



No Child Left Behind A Toolkit for Teachers

UPDATED 2004

No Child Left Behind
**A Toolkit
for Teachers**

U.S. Department of Education
2004

U.S. Department of Education

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THE WHITE HOUSE
WASHINGTON

March 18, 2004

I send greetings to our country's teachers.

Education is the gateway to a hopeful future for America's children. America relies on good teachers to pass on the knowledge and skills our young people need to achieve their dreams.

My administration is committed to helping educators teach students to read and write, add and subtract. We also want to help our students make healthy choices and become responsible citizens. The Department of Education's *Toolkit for Teachers* contains information to help you take advantage of the resources of the *No Child Left Behind Act of 2001*.

I commend America's teachers for your dedication to excellence in the classroom. By setting high standards and believing in each student, you make a real difference in their lives and in the life of our country. Laura joins me in sending our best wishes. May God bless you and your students, and may God continue to bless America.

A handwritten signature in blue ink, appearing to read "George W. Bush".



April 6, 2004

Dear Colleague:

Recently, we celebrated the second anniversary of the passage of the historic *No Child Left Behind Act*. In the last two years, our nation has made tremendous progress toward our common goal of offering educational excellence to every child.

Thank you, our nation's teachers, for your daily efforts to reach students in your classrooms. Great teachers are the key to unlocking the potential in every child and finally closing the staggering achievement gap. Regardless of circumstances, all children deserve an excellent education.

Here at the U.S. Department of Education, we recognize that the real hard work is in the classroom. To support state and local efforts, we have updated our *No Child Left Behind: A Toolkit for Teachers* to include more guidance on the law and how it supports teachers and schools. We have also included valuable information on special education, English language learners, scientifically based research, using data to inform instruction, and examples of interesting initiatives to improve teaching and learning. I hope you find it helpful.

In his fiscal year 2005 budget request, President Bush is seeking a record \$5.1 billion in support of teachers through training, recruitment and retention incentives, loan forgiveness, tax relief, and more. No nation has ever before so wholly committed itself to the goal of educating every child. Working together—from the federal level to the state, from districts to schools, and finally to each and every classroom—I know we can achieve this goal.

Thank you again for your dedicated service to America's children.

Sincerely,


Rod Paige

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What Is No Child Left Behind?



EXIT

Star Students of Room 7

We Can Make Patterns

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No Child Left Behind at a Glance: The Law That Ushered in a New Era



CLEARLY, OUR CHILDREN ARE OUR FUTURE, AND, AS PRESIDENT BUSH HAS EXPRESSED, “TOO MANY OF OUR NEEDIEST CHILDREN ARE BEING LEFT BEHIND.”

The *No Child Left Behind Act of 2001* (NCLB)¹ is a landmark in education reform designed to improve student achievement and close achievement gaps. Passed with overwhelming bipartisan support from Congress, the law was signed by President George W. Bush on Jan. 8, 2002. Clearly, our children are our future, and, as President Bush has expressed, “Too many of our neediest children are being left behind.”

With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act of 1965* (ESEA)—the principal federal law affecting education from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility.

Accountability for Results

Identifies Where Improvement is Needed

As part of the accountability provisions set forth in the law, *No Child Left Behind* has set the goal of having every child make the grade on state-defined education standards by the end of the 2013–14 school year. To reach that goal, every state has developed benchmarks to measure progress and make sure every child is learning. States are required to separate (or disaggregate) student achievement data, holding schools accountable for subgroups of students, so that no child falls through the cracks. A school or school district that does not meet the state’s definition of “adequate yearly progress” (AYP) for two straight years (schoolwide or in any subgroup) is considered to be “in need of improvement.”

No Child Left Behind does not label schools as “failing.” Instead, schools are identified as “in need of improvement,” and they are given assistance to improve by doing such things as instituting a school improvement plan or increasing professional development for teachers. The regular assessments that NCLB calls for help schools to identify subject areas and teaching methods that need improvement. For example, if student reading scores do not reach the state’s benchmark for two consecutive years, the school knows it needs to improve its reading program. In the past, these schools might not have received the

attention and help they need to improve. Through *No Child Left Behind*, every state has made a commitment that it will no longer turn a blind eye when schools are not meeting the needs of every student in their care.

Provides Schools in Need of Improvement With Help to Get Back on Track

When a school is “in need of improvement,” school officials are required to work with parents, school staff, district leaders and outside experts **to develop a plan to turn around the school**. The district must ensure that the school receives needed technical assistance as it develops and implements its improvement plan. Examples of technical assistance include:

- Identifying problems in instruction or curriculum.
- Analyzing and revising the school's budget so that resources are more effectively targeted to activities most likely to help students learn.

The school's improvement plan must incorporate strategies, relying on scientifically based research, that will strengthen the learning of core academic subjects, especially the subject areas that resulted in the school being deemed in need of improvement. **Schools in need of improvement must spend at least 10 percent of their Title I funds to assist teachers**. For example they could provide professional development that will improve subject-matter knowledge in the subjects taught. These schools are also expected to develop strategies to promote effective parental involvement in the school and to incorporate a teacher-mentoring program. *No Child Left Behind* provides several additional funding sources that schools can use to support teachers and help them improve their skills. See page 13 for more information on funds available.

Improves Teaching and Learning by Providing Better Information to Teachers and Principals

States have the flexibility to create high-quality assessments, aligned with state standards for schools and focused on higher-level thinking skills. Districts and schools use these assessments to measure progress in student learning. These annual tests provide educators with information about each child's academic strengths and weaknesses. With this knowledge, teachers can craft lessons to make sure each student meets or exceeds the standards. In addition, principals can use the data to assess where the school should invest resources. For example, tests may show that the school's students are doing fine when it comes to multiplication but are struggling with fractions. That might mean that the curriculum for teaching fractions needs to be adjusted or that teachers need additional professional development in teaching fractions.



MYTH:

No Child Left Behind labels schools as “failing,” and those schools lose federal money.

REALITY:

NCLB does not label any school as “failing.” In fact, states are responsible for identifying schools as “in need of improvement” if they do not reach the state-defined standards for two consecutive years. And far from losing federal funds, schools in need of improvement actually qualify for additional support to help them get back on track. Federal funds have steadily increased to support schools in need of improvement. These schools have increased funds targeted for professional development, and are specifically required to work with parents, school staff, district and outside experts to develop an improvement plan.

Ensures That Teacher Quality is a High Priority

No Child Left Behind outlines the minimum qualifications needed by teachers: a bachelor's degree, full state certification and demonstration of subject-matter competency for each subject taught. NCLB requires that states develop plans to achieve the goal that all teachers of core academic subjects are highly qualified by the end of the 2005–06 school year. States must include in their plans annual, measurable objectives that each local school district and school must meet in moving toward the goal. They must also report on their progress in annual report cards.



Gives More Resources to Schools

States and local school districts are now receiving more federal funds than ever before for programs under *No Child Left Behind*: \$24.3 billion, most of which will be used during the 2004–05 school year. This represents an increase of 39.8 percent from 2001 to 2004 for all NCLB-related programs. A large portion of these funds is for grants under Title I of NCLB, called “Improving the Academic Achievement of the Disadvantaged.” Title I grants are awarded to states and districts to help them improve the education of disadvantaged students, turn around low-performing schools, improve teacher quality and increase choices for parents. For fiscal year (FY) 2004, funding for Title I alone is \$12.3 billion—an increase of 40.8 percent since the passage of NCLB. President Bush’s FY 2005 budget request would increase spending on Title I by 52.3 percent since 2001.

MYTH:

No Child Left Behind (NCLB) is an unfunded mandate.

REALITY:

Taking federal funds under NCLB requires that states actually set standards and enforce them, which is a reasonable expectation for taxpayers, as well as a mechanism to determine schools in need of improvement and to target additional resources to students. The standards are the state’s assurance that they will do the job of educating children.

More federal education funding has been provided by this administration than any previous one. Funding is at historic levels. In President Bush’s FY 2005 budget, funding for K-12 education would be \$38.7 billion, an increase of 39 percent since 2001. This school year alone, the United States invested more than \$501 billion in education at the local, state, and federal levels.

The law is fully funded, according to several expert analyses, including a study by Massachusetts State Board Chairman James Peyser and economist Robert Costrell; a study by the General Accounting Office; and an analysis by the nonprofit group “Accountability Works.”²

There is no federal mandate except this: NCLB asks that children read and do math at grade level, and all students have opportunities for success. This is the goal of public education. For more information, visit www.ed.gov/news/pressreleases/2003/10/10302003.html.

Scientifically Based Research

Focuses on What Works



No Child Left Behind puts a special emphasis on implementing education programs and practices that have been clearly demonstrated to be effective through rigorous scientific research. Federal funding is targeted to support such programs. For example, the Reading First program makes federal funds available to states to help reading teachers in the early grades strengthen existing skills and gain new ones in effective, scientifically based instructional techniques. To increase awareness and assess the quality of specific studies of the effectiveness of education interventions, the U.S. Department of Education created the What Works Clearinghouse. For more information, visit <http://whatworks.ed.gov/>.

Supports Learning in the Early Years, Thereby Preventing Many Learning Difficulties That May Arise Later

Children who enter school with language skills and pre-reading skills are more likely to learn to read well in the early grades and succeed in later years. In fact, research shows that good instruction in the early childhood years can prevent many types of adolescent and adult reading problems.³ *No Child Left Behind* targets resources for early childhood education through Early Reading First, so that all youngsters get the right start.

Expanded Parental Options

Provides More Information for Parents About Their Child's Progress

Under *No Child Left Behind*, by the 2005–06 school year each state must measure every public school student's progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12. By school year 2007–08, assessments in science for grade spans 3 – 5, 6 – 8, and 10 - 12 must be under way. These assessments must be aligned with state academic content and achievement standards. They will provide parents with objective data about their child's academic strengths and weaknesses. They will also provide the public with general information about the progress of their area schools.



Alerts Parents to Important Information on the Performance of Their Child's School

No Child Left Behind requires states and school districts to give parents detailed report cards on schools and districts, telling them which ones are succeeding and why. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status and low-income status, as well as information about the professional qualifications of teachers. With these provisions, NCLB ensures that parents have important, timely information about the schools their children attend.



Gives New Options to Parents Whose Children Attend Schools in Need of Improvement

In the first year that a school is considered to be in need of improvement, parents receive

the option to transfer their child to a higher-performing public school, including a charter school, in the district. Transportation must also be provided to the new school, subject to certain cost limitations. In the second year that a school is considered to be in need of improvement, the school must continue offering public school choice, and the school must also offer supplemental services (e.g., free tutoring) to low-income students. For more information, visit the U.S. Department of Education's Web site at: www.ed.gov/about/offices/list/oii/about/choice.html.

Expanded Flexibility and Local Control

Allows For More Flexible Spending

In exchange for strong accountability, *No Child Left Behind* gives states and districts more flexibility in the use of their federal education funding. For instance, NCLB makes it possible for districts to transfer up to 50 percent of federal formula-grant funds they receive under different parts of the law (Title II—Improving Teacher Quality and Educational Technology, Title IV—Safe and Drug-Free School Grants, Title V—Innovative Programs) to any one of these programs or to the Title I program (Improving the Academic Achievement of the Disadvantaged). This allows districts the opportunity to target resources as they see fit, without any additional approval. As a result, principals and administrators spend less time filling out forms and dealing with federal red tape and devote more time to students' needs. Districts have more freedom to implement innovations and allocate resources, thereby giving local people a greater opportunity to affect decisions regarding school programs. The flexibility and transferability provisions for states and districts are described in greater detail on the U.S. Department of Education's Web site at www.ed.gov/nclb/freedom/local/flexibility/index.html.

Encourages Teacher Development

No Child Left Behind gives states and districts the flexibility to find innovative ways to recruit and retain highly qualified teachers, including alternative routes to certification, merit pay plans for master teachers and incentive pay for those who teach in high-need schools and subject areas like math and science.

The Improving Teacher Quality State Grants program (Title II of *No Child Left Behind*) gives states and districts flexibility to determine, based on a district needs assessment, how to spend professional development dollars. Districts must consult with teachers and school leaders as they determine the appropriate use of funds. These funds should provide teachers with professional development that is relevant, useful and focused on raising student achievement. Since 2001, Title II funds have increased 39 percent, totaling \$822 million. Contact your state department of education or district to find out how these funds are used to support teaching and learning.

MYTH:

No Child Left Behind is a "one size fits all" approach to schools and does not account for the uniqueness of each state, district and school.

REALITY:

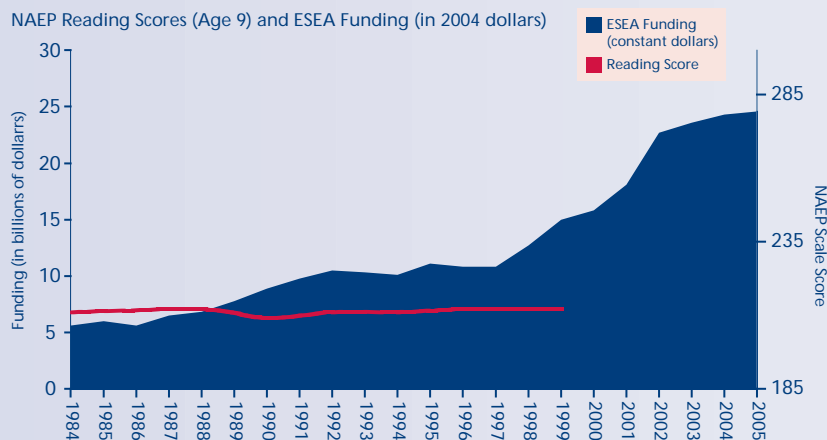
NCLB provides an unprecedented amount of flexibility for states to tailor their standards, assessments, and definitions of proficiency, highly qualified teacher, and adequate yearly progress according to their own unique needs and challenges. It also gives states and districts flexibility in how they use their funds, encouraging them to focus on student achievement and what works to improve teaching and learning. If there is anything "one size fits all" about NCLB, it is that the law demands that **all** children have the opportunity for a high-quality education, with high standards and high-quality teachers. For more information on the flexibility in the law, go to www.ed.gov/news/pressreleases/2004/01/01142004.html.

