects

According to Section 9101 of *NCLB*, the core academic subjects are language arts, reading, english, science, mathematics, history, civics, government, geography, economics, foreign languages and the arts. These areas are found in the following NJ Core Curriculum Content Standards: language arts literacy, science, social studies, mathematics, world languages and the visual and performing arts. Only teachers with primary responsibility for direct instruction in these content areas must satisfy the federal definition of a Highly Qualified Teacher.

Highly Qualified Teacher

**For New,
Newly Hired and
Veteran Teachers in
Non-Title I schools
and for
Veteran Teachers in
Title I schools**

A Highly Qualified Teacher is one who, by June 2006:

- Holds at least a bachelor's degree;
- Is fully licensed/certified (traditional or alternate route) with no waivers (*i.e.*, no emergency certificates); and
- **Elementary:** Demonstrates content expertise by either
 - ▶ Passing a rigorous state test of elementary content knowledge and teaching skills; or
 - ▶ Fulfilling the requirements of the NJ HOUSE Standard.
- **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by doing the following:
 - ▶ Passing a rigorous state test; **or**
 - ▶ Completing an academic major, coursework equivalent to a major, or a graduate degree; **or**
 - ▶ Earning an advanced certification or credential (*i.e.*, National Board Certification); **or**
 - ▶ Fulfilling the requirements of the NJ HOUSE Standard.

Highly Qualified Teacher

**For New and Newly
Hired Teachers in
Title I schools**

A Highly Qualified Teacher is one who, by September 2003:

- Holds at least a bachelor's degree from a regionally accredited institution of higher education;
- Is fully licensed/certified (traditional or alternate route) with no waivers (*i.e.*, no emergency certificates); and
- **Elementary:** Demonstrates content expertise by passing a state test of elementary content knowledge and teaching skills.
- **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by doing the following:
 - ▶ Passing a rigorous state test; **or**
 - ▶ Completing an academic major, coursework equivalent to a major, or a graduate degree; **or**
 - ▶ Earning an advanced certification or credential (*i.e.*, National Board Certification).

Note: Newly hired teachers may use the NJ HOUSE Standard, if needed. New teachers may not use the NJ HOUSE Standard.

Definitions of Terms



NJ HOUSE Standard

Under *NCLB*, each state is required to develop a HOUSE (High Objective Uniform State Evaluation) Standard to provide teachers with an alternative means of demonstrating their content knowledge for the core academic subject(s) they teach. The NJ HOUSE Standard is the means by which teachers can document their content expertise in the core academic subject(s) they teach. The NJ HOUSE Standard uses a Content Knowledge Matrix to document college coursework, professional activities, teaching activities, and successful teaching performance.

- **Elementary (K-5), bilingual and special education teachers** who provide direct content instruction of an elementary curriculum must document 10 points on the matrix across elementary academic content areas in order to satisfy the definition of a Highly Qualified Teacher as an Elementary Generalist.
- **Middle, secondary, bilingual and special education teachers** who provide direct content instruction of a middle/secondary curriculum must document 10 points on the matrix for **each** content area they teach in order to satisfy the definition of a Highly Qualified Teacher for each content area teaching assignment.

New to the Profession

Teachers who are in their first year of teaching are new to the profession.

- **Teachers working in Title I schools** are new to the profession if they were hired after the first day of school in the 2002-2003 school year. They must be highly qualified at the time of hire.
- **Teachers working in non-Title I schools** are new to the profession if they are hired after the first day of school in the 2005-2006 school year. They must be highly qualified as of the end of the 2005-2006 school year.

Newly Hired

Teachers with prior teaching experience who are either returning to teaching after an absence or changing school districts are newly hired. Teachers changing building, class or grade-level assignments within their districts are not considered newly hired. **Newly hired teachers in Title I schools** must be highly qualified at the time of hire. **Newly hired teachers in non-Title I schools** must be highly qualified by the end of the 2005-2006 school year.

Definitions of Terms



School Organization

The most typical organizational structures in the state are as follows:

- **Elementary schools** (K-5, K-6, K-8) in which classes are self-contained and teachers provide instruction in the full range of content to a single class, all day.
- **Middle schools** (5-8, 6-8) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.
- **Secondary schools** (9-12) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.

Teacher – Bilingual Ed.

Bilingual teachers provide direct instruction in one or more content areas in students' native language and English as a replacement for content instruction provided in a classroom where only English is spoken. They must satisfy the federal definition of a Highly Qualified Teacher for the content area(s) and level(s) they teach.

Teacher – ESL

ESL teachers provide daily support to students with limited English proficiency and may co-teach classes with a Language Arts Literacy instructor. ESL teachers may also provide direct instruction in English, reading or language arts. When ESL teachers provide direct instruction, they must satisfy the federal definition of a Highly Qualified Teacher based on the grade level of the content/curriculum they teach rather than the chronological age of their students.

Teaching Assignment

A teaching assignment is the grade level and/or core academic subject area being taught. It is not the class schedule. Multiple sections of the same course (*i.e.*, three classes of freshman composition or two periods of world history) count as one teaching assignment. Teaching all subjects to one class of elementary or special education (elementary) students all day (*i.e.*, 5th grade, 2nd grade) is one assignment.

Testing Option

Teachers may submit a passing score on a state licensing exam taken in New Jersey or a passing score on a state licensing exam taken in another state as verification that they have satisfied the federal definition of a Highly Qualified Teacher. Examples of appropriate tests include: The National Teacher Exam (NTE); the

Definitions of Terms



Praxis II Elementary Education: Content Knowledge Test; the Praxis II Content Knowledge Test(s) for the relevant content area teaching assignment(s). The Praxis II series of Content Knowledge Tests for the middle school level will become available in New Jersey during the 2003-2004 school year.

Undergraduate Major

An undergraduate major is defined as 30 credits of content coursework within the subject field listed as the major.

Equivalent of an Undergraduate Major

The equivalent of an undergraduate major is a 30-credit coherent sequence of courses in a subject field that includes study at the introductory, intermediate and advanced levels.

Veteran Teachers

Teachers in Title I schools who were hired before the first day of school in 2002-2003 are veteran teachers and may use the NJ HOUSE Standard to satisfy the federal definition of a Highly Qualified Teacher. Experienced teachers who are newly hired may also use the NJ HOUSE Standard

Teachers in non-Title I schools who are hired before the first day of school in 2005-2006 are veteran teachers and may use the NJ HOUSE Standard to satisfy the federal definition of a Highly Qualified Teacher. All veteran teachers must be highly qualified by the end of 2005-2006.



