

Sample Evidences

The following is a list of EXAMPLES of evidence to show a visiting team how your district is meeting the requirements of Title II, the Initial Licensure Program, and the HOUSSE. This is not a definitive list; therefore, the examples listed are in no way to be considered the only acceptable evidences. Likewise, the persons listed under “Resource Persons” are not the only people you might ask the visiting committee to interview. Rather, these are “living” lists that will grow as we find more examples of what you are using in the field to document your management of these programs. You should not create extra paperwork to document your work; instead, you should show us the evidences you are using to document your district’s progress in meeting the requirements of these programs.

I. Certification of Requirements/Overall Assessment of Requirements

Needs Assessment: The Title II, Part A Program requires each LEA to conduct an assessment of local needs for professional development and hiring. The needs assessment is to be conducted with the involvement of teachers, including Title I teachers. It is to take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills. Additionally, it is to identify the instructional leadership skills by principals to support teachers in meeting state and local student academic achievement standards. [Section 2122(c)].

1. The LEA conducts an annual needs assessment.

Evidences: school improvement plan, meeting agendas, meeting rosters, surveys, interviews, public notices, HQ data, professional development evaluations, EOC/EOG test data (and other student achievement data), class size data, priority ranking of high needs schools (including information on any economic disadvantages), professional development monitoring software reports, IGPs, SIMS/NC WISE data, teacher retention data, exit interview data, Title I information/results, Teacher Working Conditions Survey results; licensure requirements, teacher evaluations, documentation of principal feedback, Title II application, and minutes from teacher talks (ILT meetings) and teacher advisory committee meetings

Resource Persons: Title II Director, Title I teachers, administrators, parents, community, staff development coordinator, School Improvement Team chairperson, testing coordinator, Title I coordinator, HR director, C&I coordinator, ILT coordinator

2. The assessment involves Title I teachers and other teachers.

Evidences: meeting rosters; survey results from all schools with school names color coded; interviews; Title I and/or Title II data base information; certified letters; telephone logs; e-mail; announcements on websites, TV, radio, newspaper, school newsletters; board minutes; monthly or quarterly professional development calendar; testing information; documentation of staff development needs; documentation of new teacher needs; Title II application

Resource Persons: Title II director, private school administrator, staff development coordinator, Title I teachers, ILTs, and other teachers

3. The Title II application accurately reflects the needs assessment.

Evidences: application and needs assessment analysis, list of Title II-funded activities, priority listing, analysis of relationships to other grant programs, reflection of gaps or needs as indicated in testing data

Resource Persons: Title II director, C&I coordinator, finance officers, testing coordinator, evaluation and research central office personnel

Services to Private Schools: Under the Title II, Part A Program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel (Title IX, Section 9501).

1. Representatives of private schools were informed of the availability of Title II, Part A services.

Evidences: invitation to meeting via certified letter (including timeline for all events leading up to submission of plan); meeting agenda, attendance roster, and/or minutes; documentation of telephone conversations; e-mail; documentation of school visit; newspaper announcement

Resource Persons: Title II coordinator, private school representative

2. The needs of private and public school teachers were identified as part of a district-wide needs assessment.

Evidences: needs assessment, agenda of meeting to discuss needs, meeting roster, school improvement plan, copies of teacher surveys, copy of testing data, local school board minutes, telephone logs, e-mails, website information, newspaper or radio announcements

Resource Persons: Title II coordinator, private school representative, roster of meeting attendees, sign in sheet

3. Private school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities.

Evidences: Copy of monthly professional development calendar sent to private schools, agenda from input meeting, letters of invitation

Resource Persons: Title II coordinator, private school representatives

4. The LEA designed projects that would permit equitable participation.

Evidences: needs assessment, budget based on needs and numbers of participants, invitation to teachers to participate in all professional development activities, roster of staff development (indicating slots for private school teachers), list of professional development activities

Resource Persons: Title II coordinator, private school representatives

5. The LEA maintains records of its efforts to resolve any complaints made by private school representatives.

Evidences: copies of letters, policies and procedures to resolve complaints, copies of complaints/grievance files, records of attempted resolutions

Resource Persons: Title II coordinator, private school representative

Equity Plan

PL 107-110 (No Child Left Behind) requires that states and school systems ensure that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. LEAs are expected to have a plan to ensure the equitable distribution of experienced and highly qualified teachers to the at-risk populations cited above.

1. The LEA has an equity plan in place.

Evidences: equity plan, meeting agendas, surveys, HQ data, teacher assignment data, priority ranking of high needs schools including at-risk populations, school improvement plan, School Improvement Team chairperson

Resources: Title II director, Title I teachers, teachers of at-risk populations, school administrators, parents, HR director, BTS coordinator, C&I coordinator,

2. The LEA has identified inequities, if any exist, in the distribution of highly qualified and/or experienced teachers to minority, learning disabled, low-wealth, or English language learners.