Why No Child Left Behind Is Important to America

Despite decades of hard work and dedication to education in our nation, achievement gaps remain stubbornly wide. Since 1965, when the *Elementary and Secondary Education Act* (ESEA) was enacted in Congress, the federal government has spent more than \$267.4 billion to assist states in educating disadvantaged children. Yet, according to the most recent National Assessment of Educational Progress (NAEP) on reading in 2002, only 31 percent of fourth-graders can read at a proficient (passing) or advanced level. Achievement among the highest-performing students remained stable, and America's lowest performers have improved only slightly. A wide achievement gap remains between poor and more economically advantaged students, as well as between white and minority students.⁴

The good news is that many schools in cities and towns across the country have improved academic achievement for children with a history of low performance. Teachers and administrators are working together in schools to target areas of weakness, improve skills and spend money more wisely, producing better results for all children.

Federal Spending on K-12 Education Under the Elementary and Secondary Education Act (ESEA) and National Assessment of Educational Progress (NAEP) Reading Scores (Age 9)



Source: U.S. Department of Education Budget Service and *NAEP 1999 Trends in Academic Progress*.⁵

Notes: Appropriations do not include funding for special education. Reading scores are the average scores for 9-year-olds, according to the National Assessment of Educational Progress (NAEP). A score of 200 implies an ability to understand, combine ideas, and make inferences based on short, uncomplicated passages about specific or sequentially related information.

While spending increased in the 1980s and 1990s, achievement remained flat. Clearly, resources and effort are not lacking as educators around the nation work to improve student achievement. The reauthorized *Elementary and Secondary Education Act*, called *No Child Left Behind*, calls for states, districts and schools to be accountable for dollars spent on education. NCLB creates a culture of accountability, requiring schools to reassess what they are doing to raise achievement of all students and support teaching and learning.

What Does
“Highly
Qualified”
Mean for
Teachers?

The Highly Qualified Teacher Provisions of No Child Left Behind

THERE IS MUCH CONFUSION ABOUT EXACTLY WHAT *NO CHILD LEFT BEHIND'S* (NCLB) HIGHLY QUALIFIED TEACHER PROVISIONS INCLUDE AND WHAT THEY MEAN FOR INDIVIDUAL TEACHERS. IN ADDITION TO THE FOLLOWING BRIEF OVERVIEW, REFER TO THE SECTION ENTITLED "QUESTIONS TEACHERS FREQUENTLY ASK ABOUT *NO CHILD LEFT BEHIND*" FOR MORE DETAILED INFORMATION.

Why *No Child Left Behind* Includes Provisions on Teacher Qualifications

Recent studies offer compelling evidence that teachers are one of the most critical factors in how well students achieve. For instance, studies in both Tennessee and Texas found that students who had effective teachers greatly outperformed those who had ineffective teachers. In the Tennessee study, students with highly effective teachers for three years in a row scored 50 percentage points higher on a test of math skills than those whose teachers were ineffective.⁶

Thus, *No Child Left Behind* includes provisions stating that all teachers in core academic areas must be highly qualified in the core academic subjects they teach by the end of the 2005–06 school year. It also requires that newly hired teachers in Title I programs or schools be highly qualified immediately. A more flexible timeline is allowed for teachers in eligible small, rural schools, who often teach multiple subjects. See page 25 for more information.

All teachers hired after the first day of the 2002–03 school year in Title I schoolwide programs must be highly qualified. However, in Title I targeted-assistance schools, only those teachers paid with Title I funds need to be highly qualified immediately. Check with your district to determine your school designation.

"Highly qualified" is a specific term defined by *No Child Left Behind*. The law outlines a list of minimum requirements related to content knowledge and teaching skills that a highly qualified teacher would meet. The law, however, also recognizes the importance of state and local control of education and therefore provides the opportunity for each state to develop a definition of highly qualified that is consistent with NCLB as well as with the unique needs of the state.

MYTH:

No Child Left Behind requires all teachers to earn a bachelor's degree in every subject they teach, as well as certification in every subject.

REALITY:

The law requires teachers to have a bachelor's degree and full state certification and to demonstrate content knowledge in the subjects they teach. NCLB requires neither separate degrees nor separate certifications for every subject taught. In fact, under NCLB states decide what is necessary for certification and for determining subject-matter competency.

Teachers Who Teach Core Academic Subjects Must Meet the Definition of Highly Qualified for the Subjects They Teach

The law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. According to *No Child Left Behind*, these subjects are English, reading or language arts, math, science, history, civics and government, geography, economics, the arts and foreign language. Special education teachers and teachers of English language learners must be highly qualified if they teach core academic subjects to their students.



How States Determine Their Highly Qualified Teacher Provisions

In general, under *No Child Left Behind* a highly qualified teacher must have:

- A bachelor's degree.
- Full state certification, as defined by the state.
- Demonstrated competency, as defined by the state, in each core academic subject he or she teaches.

The first requirement is straightforward. For the second, the state has freedom to define certification according to its needs. The state can use this opportunity to strengthen and streamline its certification requirements. It can also create alternate routes to certification.

Regarding the third requirement, states have significant flexibility to design ways to allow teachers to demonstrate competency in the subjects they teach, especially for teachers with experience. The law also requires that states consider the differences between elementary and secondary teachers, as well as differences between newly hired and experienced teachers.

Why *No Child Left Behind* Focuses on the Importance of Teachers Knowing the Subjects They Teach

Students, parents and educators intuitively believe that a teacher's knowledge of subject matter is critical if students are going to achieve to high standards. As Sandra Feldman, president of the American Federation of Teachers, says, "You can't teach what you don't know well."⁷ In addition, research shows that teachers who know the subject matter that they teach are more effective in the classroom.⁸ Having teachers who know well the content they are teaching is good practice because it leads to improved student learning.



New Elementary School Teachers

Elementary school teachers who are new to the profession must demonstrate competency by passing a rigorous state test on subject knowledge and teaching skills in reading and language arts, writing, math and other areas of the basic elementary school curriculum.

New Middle and High School Teachers

At the middle and high school levels, new teachers must demonstrate competency either by passing a rigorous state test in each subject they teach or by completing an academic major or coursework equivalent to an academic major, an advanced degree or advanced certification or credentials.

Experienced Elementary, Middle School and High School Teachers

Teachers with experience must either meet the requirements for new teachers or demonstrate competency based on a system designed by each state. *No Child Left Behind* recognizes that many teachers who have experience may already have the qualifications necessary to be considered highly qualified. Therefore, the law allows states to create a high, objective, uniform state standard of evaluation (HOUSSE). This standard is defined by each state in line with six basic criteria established in NCLB. HOUSSE allows states to evaluate teachers' subject matter knowledge by recognizing, among other things, their teaching experience, professional development and knowledge in the subject garnered over time in the profession. The law requires that such standards

- Are set by the state for grade-appropriate academic subject-matter knowledge and teaching skills.
- Are aligned with challenging state academic content standards and student achievement standards and developed in consultation with core content specialists, teachers, principals and school administrators.

Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches.

Are applied uniformly to all teachers in the same academic subject and the same grade level throughout the state.

Take into consideration, but are not based primarily on, the time a teacher has been teaching the academic subject.

Are made available to the public upon request.

This evaluation may involve multiple, objective measures of teacher competency.

Important: Most states have developed their high, objective, uniform state standard of evaluation (HOUSSE) standards for experienced teachers. Many are using point systems that allow teachers to count a combination of years of successful classroom experience, participation in high-quality professional development that evaluates what the teacher has learned, service on curriculum-development teams and other important activities related to the development of content-area expertise. As states begin implementing these standards, many experienced teachers will find that they already meet the competency requirements for the subjects they teach. Others may need to take only minimal steps to meet the requirements. Teachers should contact their state department of education to learn about the status of their state's HOUSSE provision for experienced teachers.



Teacher Testing

Under *No Child Left Behind*, it is **not** mandatory for all teachers to take a test to determine that they meet their state's highly qualified teacher requirements in the subjects they teach. Testing is required only for new elementary teachers. States have the flexibility to create and make determinations regarding subject-matter tests for teachers, and NCLB allows new and experienced secondary teachers to demonstrate competency through a major or its equivalent in the subject, or through an advanced degree or certification. As each state defines its own grade-level content standards, it should choose appropriate assessments for new teachers and provide opportunities for experienced teachers to demonstrate subject-matter knowledge through a test or other means.



How the Federal Government Helps

Information and Assistance

Teacher Assistance Corps



At the direction of Secretary Rod Paige, the U.S. Department of Education formed the Teacher Assistance Corps (TAC), to assist states in implementing the highly qualified teacher requirements in the law. Consisting of practitioners, state and district officials, researchers, higher education leaders and others, TAC teams have provided assistance in understanding the law, shared innovative practices from other states and listened to states as they shared implementation challenges. Many states invited principals, superintendents and teachers to these meetings, allowing them a chance to ask questions and voice concerns. The TAC initiative will provide further assistance, as needed, while states are in the process of all phases of implementation.

Teacher-Quality Web Site



Teacher Quality

The U.S. Department of Education sponsors the Web site www.teacherquality.us. It includes links to information on many interesting state and district initiatives around the nation focused on improving teaching and learning, along with other information specifically designed for classroom teachers.

Teacher-to-Teacher Summer Workshops



The U.S. Department of Education has brought together some of the nation's most effective teachers and education experts to share with their colleagues research-based practices and effective methods of using data to inform instruction that have been successfully applied in the classroom.

Research-to-Practice Summit

The U.S. Department of Education will sponsor a Research-to-Practice Summit, where the latest findings of effective teaching and learning will be presented. Teacher practitioners will share how they have applied those findings in everyday teaching and how they have equipped their students to reach unprecedented levels of success.

Teachers may sign up to receive electronic updates from the Department. These short e-bytes address some of the hot topics from our teacher outreach and provide links to resources to aid teachers in learning about the latest policy, research and professional issues affecting the classroom. Sign up at www.teacherquality.us.



Funding for Teacher Quality

No Child Left Behind provides funds to states and districts to conduct a wide variety of activities aimed at supporting teachers. It is important to note that districts can transfer up to 50 percent of federal formula grant funds they receive under different parts of the law (Title II—Improving Teacher Quality and Educational Technology, Title IV—Safe and Drug-Free School Grants, Title V—Innovative Programs) to any one of these programs or to their Title I program (Improving the Academic Achievement of the Disadvantaged). This allows districts the opportunity to target resources as they see fit, including moving funds into Title II to provide even more support for teachers. This can be accomplished without separate requests and approval.

Improving the Academic Achievement of the Disadvantaged (Title I)



Each district that receives Title I funds must spend at least 5 percent of its Title I allocation on professional development activities to assist teachers. In fiscal year (FY) 2004, Title I funding included about \$605.2 million targeted to professional development alone. With a record request of \$13.3 billion for the program in FY 2005, the amount targeted to professional development would be at least \$653.7 million.

Improving Teacher-Quality State Grants (Title II)

No Child Left Behind makes funds available specifically to help all states support teachers and improve teaching and learning. Funding for FY 2004 was \$2.93 billion; total funding from FY 2002-04 amounts to more than \$8.7 billion. States have already submitted applications to the Department describing their annual goals for increasing the percentage of highly qualified teachers. States have also described how they will use funds to meet the teacher and para-professional requirements of the law and how they will hold districts accountable for their progress in helping all teachers reach the highly qualified standard for the subjects they teach.

Educational Technology State Grants Program (Title II)

Each district receiving Educational Technology State Grants funds must spend at least 25 percent (a total of \$173 million in FY 2004) on high-quality professional development in the integration of

District Needs Assessment

To receive Title II funds, each district must conduct a needs assessment, outlining activities that must be implemented to give teachers the content knowledge and teaching skills they need, and to give principals the instructional leadership skills they need to help teachers. *No Child Left Behind* requires that teachers participate in the needs assessment process. **Teachers should contact their state or district about getting involved in this process, if they have not already been invited to participate.**

technology into curricula and instruction, unless a district can demonstrate that it already provides such training.

English Language Acquisition State Grants Program (Title III)

In FY 2004, \$548 million is available to states for English Language Acquisition State Grants under Title III of NCLB. States may use up to 5 percent of these funds for professional development and other uses to support teachers. In addition, more than \$68 million dollars is available specifically for professional development projects to assist districts and schools in improving the teaching of English language learners. Of this amount, \$39 million is available for project-grants under the NCLB Title III English Language Acquisition State Grants program. These competitive grants are awarded for up to five years to colleges and universities to provide professional development to improve instruction for English language learners. The remaining \$29 million is available to continue professional development projects that were awarded under the 1997 version of the *Elementary and Secondary Education Act*, before it was reauthorized as NCLB.