1. Who must complete the Highly Qualified Teacher Identification Form?

- All active teachers working in elementary schools who teach core academic content areas. This includes all Elementary Generalists who teach all subjects to one group of students throughout the school day (*i.e.*, teachers of 1st grade, 2nd grade, etc.).
- All active teachers working in middle and secondary schools who teach one or more core academic content areas. This includes middle school teachers teaching core academic subjects in departmentalized settings under elementary certificates. The core academic content areas are:
 - ▶ Elementary Generalist (full day, all subjects)
 - ▶ Science
 - ▶ Social Studies (Economics, History, Civics, Geography)
 - ▶ Language Arts Literacy (English, Reading, Language Arts)
 - ▶ Mathematics
 - ▶ Visual and Performing Arts
 - ▶ World Languages
- All special education teachers who provide direct instruction in one or more core academic content areas. Special education teachers working in elementary settings (including those teaching self-contained classes in grades 6-8) must satisfy the definition of a Highly Qualified Teacher at the elementary level. Special education teachers who work in departmentalized middle and secondary schools must satisfy the definition of a Highly Qualified Teacher based on the grade level(s) of the content/curriculum they teach rather than the chronological age of the students.
- All bilingual and ESL teachers who provide direct instruction in one or more core academic content areas. Bilingual and ESL teachers working in departmentalized middle and secondary schools must satisfy the federal definition of a Highly Qualified Teacher based on the grade level(s) of the content/curriculum they teach rather than the age of the students.



2. How many Highly Qualified Teacher Identification Forms do I complete?

There are five (5) Highly Qualified Teacher Identification Forms, one each designed for:

- ▶ Holders of elementary education, ESL and special education certification teaching elementary grades or content;
- ▶ Holders of elementary certification teaching middle grades in departmental settings or secondary basic skills programs;
- ▶ Holders of middle/secondary content area certification;
- ▶ Holders of special education certification teaching in middle/secondary schools; and
- ▶ Holders of K-12 content area or ESL certification.

Teachers with more than one core academic content area should complete a separate form for **EACH** teaching assignment they have in the current year. Multiple sections of the same course (i.e., three classes of algebra or two periods of biology) count as one assignment. Elementary Generalists and Special Education teachers (grades K-8) who teach all subjects to one group of students during the school day complete one form for that assignment.

Teachers who have certification in one or more core academic content areas for which they have no current teaching assignment should complete additional forms to identify whether they satisfy the federal definition of a Highly Qualified Teacher for these certificates as well.

3. How does the Highly Qualified Teacher Identification Form work?

The Highly Qualified Teacher Identification Form allows teachers to determine whether they satisfy the federal definition of a Highly Qualified Teacher as outlined in the *No Child Left Behind* legislation.

- ▶ Teachers at the elementary level answer only one question about passing a state test.
- ▶ Teachers at the middle and secondary levels answer five questions for **EACH** core academic content area teaching assignment they have.

ELEMENTARY TEACHERS

- ▶ **Did you pass any state licensing exam in the content area (i.e., General Knowledge Test of the Core Battery of the National Teacher Examination (NTE) or Praxis II Elementary Education: Content Knowledge Test)?** New Jersey teachers certified since 1985 have been required to pass a test of content knowledge in order to obtain their teaching certificates. Teachers coming from other states may



also have had to pass a content knowledge exam to obtain their certification. If you have passed such a test, in New Jersey or any other state, you may be asked to attach a copy of your score report to show that you satisfy the federal definition of a Highly Qualified Teacher.

Teachers who answered **YES** to the question of whether they passed a state test satisfy the federal definition of a Highly Qualified Teacher. Those who answered **NO** to this question and meet the criterion for a veteran teacher must complete a NJ HOUSE Standard: Content Knowledge Matrix form.

MIDDLE AND SECONDARY TEACHERS

(Answer for EACH content area teaching assignment):

- 1. Did you pass any state licensing exam in the content area (i.e., National Teacher Examination (NTE) or Praxis II content knowledge test for the grade level and subject(s) that you teach)?** New Jersey teachers certified since 1985 have been required to pass a test of content knowledge in order to obtain their teaching certificates. Teachers coming from other states may also have had to pass a content knowledge exam to obtain their certification. If you have passed such a test, in New Jersey or any other state, you may be asked to attach a copy of your score report to show that you satisfy the federal definition of a Highly Qualified Teacher.
- 2. Do you have an academic major in the content area(s) you teach?** The major must match the teaching certificate in order to satisfy the federal definition of a Highly Qualified Teacher. Your transcript, on file in your district, serves as documentation. Examples of qualifying degrees/majors include: Bachelor of Arts: English; Bachelor of Science: Chemistry; Bachelor of Arts: History; Bachelor of Fine Arts: Music.
- 3. Do you have 30 college credits in the content area(s) you teach?** If your degree reads Bachelor of Arts: Education or Bachelor of Science: Education, you must review your transcript and count the number of applicable content hours. Teacher education, generic teaching methods and educational psychology courses cannot be counted toward the 30-credit content requirement. Your transcript, on file in your district, serves as documentation.

Here is some additional guidance on counting 30 credits:

Middle/Secondary Teachers should identify the content courses and count the number of semester hours appropriate for **each** of the content area(s) they are teaching. If you have 30 or more semester hours in the content area(s) you are teaching, you satisfy the federal definition of a Highly Qualified Teacher.



Bilingual Education and ESL Teachers who provide direct instruction in one or more core academic content areas at the middle/secondary content level should follow the directions given above for middle/secondary teachers.

Special Education Teachers who provide direct instruction to students with disabilities in one or more core academic content areas at the middle/secondary content level should follow the directions given above for middle/secondary teachers.

How to Count Content Courses: Approved New Jersey programs within the broad content definition (*i.e.*, language arts, science, social studies) usually require content course work in multiple areas. A biology program would probably require a course in chemistry and a course in physics. A history program would require other types of social science courses, such as economics or political science. Courses within the broad definition of the certificate should be counted as appropriate content.

