



Mobile County

PUBLIC SCHOOLS

File includes the following documents:

SDE letter eliminating Hi-Q teacher requirement HQ Teacher and
Equity Plan 2015-2016
Teacher and Equity Plan 2014-2015

A list of highly qualified teachers can be provided upon request



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Philip C. Cleveland, Ed.D.
Interim State Superintendent
of Education

May 25, 2016

Alabama
State Board
of Education

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District VIII

Philip C. Cleveland, Ed.D.
Interim Secretary and
Executive Officer

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Philip C. Cleveland *PCC*
Interim State Superintendent of Education

RE: Changes in Highly Qualified Teachers and Paraprofessionals
Effective 2016-2017 School Year and Thereafter

The *Every Student Succeeds Act* (ESSA), which reauthorizes the *Elementary and Secondary Education Act of 1965* (ESEA), eliminates the “Highly Qualified Teacher” provisions under the *No Child Left Behind Act of 2001* (NCLB).

With the enactment of the ESSA, the terms “highly qualified teacher” and “highly qualified paraprofessional” will no longer be in effect in Alabama beginning August 1, 2016. Therefore, effective August 1, 2016, the Educator Certification Section will no longer issue highly qualified teacher status to holders of valid Alabama certificates.

Title I Certification and Licensure Requirements and Parents Right to Know

Under ESSA, Sec. 1112(c)(6), each local educational agency (LEA) supported with Title I funds will ensure that all teachers and paraprofessionals working in a program supported under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Please also note that under ESSA, Sec. 1112(e)(1)(A), at the beginning of each school year, each LEA supported with Title I funds shall notify parents that **they may request**, and the LEA will provide on request and in a timely manner, information regarding the professional qualifications of the student’s classroom teachers, including:

1. Whether the student’s teacher:
 - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications, including state requirements:
 - Secondary school diploma or its recognized equivalent.
 - Completed two years of study at an institution of higher education.
 - Obtained an associate’s (or higher) degree.
 - Workkeys Assessment.

3. ESSA, Sec. 1112(e)(1)(B), additional information. In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part **shall provide** to each individual parent of a child who is a student in such school, with respect to such student:
- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part.
 - Timely notice that the student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

The department will provide additional guidance about Section 1112(e)(1)(B) as soon as possible. If you have questions regarding the content of this memorandum, contact your Federal Programs Regional Specialist.

PCC/EM/NJT

cc: Federal Programs Coordinators
Dr. Earl Franks
Dr. Eric Mackey
Mrs. Pamela Fossett
Mrs. Juliana Teixeira Dean
Dr. Mark Kirkemier
Dr. Jeff Langham
Dr. Melinda Maddox
Dr. Linda Felton-Smith
Ms. Crystal Richardson
Mrs. Shanthia Washington
Dr. Jayne A. Meyer
Mr. Larry Raines
Mrs. Shavon H. Cummings

FY16-2063



**Local Education Agency (LEA)
Highly Qualified Teachers Plan
School Year 2015-2016**

Revised June 2014

SECTION 1. District information

School District Mobile County Public School System	LEA 049	Date December 3, 2015
Contact person completing form (print or type) Pauline D. Scarbrough	Phone # 251-221-4589	Email address pscarbro@mcpsps.com
Superintendent Name (print or type) Martha Lyon Peek	<i>Martha L. Peek</i>	

SECTION 2. Describe the district's procedures or actions for recruiting, hiring and retaining Highly Qualified Teachers.

LEA Action	Person Responsible	Resources (Fund Source/ \$\$)	Completion	Notes
The LEA will review and monitor its policies and procedures for recruiting, hiring, and inducting teachers to include financial and/or non-financial incentives to attract and retain certified, highly qualified, and effective teachers.	Martha Peek Bryan Hack	Title II - \$24,000		Striving for 100% HQT Alabama Teacher Mentoring Program Mobile County New Teacher Program Signing Bonuses for Math and Science Teachers in hard-to-staff schools.
The LEA will continue its traditional recruitment.	Personnel Administrators Alan Dailey Nina Hayes Lisa Nell John Powell Pauline Scarbrough	Local - \$8,000 Title II - \$5,000 Title I - \$7,000	Recruitment Schedule	Best practices Additional out of state colleges/universities have been added to the recruiting schedule Promote and advertise the LEA