Other Programs to Improve Teaching and Learning

The federal government supports several other grant programs for teachers, such as Teaching American History; Math and Science Partnerships; Troops for Teachers; Transition to Teaching; Teach for America; and the American Board for the Certification of Teacher Excellence, among others. The U.S. Department of Education also funds programs to support school leadership, as well as the teaching of students with disabilities, English language learners, and Native American and migrant children. For more information on grants to improve teacher quality, recruitment and retention, visit www.ed.gov/admins/tchrqual/learn/tpr.

Report Cards and Parent Notification

UNDER *NO CHILD LEFT BEHIND*, STATES AND DISTRICTS MUST PROVIDE THE PUBLIC WITH INFORMATION ABOUT SCHOOLS AND TEACHERS. AMONG THE REQUIRED REPORTS ARE ANNUAL STATE AND DISTRICT REPORT CARDS AND NOTIFICATIONS UNDER THE “PARENTS’ RIGHT TO KNOW” PROVISIONS IN THE LAW. THESE REPORTS WILL BEGIN WITH DATA FROM THE 2002–03 SCHOOL YEAR.

Report Cards

Annual state report cards must include:

- State assessment results by performance level (basic, proficient, advanced), broken out into groups of students by: race, ethnicity, disability status, English language learners, low-income status, gender, and migrant status.
- Accountability information comparing achievement goals and actual performance.
- Percentage of each group of students not tested.
- An additional indicator of student performance, selected by the state, for elementary and middle school academic achievement.
- Graduation rates for secondary school students.
- District and school progress in making Adequate Yearly Progress goals.
- Teacher information:
 - ▽ Professional qualifications of teachers in the state (degrees, certification).
 - ▽ Percentage of teachers teaching under emergency or provisional credentials.
 - ▽ Percentage of classes statewide taught by teachers not meeting the highly qualified teacher requirements, in total and broken out by high-poverty and low-poverty schools.

(Note: State report cards may include other information for parents.)

Annual district report cards must report the same information as the state reports, broken down by district level and school level.

States and districts must present this information, to the extent that is feasible, in a language that parents can understand, and make it available to the public. For more information on state and district report cards, see the U.S. Department of Education guidance at www.ed.gov/programs/titleiparta/reportcardsguidance.doc.



Parents' Right to Know



The Parents' Right to Know provision requires that two types of communication be provided to parents of students in Title I schools.

Parent notification by district: A district receiving Title I funds must send a notification to parents, informing them of their right to request information on the qualifications of their child's teacher. The information that the district must provide (if requested) includes the following:


- Whether or not the teacher has met the certification requirements of the state.
- Whether or not the teacher is teaching under an emergency or other provisional status.
- The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline of his or her certificate or degree.
- Whether or not the child receives service from a paraprofessional and, if so, his or her qualifications.

Parent notification by school: Additionally, schools receiving federal Title I funds must send parents certain information in a timely manner, in a language that is understandable, to the extent that is feasible. Title I schools must provide the following:

- Information on the child's level of achievement on state assessments.
- Timely notice that the child has been assigned to or been taught by a teacher who does not meet the highly qualified teacher requirements for four or more consecutive weeks.



Parent notifications are meant to encourage parent involvement and improve communication between the family and the school. Districts and schools have a great deal of flexibility in designing these notices. NCLB describes the minimum amount of information to be provided. Districts and schools can provide additional information to ensure that parents more fully understand the notification. Contact your principal to determine whether your school receives Title I funds and whether these parent notification requirements apply to your school.



Questions
Teachers
Frequently
Ask About
No Child Left Behind



Questions Teachers Frequently Ask About No Child Left Behind



NCLB IS BASED ON THE PRINCIPLES OF INCREASED FLEXIBILITY AND LOCAL CONTROL, STRONGER ACCOUNTABILITY FOR RESULTS, EXPANDED OPTIONS FOR PARENTS AND AN EMPHASIS ON EFFECTIVE TEACHING METHODS SCIENTIFICALLY PROVEN TO INCREASE STUDENT ACADEMIC ACHIEVEMENT.

The *No Child Left Behind Act* of 2001 (NCLB) amends the *Elementary and Secondary Education Act of 1965* (ESEA) by making significant changes in the major federal programs that support schools' efforts to educate all children. NCLB is based on the principles of increased flexibility and local control, stronger accountability for results, expanded options for parents and an emphasis on effective teaching methods scientifically proven to increase student academic achievement.

The following are commonly asked questions about *No Child Left Behind*, specifically as the law applies to teachers. This information will help teachers understand the content and intent of this landmark legislation and how it affects them as they serve in our nation's classrooms. Of course, as states, districts and schools implement these changes, new questions will arise and new issues will surface. Teachers should also pursue answers from their district and state department of education as the majority of these questions arise from state and district implementation of the law.

Highly Qualified Teacher Requirements

Why is teacher quality such an important issue?

A major objective of *No Child Left Behind* is to ensure that all students, regardless of race, ethnicity or income, have the best teachers possible. A well-prepared teacher is vitally important to a child's education. In fact, research demonstrates the clear correlation between student academic achievement and teacher quality.⁹ Studies also show that many classrooms and schools, particularly those with economically disadvantaged students, have disproportionately more teachers who teach out-of-field or are not fully qualified in the subjects they teach.¹⁰

What does "full state certification" mean?

Full state certification is determined by the state in accordance with state policy. *No Child Left Behind* allows states to set their own certification requirements. NCLB encourages states to have high standards and to use this opportunity to strengthen and streamline their certification requirements to make sure that talented individuals are not discouraged from becoming teachers, or continuing to teach.

Which subjects are considered the core academic subjects?

No Child Left Behind defines “core academic subjects” to include English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography.

What are the deadlines for meeting the highly qualified teacher requirements?

Beginning with the 2002–03 school year, teachers of core academic subjects who are newly hired to teach in Title I programs must meet all requirements. By the end of the 2005–06 school year, all teachers of core academic subjects must meet the requirements in every state that receives Title I funds. However, teachers who teach multiple subjects in eligible small, rural schools must meet the highly qualified teacher requirements in one subject, but have additional time to meet the requirements in other subjects. (See page 25 for more information on flexibility for eligible small, rural school teachers.)

What are the basic requirements in the federal law for highly qualified teachers?

The law requires that teachers of core academic subjects meet three basic requirements:

- ▶ Hold a bachelor’s degree.
- ▶ Obtain full state certification, which can be “alternative certification.”
- ▶ Demonstrate subject-matter competency in the core academic subjects taught.

How do I become highly qualified if I am a new teacher?

Those who are considering teaching core academic subjects must meet their state’s definition of highly qualified teacher, which includes demonstrating knowledge in their subject area. For this reason, the law requires that new teachers hold a bachelor’s degree, have full state certification and demonstrate subject-matter competency. The teacher can do this by passing a rigorous subject test in each of the academic subjects he or she teaches. A middle or high school teacher may demonstrate subject-matter competency by having successfully completed, in each of the core academic subjects he or she teaches, an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing. New elementary school teachers must demonstrate the required competency by passing a state-approved test.



How do I become highly qualified if I am an experienced teacher?

Many experienced teachers have already met the highly qualified teacher requirements. Experienced teachers must meet the three basic requirements by the end of the 2005–06 school year. They must have a bachelor’s degree and full state certification (no emergency certificates). For the third requirement, there are multiple ways for experienced teachers to demonstrate that they have sufficient content knowledge. Teachers may opt for taking a subject-matter test (as determined by the state) or demonstrate competency through the state-developed high, objective, uniform state standard of evaluation (HOUSSE). In addition, middle and high school teachers may demonstrate competency through a major (or its equivalent) or through advanced certification or credentials in the subject they teach. Teachers should contact the state department of education for more information about meeting the highly qualified teacher definition in the subjects they teach.

What is the “high, objective, uniform state standard of evaluation” (HOUSSE)?

HOUSSE is a system by which the state can determine that an experienced teacher meets the subject-matter competency requirements in the law. Under *No Child Left Behind*, the criteria for such a system



- ▶ Are set by the state for grade-appropriate academic subject-matter knowledge and teaching skills.
- ▶ Are aligned with challenging state academic content standards and student achievement standards and developed in consultation with core content specialists, teachers, principals and school administrators.
- ▶ Provide objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.
- ▶ Are applied uniformly to all teachers in the same academic subject and the same grade level throughout the state.
- ▶ Take into consideration, but are not based primarily on, the time a teacher has been teaching the academic subject.
- ▶ Are made available to the public upon request.

The law clearly recognizes that teachers who have been in the classroom have a variety of experiences and training that may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency. Teachers should contact their state department of education regarding specific HOUSSE procedures.

For teachers who teach multiple subjects, states may develop one streamlined HOUSSE procedure for determining subject-matter competency in multiple subjects, such as in discipline families.

Do highly qualified teacher requirements apply to special education teachers?

Yes. If a teacher teaches any core academic subject, *No Child Left Behind* requires that he or she be highly qualified. However, special educators do not have to meet the highly qualified teacher requirements if they do not directly instruct students in a core academic subject.

Congress is considering the requirements for highly qualified special education teachers as part of the *Individuals with Disabilities Education Act (IDEA)* reauthorization, with completion expected this year.

What activities may special education teachers carry out if they are not highly qualified in the core academic content areas being taught?

Special education teachers often carry out activities that would not, by themselves, require them to be highly qualified in a particular subject. Special educators do not have to demonstrate subject-matter competency in core academic subjects if they do not directly instruct students in those subjects, or if their role is limited to providing highly qualified teachers with consultation on the adaptation of curricula, the use of behavioral supports and interventions, or the selection of appropriate accommodations. In addition, they do not need to meet highly qualified requirements in a subject area if they assist students with study or organizational skills and reinforce instruction that the child has already received from a teacher who is highly qualified in that core subject.

Special educators have critical knowledge that supports teaching and learning, and collaboration is important in order to meet the needs of students with disabilities, in both regular classroom settings and special settings.

Would a teacher who provides core academic instruction to English language learners need to be highly qualified, even if the child already receives instruction in the same subject from a teacher who is highly qualified?

Yes. A teacher of English language learners who provides instruction in core academic subjects needs to meet the requirements, even if he or she is not the only one instructing the students in that subject. However, if the teacher is reinforcing instruction already delivered, or is only providing advisory assistance to a teacher who has delivered the instruction, the highly qualified teacher requirements do not apply.



Can English-as-a-Second Language (ESL) teachers demonstrate subject-matter competency in the subjects they teach through an advanced certificate or degree in ESL?

An endorsement, degree or certification in ESL may not be used to demonstrate subject-matter competency, unless the endorsement or certification includes coursework equivalent to that of a subject major, or is in line with other means allowable under *No Child Left Behind* and required by the state to determine subject-matter competency.

No Child Left Behind requires that ESL teachers demonstrate subject-matter competency in the core subjects they teach. For example, a teacher who teaches math using ESL methodologies would need to demonstrate subject-matter competency in math. A teacher who uses ESL methodologies to teach parts of the general elementary curriculum to fourth-graders must demonstrate competency as an elementary teacher.

In *No Child Left Behind*, the list of core academic subjects includes the arts. What does the law mean by “the arts”?

While *No Child Left Behind* includes the arts in its list of core academic subjects, it does not define the term. Each state can determine its own definition of “the arts.” For example, some states define the arts to include music, visual arts and dance.

***No Child Left Behind* does not list biology, chemistry and physics in the list of core academic subjects. Does the law require teachers who teach science to demonstrate competency in each discrete science, or as a general category?**

While the list of core academic subjects in the law does not break out the sciences, states must consider their current teacher certification standards and student achievement standards to determine what is an appropriate demonstration of subject-matter competency. If a state currently requires subject-specific certification in the discrete fields of science, then the state may require teachers to demonstrate competency in each discrete field. Alternatively, a state may certify teachers as general science teachers or use other broad categories, such as life sciences and physical sciences. In that case, the state may require new teachers to demonstrate content knowledge through a content exam or major and, for experienced teachers, may develop a high, objective, uniform state standard of evaluation (HOUSSE) procedure, aligned with current certification standards.



What is “alternative certification”?

It can mean two things. First, alternative certification programs are those that allow candidates to teach while they are meeting state certification requirements. These programs must provide solid professional development to the teachers before they enter the classroom and while they are teaching and must also include a mentoring or induction component. Teachers in these programs may teach for up to three years while they earn their state certification, provided that they have met the bachelor’s degree and subject-matter competency requirements.

Second, states can create alternate routes to certification. For example, they can adopt a new system supported by the American Board for Certification of Teacher Excellence (ABCTE), which allows teacher candidates to demonstrate their competency through a comprehensive, multi-faceted assessment rather than through coursework in specific education school courses. Teachers who pass the assessment would be considered fully certified before they enter the classroom.

Do long- and short-term substitute teachers need to meet the highly qualified teacher requirements?

It is vital that substitutes be able to perform their duties well. Although short-term substitute teachers do not need to meet the highly qualified teacher requirements under *No Child Left Behind*, it is strongly recommended that a long-term substitute teacher meet the requirements for a highly qualified teacher as defined in the law. In addition, as states and districts establish a definition for “long-term substitute,” they should bear in mind that the law requires parent notification if a student has received instruction for four or more consecutive weeks by a teacher who is not highly qualified.

Must elementary school subject specialists be highly qualified in all subjects or just the subject they teach?

A fully certified, experienced elementary school teacher who teaches only a single subject (e.g., a reading or math specialist) does not necessarily have to demonstrate subject-matter knowledge across the entire elementary curriculum. Rather, such a teacher must

pass a rigorous state test in the subject area or demonstrate competency in that subject through the state's high, objective, uniform state standard of evaluation (HOUSSE) procedures.