- 4. Do you have a graduate degree in the content area(s) you teach?** If you have an advanced degree (*i.e.*, Master of Arts: History, Master of Science: Biology, Master of Fine Arts: Dance) in the content area aligned with your certificate, you satisfy the federal definition of a Highly Qualified Teacher. If your graduate degree is in education (*i.e.*, Master of Arts: Teaching or Master of Arts: Curriculum and Instruction) you must review the courses taken at the advanced level and determine if 12 or more semester hours were earned in the content field. If so, you satisfy the federal definition of a Highly Qualified Teacher. If your advanced degree is in administration, it is not content appropriate and will not satisfy the federal definition of a Highly Qualified Teacher. Your transcript, on file in your district, serves as documentation.
- 5. Are you a National Board Certified Teacher in the content area(s) you teach?** If you have achieved National Board Certification in the content area(s) you are teaching, you satisfy the federal definition of a Highly Qualified Teacher. You may be asked to attach a copy of your certificate to document your status.

For EACH content area teaching assignment: Teachers who answered **YES** to **ANY** of the five questions satisfy the federal definition of a Highly Qualified Teacher for that content area assignment. They do not need to complete a NJ HOUSE Standard: Content Knowledge Matrix for that content area.

For EACH content area teaching assignment: Teachers who answered **NO** to **ALL** of the five questions must complete a NJ HOUSE Standard: Content Knowledge Matrix in order to determine whether they satisfy the definition of a Highly Qualified Teacher for that content area assignment according to the alternate criteria available through the NJ HOUSE Standard. This option is not available to new (first-year) teachers in Title I schools.



4. What happens once I complete the form(s)?

Once you have completed all necessary forms, attach the appropriate documentation and complete the Statement of Assurance with your supervisor or principal. Return all forms (Highly Qualified Teacher Identification and NJ HOUSE Standard: Content Knowledge Matrix) to your building principal to be kept on file at the building level. These forms will be subject to the regular state monitoring process and will be used to compile state-level data for *NCLB*.

5. How often must I complete the form(s)?

Teachers only need to complete the Highly Qualified Teacher Identification Form once. Completion will indicate that either you have satisfied the federal definition of a Highly Qualified Teacher for the content area assignment(s) or other certificate(s) you have, or that you must satisfy the definition by either passing a content knowledge test or by fulfilling the NJ HOUSE Standard. New and newly hired teachers in Title I schools and programs must satisfy the federal definition at the time of hire. All other teachers have until June 2006 to meet the requirement to be highly qualified in their content area teaching assignment(s) either by passing a state test in the content area(s) or through fulfilling the New Jersey HOUSE Standard. Teachers may need to complete additional forms if they have a change in their certification or teaching assignment(s).



**FOR: Holders of Elementary Education, ESL and
Special Education Certificates
Teaching Elementary Grades or Content**

Name: _____ School Building: _____

Your Certificate: (Check one per form)

- Elementary Education Teacher of Handicapped Teacher of Blind/VI Teacher of Deaf/HH Teacher of ESL (Reading First)

Directions: Complete this form for the teaching assignment you have this year (full-day, all subjects or multiple sections of the same course count as one assignment). Also complete a form for each additional teaching certificate you hold even though you do not have a current teaching assignment in that area.

Content Area Teaching Assignment : Elementary Generalist ESL (Reading First) No Current Assignment

Grade-level Assignment: Elementary (K-5) Grade 6-8 (Elementary setting or Special Ed. self-contained)
 Grade 9-12 (Special Ed. self-contained)

Did you pass any state licensing or certification exam (i.e., the National Teacher Examination or the Praxis II Elementary Education: Content Knowledge Test)	
<input type="checkbox"/> YES	<input type="checkbox"/> NO

- Check here if you answered **YES**. You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.
- Check here if you answered **NO**. Advance to the **NJ HOUSE Standard: Content Knowledge Matrix** to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).

**The New Jersey
Highly Qualified Teacher
Identification
FORM B**



**FOR: Holders of Elementary Certificates
Teaching Middle Grades Departmentally
or Secondary Basic Skills Programs**

Name: _____ School Building: _____

Your Certificate: (Check one per form)

- Elementary Education Elementary with Content Specialization

Directions: Complete a separate form for *each* teaching assignment you have this year (multiple sections of the same course count as one assignment). Also complete a form for each additional teaching certificate you hold even though you do not have a current teaching assignment in that area.

Content Area Teaching Assignment (Check one content area assignment per form):

- Social Studies (Economics, History, Civics, Geography) Science
 Language Arts Literacy (English, Reading, Lang. Arts) Mathematics
 Visual and Performing Arts World Languages
 No Current Assignment

Grade-level Assignment: Middle (6-8) Grade 5 (Middle Setting) Grade 9-12 (Basic Skills)

Did you pass any state licensing exam in this content? <i>(i.e., NTE or Praxis II)</i>	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

Check here if you answered **YES** for **ANY** question above. You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.

Check here if you answered **NO** for **ALL** questions above. Advance to the **NJ HOUSE Standard: Content Knowledge Matrix** to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).



**FOR: Holders of Middle/Secondary Education
Content Area Certificates
Teaching in Middle and Secondary Schools**

Name: _____ School Building: _____

Title of Teaching Certificate: _____

Directions: Complete a separate form for *each* teaching assignment you have this year (multiple sections of the same course count as one assignment). Also complete a form for each additional teaching certificate you hold even though you do not have a current teaching assignment in that area.

Content Area Teaching Assignment (Check one content area assignment per form):

- Social Studies (Economics, History, Civics, Geography)
- Language Arts Literacy (English, Reading, Lang. Arts)
- Visual and Performing Arts
- Science
- Mathematics
- World Languages
- No Current Assignment

Grade-level Assignment: Middle (6-8) Secondary (9-12)

Did you pass any state licensing exam in this content? <small>(i.e., NTE or Praxis II)</small>	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

- Check here if you answered **YES** for **ANY** question above. You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.
- Check here if you answered **NO** for **ALL** questions above. Advance to the **NJ HOUSE Standard: Content Knowledge Matrix** to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).

**The New Jersey
Highly Qualified Teacher
Identification
FORM D**



**FOR: Holders of Special Education Certificates
Teaching in Departmentalized Middle and Secondary Schools**

Name: _____ School Building: _____

Your Certificate: (Check one per form)

- Teacher of Handicapped
 Teacher of Blind/VI
 Teacher of Deaf/HH

Directions: Complete this form **ONLY** if you provide direct instruction in one or more content areas listed below. Complete a separate form for **each** teaching assignment you have this year (full-day/all subjects and multiple sections of the same course count as one assignment). Complete a form for each additional teaching certificate you hold even if you do not have a current assignment in that area. Indicate the grade level of the curriculum you teach, not the students' age group.