<p>The LEA will work with the University of South Alabama to identify applicants for their grant funded Alternative Master's Degree Program for Science and Math teachers.</p>	<p>John Powell – Personnel Administrator Nina Hayes – Personnel Administrator Dr. Andre Green - USA Professor</p>	<p>No additional funds needed</p>		<p>Graduates – May & December</p>
<p>The LEA will assign grade level/content area mentors to new teachers.</p>	<p>Principals</p>	<p>No additional funds needed</p>		<p>ASSIST/ACIP</p>
<p>* The LEA will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position, applications and resumes received, and notes from interviewing and selecting the teacher for employment.</p>	<p>Personnel Administrators</p>	<p>Title II - \$120,948</p>	<p>Administrator .80 Clerk .20 HR Website School Postings Search Soft Postings</p>	<p>Administrative Recruitment Recruitment Schedules devised annually and approved by the Board Teachers teaching during planning period Recruiting middle school teachers to take middle school math Praxis II</p>
<p>The LEA will provide a New Teacher Induction Program.</p> <ul style="list-style-type: none"> • Alabama Teacher Mentoring Program • Local School Mentors • New Teacher Orientation • New Teacher Network 	<p>Karen Mohr – Chief Academic Officer</p>	<p>Title II - \$5,000 Title II - \$36,015</p>		<p>Stipends & Prof. Materials & Supplies Substitutes & Prof. Materials & Supplies Administrative Recruitment</p>
<p>The LEA will ensure that teachers receive support and assistance related to content knowledge and teaching skills needed for the teaching assignment, including teacher mentoring, instructional coaching, and high-quality professional development. The high-quality staff development includes Scholastic Dagget System for Effective Instruction (Scholastic DSEI), consultants, district staff development, Talents</p>	<p>Karen Mohr – Chief Academic Officer SARIC</p>	<p>Title I - \$5,000 Title I – \$36,015 Title II - \$369,000 Title I - \$307,500</p>		<p>SDE Teacher Mentoring Program Model New Teacher Induction Content Supervisors Curriculum Webinars/</p>

Unlimited, and Corwin Press – Larry Ainsworth Common Formative Assessment (CFA).				HQ Staff Dev. Common Core Scholastic DSEI Common Formative Assessments Instructional Coaches
The LEA will provide retired teacher mentors for math and science teachers hired on emergency or alternative certificates.	John Powell	Title I - \$12,000		Retain teachers hired on emergency or alternative certificates. Use retired teachers as mentors
Recruit middle school teachers to teach math by providing study sessions and stipends for passing Praxis II scores	Principals Content Area Supervisors Personnel Administrators	No additional funds needed	June 2015-August 2016	Apply for middle school math certification and highly qualified status for teachers after they have passed middle school math Praxis II. Approximately 5 to 10 teachers participate in the session
Conduct study session for Middle School Math Praxis II	John Powell Elizabeth Jeffries	Title I - \$6,000	June 2015 – April 2016	Study guides and Scientific Calculators are available for use Between 5 to 10 teachers participate in the study session
The LEA offers new hires an option to receive their salary paid over 13 months as opposed to 12 months in order to receive their first paycheck in August rather than September	Human Resources	No additional funds needed		Local funds absorb the cost to cover the first month which will be reimbursed by the state

SECTION 3. List the teachers of core academic classes who are NOT highly qualified for the classes being taught. Attach an Individual Teacher Plan for Becoming HQT for each teacher who is NOT HQT for classes being taught.

(Copy page as needed.)

Teacher Name	School	Subject(s)	Grade(s)	Intended Date to become HQT
Kristin Campbell	Old Shell Road Magnet	Dance	K-5	Hired under Emergency Cert - will pursue ABC route to certification beginning 2016-17 SY
Arnold, Ryan	Dunbar Magnet	Dance	6 -8	Emergency Certificate / non-HQ
Bernard, Dominique	Scarborough	Science	6-8	Emergency Certificate/ non-HQ
McKnight, Courtney	Burns	Science	6-8	Emergency Certificate/ non-HQ
Root, Peter	Phillips	Drama	6-8	Emergency Certificate/ non-HQ
Thorne, Callie	Evans Special	Music	K-12	Emergency Certificate/ non-HQ
Kylie Williamson	Baker	Dance	9-12	August 2016
Wendy Brammer	Mary Montgomery	Theatre	9-12	August 2016
China Thomas	Murphy	Math	9-12	August 2016
Camisha Thomas	The Pathway	Math	9-12	August 2016
Precilla Hill	Rain	Math	9-12	August 2016
Carol McDonald	Theodore	Spanish	9-12	August 2016

Jeremy Stradford	Williamson	Biology	9-12	August 2016
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99.53% highly qualified; 13 out of 2,737 teachers are not highly qualified.

LEA EQUITY PLAN

Equitable distribution is the strategic placement of teachers in order to insure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Analyze district teacher data to determine if inequities exist in assignment of inexperienced, unqualified, or out of field teachers within the LEA in regard to the distribution of teachers in high/poverty/high minority versus low poverty/low minority schools.