On the other hand, *new* elementary school teachers must pass a rigorous state test in all areas of the elementary school curriculum. As a practical matter, most states are already requiring new teachers, whether generalists or specialists, to pass a general test before they can obtain full state certification. In these states, teachers who choose to pursue subject-area specializations will already have satisfied the requirements for being highly qualified in elementary school.

Specialists in non-core academic subjects (e.g., vocational or physical education teachers) do not have to meet the highly qualified teacher requirements.

May teachers teach with an emergency certificate or temporary permit and still be considered highly qualified?

No. New teachers must meet their state's definition of highly qualified in the subjects they are teaching at the time of hire, and full state certification is one of these requirements. Experienced teachers teaching under an emergency certificate or temporary permit have until the end of the 2005–06 school year to earn full state certification. Teachers who are part of an alternative certification program already have a bachelor's degree and have demonstrated subject-matter competency. These teachers meet the definition of highly qualified and are given full state certification, under the condition that they will complete certain certification requirements in three years or less.

Do charter school teachers need to be highly qualified?

Yes. All charter school teachers who teach core academic subjects, like other public school teachers, must hold a bachelor's degree and demonstrate competency in the core academic areas in which they teach. They also must have full state certification, unless the state charter school laws specify that such certification is not required for charter school teachers.

For the purposes of demonstrating subject-matter competency for teachers in middle grades, who determines whether middle grades are designated elementary or secondary school?

States may determine whether a grade level is elementary or secondary. Therefore, *No Child Left Behind* does not directly address the issue of whether teachers in middle grades are to be considered elementary school teachers, with general core content knowledge, or secondary content specialists. For the purposes of determining whether a middle school teacher meets the subject-matter competency requirements of NCLB, states are encouraged to examine, for each core academic subject, the degree of rigor and technicality of the subject matter that a teacher needs to know in relation to the state's content standards and academic achievement standards. The intent of NCLB is to ensure that teachers have sufficient subject-matter knowledge and skills to instruct effectively in the core academic subject they teach.



Is middle school certification allowable under *No Child Left Behind*?

Yes. The state determines certification requirements.

Are middle and high school teachers in small, rural schools required to be highly qualified in every core academic subject they teach?

Yes. All teachers who teach core academic subjects must be highly qualified in each subject they teach.

The secretary of education recognizes, however, that small, rural districts face special challenges in ensuring that all of their teachers are highly qualified by the end of the 2005–06 school year. As a result, new teachers who teach multiple subjects in eligible small, rural districts must demonstrate competency in one of the subjects they teach; they may have additional time to do the same in additional subjects. The eligible districts must provide high-quality professional development and a program of intensive support or teacher mentoring for these teachers, as they earn additional subject-matter competencies. Teachers will have three years from their date of hire to demonstrate subject-matter competency in additional subjects, and current teachers in eligible small, rural districts will have until the end of the 2006–07 school year to meet the requirements in every subject they teach. To find out about eligibility of a particular district for this extended time, contact the district or state department of education. To find out more about this flexibility, see the secretary of education’s letter to the states, available at www.ed.gov/policy/gen/guid/secletter/040331.html.



Almost 4,900 districts—or about one-third of all districts nationally—meet the criteria for small, rural districts. There are, however, districts with rural schools that do not meet the eligibility criteria and therefore do not qualify for the flexibility described above. These districts should examine how the resources provided through Title II, Part A and other federal, state, or local resources can be used to improve and expand professional development opportunities, so that experienced teachers who are not yet highly qualified in the subjects they teach receive high-quality, content-specific professional development and meet the HOUSSE standard for each subject they teach. These teachers can also pass rigorous subject-specific state tests or earn a major or advanced certification.

What are other options for rural schools in need of teachers who meet the highly qualified teacher requirements in each core subject?

In addition to the professional development that all rural districts can offer teachers to help them meet the requirements, districts and schools should consider how distance learning arrangements that enlist the services of highly qualified teachers in other localities can help them meet this goal.

Districts may also hire experts (e.g., scientists, engineers or artists) to provide content enrichment and practical applications to the content being taught. As long as these experts are reinforcing the regular teacher and not providing direct instruction in the core content areas, they do not have to meet the highly qualified teacher requirements. Some states have made it possible for experts who meet the subject-matter requirements and have a bachelor’s degree to earn full state certification through an alternate route.

Adjunct Teacher Corps. As part of his FY 2005 budget, President Bush has proposed an Adjunct Teacher Corps initiative. This initiative would support partnerships between school districts and public or private institutions that would bring well-qualified individuals from business, especially those involving technology, industry and other areas into secondary schools to teach on an adjunct basis. It would thereby help meet needs in critical shortage areas, such as math and science.

What are the requirements in *No Child Left Behind* for paraprofessionals or teachers' aides?

Paraprofessionals—aides who support services provided in a school—are a valuable resource in any school setting. *No Child Left Behind* sets clear guidelines for academic qualifications for individuals assisting in instruction in Title I funded schools or classrooms.

Paraprofessionals

Contact your state or district for more information about requirements for paraprofessionals in your school. For guidance on paraprofessionals from the U.S. Department of Education, visit www.ed.gov/policy/elsec/guid/paraguidance.doc.

The law allows teachers' aides to support instruction if they have met certain academic requirements: They must have at least an associate degree or two years of college, or meet a rigorous standard of quality as demonstrated through a formal state or local assessment. Paraprofessionals in Title I schools do not need to meet the requirements if their role does not involve facilitating instruction. For example, paraprofessionals who serve only as hall monitors do not have to meet the same academic requirements. If a person working with special education students does not provide any instructional support (such as one who solely provides personal care services), that person is not considered a paraprofessional and the academic requirements do not apply.

What is advanced certification or advanced credentialing?

Advanced certification programs around the nation provide opportunities for teachers to challenge themselves as educators and lifelong students, and to take teaching to a new level as master teachers. In addition, for the purposes of meeting the highly qualified teacher requirements in *No Child Left Behind*, advanced certification and credentialing are vehicles by which middle and high school teachers may demonstrate subject-matter competency in the subjects they teach. Each state may define these terms and choose how to implement them for the purpose of allowing middle and high school teachers to demonstrate subject-matter competency. To learn more about the different opportunities in your state, contact your state certification or credentialing office.

Accountability

What is “adequate yearly progress”? How does measuring it help to improve schools?

No Child Left Behind requires each state to define adequate yearly progress (AYP) for school districts and schools, within the parameters set by NCLB. In defining AYP, each state sets the minimum levels of improvement—measurable in terms of student performance—that school districts and schools must achieve within time frames specified in the law. In general, it works like this: Each state begins by setting a starting point that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the level of student achievement that a school must attain in order to make AYP. Subsequent thresholds must increase at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading and language arts, math and science.



English Language Learners: For newly arrived, first-year English language learners (ELL), states may, but are not required to, include results from the math and, if given, reading and language arts content assessments in adequate yearly progress (AYP) calculations. Either way, students taking both the math and English language proficiency (ELP) assessment would count toward the NCLB requirement that 95 percent of all students participate in the state assessments. Schools and districts can also get credit for ELL students who have attained English language proficiency as part of the ELL subgroup for up to two additional years after they have become English proficient. This way, schools are not penalized for doing an excellent job helping students become proficient in English. For more information go to www.ed.gov/nclb/accountability/schools/factsheet-english.html.



Students With Disabilities: When measuring AYP, states and school districts have the flexibility to count the “proficient” (passing) scores of students with the most significant cognitive disabilities who take alternate assessments based on alternate achievement standards—as long as the number of those proficient scores does not exceed 1 percent of *all* students in the grades assessed, which amounts to about 9 percent of students with disabilities. (The 1 percent cap is based on current incidence rates of students with the most significant cognitive disabilities, allowing for reasonable local variation in prevalence.) For more information, visit www.ed.gov/nclb/freedom/local/specedfactsheet.html.

Uniform Averaging Procedure: States have the opportunity to determine how many years of data will be used to make an adequate yearly progress (AYP) determination. States may use one, two or three years of data in calculating AYP. Further, states have the latitude to compare one year of data to two or three years of data in making final AYP determinations. This flexibility enables a state to give schools the benefit of recent improvements (with one year of data) or limit the effect of poor achievement in one year (with two or three years of data). In addition, states can apply this averaging procedure to their 95 percent testing requirement. For more information, visit www.ed.gov/news/pressreleases/2004/03/03292004.html.

What happens when a school does not make adequate yearly progress (AYP)?

When a school does not make AYP for two consecutive years, it is identified as in need of improvement. States and districts must provide resources and assistance to support it in making meaningful changes that will improve its performance. Title I funds are set aside by state to use specifically for these schools. *No Child Left Behind* lays out an action plan and timetable for steps to be taken when a Title I school does not improve, as follows:

- ▶ **Second Year:** A Title I school that has not made AYP, as defined by the state, for two consecutive school years will be identified by the district as needing improvement before the beginning of the next school year. School officials will develop a two-year plan to turn around the school. The district will ensure that the school receives needed technical assistance as it develops and implements its improvement plan. Students must be offered the option of transferring to another public school in the district—which may include a public charter school—that has not been identified as needing school improvement.
- ▶ **Third Year:** If the school does not make AYP for three years, the school remains in school-improvement status, and the district must continue to offer public school

choice to all students. In addition, students from low-income families are eligible to receive supplemental educational services, such as tutoring or remedial classes, from a provider who is approved by the state and selected by parents.

- ▶ **Fourth Year:** If the school does not make AYP for four years, the district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice for all, as well as supplemental educational services for low-income students.
- ▶ **Fifth Year:** If the school does not make AYP for a fifth year, the district must initiate plans for restructuring the school. This may include reopening the school as a charter school, replacing all or most of the school staff, or turning over school operations either to the state or to a private company with a demonstrated record of effectiveness.

Teachers may go to www.ed.gov/admins/lead/improve/sigwebcast.html, to view a webcast on school and district improvement.



How are teachers or schools that raise student achievement rewarded?

No Child Left Behind requires states to provide state academic achievement awards to schools that close achievement gaps between groups of students or that exceed academic achievement goals. States may also financially reward teachers in schools that receive academic achievement awards. In addition, states must designate as “distinguished” schools that have made the greatest gains in closing the achievement gap or in exceeding achievement goals.

Student Assessment

On which subjects are students tested? When are they tested?

No Child Left Behind requires that, by the 2005–06 school year, each state measure every child’s progress in reading and math in each of grades 3 through 8 and at least once during grades 10 through 12. In the meantime, each state must administer assessments in reading and math at three grade spans (3-5, 6-9 and 10-12). By school year 2007–08, states must also have in place science assessments to be administered at least once during grades 3-5, grades 6-9 and grades 10-12. Further, states must ensure that districts administer tests of English language proficiency—measuring oral language, listening, reading comprehension, reading and writing skills in English—to all English language learners, as of the 2002–03 school year.

Students may still undergo state assessments in other subject areas (e.g., history, geography and writing skills), if and when the state requires it. However, NCLB requires assessments only in the areas of reading or language arts and math, and soon in science.

How do annual assessments support teaching and learning?

It is important to measure a student’s progress over time in the subjects taught so that teachers, school leaders and parents understand how well that student is achieving. Annual assessments allow teachers to compare student progress across time. They allow teachers to determine areas of strength and weakness in student understanding and in

their own teaching. They also help teachers and administrators in evaluating curriculum choices. Annual assessments help identify problem areas for students and give teachers an idea of which students need extra help. A recent Education Trust report entitled *The Real Value of Teachers* affirms the importance of regular student assessment as a means of providing teachers with data to inform them not only about a student's progress, but also about their own teaching.¹¹ Using data from state assessments gives schools a powerful tool to determine the needs of students, so teachers and administrators can work together to develop the appropriate professional development for teachers.

How are assessments handled for students with disabilities?

The *Individuals with Disabilities Education Act of 1997* requires that all students with disabilities participate in regular assessments to determine whether or not they are meeting the achievement goals set for them under their Individual Education Plans (IEP), as determined by their IEP teams. Alternate assessments are only appropriate when students cannot be assessed through the regular state assessments, even with appropriate accommodations.

How are assessments handled for English language learners?

No Child Left Behind requires that all children be assessed. In order to make AYP, schools must test at least 95 percent of the various subgroups of children, including English language learners. For English language learners who take the regular assessments, states must provide reasonable accommodations. Accommodations may include native-language versions of the assessments. However, in the area of reading and language arts, students who have been in U.S. schools for three consecutive years must be assessed in English, with an additional two years as needed, on a case-by-case basis.

Recognizing that there are small groups of students who are unable to take the reading/language arts assessment because of language barriers, the secretary of education provides the following flexibility in determining who is tested: English language learners in their first year of enrollment in U.S. schools have the option of not taking the reading and language arts assessment. These students would take the math assessment, with accommodations as appropriate, and the English language proficiency (ELP) assessment.

Students With Disabilities

Under the direction of the state, schools have the following options for testing students with disabilities:

- ▶ Regular state assessment.
- ▶ Regular state assessment with accommodations, such as changes in presentation, response, setting and timing. (For more information about accommodations, visit <http://education.umn.edu/NCEO/OnlinePubs/Policy16.htm>.)
- ▶ Alternate assessment aligned to grade level achievement standards.
- ▶ Alternate assessment aligned to alternate achievement standards.



Reading

What do we know about teaching reading effectively?