Content Area Teaching Assignment (Check one content area assignment per form):

- Social Studies (Economics, History, Civics, Geography)
 Science
 Language Arts Literacy (English, Reading, Lang. Arts)
 Mathematics
 Visual and Performing Arts
 World Languages
 No Current Assignment

Content/Curriculum Level: Elementary (K-5) Middle (6-8) Secondary (9-12)

Did you pass any state licensing exam in this content? <i>(i.e., NTE or Praxis II)</i>	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

- Check here if you answered **YES** for **ANY** question above. You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.
- Check here if you answered **NO** for **ALL** questions above. Advance to the **NJ HOUSE Standard: Content Knowledge Matrix** to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).

**The New Jersey
Highly Qualified Teacher
Identification
FORM E**



**FOR: Holders of K-12 Content Area
or ESL Certificates**

Name: _____ School Building: _____

Your Certificate: _____

Directions: Complete a separate form for *each* teaching assignment you have this year (multiple sections of the same course count as one assignment). Also complete a form for each additional teaching certificate you hold even though you do not have a current teaching assignment in that area. ESL teachers complete this form **ONLY** if you provide direct content instruction in Reading/English.

Content Area Teaching Assignment (Check one content area assignment per form):

- Social Studies (Economics, History, Civics, Geography)
- Language Arts Literacy (English, Reading, Lang. Arts)
- Visual and Performing Arts
- Science
- Mathematics
- World Languages
- No Current Assignment

Grade-level Assignment: Elementary (K-5) Middle (6-8) Secondary (9-12)

Did you pass any state licensing exam in this content? <small>(i.e., NTE or Praxis II)</small>	Do you have an undergraduate major in this content?	Do you have 30 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

- Check here if you answered **YES** for **ANY** question above. You satisfy the federal definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance with your supervisor or principal and return all forms and documentation to your building principal.
- Check here if you answered **NO** for **ALL** questions above. Advance to the **NJ HOUSE Standard: Content Knowledge Matrix** to determine whether you satisfy the definition of a Highly Qualified Teacher under the NJ HOUSE Standard for this content area assignment (not available to new teachers in Title I schools).



NEW JERSEY'S HOUSE STANDARD: THE CONTENT KNOWLEDGE MATRIX

General Instructions

1. Who must complete the NJ House Standard: Content Knowledge Matrix?

Teachers who complete the NJ Highly Qualified Teacher Identification Form(s) and do not satisfy the federal definition of a Highly Qualified Teacher in one or more core academic content areas for which they have teaching assignments must complete a NJ HOUSE Standard: Content Knowledge Matrix. Most likely, the following teachers will need to complete the NJ HOUSE Standard Matrix Form:

- **Elementary and secondary teachers certified prior to 1985:** Elementary and secondary teachers certified in NJ before 1985 were not required to take a state licensing exam (*i.e.*, Praxis II Elementary Education: Content Knowledge Test or Praxis II content knowledge tests for middle/secondary subjects) in order to obtain their certification. All elementary teachers who have not passed a state licensing test must complete a NJ HOUSE Standard: Content Knowledge Matrix. Middle/secondary teachers who do not satisfy one of the other criteria outlined in the federal definition must complete a NJ HOUSE Standard: Content Knowledge Matrix. Teachers from outside NJ who took a content area licensure exam to obtain certification in another state may present their passing score as evidence that they satisfy the federal definition of a Highly Qualified Teacher.
- **Middle school teachers (grades 6-8) with an elementary (K-8) certificate who are teaching one or more core academic subjects:** Middle school teachers who hold elementary certificates may not satisfy the federal definition of a Highly Qualified Teacher of core academic content for the upper grades if their training did not include 30 credits in the academic content they are teaching. This is even more true for people teaching multiple content areas (*i.e.*, science and language arts or math and social studies). The NJ HOUSE Standard: Content Knowledge Matrix provides an **alternate** way for middle school teachers to demonstrate that they are highly qualified to teach middle-level core academic content to students in grades 6-8.



- **Special education teachers:** Special education teachers who provide direct instruction of core academic content must satisfy the federal definition of a Highly Qualified Teacher as outlined below:

Special education teachers with primary responsibility for direct instruction of core academic content in elementary grades and self-contained classes in middle (6-8) grades must meet the same requirement as the Elementary Generalist.

Special education teachers with primary responsibility for direct instruction of core academic content in middle and secondary grades must meet the requirement based on the grade level of the content/curriculum they are teaching rather than the chronological age of the students. For example, a special education teacher responsible for math instruction for a class of high school students with developmental disabilities who is teaching in an elementary-level curriculum could satisfy the federal definition of a Highly Qualified Teacher as an Elementary Generalist. If this same teacher also has an assignment to teach algebra to a class of high school students with learning disabilities, he or she must also be qualified at the secondary level in mathematics content in order to satisfy the federal definition of a Highly Qualified Teacher.

Reminder: The NJ HOUSE Standard provides teachers who do not satisfy the federal definition with an **alternate** way to demonstrate that they are highly qualified to teach core academic content. Elementary teachers who have passed a state licensing test and middle/secondary teachers who have met one of the five criteria outlined on the NJ Highly Qualified Teacher Identification form do not need to complete a NJ HOUSE Standard: Content Knowledge Matrix.

2. How does the Content Knowledge Matrix work?

The Content Knowledge Matrix allows teachers to demonstrate content competency in each core academic subject they teach through a variety of options arranged in five categories. The categories are as follows:

- **Content Area College Coursework** at higher education institutions where one takes or teaches credit courses in core academic content, on or offline, in NJ or another state. Teachers must accumulate 4 points in this category. Noncredit courses do not satisfy this requirement. Three-credit courses and above satisfy the requirement.
- **Content Area Professional Activities** such as serving on a standards, curriculum or assessment committee; completing a National Board assessment; or engaging in high-quality, sustained, research-based professional development focused on content-specific



instructional and assessment strategies. Other professional activities include making content-specific presentations in your subject area for your school/district or for a professional education conference, and publishing content-related articles in journals. Activities must have been completed within the last four years. Teachers can earn 1 point per documented activity annually with an overall limit of 6 points for this category.