Evidences: HQ data, teacher assignment data, individual school demographic data, teacher demographic data, priority ranking of high needs schools

Resources: Title I director, Title II director, HR director, School Improvement Team chairperson, ILT/BTS coordinator

3. The LEA has implemented (or has begun to implement) the strategies listed on its equity plan.

Evidences: *These evidences will depend on the strategies selected.* They might include: meeting agendas, minutes of meetings, evidence of publication of staff development offerings related to strategies, HQ data, EOC/EOG test data, Praxis II Test scores, staff development sign-in sheets, proof of job fair attendance and/or recruitment initiatives, incentive packages, evidence of payment for coursework and Praxis II tests, NBPTS support, NC Teacher Working Conditions Survey

Resources: Title I director, Title II director, staff development coordinator, school administrators, teachers

4. The LEA has evaluated (or has begun to evaluate) the impact of the strategies listed on its equity plan.

Evidences: *These evidences will depend on the strategies selected.* They might include: surveys, accumulated data related to the strategies, HQ data, professional development evaluations, class size data, priority ranking of high needs schools (including student demographics), NC Teacher Working Conditions Survey

Resources: Title I and Title II directors, Title I teachers, administrators, staff development coordinator, School Improvement Team chairpersons, testing coordinator, HR director, C&I coordinator, ILT/BTS coordinator

Initial Licensure Program: As specified in SBE Policy QP-A-004, each LEA must develop a plan and provide a comprehensive program for initially licensed teachers. The plan must be approved by the local board of education.

In compliance with §115C-333, each initially licensed teacher must be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length, and it must be followed by a post-conference. Each observation must be in the teacher's initial licensure area. At least one observation each year must include a pre-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. Each initially licensed teacher must be evaluated at least once annually by a qualified school administrator.

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.

Each beginning teacher is to be provided an orientation. Beginning teachers are not to be assigned extracurricular duties unless they are requested in writing.

1. The LEA has an Initial Licensure Plan that has been approved by the local board of education.

Evidences: copy of the signed Initial Licensure Program Plan, copy of local school board minutes (showing date of ILP Plan approval)

Resource Persons: ILT coordinator, human resources department staff, superintendent

2. Each beginning teacher is provided a mentor.
Of _____ records reviewed, _____ beginning teachers were provided a mentor.

Evidences: roster of mentor assignments, mentor logs, payroll records, list of trained mentors, mentor contracts, ILP Plan, agendas and/or rosters from district level ILT/mentor meetings

Resource Persons: ILT coordinator, C&I coordinator, mentors, principals, ILTs

3. Each beginning teacher is observed at least three times annually by a qualified school administrator or designee.

Of _____ records reviewed, _____ teachers were observed at least 3 times annually by a qualified school administrator or designee.

Evidences: completed observations on instruments validated for use with ILTs, ILT files containing observations, list of trained observers/evaluators, and administrators, certificates of credit or renewal credit reports for trained observers/evaluators and school administrators or designees, pre- and post-observation documents

Resource Persons: human resources department staff, principals, administrators, trained observer/evaluators, ILTs

4. Each beginning teacher is observed at least once annually by a teacher.
Of _____ records reviewed, _____ teachers were observed at least once annually by a teacher.

Evidences: completed observations on instruments validated for use with ILTs, ILT files containing observations, certificates of credit or renewal credit reports for trained teacher observers, pre- and post-observation documents

Resource Persons: human resources department staff, teacher/peer observers, ILT coordinator, principals/administrators, ILTs

5. Each beginning teacher is evaluated at least once annually by a qualified school administrator.
Of _____ records reviewed, _____ beginning teachers were evaluated at least once annually by a qualified administrator.

Evidences: beginning teacher summative evaluations, ILT files, roster of trained administrators, certificates or renewal credit reports for trained school administrators

Resource Persons: human resources department staff, ILT coordinator, principals/administrators, ILTs

6. The instrument used to evaluate the beginning teachers has been validated for that purpose.

Evidences: copy of evaluation instrument, proof of validation for any instruments other than SERVE or TPAI-R

Resource Persons: human resources director, ILT coordinator

7. Each beginning teacher has an Individual Growth Plan that includes goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills.
Of _____ records reviewed, _____ beginning teachers had complete Individual Growth Plans.

Evidences: IGP, ILT files, IGP/INTASC worksheets, copy of conference assessment

Resource Persons: human resources department staff, ILT coordinator, C&I coordinator, mentor, principals, ILTs

8. Each beginning teacher is provided an orientation.
Of _____ records reviewed, _____ beginning teachers were provided an orientation.

Evidences: list of all beginning teachers, beginning teacher orientation plan with agenda, letter of invitation, roster of participants, sign-in sheets, orientation evaluation, documentation of 80 hours/10 days for lateral entry teachers, invoices

Resource Persons: human resources department staff, professional development coordinator, ILT coordinator, ILTs, Title II coordinator, EC coordinator, C&I coordinator, grade level directors

9. Beginning teachers are not assigned extra curricular duties unless they request them in writing.

Of _____ records reviewed, _____ beginning teachers had extracurricular duties.
_____ of these beginning teachers requested the duties in writing.