Research has consistently identified the critical skills that young students need to learn in order to become good readers.¹² Teachers across different states and districts have demonstrated that scientifically based reading instruction can and

does work with all children. The key to helping all children learn is to help teachers in each and every classroom benefit from the relevant research. That can be accomplished by providing professional development for teachers on the use of scientifically based reading programs, by using instructional materials and programs that are also based on sound scientific research, and by ensuring accountability through ongoing assessments. To find out more about National Reading Panel findings, visit www.nationalreadingpanel.org.

What is being done to help children learn to read well by the end of the third grade?

Improving the reading skills of children is a top priority for leaders at all levels of government and business, as well as for parents, teachers and countless citizens who volunteer at reading programs across the nation. At the national level, *No Child Left Behind* reflects this concern with the new program called Reading First. This ambitious national initiative is designed to help every young child in every state become a successful reader. It is based on the expectation that instructional decisions for all students will be guided by the best available research. In recent years, scientific research has provided tremendous insight into exactly how children learn to read and the essential components for effective reading instruction.



Does *No Child Left Behind* support programs to help children build language and pre-reading skills before they start kindergarten?

Yes. The Early Reading First program supports preschool programs that provide a high-quality education to young children, especially those from low-income families. While early childhood programs are important for children's social, emotional and physical development, they are also important for children's early cognitive and language development. Research stresses the importance of early reading skills, including phonemic awareness and vocabulary development. Early Reading First supports programs to help preschoolers improve these skills. These programs can include professional development of staff and the identification and provision of activities and instructional material. Programs must be grounded in scientifically based research, and their success evaluated continuously. For more information on Early Reading First, visit www.ed.gov/programs/earlyreading/index.html.

Scientifically Based Research

What is scientifically based research?

Scientifically based research is research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Because scientifically based research includes different types of research methods, it is critical that the research methods used in a particular study are appropriate for answering the questions that are addressed by the study. Understanding the quality of a research study is critical. Low quality studies of the effectiveness of an intervention



or program do not provide trustworthy answers to the question, “Does this intervention or program work?”

How can teachers determine the effectiveness of an educational intervention or program?

As teachers prepare lessons for their students, they are faced with these questions:

- ▶ How do I know what works?
- ▶ What intervention is best to support a student who lacks certain skills?
- ▶ How do I analyze a program’s or intervention’s effectiveness?



The field of education includes a vast array of education interventions that claim to improve achievement and be supported by evidence. Practitioners are often faced with the challenge of deciding if the evidence is credible and clear as to whether the practice or intervention is truly effective. To help practitioners assess the quality of evidence about the effectiveness of an education practice, the U.S. Department of Education has developed a guide titled *Identifying and Implementing Educational Practices Supported by Rigorous Evidence*.¹³ This guide provides information on how to tell if a research study provides trustworthy information on whether or not an education practice is effective.

What Works Clearinghouse (WWC). Judging the quality of a research study is not always easy. The Department of Education’s WWC provides assessments of the quality of specific studies of the effectiveness of education interventions. The reports indicate whether specific studies provide strong evidence about the effectiveness (or lack thereof) of an education practice. Teachers are encouraged to check on the WWC web site periodically. To find out more about the WWC, visit <http://whatworks.ed.gov/>.

Safe Schools

How big a problem is crime in schools nationwide?

In 2001, students ages 12 through 18 were victims of about 2 million crimes at school, including about 161,000 serious violent crimes (including rape, sexual assault, robbery and aggravated assault). Also in 2001, about 29 percent of students in grades 9 through 12 reported that someone had offered, sold or given them an illegal drug on school property.¹⁴ While overall school crime rates have declined over the last few years, violence, gangs and drugs are still present, indicating that more work needs to be done.



How can schools be made safer?

Title IV of *No Child Left Behind* provides support for programs to prevent violence in and around schools; to prevent the illegal use of alcohol, drugs and tobacco by young people;

and to foster a safe and drug-free learning environment that supports academic achievement. Most of the funds are awarded to states, which, in turn, award money to districts and community-based organizations for a wide range of drug- and violence-prevention programs. These programs must address local needs as determined by objective data and be grounded in scientifically based prevention activities. They must also involve parents. The effectiveness of these programs must be measured and evaluated continuously.

What is the Gun-Free Schools Act?



The *Gun-Free Schools Act* requires each state that receives funds under *No Child Left Behind* to have in effect a state law requiring districts to expel for at least one year any student who brings a firearm to school or possesses a firearm in school. Additionally, it requires districts receiving funds under NCLB to have a policy requiring referral to the criminal justice or juvenile delinquency system for any student who brings a firearm or other weapon to school. These requirements not only remove potentially dangerous students from the school environment but also provide a deterrent, discouraging other students from bringing firearms to school. Over time, this has the potential to make the school environment safer by reducing the number of firearms present in schools. As teachers and students feel safe in their schools, they can focus on learning.

Learning More About *No Child Left Behind*

What if my questions are not answered in this toolkit?

While the U.S. Department of Education strives to provide timely and complete information on *No Child Left Behind* and how it affects teachers and schools, we realize that implementation is an ongoing process. As new questions, issues and ideas surface, more information and guidance may be added. If your questions are not answered here, please go to www.nclb.gov or call 1-800-USA-LEARN.

Teachers also should contact their state department of education or district for more detailed answers to specific questions about state and local requirements and policies regarding highly qualified teachers.



No Child Left Behind
Supporting
America's
Teachers



Liability Protection, Loan Forgiveness and Tax Relief



“TEACHERS DESERVE ALL THE KNOWLEDGE AND SUPPORT WE CAN GIVE THEM. AND CHILDREN DESERVE THE QUALITY EDUCATION THAT COMES FROM EXCELLENT TEACHERS. THIS IS THEIR BIRTHRIGHT”.

– Laura Bush, First Lady of the United States

As part of the historic effort to improve America’s schools, *No Child Left Behind* and other federal education laws and policies provide strong support for the classroom teacher.

Liability Protection

Title II of the *Elementary and Secondary Education Act of 1965* (ESEA), as reauthorized by the *No Child Left Behind Act of 2001*, ensures that teachers, principals and other school professionals can undertake reasonable actions to maintain order and discipline in the classroom without the fear of litigation. It provides protection to teachers, instructors, principals, administrators and other education professionals for reasonable actions taken to maintain discipline, order or control in the school or classroom. Specifically, the law protects educators by:

- ▶ Limiting the financial liability of teachers for harm they may cause acting on behalf of the school in disciplining students or maintaining classroom order.
- ▶ Shielding teachers from liability when they act within the scope of their employment and in accordance with applicable federal, state and local laws, and any harm done to a person was not caused by misconduct, gross negligence, or flagrant indifference to the person’s rights or safety.
- ▶ Generally limiting the availability of punitive and non-economic (“pain and suffering”) damages against teachers when they are determined to be liable for their acts.
- ▶ Extending protection not only to teachers, but also to administrators, other school professionals, non-professional employees responsible for maintaining discipline or safety, and individual school board members.

To find out more, review the specific language of the law at www.ed.gov/legislation/ESEA02.

Loan Forgiveness



Under current law, teachers in schools that serve low-income families are eligible for up to \$5,000 in loan forgiveness if they were new recipients of Federal Family Education Loans or Direct Stafford Loans after October 1998 and have taught for five consecutive years. For FY 2005, President Bush proposed increasing this amount to as much as **\$17,500 in loan forgiveness for each highly qualified teacher of math, science and special education who teaches in a high-poverty school.**

Additionally, teachers of special education, math, science, foreign language, bilingual education and other fields where a state has found a shortage of teachers may qualify for Perkins loan cancellation. To find out more about loan forgiveness and financial aid, visit www.ed.gov/inaid/landing.jhtml?src=rt.

Tax Relief

Teachers often use their own resources to provide classroom supplies, supplemental materials and other classroom necessities. In 2004, teachers, instructors, counselors, principals and school aides who work at least 900 hours during the school year are eligible to deduct up to \$250 of their non-reimbursed classroom expenses from their federal income tax, even if they do not itemize deductions. Eligible expenses include books; school supplies; computer equipment, software and services; and other equipment and supplemental materials used in the classroom.

In his FY 2005 budget, President Bush proposed increasing the tax deduction for teachers to \$400, to cover costs they may incur for classroom materials.

Reading First: A \$6 Billion Investment to Improve the Reading Skills of Young Children



PRESIDENT BUSH HAS REQUESTED INCREASING FUNDS EACH YEAR TO ENSURE THAT STATES USE SCIENTIFICALLY BASED READING INSTRUCTION AND TEACHING METHODS. UNPRECEDENTED AMOUNTS OF MONEY ARE BEING PUT INTO IMPROVING THE TEACHING OF READING IN OUR NATION—MORE THAN \$6 BILLION OVER SIX YEARS. CLEARLY, THIS IS A STRONG COMMITMENT TOWARD HELPING ALL CHILDREN LEARN TO READ.

Research shows, and teachers know, that children who read well in the early grades are far more successful in later years, and that those who fall behind often stay behind when it comes to academic achievement.¹⁵ Reading opens the door to learning about math, history, science, literature, geography and much more. Those students who cannot read well are much more likely to drop out of school and be limited to low-paying jobs throughout their lives. Reading is undeniably critical to success in today's society.

Reading First Will Help Teachers Teach Reading

Reading First is a critical part of *No Child Left Behind*. These grants do four things in each state:

- ▶ Implement reading programs using scientifically based reading research—focusing on what works.
- ▶ Ensure early and ongoing assessment of every child's progress using the best analytical tools.
- ▶ Provide professional development and support for teachers.
- ▶ Help monitor reading achievement gains in grades K-3.

Reading First Does Not Just Spend More for Reading; It Spends More Money More Wisely

Reading First requires that every state evaluate how resources are being used in its reading initiatives, where there are gaps in current instruction, how money can be spent to better teach children and whether teachers are getting the support they need to teach reading skills effectively. It also requires teachers to use curricula and methods that are based on sound scientific evidence so that they can effectively reach children.

Reading First Ensures That Federal Grants Go to Those Programs That Help Teachers Teach and Help Students Excel

No Child Left Behind created a Reading First Expert Review Panel made up of more than 70 researchers, experienced reading specialists and other professionals who understand the need for scientifically based reading instruction and the importance of early reading

skills. This panel reviews all state grant applications prior to making the awards. Through the awards, states and districts provide technical knowledge and practical training to ensure that children get the help they need to excel in reading.

Each state's grant application must pass 25 specific review criteria to ensure that the state has a high-quality, comprehensive plan to improve student achievement in reading. Each plan includes the implementation of reading instruction based on the components that scientifically based research has shown are most effective in teaching children to be proficient readers. Research shows that explicit and systematic instruction must be provided in these five areas:

- ▶ **Phonemic Awareness:** The ability to hear and identify individual sounds in spoken words.
- ▶ **Phonics:** The relationship between the letters of written language and the sounds of spoken language.
- ▶ **Fluency:** The capacity to read text accurately and quickly.
- ▶ **Vocabulary:** The words students must know to communicate effectively.
- ▶ **Comprehension:** The ability to understand and gain meaning from what has been read.



The plans also must include how the state will provide professional development for all teachers in the state to learn how to put instructional practices based on scientifically based reading research into action in their classrooms. Finally, states must outline how they will provide technical assistance to districts and schools implementing Reading First programs.

To find out more about the Reading First program, visit www.ed.gov/programs/readingfirst/index.html. To find out about implementation of Reading First in your state, contact your state department of education.

According to the 2001 National Assessment of Educational Progress (NAEP), for two decades reading achievement has not improved overall (National Center for Education Statistics, 2002).¹⁶

- ▶ Fewer than one in three fourth-graders are deemed proficient in reading at grade level.
- ▶ By 12th grade, only 36 percent of seniors are proficient in reading for their grade.
- ▶ About 55 percent of low-income fourth-grade students cannot read at a basic level. In other words, these children struggle with foundational reading skills like summarizing and understanding a story.
- ▶ Almost half of students living in urban areas and attending public schools cannot read at a basic level.

Helping Teachers Improve Math and Science Achievement



ACCORDING TO THE TEACHING COMMISSION'S REPORT *TEACHING AT RISK: A CALL TO ACTION*, THE U.S. JOB MARKET IS SO SCIENTIFICALLY AND TECHNOLOGICALLY BASED THAT MATH AND SCIENCE KNOWLEDGE IS CRITICAL FOR THE HEALTH OF OUR ECONOMY.¹⁷ WHILE SCIENCE AND TECHNOLOGY ADVANCE AT LIGHTNING SPEED, STAGNANT MATH AND SCIENCE PERFORMANCE IN SCHOOLS SHORTCHANGES OUR STUDENTS' FUTURE AND ENDANGERS OUR PROSPERITY AND OUR NATION'S SECURITY.

Improving Math and Science Instruction Around the Nation

No Child Left Behind supports the belief that developing teachers' knowledge and skills in math and science will contribute substantially to the goal of improving student learning, and that students will perform better on assessments of math and science if their teachers have in-depth knowledge of the subjects they teach.