- **Content Area Teaching Activities** credit collaborative interdisciplinary work on a unit of study with a content area specialist. Teachers must be working simultaneously with the content specialist and the same group of students. Teachers can earn 1 point annually for up to 4 years.
- **NBPTS Elementary Certification** is available in the NJ HOUSE Standard for elementary teachers who have earned an Elementary Generalist certificate from the National Board of Professional Teaching Standards. National Board Certified elementary teachers earn 4 points.
- **Successful Content Area Teaching Performance** provides veteran teachers with up to 3 points when documented with satisfactory annual evaluations of teaching performance in the content area.

3. How many matrix forms must I complete?

Teachers must complete one form for **EACH** core academic content area teaching assignment for which they do not meet the federal definition of a Highly Qualified Teacher. This is determined by completing a NJ Highly Qualified Teacher Identification form for each core academic area teaching assignment. Elementary generalists and special education teachers who teach all subjects to one group of students during the school day complete one form.

4. What happens after I complete the Content Knowledge Matrix?

Attach the appropriate documentation and complete the Statement of Assurance. Your supervisor or principal must review and sign the Statement of Assurance. Return all forms (Highly Qualified Teacher Identification and NJ HOUSE Standard: Content Knowledge Matrix) to the building principal to be kept on file at the building level. These forms will be subject to the regular state monitoring process and used to compile state-level data for *NCLB*.

Content Matrix FORM F



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
<p>College Coursework (continued)</p>	<ul style="list-style-type: none"> ▶ Courses may be given in or outside New Jersey ▶ Education courses are not eligible to be counted unless they are content-driven methods courses <ul style="list-style-type: none"> ▶ Multiple sections of the same course count once <p>Documentation: Copy of transcript; instructor's contract or letter of appointment.</p>		
<p>Content Area Professional Activities (6 Point overall limit in this category)</p>	<ul style="list-style-type: none"> ■ Service on a committee to develop, select, validate and evaluate local, state, and/or national <ul style="list-style-type: none"> ▶ Content Standards ▶ Content Curriculum ▶ Content Assessments ■ Completion of the relevant Content Area National Board Certification Assessment Process ■ Participation in high quality, sustained, intensive professional development that is classroom-focused, research-based, aligned with the NJ Core Curriculum Content Standards and state assessments, and designed to advance teachers' understanding and use of content-specific instructional and assessment strategies to create a positive and lasting impact on classroom instruction ■ Making a content-specific presentation in a subject area at a state, regional, national or international professional organization meeting or conference 	<p>1 Point per documented activity in any area in this category per year</p> <p>(Activities must have been completed within the last 4 years)</p>	

Content Matrix FORM F



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
Professional Activities (continued)	<ul style="list-style-type: none"> ■ Making a content-specific presentation in a subject area at building/district level (multiple presentations of the same material count once) ■ Publishing a content area article in state, regional, national or international journal <p>Documentation: Copy of Professional Development Certificate(s) and/or Professional Improvement Plan (PIP); committee appointment; presenter contract; program agenda; published article</p>		
Content Area Teaching Activities	<p>Collaborative, interdisciplinary work on a sustained unit of study with a content area specialist (both teachers must be working simultaneously with the same group of students)</p> <p>Documentation: Copy of PD Certificate and/or PIP; letter of appointment or team-teaching schedule assignment</p>	<p>1 Point per year</p> <p>(Within the last 4 years)</p>	
NBPTS Elementary Certification	<p>Elementary teachers who have earned National Board Certification as an Elementary Generalist from the National Board of Professional Teaching Standards (NBPTS)</p> <p>Documentation: Copy of NBPTS certificate</p>	<p>4 Points</p>	
Successful Content Area Teaching Performance	<p>Successful teaching experience in the content area specified on this form. Experience may be in New Jersey or out-of-state schools.</p> <p>Documentation: Satisfactory evaluation for each year</p>	<p>8-15 yrs = 2 pts</p> <p>16+ yrs = 3 pts</p>	

Content Matrix FORM F



CATEGORY	CRITERIA	CREDIT	YOUR POINTS
<p>Total Points:</p>	<p>Elementary Teachers (K-5) with fewer than 10 points must either pass the Praxis II Elementary Education: Content Knowledge Test or complete activities chosen from among those listed on this form to accumulate 10 points by the end of the 2005-2006 school year.</p> <p>Middle/Secondary Teachers (6-8, 9-12) must complete a NJ HOUSE Standard: Content Knowledge Matrix for each core academic subject they teach. Teachers with fewer than 10 points must either pass the Praxis II Content Knowledge Exam for the level(s) and subject(s) they teach or must complete activities chosen from among those listed on this form to accumulate 10 points for each content area teaching assignment by the end of the 2005-2006 school year.</p> <p>Special Education Teachers who provide direct instruction in the elementary grades (including self-contained classes in grades 6-8) must satisfy the requirement for elementary teachers listed above. Special education teachers who provide direct instruction in departmentalized middle and/or secondary grades must satisfy the requirement based on the grade level of the content/curriculum they are teaching rather than on the chronological age of their students. This may mean satisfying elementary, middle and/or secondary content expertise requirements listed above.</p> <p><i>Individuals with Disabilities Education Act (IDEA)</i> reauthorization will determine the requirements for special education teachers who provide consultative or support services (such as in-class or pull-out support) or who co-teach with a content area instructor in general education settings.</p>	<p>YOUR TOTAL:</p>	

Content Matrix FORM F



REMEMBER

If you do not have 10 points now, you have until June 2006 to satisfy the federal definition of a Highly Qualified Teacher. You may take and pass the relevant Praxis II Content Knowledge Test or you may accumulate 10 points by participating in activities listed on the NJ HOUSE Standard: Content Knowledge Matrix. Teachers with 5 or fewer points on the HOUSE Standard Matrix may want to consider taking a content knowledge test so as to satisfy the federal definition of a Highly Qualified Teacher by the end of the 2005-2006 school year.

