

California Department of Education

Improving Teacher Quality

2015–16 Program Instrument

I. Involvement

I-ITQ 1: Collaboration and Staff Development

I-ITQ 1. LEA teachers, paraprofessionals, principals, other relevant personnel, and parents shall collaborate in the planning of staff development activities and preparation of the LEA plan. (20 United States Code (U.S.C.) § 6622 (b)(7).)

1.1 The LEA shall involve staff in the assessment of needs to ensure ESEA-compliant staffing. (20 U.S.C. § 6622 (c)(2).)

Evidence

ITQ professional development needs assessment*

Evidence that all staff and relevant parties collaborated regarding the identification of professional development needs.

II. Governance and Administration

II-ITQ 2: Professional Development Coordination

II-ITQ 2. The LEA shall coordinate professional development activities with other federal, state, and local professional development activities. (20 U.S.C. § 6622(b)(4).)

2.1 The shall coordinate the use of ESEA, Title II, Parts A and D, professional development funds to train teachers to integrate technology into curricula and instruction. (20 U.S.C. § 6622(b)(6).)

Evidence

ITQ professional development needs assessment*

Evidence that all staff and relevant parties collaborated regarding the identification of professional development needs.

ITQ professional development planning documents*

Improving Teacher Quality

2015–16 Program Instrument

Professional development calendar or planning document developed for the year including professional development activities with the corresponding dates

ITQ professional development records*

Agenda, sign in sheet, or list of participants for professional development activities related to teacher, paraprofessional or leadership training.

LEA Plan*

Upload a copy of current approved Plan and include page references for each instrument item using the description on the document upload screen.

III. Funding

III-ITQ 3: Use of Funds

III-ITQ 3. The LEA shall use funds for one or more of the following activities:

- (a) Recruit and retain highly qualified staff. (20 U.S.C. § 6623 (a)(1).)
- (b) Recruit and retain highly qualified teachers who will be assigned to teaching positions in their field and where a shortage of highly qualified teachers exists. (20 U.S.C. § 6623 (a)(2).)
- (c) Provide professional development activities that improve the knowledge of teachers, principals, and paraprofessionals in core academic subjects and instructional strategies, methods, and skills. (20 U.S.C. § 6623 (a)(3).)
- (d) Promote retention of highly qualified teachers and principals, especially in schools with low-achieving students. (20 U.S.C. § 6623 (a)(4).)
- (e) Carry out programs designed to improve the quality of the teacher force. (20 U.S.C. § 6623 (a)(5).)
- (f) Carry out professional development activities to improve the quality of principals and superintendents, including teachers aspiring to management. (20 U.S.C. § 6623 (a)(6).)
- (g) Hire only highly qualified teachers to reduce class size. (20 U.S.C. § 6623 (a)(7).)

Improving Teacher Quality

2015–16 Program Instrument

(h) Promote the career development of teachers. (20 U.S.C. § 6623 (a)(8).)

(i) Carry out programs related to exemplary teachers. (20 U.S.C. § 6623 (a)(10).)

(j) The LEA uses categorical funds only to supplement, and not supplant, state and local funds. (20 U.S.C. § 6623 (b).)

(k) For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families. (20 U.S.C. §§ 6320 (a)(1), 7881 (a)(1).)

(l) The LEA expends equal per-pupil amounts for educational services and other benefits for eligible private and public school students. (20 U.S.C. §§ 6320 (a)(4), 7881 (a)(4).)

3.1 The LEA shall target funds to schools that have the lowest proportion of highly qualified teachers, that have the largest class size, or that are identified for program improvement. (20 U.S.C. § 6622 (b)(3).)

Evidence

Affirmation signed by participating private schools*

Signed affirmation document indicating that consultation regarding Title II equitable services took place and whether private school participated or declined to participate.

Approved Level C MOU and Budget Agreement (if Level C)*

Approved MOU and Budget Agreement for the current review year if LEA is identified as Level C on CMIS.

Dated notice of ESEA eligibility to private schools in LEA and adjacent LEAs*

Dated communication to private schools stating the private school is eligible for Title II services.

CARS page on participation of students in private schools*

LEAs do not upload. Reviewers will access CARS at CDE.

CARS pages on Title II allocation and expenditures*

LEAs do not upload. Reviewers will access CARS at CDE.