In the United States, the professional preparation programs for many teachers at the elementary, middle school and high school levels include very little math and science. Only 43 percent of middle school students take science from teachers who have a major in science and are certified to teach science.¹⁸

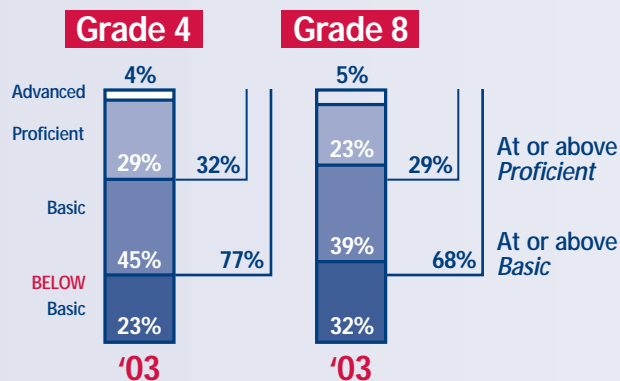
No Child Left Behind requires that federal funds go only to those programs that are backed by evidence of their effectiveness. Over the last decade, researchers have scientifically proven the best ways to teach reading. We must do the same in math. We must work toward using research-based teaching methods.

How well did students perform in 2003?¹⁹

The figures to the right show that 32 percent of fourth-graders and 29 percent of eighth-graders performed at or above the Proficient level in 2003. The percentages of students performing at or above Basic in 2003 were 77 percent at grade 4 and 68 percent at grade 8.

Note: Detail may not sum to totals because of rounding.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.



***No Child Left Behind* Creates Math and Science Partnerships to Rally Every Sector of Society to Work With Schools to Increase Math and Science Excellence**



The Mathematics and Science Partnership (MSP) program is the signature program for improving math and science education in *No Child Left Behind*. This program provides funding to every state in the nation on a formula-grant basis to support high-quality professional development for math and science teachers. Each state is required to conduct a competitive grant program to support projects that are partnerships among science, engineering, and mathematics, and other high-tech departments at institutions of higher education, high-need school districts, and other interested organizations, with the purpose of enhancing the content knowledge of math and science teachers. Those interested in competing for funding under this program should contact their district for more information.

For more information on the Math and Science Partnership program, visit:
www.ed.gov/rschstat/research/progs/mathscience/index.html.

The President Calls for Increasing the Ranks and Pay of Math and Science Teachers

No Child Left Behind requires states to fill the nation's classrooms with teachers who are qualified to teach math and science by the end of the 2005-06 school year. In areas where there are critical shortages, President Bush supports paying math and science teachers more in order to help attract experienced and excellent teachers. Title II funds may be used to fund programs that attract teachers in areas of critical need.

According to the National Assessment of Educational Progress (NAEP) on math:²⁰

- ▶ Only a quarter of our fourth- and eighth- graders are performing at or above proficient levels in math.
- ▶ Twelfth-grade math scores have declined since 1996, and a closer look at those scores reveals that this drop may be attributed to an increase in the percentage of students who fail to achieve basic skill levels.
- ▶ While the scores of black and Hispanic students have been improving at the fourth- and eighth-grade levels, there are significant gaps in achievement between black and Hispanic students and their white and Asian counterparts at all grade levels.

According to a recent international comparison on math and science:²¹

- ▶ American students generally perform less well in math and science as they move through school, when compared to other industrialized countries. Our fourth-graders are above the international average, while our twelfth-graders are near the bottom.

Teaching English Language Learners



RESEARCH SHOWS THAT STUDENTS WHO CANNOT READ OR WRITE IN ENGLISH HAVE A GREATER LIKELIHOOD OF DROPPING OUT OF SCHOOL, AND THEY OFTEN FACE A LIFETIME OF DIMINISHED OPPORTUNITY.²²

Under *No Child Left Behind*, the academic progress of every child, including those learning English, will be assessed in reading, math and eventually science. English language learners will be assessed annually to measure how well they are learning English, so parents and teachers will know how well they are progressing, and states and schools will be held accountable for results.

For more information on teaching English language learners, visit the National Clearinghouse for English Language Acquisition Web site at www.ncele.gwu.edu.

No Child Left Behind Gives Schools the Freedom to Find the Best Methods of Instruction and Assessment

- ▶ *No Child Left Behind* does not dictate a particular method of instruction for learning English and other academic content. Districts and schools have the prerogative to choose the methods of instruction that best meets the needs of students, including methods of instructing in another language or in English.
- ▶ States must establish English language proficiency standards and assessments.
- ▶ Schools must provide high-quality instruction to English language learners in reading, math and other academic subjects.
- ▶ States and districts must ensure that there are highly qualified teachers in all classrooms, including classrooms with English language learners.

Children who are acquiring English are also learning academic content in areas such as reading, math and science. They will be tested in these areas to evaluate progress. States must provide these assessments to new English language learners in their native language to the extent that is feasible, or with language accommodations (such as having the directions on a math test read to them). These decisions are left up to the states, as they work with districts and schools and consider their programs for English language learners.



MYTH:

No Child Left Behind requires new English language learners to take a test in reading and language arts the very first year they are in school and unfairly holds schools accountable for the results.

REALITY:

NCLB allows districts to work with states to determine appropriate tests for new English language learners. The first year these students are in a U.S. school, they can take the English language proficiency (ELP) test and not the regular assessment. Districts that also choose to give these students the regular reading/language arts assessment in the first year are not required under the law to include their scores in AYP calculations, and may use scores on the ELP test instead. In addition, states with larger numbers of new English language learners receive more funds (under Title III of NCLB) to meet the challenge of educating these students.

For more information on assessments for English language learners, visit www.ed.gov/nclb/accountability/schools/factsheet-english.html.

Teaching Students With Disabilities



OVER 20 YEARS OF RESEARCH AND EXPERIENCE HAS DEMONSTRATED THAT THE EDUCATION OF CHILDREN WITH DISABILITIES CAN BE MADE MORE EFFECTIVE BY HAVING HIGH EXPECTATIONS FOR SUCH CHILDREN AND ENSURING THEIR ACCESS IN THE GENERAL CURRICULUM TO THE MAXIMUM EXTENT POSSIBLE; COORDINATING THE ACT WITH OTHER LOCAL, EDUCATIONAL SERVICE AGENCY, STATE, AND FEDERAL SCHOOL IMPROVEMENT EFFORTS IN ORDER TO ENSURE THAT SUCH CHILDREN BENEFIT FROM SUCH EFFORTS AND THAT SPECIAL EDUCATION CAN BECOME A SERVICE FOR CHILDREN RATHER THAN A PLACE WHERE THEY ARE SENT; PROVIDING APPROPRIATE SPECIAL EDUCATION AND RELATED SERVICES AND AIDS AND SUPPORTS IN THE REGULAR CLASSROOM TO SUCH CHILDREN WHENEVER APPROPRIATE; SUPPORTING HIGH QUALITY INTENSIVE PROFESSIONAL DEVELOPMENT FOR ALL PERSONNEL WHO WORK WITH SUCH CHILDREN IN ORDER TO ENSURE THAT THEY HAVE THE SKILLS AND KNOWLEDGE NECESSARY TO ENABLE THEM TO MEET DEVELOPMENTAL GOALS AND TO THE MAXIMUM EXTENT POSSIBLE, THOSE CHALLENGING EXPECTATIONS THAT HAVE BEEN ESTABLISHED FOR ALL CHILDREN...

– *Individuals with Disabilities Education Act (IDEA), Sec. 601(c)(5)(A, C, D, E)*

No Child Left Behind strongly affirms that **all students** can achieve to high standards, including students with disabilities. NCLB works in conjunction with the *Individuals with Disabilities Education Act of 1997 (IDEA)*,²³ which is the nation's special education law. Under the law, students with disabilities must have access to the same high-quality curriculum and instruction as all other students.



Through IDEA reauthorization, Congress is considering how the highly qualified teacher requirements should apply to special education teachers. It is understood that:

- ▶ The highly qualified teacher requirements in *No Child Left Behind* apply to all general education teachers and special education teachers who teach core academic subjects. All teachers must have in-depth understanding of the subject matter they are teaching their students, so that students can meet grade-level standards.
- ▶ These requirements apply whether the teacher provides core academic instruction in a regular classroom, a resource room or another setting.
- ▶ General education and special education teachers need to be knowledgeable and skilled in how to teach all students, including students with disabilities, so that all students can achieve to high academic standards.

MYTH:

No Child Left Behind requires students with significant cognitive disabilities to take the same test as all other students on their grade level and then unfairly holds schools accountable for the results.

REALITY:

The Individuals with Disabilities Education Act (IDEA) requires alternate assessments be made available to students who cannot take the regular assessments, even with accommodations. When measuring AYP, states and school districts have the flexibility to count the “proficient” (passing) scores of students with the most significant cognitive disabilities who take alternate assessments based on alternate achievement standards—as long as the number of those proficient scores does not exceed 1 percent of all students in the grades assessed, which is about 9 percent of students with disabilities. This allows schools and districts to receive credit for student progress.

For more information on assessing students with disabilities, go to www.ed.gov/nclb/freedom/local/spcedfactsheet.html.

How *No Child Left Behind* Bridges the Gap: Focusing on Educating All Students

Collaboration: *No Child Left Behind* promotes collaboration between general education teachers and special education teachers. Both NCLB and IDEA require that all students have access to the general curriculum.

Accountability: *No Child Left Behind* requires that accountability measures be put in place to ensure that students with disabilities have access to the general curriculum.

Decision Making: States and school districts across the country are examining the curriculum they provide to students with disabilities, changing testing policies with regard to those students, and taking positive steps to ensure that all teachers who instruct students in the core academic subjects have strong content knowledge as well as knowledge of how to best serve students with disabilities.

Using Funds: *No Child Left Behind* encourages states and districts to use professional development funds to support general education teachers and special education teachers. States can use a variety of funds to meet the needs of both general education teachers and special education teachers, as these educators strive to provide high-quality instruction. Funds are available through Titles I, II and V of NCLB to provide high-quality professional development for teachers. In addition, funding may be available under the IDEA and from other sources. For more information on how funds are used to support professional development for teachers in a particular area, contact the district or state department of education.

For more information on resources and supports for teachers of students with disabilities, see page 56-57.



Data-Driven Decision Making

THE *NO CHILD LEFT BEHIND ACT OF 2001* HOLDS STATES, DISTRICTS AND SCHOOLS ACCOUNTABLE FOR STUDENT ACHIEVEMENT. NCLB REQUIRES REGULAR ASSESSMENTS TO MARK PROGRESS AND HIGHLIGHT WEAKNESSES IN CORE ACADEMIC SUBJECTS. THESE ASSESSMENT RESULTS MUST BE REPORTED IN THE AGGREGATE AS WELL AS DISAGGREGATED BY INDIVIDUAL SUBGROUPS OF STUDENTS (LOW-INCOME OR DISABILITY STATUS, RACE OR ETHNICITY).

- ▶ **Districts** can use information provided from state and local assessments to determine specific needs in their schools and to strategically target resources.
- ▶ **Schools** can use information from state and local assessments to identify areas in which teachers need support or additional training and help to meet the needs of all subgroups of students.
- ▶ **Teachers** can use information from assessments required under No Child Left Behind to make informed decisions and provide the best possible instruction for student learning.
- ▶ **Parents** have access to regular school, district and state report cards so they can monitor progress and make informed decisions.

Effective teachers use data to make informed decisions and are constantly improving classroom practice to better serve their students. One of the most important aspects of good teaching, as most teachers know, is the ability to discern which students are learning and which are not, and then to tailor instruction to meet individual learning needs.

Research shows that teachers who use student test performance to guide and improve their teaching are more effective than teachers who do not use such information. For example, researchers have found that achievement in math accelerated for low-performing students when teachers received weekly summaries and performance graphs of their students' performance.²⁴

Although testing is an important part of measuring progress, how teachers use the resulting data from test results to drive instruction is critical. Teachers have the opportunity to use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses.

Using Standardized Assessments

Standardized assessments are professionally developed tests administered under standard conditions, producing scores that can be used to evaluate programs or children. The type of standardized tests required by *No Child Left Behind* is designed to determine whether children within a state are meeting the state standards of learning for their grade and



subject. These assessments start with decisions at the state level about what a fourth-grader, for example, should know and be able to do in math by the end of the fourth grade. Next, questions are developed that are aligned with these standards. After children take the test and it is scored, a report is generated that indicates not only whether the child scored well enough to meet the state standard but also how well the child performed in each area of math tested. Score reports also indicate how children within each tested grade in each school performed, how districts performed and how children across the state performed. NCLB requires that scores for schools, districts, and states be disaggregated so that the performance of children from different subgroups can be examined. Standardized tests aligned with state standards are essential for administrators to determine whether schools are meeting their goals under NCLB.

Classroom Example:

An eighth-grade math teacher collects and records the scores his entering students received at the end of seventh grade on the math section of the state assessment. By studying these results, he is able to identify children who may need extra help with certain objectives. He records the same students' scores at the end of the eighth-grade school year, analyzing skills tested and objectives mastered. By comparing the two sets of scores, the teacher can see which students he had the most success with. He also compares the end-of-the-year average score for his whole class with the scores for all the eighth-grade students in his school, in his district and across the state.



Using Dynamic Assessments

Dynamic assessments are embedded in ongoing instruction in the classroom. Teachers assess individual students according to their instructional goals during teaching and learning interactions. Teachers conduct these assessments frequently and keep a systematic record of how individual children perform. They use this information to tailor and shape instruction to the needs of children in the class, as well as to measure their progress against instructional goals.

Classroom Example:

A first-grade teacher has created a short performance checklist keyed to the reading skills her students are expected to master during a 6-week marking period. While children take turns reading aloud in a small group reading lesson, the teacher notes on each child's performance checklist which skills have been mastered, which are progressing and which need improvement. Later in the day, the teacher reviews each student's performance checklist. She is able to plan future lessons and target instruction to the specific needs of individual children.