Assurance Statement FORM G



NJ Highly Qualified Teacher Statement of Assurance

Teacher's Name: _____

School Building: _____ County LEA Code: _____

Certification(s) Held:

- | | |
|---|---|
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher of the Handicapped |
| <input type="checkbox"/> Middle (Content Area(s): _____) | <input type="checkbox"/> Teacher of the Blind/VI |
| <input type="checkbox"/> Secondary (Content Area(s): _____) | <input type="checkbox"/> Teacher of the Deaf/HH |
| <input type="checkbox"/> K-12 (Content Area(s): _____) | <input type="checkbox"/> Teacher of ESL |
- Emergency Certified (Not eligible to become Highly Qualified)

1. According to the attached **New Jersey Highly Qualified Teacher Identification Form(s)**, **I have satisfied** the federal definition of a Highly Qualified Teacher for the certificate(s) I hold in the following content area(s). (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist (full-day, all subjects) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies (Economics, History, Civics, Geography) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Language Arts Literacy (English, Reading, Language Arts) | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Visual and Performing Arts | |

2. According to the attached **New Jersey HOUSE Standard: Content Knowledge Matrix Form(s)**, **I have satisfied** the definition of a Highly Qualified Teacher for the certificate(s) I hold in the following content area(s). (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist (full-day, all subjects) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies (Economics, History, Civics, Geography) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Language Arts Literacy (English, Reading, Language Arts) | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Visual and Performing Arts | |

3. According to the attached **New Jersey HOUSE Standard: Content Knowledge Matrix Form(s)**, **I DO NOT YET satisfy** the definition of a Highly Qualified Teacher for the certificate(s) I hold in the following content area(s). (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist (full-day, all subjects) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies (Economics, History, Civics, Geography) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Language Arts Literacy (English, Reading, Language Arts) | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Visual and Performing Arts | |

I assure that the information presented on this and all attached forms is complete and accurate.

Signature of Teacher

Signature of School Official

Date



APPENDIX: ISSUES FACING NEW AND NEWLY HIRED TEACHERS IN TITLE I SCHOOLS

1. When must new and newly hired teachers working in Title I schools satisfy the federal definition of a Highly Qualified Teacher?

According to the federal legislation, new and newly hired teachers in programs supported with Title I funds (school-wide or targeted assistance) who are hired after the first day of the 2002-2003 school year must satisfy the federal definition of a Highly Qualified Teacher at the time of hire. Veteran teachers who have already been working in these programs have until the end of the 2005-2006 school year to satisfy the federal definition and may do so either by taking the appropriate content knowledge test(s) or by documenting 10 points on the NJ HOUSE Standard: Content Knowledge Matrix for each content area teaching assignment they have.

Experienced teachers who are newly hired in Title I school-wide or targeted assistance programs may use the NJ HOUSE Standard to show that they are highly qualified and eligible for hire.

2. What requirements must new and newly hired teachers working in Title I Schools meet in order to satisfy the federal definition of a Highly Qualified Teacher?

Elementary Teachers must have passed the Praxis II Elementary Education: Content Knowledge Test. This test is presently available in New Jersey.

Middle School Teachers with Elementary Certification (K-8) who are teaching middle-level content to middle grades (6-8) will be required to pass the Praxis II Content Knowledge Test(s) at the middle grades level for the content area(s) they are teaching. These tests are not yet available in New Jersey and are expected to be available early in 2004.

Secondary School Teachers with certification in their content area(s) must have passed the Praxis II Content Knowledge Test(s) for the content area(s) they are teaching.

Special Education Teachers who are responsible for direct content instruction at the elementary level (including those teaching in self-contained classes in grades 6-8) must pass the Praxis II Elementary Education: Content Knowledge Test. Special education teachers who are responsible for direct content instruction in one or more core academic content areas in departmentalized middle and/or secondary schools must pass the Praxis II Content Knowledge Test(s) for the content area(s) and level(s) they are teaching. The middle grade level Praxis II Content Knowledge Tests are expected to become available in New Jersey early in 2004. Requirements for special education teachers who provide consultative/support (in-class and pull-out) services and/or who co-teach with a content area instructor in general education settings will be determined based on the final version of the reauthorized IDEA legislation.



3. Are Title I schools barred from hiring a teacher who does not satisfy the federal definition of a Highly Qualified Teacher?

No. For the 2003-2004 school year, districts may hire middle and special education teachers who satisfy the requirements for a standard instructional license under the current state licensing regulations. Middle and special education teachers must pass the relevant Praxis II Content Knowledge Test(s) in the 2003-2004 school year. The Praxis II Content Knowledge Test(s) for middle grades will be available early in 2004.

4. What requirements must Title I schools impose on new and newly hired teachers who do not satisfy the federal definition of a Highly Qualified Teacher?

New and newly hired teachers in schools and programs supported with Title I funds will NOT be able to satisfy the federal definition of a Highly Qualified Teacher without passing the relevant content area test(s) for the core academic subject(s) and level(s) they are teaching. Newly hired teachers may use the NJ HOUSE Standard.

Middle School Teachers may continue to work under a K-8 elementary certificate until such time as the Praxis II Content Knowledge Test(s) for the middle grades become available. Once these tests are available for use in New Jersey, teachers must pass the appropriate Praxis II Content Knowledge Test(s) for the core academic area(s) they teach.

Special Education Teachers who provide direct content instruction must pass the relevant Praxis II Test(s) at the appropriate grade level(s) for the subject(s) they teach **based on the grade level of the content/curriculum** they teach. Requirements for special education teachers who provide consultative/support (in-class and pull-out) services and/or who co-teach with a content area instructor in general education settings will be determined based on the final version of the reauthorized IDEA legislation.

5. Can new teachers in Title I schools and programs use the NJ House Standard to satisfy the federal definition of a Highly Qualified Teacher?

No. Teachers who are new to the profession (entering their first year of teaching) must use the federal criteria for determining that they are highly qualified. They may not use the alternate criteria offered by the NJ HOUSE Standard to show that they satisfy the definition of a highly qualified teacher. Experienced teachers who are newly hired in Title I school-wide or targeted assistance programs may demonstrate that they have 10 points on the NJ HOUSE Standard for any subject area where they do not meet the federal criteria outlined on the Highly Qualified Teacher Identification Form(s).



6. What happens if a teacher in a Title I school has not satisfied the federal definition of a Highly Qualified Teacher?

Title I schools and programs should make every effort to hire teachers who satisfy the federal definition of a Highly Qualified Teacher. This may be particularly difficult in middle schools where there is not yet an available test that teachers can pass to satisfy the federal definition. Special Education also poses a challenge since teacher preparation has not focused on academic content. Title I schools must notify parents when their children are being taught for more than four consecutive weeks by a teacher who has not yet satisfied the federal definition of a Highly Qualified Teacher. Sample letters that schools may wish to use for parent notification are included in this appendix. The expectation is that teachers who begin the 2003-2004 school year not yet highly qualified will pass the appropriate content knowledge test(s) to satisfy the federal definition by the end of the 2003-2004 school year.

