

**PERSONNEL: CERTIFICATED****Teacher Qualifications Under The No Child Left Behind Act**

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB) in programs for educationally disadvantaged students and for students in core academic subjects.

All teachers hired after the first day of the 2002-03 school year to teach core academic subjects in a program supported by Title I funds shall be "highly qualified," as defined by federal law and the State Board of Education, upon hire. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

All teachers who were hired prior to the beginning of the 2002-03 school year in Title I programs and all teachers of core academic subjects in non-Title I programs shall demonstrate that they are "highly qualified" not later than the end of the 2006-07 school year. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

The Superintendent or designee shall exhaust every effort before placing teachers with Provisional Intern Permits or Short Term Permits in high-poverty, high-minority, or program improvement schools. In addition, the Superintendent or designee shall ensure that interns are not placed in high-poverty or program improvement schools in greater number than in schools with low-poverty or higher academic achievement.

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify the additional qualifications, if any, which individual teachers need to demonstrate in order to meet the requirements. The Superintendent shall work with individual teachers to develop a plan for attaining full qualifications.

The Superintendent or designee shall publicly report on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, district wide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)

## Legal References:

## EDUCATION CODE

44500-44508	Peer Assistance and Review Program for Teachers
44662	Performance evaluation; Stull Act review
44664	Teacher evaluation; program to improve performance

CODE OF REGULATIONS, TITLE 5

- 6100-6126 Teacher qualifications, No Child Left Behind Act
- 80021 Short-term staff permit
- 80021.1 Provisional internship permit
- 80089.3-80089.4 Subject matter authorizations

UNITED STATES CODE, TITLE 20

- 1401 Definition of highly qualified special education teacher
- 6311 Parental notifications
- 6312 District Title I plan
- 6314 School wide programs
- 6315 Targeted assistance schools
- 6319 Highly qualified teachers
- 7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.55-200.57 Highly qualified teachers
- 200.61 Parent notification regarding teacher qualifications
- 300.18 Highly qualified special education teachers

Management Resources:

CSBA ADVISORIES

California's Implementation of the No Child Left Behind Act, July 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

NCLB Teacher Requirements Resource Guide, March 1, 2004

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004

Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, revised October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>

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