Using Screening Assessments

Screening assessments are given to all children at the beginning of the class or school year. The purpose is to identify children who may have difficulties in a subject area. These difficulties need to be addressed if the children are going to succeed. Screening tests are short and involve questions that probe for the presence of basic skills and abilities.

Classroom Example:

A fourth-grade teacher always begins the year by meeting with each student individually and having the students read aloud for a minute from a page of a book they will read later in the year. She performs an individual reading analysis, focusing on each student's fluency and decoding abilities. She carefully notes how many words each student reads per minute, his or her accuracy and whether or not the student reads with expression. She knows that those who struggle in this exercise are likely to be struggling readers who are not ready for the academic tasks of their peers. She works with them over the first few weeks of class to increase their skills.



At a Glance: Some Federal, State and Local Responsibilities Under No Child Left Behind (NCLB)

Who defines “highly qualified” teacher?

| Federal | State | Local |
|---|--|---|
| <p>NCLB sets the minimum requirements:</p> <ul style="list-style-type: none"> ▶ A bachelor’s degree. ▶ Full state certification, as defined by the state. ▶ Demonstrated competency, as defined by the state, in each core academic subject the teacher teaches. <p>NCLB sets a deadline:</p> <ul style="list-style-type: none"> ▶ All new teachers of core academic subjects in Title I schools/programs hired beginning with the 2002–03 school year must meet the requirements before entering the classroom. ▶ All teachers of core academic subjects hired before the 2002–03 school year must meet the requirements by the end of the 2005–06 school year. (Special considerations may apply for multi-subject teachers in eligible small, rural schools.) <p>The secretary of education is responsible for monitoring state plans and providing assistance to states as they seek to meet these requirements.</p> | <p>States define “highly qualified teacher” according to the requirements of NCLB.</p> <p>States may develop this definition according to their own unique needs. States determine what is meant by “full state certification.” They may streamline requirements to make it less burdensome for talented individuals to enter the profession.</p> <p>States develop a plan with goals for their districts, detailing how they will ensure that all teachers of core academic subjects will be highly qualified by the end of the 2005-06 school year.</p> <p>States determine ways in which teachers can demonstrate competency in the subjects they teach, according to the requirements in NCLB. (For example, states choose whether or not to adopt their own high, objective, uniform state standard of evaluation [HOUSSE] for current teachers.)</p> | <p>Districts ensure that newly hired teachers in Title I schools/programs meet their state’s definition of “highly qualified teacher.”</p> <p>Districts work with states to communicate with current teachers regarding the “highly qualified” teacher definition, and provide a way for teachers to determine whether or not they meet the state definition of “highly qualified teacher”.</p> <p>Districts work with states to support teachers who do not meet the “highly qualified” teacher definition in the subjects they teach, providing opportunities or options for them to meet the requirements by the end of the 2005–06 school year.</p> |

Who determines what is high-quality professional development?

| Federal | State | Local |
|--|--|--|
| <p>In NCLB, the term “high-quality professional development” refers to the definition of professional development in Title IX, Section 9101(34). It includes, but is not limited to, activities that:</p> <ul style="list-style-type: none"> ▶ Improve and increase teachers’ knowledge of academic subjects. ▶ Are integral to broad schoolwide and district-wide educational improvement plans. ▶ Give teachers and principals the knowledge and skills to help students meet challenging state academic standards. ▶ Improve classroom management skills. ▶ Are sustained, intensive and classroom-focused and are not one-day or short-term workshops. ▶ Advance teacher understanding of effective instructional strategies that are supported by scientifically based research. ▶ Are developed with extensive participation of teachers, principals, parents and administrators. | <p>States report to the secretary of education the percentage of teachers involved in high-quality professional development.</p> <p>States monitor the districts’ use of professional development dollars provided by Title II grants, as well as by other federal and state funds.</p> <p>States must use a minimum of 5 percent of their Title I funds for professional development for teachers and other school-level employees.</p> | <p>To receive federal funds for improving teacher quality (Title II, Part A), districts must perform a needs assessment and use data to make decisions regarding the type of high-quality professional development to be provided for teachers. Teachers must be involved in this process.</p> <p>Districts and schools look at student achievement levels and set professional development goals for teachers.</p> |

Who defines and determines adequate yearly progress (AYP)?

| Federal | State | Local |
|--|--|--|
| <p>NCLB sets requirements for state definitions of AYP, which is the progress that schools and districts must show in educating all students to grade-level standards, as reflected in student assessments.</p> <p>NCLB requires subgroup accountability: English language learners, students with disabilities, economically disadvantaged youth, and break-outs by race and ethnicity.</p> <p>NCLB sets a goal for AYP—100 percent proficiency for all students and each subgroup by the end of the 2013–14 school year.</p> <p>The secretary of education approves and monitors each state’s accountability plan, ensuring that it meets the NCLB minimum requirements.</p> | <p>States use assessment data to set benchmarks and determine a trajectory for meeting the goal of 100 percent proficiency by the end of the 2013–14 school year.</p> <p>States use their own reading and math tests, participation rates in testing and at least one other academic indicator (such as performance on science assessments or graduation rate) when determining AYP.</p> <p>States must provide assistance to districts in need of improvement and may choose to implement supports for districts, such as professional development, targeting of funds and other assistance.</p> <p>States oversee districts’ actions to help support schools identified as in need of improvement.</p> | <p>Districts provide information to the state about performance on all indicators—math and reading assessments, assessment participation rates, and others.</p> <p>Districts use this information, as well as determinations of achievement gaps in subgroups of students, to inform decision making at the district and school levels.</p> <p>At the school level, principals and teachers use assessment data, participation rates and other indicators to help improve student achievement.</p> |

Around the Nation: Examples of State, District and School Initiatives to Support Teaching and Learning



Last fall, Secretary Rod Paige formed the Teacher Assistance Corps (TAC) to work with states as they implement the highly qualified teacher provisions. Teachers, principals, district officials, representatives from higher education, researchers and national leaders made up this group of 45 experts in teacher quality. Department officials and staff joined the group as they traveled to states to listen, learn and share. By spring 2004, TAC visited 50 states, the District of Columbia and Puerto Rico, where teams explained the requirements of the law, answered policy questions, heard about innovative state and local initiatives and learned more about each state's unique environment. Below are some examples of these initiatives. For more complete information, visit www.teacherquality.us.

Note: These descriptions of state and local initiatives are intended to share information that may be useful or of interest to teachers. The Teacher Assistance Corps found numerous efforts around the nation to promote teacher quality. The information provided does not reflect any determination by the U.S. Department of Education that the efforts described are effective or scientifically based, nor is the information intended as an endorsement of any of the efforts or programs described.

Professional Development

Pennsylvania Governor's Institutes and Academies for Educators

The Pennsylvania Department of Education created these professional development opportunities for teachers and administrators. These intensive summer professional education programs help strengthen educators' subject knowledge and instructional strategies and equip educators with a broad range of tools they can use in the classroom. They provide powerful opportunities to network with peers, to exchange ideas and to share successful practices while receiving additional "tools of the trade." Week-long summer programs are held free of charge at various Pennsylvania institutions of higher education. Teachers apply or are nominated for these opportunities. Examples of programs include Mathematics, Early Childhood Literacy and Data-Driven School Improvement. For more information, visit www.teaching.state.pa.us/teaching/cwp/view.asp?a=11&Q=102406.

Alabama Reading Initiative

This initiative focuses on teacher training to improve students' reading abilities. To participate in the program, schools must adopt the goal of 100 percent literacy, and 85 percent of the faculty must attend a 10-day intensive summer training. The training

covers eight modules, including language development, vocabulary, phonics, comprehension strategies and assessment. University faculty work as mentors, providing support, access to research, demonstration and problem-solving assistance. Teachers apply new instructional concepts combined with periodic assessments of students' reading ability. Reading specialists participate in additional training. For more information, visit www.aplusala.org/initiatives/ari/index.asp.

Teacher Advancement Program (TAP)

Several states have taken advantage of the Milken Family Foundation's Teacher Advancement Program (TAP), which provides teachers with career path and advancement opportunities. The program focuses on compensating expert teachers for their skills and responsibilities, restructures school schedules to accommodate teacher-led professional development, introduces competitive hiring practices, and pays teachers based on how well they instruct and how much their students learn. The program asserts that these components make the teaching profession more appealing, the job conditions more manageable and the pay for high-quality teachers more generous. Currently, TAP is in eight states: Arizona, Arkansas, Colorado, Florida, Indiana, Louisiana, Minnesota and South Carolina. TAP schools are supported by a variety of funding sources, including private foundation grants, increases in property tax levies targeted for TAP-like programs, sales tax increases, general revenues from state budgets, district funds and federal dollars available through *No Child Left Behind*. For more information, visit www.mff.org/tap/tap.taf.

Iowa's Beginning Teacher Mentoring and Induction Program

Iowa instituted the Iowa Beginning Teacher Mentoring and Induction Program to "promote excellence in teaching and enhance student achievement." The goals of this program include creating a supportive environment for beginning teachers, enhancing student achievement and providing professional development. The two-year program provides opportunities for coaching and classroom demonstrations and includes release time for mentor-teacher activities such as planning, observing and providing feedback. For more information, visit www.state.ia.us/educate/ecese/doc/btip.html.

Arizona's School Services Through Education Technology (ASSET) Portal

The Arizona's School Services Through Education Technology (ASSET) portal was launched in May 2002 and is designed to offer educators nationwide access to professional development opportunities that are free to Arizona teachers and administrators. These include a streamlined video library, a broadcast schedule of instructional programs, and access to a variety of Web-based resources and standards-based lesson plans. Educators can create a personalized professional development plan through an online vehicle called MyCompass. ASSET is supported through grants, corporate donations and a school membership structure. For more information, visit www.asset.asu.edu.

Recruitment and Retention

Special Education Credentialing for Vermont's General Education Teachers

Vermont's Act 117, passed by the legislature in 2000, is designed to increase the number

of qualified special education teachers in the state and to curb special education cost increases. Under this act, the Vermont Department of Education has partnered with institutions of higher education to qualify general education teachers in the area of special education, while focusing on cost-effective practices and consistent operation of special education programs throughout the state. More than 100 general education teachers have received this additional qualification. For more information, visit www.state.vt.us/educ/new/html/pgm_act117.html.

New York City's Teaching Fellows Program

When faced with a severe teacher shortage in New York City, education officials created the Teaching Fellows Program in 2000. The program recruits candidates who hold at least a bachelor's or master's degree in the subject they would teach. Candidates receive two months of preservice training in the summer before they enter the classroom. The preservice training includes coursework toward a master's degree in education, field-based work with experienced New York City teachers, and meetings with an advisor to learn teaching skills and classroom management techniques. A non-taxable stipend of \$2,500 is provided to defray living expenses over the summer. After completing training, teaching fellows enter the classroom as full-time first-year teachers. The city pays for the fellows to take evening and weekend coursework toward a master's degree in education at one of 14 area colleges and universities. The coursework usually takes about two years. After three years, candidates are eligible for the state's professional certification. For more information, visit www.nycteachingfellows.org.

Florida Employment Web Site

TeachinFlorida.com was created in November 2002 as a response to teacher shortages in Florida schools. The Web site receives approximately 20,000 hits a day from teachers looking for jobs in Florida, district representatives looking for new teacher candidates, and current Florida teachers searching for professional development opportunities or new resources. Users have the ability to customize searches and receive notice when a match is found. These services are free to teachers and school districts. For more information, visit www.teachinflorida.com.

Note: Other states, such as Arkansas, California, Colorado, Georgia, Iowa, and Louisiana, and Nevada have similar Web sites.

Idaho Adopts Passport to Teaching

The American Board for Certification of Teacher Excellence (ABCTE) offers a new approach to certification for both prospective and experienced teachers that uses multi-faceted assessments based on rigorous standards for subject-area knowledge and pedagogy. The focus of ABCTE's assessment process is the identification of individuals with the knowledge and abilities to make an impact on student achievement. Idaho has adopted the assessment process for prospective teachers—Passport to Teaching—as a way to offer interested, talented candidates a new pathway to earn full state certification. For more information, visit www.ABTeach.org.



Additional Resources for Teachers

Internet Resources for Teachers



www.ed.gov/teachers/landing.jhtml This Web site is the U.S. Department of Education's home page just for teachers.

www.ed.gov/free This Web site provides free resources for classroom use, contributed by more than 35 federal agencies.

www.ed.gov/admins/tchrqual/learn/tpr/index.html This Web site provides grant information for states, school districts, communities and schools.