7. What are the parent notification requirements for Title I schools?

Schools that receive Title I funding (including funds used for before/after school programs) must comply with the parent notification requirements under *No Child Left Behind*. In September, schools receiving Title I funds must notify all parents of their right to inquire about the qualifications of their child's teacher(s). A sample letter (Sample A) and additional parent information have been provided in the appendix. In mid-November, schools receiving Title I funds must notify parents if any of their child's teachers have not yet satisfied the federal definition of a Highly Qualified Teacher. A sample letter (Sample B) and additional parent information have been provided in the appendix. The Sample B letter (or a modified version) must be sent to any parent whose child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a Highly Qualified Teacher. Parent notification requirements apply to the entire school—whether or not the teacher is paid in whole or in part by Title I funds or teaches within a targeted assistance program.

8. If a school receives targeted assistance funding do the parent notification requirements apply only to teachers in those funded programs?

No. The requirements apply to all teachers in the school. Parent notification must be provided to the families of all students taught for four or more weeks by any teacher who is working to satisfy the highly qualified definition.

9. If a school has a Title I targeted assistance program, must all new and newly hired teachers satisfy the definition of a Highly Qualified Teacher at the time of hire?

No. Only those teachers paid by Title I funds and working within the targeted assistance program must be highly qualified at the time of hire. Other new and newly hired teachers in the school must be highly qualified by June 2006.



**NJ Highly Qualified Teacher Statement of Assurance
for New Teachers in Title I
Schools and Programs in 2003-2004**

Teacher's Name: _____

School Building: _____ County LEA Code: _____

Certification(s) Held:

- | | |
|---|---|
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher of the Handicapped |
| <input type="checkbox"/> Middle (Content Area(s): _____) | <input type="checkbox"/> Teacher of the Blind/VI |
| <input type="checkbox"/> Secondary (Content Area(s): _____) | <input type="checkbox"/> Teacher of the Deaf/HH |
| <input type="checkbox"/> K-12 (Content Area(s): _____) | <input type="checkbox"/> Teacher of ESL |

1. According to the attached **New Jersey Highly Qualified Teacher Identification Form(s)**, I have **satisfied** the federal definition of a Highly Qualified Teacher for the certificate(s) I hold in the following content area(s). (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist (full-day, all subjects) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies (Economics, History, Civics, Geography) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Language Arts Literacy (English, Reading, Language Arts) | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Visual and Performing Arts | |

2. According to the attached **New Jersey Highly Qualified Teacher Identification Form(s)**, I have **NOT YET satisfied** the federal definition of a Highly Qualified Teacher for the certificate(s) I hold in the following content area(s). (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist (full-day, all subjects) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies (Economics, History, Civics, Geography) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Language Arts Literacy (English, Reading, Language Arts) | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Visual and Performing Arts | |

I understand that if I have not yet met the federal definition of a Highly Qualified Teacher, I will need to pass Content Knowledge Test(s) for the subject(s) and level(s) aligned with my teaching assignment(s) by the end of 2003-2004 to be eligible for consideration for continued employment in a program supported with Title I funds (school-wide or targeted assistance) beyond the 2003-2004 school year. I assure that the information presented on this and all attached forms is complete and accurate.

Signature of Teacher Signature of School Official Date



**LETTER TO PARENTS
RE: HIGHLY QUALIFIED TEACHER INFORMATION
For Title I Schools and Programs Only
To Be Sent in September 2003**

Dear Parent/Guardian:

The Elementary and Secondary Education Act was our country's most important education law. Last year this law was revised and is now called the *No Child Left Behind Act*. *No Child Left Behind (NCLB)* was designed to make changes in teaching and learning that will help our students achieve more in school.

The law requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives federal funding and we are happy to share this information with you.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in schools that receive federal funding. The legal definition of a Highly Qualified Teacher has three parts. It states that the teacher must have the following:

1. A four-year college degree;
2. A regular teaching certificate/license; and
3. Proof of their knowledge in the subject they teach.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the _____ School District. All of our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of "highly qualified." All teachers hired after the beginning of the 2002-03 school year were required to meet this definition. However, one challenge New Jersey teachers face is that the state does not yet have a test of subject knowledge for the middle grades. This means it is impossible for middle school teachers, or those teaching a specific subject in elementary school, to fully satisfy the legal definition of a Highly Qualified Teacher until new tests become available. These tests are expected to be available early in 2004. Veteran teachers, hired before the 2002-2003 school year, who do not yet meet the legal definition of "highly qualified" will have until the end of the 2005-2006 school year to do so.

To ensure that every child in every classroom has a highly qualified teacher, the state of New Jersey and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers will soon be able to take a new test, or they can demonstrate their expertise through a combination of college coursework, professional development activities and experience.

A highly qualified teacher knows what to teach, how to teach and has a full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with his or her teacher on a regular basis. For more information on the *No Child Left Behind Act*, and the role of Title I parents, please read the information enclosed with this letter. By partnering together—families and educators—we can provide your child with the best education possible.

Sincerely,



Teachers, Parents and the Law

Children are far more likely to succeed in school when their parents are involved in their education. When teachers reach out to parents, parents can become involved in their children's education in a meaningful way. When parents reach out to teachers, teachers are better equipped to help students. While the challenges in education today are real—be they cultural, linguistic, or socioeconomic—parents and teachers need to find ways to overcome these challenges so that our children may have every opportunity to succeed.

How will this law help my child's teacher?

Nothing is more important to a child's education at school than having a well-prepared, highly qualified teacher. That's why the new law, *No Child Left Behind* (NCLB) puts special emphasis on teaching and learning.

How can I help my child's teacher?

The best thing to do is get involved in your child's education. You have a right and a responsibility to know how your child is doing in school. That starts with meeting with your child's teacher, communicating on a regular basis, working with your child on homework or asking your child's teacher where you can find help for your child, and spending time reading and talking with your child. Send your child to school ready to learn and contribute to the success of the entire school community.

What does the education law have to do with parents?