General Ledger*

Improving Teacher Quality

2015–16 Program Instrument

Upload a DETAILED general ledger, accounting for the specific resource code(s) being reviewed. The general ledger should include the date, description, vendor name, and total amount for each expenditure line item.

Consolidated Application and Reporting System (CARS)*

LEAs do not upload. Reviewers will access CARS at CDE for Title II allocations, expenditures, private schools and class size reduction.

Invoices and Purchase Orders*

The CAIS reviewer will select a sample of invoices for review after initial review of the general ledgers.

Non-compliant Teacher Action Plan (Level B and Level C)*

This report includes list of teachers who are identified as non-HQT and are working toward becoming HQT.

Private School consultation agendas and minutes*

Three samples of Private School consultation agendas and minutes

LEA Plan*

Upload a copy of current approved Plan and include page references for each instrument item using the description on the document upload screen.

Recruitment records*

Sample of recruitment activities with expenditure reports

IV. Standards, Assessment, and Accountability

IV-ITQ 4: Professional Development Needs Assessment

IV-ITQ 4. The LEA shall conduct an assessment of the need for professional development and hiring, as identified by the LEA and school staff. (20 U.S.C. § 6322 (c)(1), (2).)

Evidence

ITQ hiring needs assessment*

Improving Teacher Quality

2015–16 Program Instrument

Evidence that all staff and relevant parties participated in the identification of hiring needs.

General Ledger*

Upload a DETAILED general ledger, accounting for the specific resource code(s) being reviewed. The general ledger should include the date, description, vendor name, and total amount for each expenditure line item.

Invoices and Purchase Orders*

The CAIS reviewer will select a sample of invoices for review after initial review of the general ledgers.

ITQ professional development needs assessment*

Evidence that all staff and relevant parties collaborated regarding the identification of professional development needs.

LEA Plan*

Upload a copy of current approved Plan and include page references for each instrument item using the description on the document upload screen.

IV. Standards, Assessment, and Accountability

IV-ITQ 5: Highly Qualified Teachers

IV-ITQ 5. If the LEA failed to meet the annual measurable objectives for highly qualified teachers for two consecutive years, an improvement plan shall be developed that addresses the issues that prevented the LEA from meeting those objectives. (20 U.S.C. § 6641[a])

5.1 An LEA receiving Title I, Part A funds shall only ESEA-compliant teachers to teach in core academic classes. (20 U.S.C. §§ 6314 (b)(1)(C), 6315 (c)(1)(E), 6319 (a))

(a) Low-income and minority students may not be taught at higher rates by unqualified, out-of-field, or inexperienced teachers as are other students. (20 U.S.C. § 6312 (c)(1)(L).)

(b) Parents shall be notified of their right to request information on teacher qualifications. (20 U.S.C. § 6311(h)(6)(A).)

Improving Teacher Quality

2015–16 Program Instrument

Evidence

Approved Equitable Distribution Plan*

Analysis of site and district-level data to inform broad policies relating to the recruitment, training, and retention of teachers and administrators.

<http://www.cde.ca.gov/nclb/sr/tq/tiicmis.asp>

Approved Equitable Distribution Tables*

Analysis of site and district-level data to inform broad policies relating to the recruitment, training, and retention of teachers and administrators.

<http://www.cde.ca.gov/nclb/sr/tq/tiicmis.asp>

Non-compliant Teacher Action Plan (Level B and Level C)*

This report includes list of teachers who are identified as non-HQT and are working toward becoming HQT.

Parents' right to request information on teacher qualifications.

Notification to parents regarding their right to request information on teacher qualifications.

V. Staffing and Professional Development

V-ITQ 6: Staff Development and Student Achievement

V-ITQ 6. The Title II staff development program shall have a substantial, measurable, and positive impact on student academic achievement and be used to eliminate the achievement gap that separates low-income and minority students from other students. (20 U.S.C. § 6322 (b)(2).)

Evidence

ITQ professional development needs assessment

Evidence that all staff and relevant parties collaborated regarding the identification of professional development needs.

ITQ professional development planning documents

Improving Teacher Quality

2015–16 Program Instrument

Professional development calendar or planning document developed for the year including professional development activities with the corresponding dates.

ITQ professional development records

Agenda, sign in sheet, or list of participants for professional development activities related to teacher, paraprofessional or leadership training.

School Accountability Report Card (SARC)*

Upload the most recent School Accountability Report Card or a current URL(s) to the LEA's Web page(s) where each school's SARC may be viewed.