

Title II Monitoring Visit Team Report

for

**Public Schools of North Carolina
Department of Public Instruction
Raleigh, North Carolina**

Title II Monitoring Visit Team Report

LEA/Charter: _____

Date(s): _____

Number of Schools (current year)	
Number of Teachers (current year)	
Number of Teachers Required to be Highly Qualified*	
Number of Teachers who are Highly Qualified*	
Percent of Teachers who are Highly Qualified*	
Number of Title I Schools (current year)	
Number of Paraprofessionals Required to be Qualified (Title I Schools Only-current year)	
Number of Paraprofessionals who are Qualified (Title I Schools Only – current year)	
Number of Teachers Completing High Quality Professional Development (annually/previous year)	
Percent of Teachers Completing High Quality Professional Development (annually/previous year)	

*Per most current data available at DPI

Verified by: _____

Date: _____

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.
- _____ 2. The assessment involves Title I teachers and other teachers.
- _____ 3. The Title II application accurately reflects the needs assessment.

<p>Overall Assessment of Needs Assessment:</p>

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.
- _____ 2. The needs of private and public school teachers were identified as part of a district-wide needs assessment.
- _____ 3. Private school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities.
- _____ 4. The LEA designed projects that would permit equitable participation.
- _____ 5. The LEA maintains records of its efforts to resolve any complaints made by private school representatives.

Overall Assessment of *Services to Private Schools*:

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.
- _____ 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.
- _____ 3. The LEA has implemented (or has begun to implement) the strategies listed on its equity plan.
- _____ 4. The LEA has evaluated (or has begun to evaluate) the impact of the strategies listed on its equity plan.

Overall Assessment of *Equity Plan*:

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.
- _____ 2. Each beginning teacher is provided a mentor.
Of _____ records reviewed, _____ beginning teachers were provided a mentor.
- _____ 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.
- _____ 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.
- _____ 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.
- _____ 6. The instrument used to evaluate the beginning teachers has been validated for that purpose.
- _____ 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.
- _____ 8. Each beginning teacher is provided an orientation.
Of _____ records reviewed, _____ beginning teachers were provided an orientation.

_____ 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.

Overall Assessment of *Initial Licensure Program*:

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.

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

_____ 3. Multiple indicators are used in each HOUSSE Evaluation.

_____ 4. Only trained evaluators administer HOUSSE Evaluations.

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

Overall Assessment of *HOUSSE* Evaluations:

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.
- _____ 2. There is evidence that professional development activities are focused on improving student academic achievement.
- _____ 3. There is evidence that professional development activities are evaluated for their impact on teacher effectiveness and student achievement.
- _____ 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.

Overall Assessment of *Professional Development*:

II. Commendations: (if any)

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III. Recommendations for Improvement: (if any)

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IV. Corrective Actions (if any)

The rationale for any Corrective Actions cited should be provided.

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