It is important to understand how education is changing and how to help our school provide your child with the best education possible. **All schools that receive Title I federal funding must have a written parent involvement policy.** The law requires Title I schools to ensure that each parent involvement policy statement be written **together** with parents, school staff, and school district personnel. This requirement enables parents to sit at the table, as an equal partner, with school administrators and other educators and write a parent involvement statement. This statement should address how the school, *in partnership with parents*, will promote the **social, emotional, and academic growth of all children**. Parents are now required to be a part of the discussion about how schools will help all children meet the state's academic performance standards.

What Is a Title I School?

Title I of *NCLB* targets federal funds to go to specific communities and provides additional educational services to those students. Parent involvement has always been an important part of Title I and under the new law, one of the purposes of Title I is to ensure that funds are used to promote parent involvement. Title I schools can use federal funds in several ways to ensure that all children are able to meet the same high academic standards. Parents should take full advantage of the opportunities for involvement that the law provides.



Every school receiving Title I money is required to:

- Develop with parents a written parent involvement policy that is then distributed to parents and the community;
- Hold a convenient annual meeting of parents to inform them of the policy and their right to be involved;
- Offer flexible parent involvement meetings and provide child care, transportation, or home visits, if necessary;
- Involve parents in an ongoing way in the planning, review, and improvement of school programs.
- Develop with parents an agreement that outlines actions to improve individual student academic achievement;
- Increase opportunities for parent involvement in the school; and
- Provide materials and training for parents, teachers and other staff to improve parent involvement.

What Can I Do?

Talk to your school board members, meet with your child's principal, find out how the school counselor and parent/family liaison can help you, form a partnership with the teachers and most importantly, ask your child about school.

HOW CAN I LEARN MORE?

More information on the new law and teacher quality is located at:
<http://www.nclb.gov/next/faqs/teachers.html>.

A presentation on teacher quality for parents is located at:
<http://www.ed.gov/offices/OESE/SASA/hqt/index.html>.

Additional information on the new law and Title I Parent/Family Involvement is located at:
<http://www.ed.gov/offices/OESE/SASA/pntinv.html>.

A Parent's Guide to *No Child Left Behind* is located at:
<http://www.nclb.gov/next/parentsguide.html>.

A section on helping your child be the best student s/he can be is located at:
<http://www.nclb.gov/parents/index.html>.

(Some of the above resources are available in Spanish. We are happy to provide assistance with translation.)

For parents who do not have access to the Internet and would like to view these materials you may call the school

at _____,

ask for _____

and arrangements will be made for you to come to school and view the materials. Any other questions you may have regarding the new law, teacher quality, or parent/family involvement at our school can be answered by calling

_____ at _____.



LETTER TO PARENTS
RE HIGHLY QUALIFIED TEACHER STATUS
For Title I Schools and Programs Only
To Be Sent in Mid-November 2003

Dear Parent/Guardian:

Earlier this school year you received a letter explaining the new federal law that requires teachers to be, or become, "highly qualified" in the subjects they teach. That law, called the *No Child Left Behind Act (NCLB)* has been designed to help your child achieve more in school.

The law requires that all teachers must meet a specific, legal definition of "highly qualified" in order to teach in schools that receive federal funding. As you know, our school receives federal funds to support the programs we offer to your child.

While all teachers working in our school meet the first two parts of the definition (unless they are working under emergency certification), some teachers do not yet meet the third part. The legal definition of a Highly Qualified Teacher has three parts. It states that the teacher must have the following:

1. A four-year college degree;
2. A regular teaching certificate/license; and
3. Proof of their knowledge in the subject they teach.

The new law also requires us to notify parents if their child is being taught for four or more weeks by a teacher in a Title I school or program who does not yet meet the legal definition of "highly qualified."

While all teachers working in our school meet the first two parts of the definition, some teachers do not yet meet the third part of the definition of a Highly Qualified Teacher. These teachers have until the 2005-06 school year to meet the requirements.

This letter is to inform you that _____ is in the process of meeting the new requirements and we are providing the support necessary for success. To ensure that every child in every classroom has a Highly Qualified Teacher, the state of New Jersey and our school district are helping teachers meet the requirements of the federal law by providing several options. Teachers will soon be able to take a new test, or they can demonstrate their expertise through a combination of college coursework, professional development activities and experience.

Your child's teacher is dedicated to the success of every child in the class. Some ideas for at-home support of the work your child's teacher does in the classroom are enclosed with this letter. I encourage you to continue to support your child's education and communicate with his or her teacher on a regular basis. By partnering with your child's teacher, together, we can provide your child with the best education possible.

Sincerely,



Parent Involvement in the Education of Your Child and the Law

Can I really make a difference?

Yes, when you are involved and informed about your child's education s/he can achieve more. Decades of research show that when parents/families are involved with their child's education, students have;

- Higher grades, test scores, and graduation rates.
- Better school attendance.
- Increased motivation to learn.
- Better self-esteem.
- Lower rates of suspension.
- Decreased use of drugs and alcohol.
- Fewer instances of violent behavior.
- Greater enrollment rates in post-secondary education.

What does parent involvement really mean?

The law defines **PARENT** as a legal guardian or other person standing *in loco parentis* (in place of the parent, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The law defines **PARENTAL INVOLVEMENT** as the participation of parents in regular, two-way, and meaningful communication about student academic learning and other school activities, including ensuring the following:

- (A) parents play an integral role in assisting their child's learning;
- (B) parents are encouraged to be actively involved in their child's education at school; and
- (C) parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

How do I help my child succeed?

You can help your child succeed by providing a home that encourages learning and supports your child's physical, mental, and emotional development. Your positive values about education serve as an important perspective for your children. You also can help your child succeed by working with the school and other community groups that have an impact on your child.



As a parent, you are the most important influence in your child's success. These basic, yet highly effective parenting acts, have been proven to help children do better in school:

- Talk with your child about school, activities and friends. Be sure to listen to what they say.
- Set high but realistic expectations for success.
- Keep your child healthy.
- Support learning at home and get your child the help s/he needs.
- Communicate with the school about how your child learns and about other things that might affect learning or behavior at school.
- Encourage your child to develop his/her interests and help him or her find new opportunities to learn.
- Help your child learn to develop good relationships.
- Keep your child safe and help him or her understand the consequences of behaviors.
- Participate in community service together.

HOW CAN I LEARN MORE?

More information on the new law and teacher quality is located at:

<http://www.nclb.gov/next/faqs/teachers.html>

A presentation on teacher quality for parents is located at:

<http://www.ed.gov/offices/OESE/SASA/hqt/index.html>

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