

**General Guidelines for 2009-2010
Improving Teacher Quality
TITLE II, PART A - P. L. 107-110**

INSTRUCTIONS

When completing the 2009-2010 Improving Teacher Quality (Title II, Part A) application, refer to the U.S. Department of Education's Guidance Document. (You can access the Guidance at <http://www.ed.gov/programs/teacherqual/guidance.pdf> for specifics regarding developing local education plans and private school participation.)

The Title II, Part A application can be accessed online at: <http://www.ncpublicschools.org/federalprograms/titleII/a/>

Questions may be addressed to the following:

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Please word process all information.

Submit two (2) completed copies (with all required materials) by **June 15, 2009**; one copy with an original signature. You are responsible for maintaining a copy for your files.

EACH APPLICATION SHALL INCLUDE:

1. A completed cover page with the signature of the superintendent that signifies the local education agency's compliance with the assurances;
2. a completed Non-Public School Information form with a copy of the certified letter of invitation sent to Non-Public Schools attached;
3. a detailed needs assessment with a copy of the instrument used to survey schools and a summary of the data collected;
4. a signed copy of the Debarment Document;
5. a description of program activities for the 2009-2010 school year;
6. an annual performance report for Title II, Part A 2008-2009 activities;
7. a budget submitted via hardcopy that aligns with the application information and a budget will also be submitted via the BUD system--An FPD208 budget form is required of all Charters and State Operated Schools submitting applications.

<http://www.ncpublicschools.org/docs/fbs/finance/reporting/guides/charterschoolfinance.pdf>

**General Guidelines
Improving Teacher Quality
LOCAL USE OF FUNDS**

What are the authorized uses of LEA funding?

Consistent with its local plan and needs assessment, Title II, Part A, offers an LEA the flexibility to design and implement almost any set of activities that will result in a teaching staff that is highly qualified and able to help all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards. For example, an LEA may use the program funds to carry out one or more of the following activities:

1. Developing and implementing a wide variety of strategies and activities to recruit and hire highly qualified teachers and principals. This includes providing monetary incentives to hire teachers in academic subjects or schools in which the LEA has shortages, reducing class size, recruiting teachers to teach special needs children, and recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession.
2. Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that include teacher mentoring, induction and support for new teachers and principals during their first three years of teaching or being a principal; and financial incentives for teachers and principals with a record of success.
3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in these areas:

- (a) **Content knowledge**-- Providing training in one or more of the core academic subjects that the teachers teach; and
- (b) **Classroom practices**-- Providing training in effective instructional strategies, methods, skills, the use of challenging state academic content standards, student academic achievement standards and state assessments to improve teaching practices and student academic achievement.

4. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - (a) Involve collaborative groups of teachers and administrators;
 - (b) Address the needs of students with different learning styles;
 - (c) Provide training in improving student behavior in the classroom and helping students that need improved behavior to learn;
 - (d) Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and
 - (e) Provide training on how to use data and assessments to improve classroom practice and student learning.
5. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs including those that focus on technology literacy, merit pay programs, and testing teachers in the academic subject in which they teach;
6. Carrying out professional development programs that are designed to improve the quality of principals and superintendents; including the development and support of academies to help them become outstanding managers and education leaders;
7. Hiring highly qualified teachers, including teachers who become highly qualified through state and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades. Funds should not be used for "pull-out" programs as a reducing class size model. Research should be available to support using Title II, Part A funds for any class size reduction.
8. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation; and/or
9. Carrying out programs and activities related to exemplary teachers.