1. Provide a description of any inequities in the assignment of inexperienced, unqualified, or out of field teachers within the LEA in regard to the distribution of teachers in high/poverty/high minority versus low poverty/low minority schools.

Staffing of the schools in the Division of Human Resources is divided among the personnel administrators so that the harder to staff schools are distributed equitably among them. For the 2015-2016 school year, schools were staffed using the following priorities: mandatory transfers due to reduced units, priority and focus schools, voluntary transfers, hard-to-fill schools, geographical location, number of vacancies in individual schools, and staff diversity. The priority schools are Williamson, Blount, and Eanes; the focus schools are: Montgomery, Bryant, and Washington.

The district, like the nation, has a shortage of certified mathematics and science teachers; therefore, in order to staff the schools, the district hired four mathematics teachers and three science teachers on emergency certificates. The district also hires teachers on alternative certificates but they are deemed highly qualified. Retired teachers mentor mathematics and science teachers on emergency and alternative certificates. Because the district was unable to find enough certified and highly qualified teachers to fill all of the Spanish, dance, music therapy, and drama/theatre vacancies, the district also hired one Spanish teacher, three dance teachers, one music therapy teacher, and two drama/theatre teachers on emergency certificates. There is no evidence that inequities exist in assignment of teachers on emergency certificates in high poverty/high minority schools versus low poverty/low minority schools.

Inexperienced teachers and experienced teachers who are having difficulty in the classroom will be monitored during site visits by central office personnel to support when assistance is needed. Central office personnel, local school administrators, literacy coaches, and consultants will model lessons, as needed, for teachers who are having difficulty with content and delivery of instruction in the classroom. Follow-up visits are scheduled regularly to provide assistance and to monitor progress of the teachers. There is no evidence that inequities exist in assignment of inexperienced teachers in high/poverty/high minority versus low poverty/low minority schools.

2. Describe the immediate and long term strategies the LEA will implement to ensure that poor and minority students and those in schools identified for improvement are not taught by unqualified or out-of-field teachers at higher rates than other students. Include a description of how financial resources and staff will be allocated to those schools. Strategies may include: *Reassignment of teacher to ensure equity, recruitment programs to increase the number of experienced highly qualified teachers, improvement of school climate, financial incentives provided to increase number of highly qualified teachers, other incentives provided to increase number of highly qualified teachers, other(provide detail).*
 - Staffing Priority – Staffing priority is given to priority and focus schools, traditionally hard-to-fill schools, geographical location, significant number of vacancies in individual schools, and staff diversity. Additional units are provided to decrease class-sizes as needed.

- Recruitment – The district conducts seminars for students at local universities who are student teaching. The district continues to add additional colleges and universities to its recruitment list.
- Signing Bonus – The district offers a \$3,000 signing bonus for new mathematics and science teachers who are highly qualified.
- Mentoring Program - All first year teachers are assigned mentors. Additionally, retired teachers serve as mentors for mathematics and science teachers who are hired on emergency or alternative certificates. Professional learning opportunities are provided at both the district level and local school for the beginner and novice teacher.
- Central Office Personnel - Central office personnel model lessons for teachers having difficulty in the classroom and provide assistance as needed. Personnel from all divisions are involved in site visits to local schools. Teachers hired on emergency certificates sign a commitment letter to fulfill requirements of a mutually agreed upon plan to achieve highly qualified status before they can be rehired for the next school term.
- Staff Development - Staff development activities are available for all teachers, including local, state, and regional staff development, as well as on-line staff development, i.e. Webinars, PD meetings, SARIC, Administrator Summer PD, Principal meetings, Feeder Pattern meetings..

3. Evaluation: Provide a description of how the LEA will evaluate the effectiveness of these strategies.

- Increase in teachers involved in high quality staff development.
- Increase in teacher satisfaction as reflected in electronic survey.
- Decrease in number of teachers recommended for non-renewal based on performance.
- Fewer HQ Plans to monitor.
- Decrease in teacher attrition due to teachers feeling that there is inadequate support of the administration.