Data-Driven Decision Making

National Center for Educational Accountability is a collaborative that works to improve learning through the effective use of school and student data and the identification of best practices. www.nc4ea.org

The Consortium for School Networking provides a publication on data-driven decision making entitled: *Vision to Know and Do: The Power of Data as a Tool in Educational Decision-Making*. <http://3d2know.cosn.org/publications/index.html>

School Information Partnership is a public-private collaboration designed to empower parents, educators and policy-makers to use NCLB data to make informed decisions and improve school results. www.schoolresults.org

What Works Clearinghouse provides information on the quality of studies that evaluate the effectiveness of education practices and interventions. <http://whatworks.ed.gov>

Teaching Students With Disabilities

Special Education Technical Assistance and Dissemination Network is a Web site that provides support for parents, individuals, school districts and states in special education and disability research. <http://preview.ed.gov/parents/needs/speced/resources.html>

National Dissemination Center for Children with Disabilities (NICHCY) provides information on disabilities in children and youths; programs and services for infants, children and youths with disabilities; the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind. It also provides research-based information on effective practices for children with disabilities. www.nichcy.org

National Center on Student Progress Monitoring: Improving Proven Practices in Elementary Grades provides information and technical assistance to implement progress monitoring, a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. www.studentprogress.org

The Access Center: Improving Outcomes for All Students K–8 provides technical assistance to build the capacity of states, technical assistance systems, school districts and schools to help students with disabilities learn from the general education curriculum. www.k8accesscenter.org

National Center on Accessing the General Curriculum (NCAC) provides resources to assist states, school districts and schools in weaving new curricula, teaching practices and policies together to create practical approaches for improved access to the general curriculum by students with disabilities. www.cast.org/ncac

National Center on Educational Outcomes (NCEO) provides information on the participation of students with disabilities in national and state assessments, on standards-setting efforts and on graduation requirements. www.education.umn.edu/nceo

Center for Improving Teacher Quality provides information to assist states in reforming, improving and aligning their teacher licensing systems for teachers of students with disabilities. www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/780.cfm

Center on Positive Behavioral Interventions and Supports provides schools with capacity-building information and technical assistance for identifying, adapting and sustaining effective schoolwide disciplinary practices. www.pbis.org/english

Teaching English Language Learners

National Clearinghouse for English Language Acquisition provides a variety of information and supports for teachers of English language learners. www.ncela.gwu.edu

Office of English Language Acquisition, an office in the U.S. Department of Education, provides assistance and support for state and local systemic reform efforts that emphasize high academic standards, school accountability, professional training and parent involvement. www.ed.gov/about/offices/list/oela/index.html

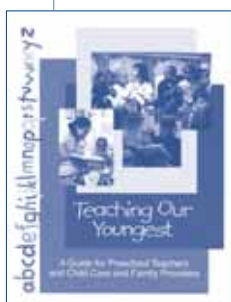
Publications

THE FOLLOWING PUBLICATIONS, BOOKMARKS AND BROCHURES ARE AVAILABLE FOR FREE FOR TEACHERS AND PARENTS. MOST ARE AVAILABLE IN ENGLISH AND SPANISH, AND ALL ARE AVAILABLE IN ALTERNATE FORMATS, SUCH AS BRAILLE. TO ORDER, CONTACT ED Pubs, THE U.S. DEPARTMENT OF EDUCATION'S PUBLICATIONS DISTRIBUTION CENTER, AT EDPUBS@INET.ED.GOV OR 1-877-4-ED-PUBS. TO ORDER ONLINE, VISIT WWW.EDPUBS.ORG.

Publications for Teachers

“TEACHERS ARE THE HEROES OF THE CLASSROOM ... ON THE FRONT LINE DAY AFTER DAY, WEEK AFTER WEEK, DEDICATED TO MEETING THE NEEDS OF EACH CHILD IN THEIR CLASSROOM.”

— Rod Paige, U.S. Secretary of Education



Teaching Our Youngest—A Guide for Preschool Teachers and Child Care and Family Providers: This booklet draws from scientifically based research about what can be done to help children develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers and learn to count. Many examples of strategies for teaching these skills are included here. Also included are examples of ways to create an environment in preschool classrooms that will nurture children's natural curiosity and their zest for learning.

www.ed.gov/teachers/how/early/teachingouryoungest/index.html



Put Reading First: The Research Building Blocks for Teaching Children to Read: This booklet summarizes for teachers what researchers have discovered about how to teach children to read successfully. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Each section suggests implications for classroom instruction and provides other information.

www.nifl.gov/partnershipforreading/publications/reading_first1.html



Tips for Reading Tutors (Brochure): Reading is the basis for learning and school success. While reading is learned primarily in the classroom, many students need extra time and help. Research shows that tutoring is a great way for individuals and groups outside school to support learning. Effective tutoring requires appropriate training and careful planning. This brochure presents some basic tips for reading tutors. (Available in English and Spanish.) <http://www.ed.gov/teachers/how/read/tutors.html>



Ready to Read, Ready to Learn: This brochure presents First Lady Laura Bush's education initiatives. It includes section titles such as: Bringing What Works to Parents; The Tools to Teach What Works; Recruiting the Best and Brightest; Strong Teachers, Strong Families, Strong Students.

www.ed.gov/teachers/how/read/rrrl/index.html



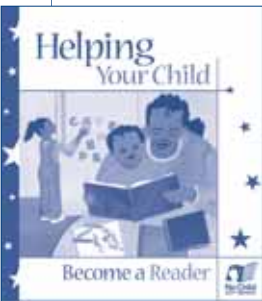
Failure Is Not An Option (Two-Sided Bookmark):

This is *No Child Left Behind's* guiding principle, with quotations by President George W. Bush and Secretary of Education Rod Paige.

Publications for Teachers and Parents

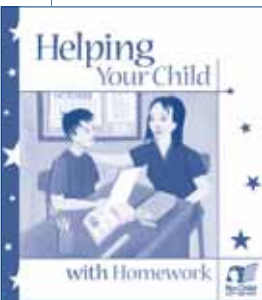
"THERE IS NO MORE POWERFUL ADVOCATE FOR CHILDREN THAN A PARENT ARMED WITH INFORMATION AND OPTIONS."

— Rod Paige, U.S. Secretary of Education



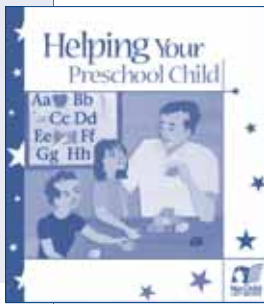
Helping Your Child Become a Reader: Other than helping their children to grow up healthy and happy, the most important thing that parents can do is to help them develop their reading skills. This booklet offers pointers on how to build the language skills of young children, from infancy to age 6, and provides numerous activities to boost children's love of reading. It includes a list of typical language accomplishments for different age groups, suggestions for books children will love, and resources for children with reading problems or learning disabilities. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/reader/index.html



Helping Your Child With Homework: Homework can help children to develop positive study skills and habits, improve their thinking and memory abilities, and encourage them to use time well, learn independently and take responsibility for their work. This booklet helps parents of elementary and middle school students understand why homework is important, and provides suggestions for helping children complete assignments successfully. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/homework/index.html



Helping Your Preschool Child: How well children will learn and develop and how well they will do in school depends on a number of things, including their health and physical well-being, social and emotional preparation, language skills and general knowledge of the world. This booklet highlights techniques parents can use to encourage their children to develop the skills necessary for success in school and life by focusing on activities that make learning fun. (Available in English and Spanish.)

www.ed.gov/parents/academic/preschool/part.html



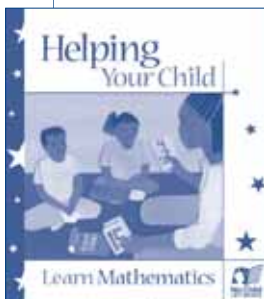
Helping Your Child Through Early Adolescence: Learning as much as possible about the world of early adolescents is an important step toward helping children through the fascinating, confusing and wonderful years from ages 10 to 14. Based on the latest research in adolescent development and learning, this booklet addresses questions, provides suggestions and tackles issues that parents of young teens generally find most challenging. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/adolescence/index.html



Helping Your Child Become a Responsible Citizen: Just as children must be taught to read and write, solve math problems and understand science concepts and events in history, so must they be guided in developing the qualities of character that are valued by their families and by the communities in which they live. This booklet provides information about the values and skills that make up character and good citizenship and what parents can do to help children develop strong character. It suggests activities that parents and school-aged children can do to put those values to work in their daily lives and tips for working with teachers and schools to ensure that they act together to promote the basic values they want their children to learn and use. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/citizen/index.html



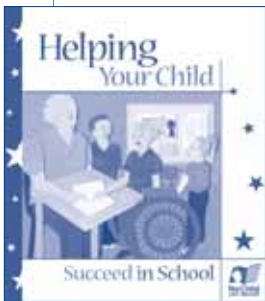
Helping Your Child Learn Mathematics: Our increasingly technological world demands strong skills in math, not only in the workforce but also in everyday life, and these demands will only increase over the lifetimes of our children. The major portion of this booklet is made up of fun activities that parents can use with children from preschool age through grade 5 to strengthen their math skills and build strong, positive attitudes toward math. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/math/index.html



Helping Your Child Learn Science: Every day is filled with opportunities to learn science—without expensive chemistry sets or books. Parents don't need degrees in chemistry or physics to help their children learn science. All that is needed is a willingness to observe and learn with them and, above all, to make an effort and take the time to nurture their natural curiosity. This booklet provides parents of children ages 3 through 10 with information, tools and activities they can use in the home and community to help their child develop an interest in the sciences and learn about the world around them. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/science/index.html



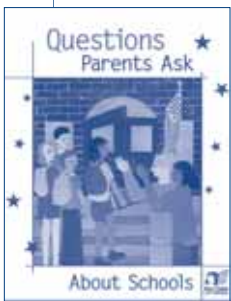
Helping Your Child Succeed in School: Every child has the power to succeed in school and in life and every parent, family member and caregiver can help. This booklet provides parents with information, tools and activities they can use in the home to help their child develop the skills critical to academic success. (Available in English and Spanish.)

www.ed.gov/parents/academic/help/succeed/index.html



Put Reading First: Helping Your Child Learn to Read: This brochure, designed for parents of young children, describes the kinds of early literacy activities that should take place at school and at home to help children learn to read successfully. It is based on the findings of the National Reading Panel.

www.nifl.gov/partnershipforreading/publications/reading_first2.html



Questions Parents Ask About Schools: This publication provides answers to commonly asked questions on topics such as getting ready for school, monitoring school, helping with reading and working with schools and teachers. It is recommended for parents of elementary- and middle-school-aged children who want to help their children learn and succeed. This brochure suggests effective ways parents can support their children's education. The research-based tips in this publication provide both practical guidance and valuable information about a range of topics. (This booklet has both Spanish and English text.)

www.ed.gov/parents/academic/help/questions/index.html

Bookmark

Reading Tips for Parents (Bookmark): This English/Spanish bookmark is for parents who want to encourage their child to read. It suggests activities to help children become effective readers. The bookmark also provides Web addresses for the U.S. Department of Education, and the Department's toll free number, 1-800-USA-LEARN.

NOTES

- 1 The *No Child Left Behind Act of 2001* is the name for the reauthorized (and amended) *Elementary and Secondary Education Act of 1965* (ESEA). For the purposes of this document, the law is referred to as *No Child Left Behind* or NCLB.
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- 3 Snow, C.E., Burns, S.M. and Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.
- 4 National Center for Education Statistics. (2003). *The Nation's Report Card: Fourth-Grade Reading Highlights 2002*. Washington, D.C.: U.S. Department of Education.
- 5 National Center for Education Statistics. (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance*. Washington, D.C.: U.S. Department of Education. Also, U.S. Department of Education Budget Service. (2004). *Budget History Tables*. Available on www.ed.gov/about/overview/budget/history/index.html.
- 6 Sanders, W. and Rivers, J. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Knoxville, Tenn.: University of Tennessee Value-Added Research and Assessment Center.
- 7 Sandra Feldman, president of the American Federation of Teachers, spoke at the White House Conference on Preparing Tomorrow's Teachers, 2001. For her entire speech, visit www.ed.gov/admins/tchrqual/learn/preparingteachersconference/feldman.html.
- 8 Monk, D.H. (1994). Subject Area Preparation of Secondary Mathematics and Science Teachers and Student Achievement. *Economics of Education Review*, 13, 125-145.
- 9 Whitehurst, G. (2002). *Research on Teacher Preparation and Professional Development*. Washington, D.C.: White House Conference on Preparing Tomorrow's Teachers, 2001.
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- 12 National Reading Panel. (2000). *Report of the National Reading Panel—Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, D.C.: National Institute of Child Health and Human Development.
- 13 National Center for Educational Evidence. (2003). *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User-Friendly Guide*. To order the guide by mail, write to ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, Md. 20794-1398. To download this user-friendly guide, visit www.ed.gov/rschstat/research/pubs/rigorsevid/guide_pg3.html?exp=0.
- 14 Devoe, J.F., Peter, K., Ruddy, S.A., Miller, A.K., Planty, M., Snyder, T.D. and Rand, M.R. (2003). *Indicators of School Crime and Safety: 2003* (NCES 2004-009/NCJ 201257). Washington, D.C.: U.S. Departments of Education and Justice.
- 15 Snow, C.E., Burns, S.M. and Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.
- 16 National Center for Education Statistics. (2002). *The Nations Report Card: Reading 2001*. Washington, D.C.: U.S. Department of Education.
- 17 The Teaching Commission. (2004). *Teaching at Risk: A Call to Action*. Available at www.theteachingcommission.org/publications/FINAL_Report.pdf.
- 18 National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003-067). Washington, D.C.: U.S. Department of Education.
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- 20 National Center for Education Statistics. (2001). *The Nation's Report Card, Mathematics 2000*. Washington, D.C.: U.S. Department of Education.
- 21 National Center for Education Statistics (1999). *Third International Mathematics and Science Study (TIMSS)*. Washington, D.C.: U.S. Department of Education.
- 22 National Center for Education Statistics. (2001). *English Literacy and Language Minorities in the United States*. Washington, D.C.: U.S. Department of Education.
- 23 Congress is in the process of discussing the requirements for highly qualified special education teachers as part of the *Individuals with Disabilities Education Act* (IDEA) reauthorization, expected to be completed this year.
- 24 Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B. and Bentz, J. (1994). Class-wide curriculum-based measurement: Helping general educators meet the challenge of student diversity. *Exceptional Children*, 60, 518-537.



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