Evidences: copy of local school board policy, signed letters or contracts, waiver forms, duty rosters, list of all ILTs, list of teachers with extra curricular assignments

Resource Persons: human resources department staff, ILT coordinator, principals, administrators, teachers, ILTs, mentors

HOUSSE Evaluations: The North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) can be used to determine whether a teacher, not new to the profession, is “highly qualified” as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher as “highly qualified,” the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution; or the teacher must have completed a NC regionally accredited program of study.

To be deemed “highly qualified” in a content area using the HOUSSE, all content standards must be “met,” and the teacher must receive a satisfactory rating on the LEA validated performance evaluation. To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence/s used for making judgments). Multiple indicators must be used.

ONLY trained evaluators are eligible to administer the NC HOUSSE. Evaluators must be “highly qualified” in the license area/s they evaluate.

1. The HOUSSE has been administered only to those who were eligible for it.

Evidences: list of teachers eligible for HOUSSE, list of teachers who have completed the HOUSSE, licensure/salary report, checklist of criteria, licensure information/transcripts, DPI licensure list, records of correspondence between LEA and DPI licensure department, principal letters, HRMS reports

Resource Persons: personnel administrators and other human resources staff, LEA licensure specialist, ILT coordinator, teachers who have completed the HOUSSE, principals, HOUSSE evaluators

2. Individuals deemed “highly qualified” through the HOUSSE have met all content standards by having met at least 80% of the content indicators.

Evidences: completed HOUSSE Evaluation forms

Resource Persons: HOUSSE evaluators, HOUSSE evaluator trainer, teachers who have completed the HOUSSE, human resources department staff

3. Multiple indicators are used in each HOUSSE Evaluation.

Evidences: completed HOUSSE evaluation forms

Resource Persons: HOUSSE evaluators, HOUSSE evaluator trainer, teachers who have completed the HOUSSE, human resources department staff

4. Only trained evaluators administer HOUSSE Evaluations.

Evidences: list of trained HOUSSE evaluators, HOUSSE evaluation forms, rosters and/or sign-in sheets from HOUSSE evaluator trainings, HOUSSE tracking sheet/system, Form HQs

Resource Persons: human resources department staff, HOUSSE evaluator trainers, HOUSSE evaluators

5. HOUSSE Evaluators are “highly qualified” in the areas assessed.

Evidences: copy of HOUSSE Evaluators’ licenses (documentation of HQ areas),
licensure/salary website, DPI licensure report of HQ areas

Resource Persons: licensure specialists, human resources department staff, HOUSSE evaluators

Professional Development: PL 107-110 (No Child Left Behind) requires that professional development activities be of high quality. It is the expectation that professional development activities be grounded in scientifically based research and focused on improving student academic achievement. Professional development activities are not to be 1-day or short-term meetings and conferences, but sustained, intensive, and classroom-focused activities. The activities are to be regularly evaluated for their impact on teacher effectiveness and student achievement. The activities are to be aligned with and directly related to the state’s academic content standards, achievement standards, and assessments.

1. There is evidence that professional development activities are grounded in scientifically based research.

Evidences: documentation from professional development provider, evaluation forms/reports, follow up forms and/or assignments, workshop course descriptions, program background information, reports from professional development monitoring software, reference/resource lists

Resource Persons: staff development coordinators, principals, Title II coordinators, teachers, C&I coordinator, ILT coordinator, literacy facilitators

2. There is evidence that professional development activities are focused on improving student academic achievement

Evidences: local forms/surveys, school report card, school improvement plans, Title I plan, Title II plan, EOGs, EOCs, AYP, K-2 assessment, other student performance data analysis, quarterly benchmarks, Annual Measurable Achievement Objectives (AMAO) for ESL data

Resource Persons: staff development coordinator, principals, teachers, test coordinator, Title I coordinator, C&I coordinator, school improvement team members, Title II coordinator

3. There is evidence that professional development activities are evaluated for their impact on teacher effectiveness and student achievement.

Evidences: professional development evaluations/surveys, teacher and other stakeholder surveys, IGPs, PEPs, IEPs, test scores and other student achievement data, teacher retention rates, teacher attendance at professional development activities, teacher observations and evaluations, professional development monitoring system reports, benchmarks

Resource Persons: staff development coordinator, SIMS or NC WISE coordinator, principals/administrators, testing coordinator, teachers, C&I coordinator, ILT coordinator

4. There is evidence that professional development activities are aligned with and directly related to the State’s academic content standards, achievement standards, and assessments.

Evidences: needs assessment, data analysis (testing data and other relevant data), NC Standard Course of Study, IGPs, Title II plan, curriculum mapping, new teacher orientation agenda, state staff development information and recommendations, prior approval forms showing alignment with school improvement plan, district improvement plan, and INTASC.

Resource Persons: staff development coordinator, principals, teachers, C&I coordinator, Title II coordinator, testing coordinator, ILT coordinator