**Local Education Agency (LEA)
Highly Qualified Teachers Plan
School Year __2014-2015__**

Revised June 2014

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The LEA will continue its traditional recruitment.	Personnel Administrators Deborah Barry Nina Hayes John Powell Alan Dailey Pauline Scarbrough	Local - \$6,000 Title II - \$5,000 Title I - \$6,000	Recruitment Schedule	Best practices Additional out of state colleges/universities have been added to the recruiting schedule Promote and advertise the District
The LEA will work with the University of South Alabama to identify applicants for their grant funded Alternative Master's Degree Program for Science and Math teachers.	John Powell – Personnel Administrator Nina Hayes – Personnel Administrator	No additional funds needed		Graduates – May & December

	Dr. Andre Green - USA Professor			
The LEA will assign grade level/content area mentors to new teachers.	Principals	No additional funds needed		ASSIST
* The LEA will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position, applications and resumes received, and notes from interviewing and selecting the teacher for employment.	Personnel Administrators	No additional funds needed	HR Website School Postings Search Soft Postings	Recruitment Schedules devised annually and approved by the Board Teachers teaching during planning period Recruiting middle school teachers to take middle school math Praxis II
The LEA will provide a New Teacher Induction Program. <ul style="list-style-type: none"> Alabama Teacher Mentoring Program Local School Mentors New Teacher Orientation New Teacher Network 	Belinda Roberts – District Professional Development Plan	Title II - \$7,000 Title II - \$31,409 Title II - \$139,955	Administrator .80 Clerk .20	Stipends & Prof. Materials & Supplies Substitutes & Prof. Materials & Supplies Administrative Recruitment
The LEA will ensure that teachers receive support and assistance related to content knowledge and teaching skills needed for the teaching assignment, including teacher mentoring and high-quality professional development. The high-quality staff development includes Scholastic Dagget System for Effective Instruction (Scholastic DSEI), consultants, district staff development, Talents Unlimited, and Common Core and Higher Order Thinking Skills.	Belinda Roberts – District Professional Development Plan SARIC	Title I - \$7,000 Title I – 31,409 Title II - \$300,000 Title I - \$323,000		SDE Teacher Mentoring Program Model New Teacher Induction Content Supervisors/ Curriculum Webinars/ HQ Staff Dev. Common Core Scholastic DSEI
The LEA will provide retired teacher mentors for math and science teachers hired on emergency or alternative certificates.	John Powell	Title I - \$10,000		Retain teachers hired on emergency or alternative certificates. Use retired teachers as mentors

Recruit middle school teachers to teach math by providing study sessions and stipends for passing Praxis II scores	Principals Content Area Supervisors Personnel Administrators	No additional funds needed	June 2014-August 2015	Apply for middle school math certification and highly qualified status for teachers after they have passed middle school math Praxis II. Approximately 5 to 10 teachers participate in the session
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Teacher Name	School	Subject(s)	Grade(s)	Intended Date to become HQT
Douglas Turo	Causey Middle	Science	6 th – 8 th	June 2015 – Individual HQ Plan
Danielle Seymour	Baker High	Government	12 th	Will be assigned to subjects in-field for the 15-16 school year
Alisha McElhenney	Citronelle High	Science	9 th – 12 th	September 2015 – issuance of 1 st ABC
Julia Patterson	Eanes Middle	Language Arts	8 th	
Claudia Miller	Montgomery High	Chemistry	10 th - 12 th	Will be assigned to subjects in-field for the 15-16 school year
Susan Gaston-Jones	Murphy High	Chemistry, Physics	10 th – 12 th	June 2015 – Passed Praxis II - needs to apply for Gen Science certification using CBT approach
Darnisha Crawford	Pillans	Mathematics	6 th – 8 th	
Shondra Dexter	Pillans	Language Arts	6 th – 8 th	
Barbara Crawford	Pillans		6 th – 8 th	
Tamblyn Bohannon	Pillans	Language Arts	6 th – 8 th	
Tiffany Harris	Scarborough	Civics		

Laquenton Butler	Scarborough	Physical Science	6 th – 8 th	
LeShaye Hughes	Scarborough	Grade 6	6 th	
Ashley Horton	Scarborough	Grade 6	6 th	
Sabrina McAnally	Theodore High	English	12 th	
Dan Mosier	Hankins Middle	Social Studies	7 th – 8 th	Certificate applied for in October
Kimberly Baker	Vigor High	Mathematics	9 th – 12 th	Individual HQ Plan September 2015 - issuance of 1 st ABC
James Brooks	Rain High	Science	9 th – 12 th	Individual HQ Plan September 2015 - issuance of 1 st ABC
Leslie Cazeaux	Murphy High	Science	9 th – 12 th	Individual HQ Plan September 2015 - issuance of 1 st ABC
Adrian McCants	Murphy High	Mathematics	9 th – 12 th	Individual HQ Plan September 2015 - issuance of 1 st ABC
Ramsey Willis	Williamson High	Mathematics	9 th – 12 th	Individual HQ Plan September 2015 - issuance of 1 st ABC

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Staffing of the schools in the Division of Human Resources is divided among the personnel administrators so that the harder to staff schools are distributed equitably among them. For the 2014-2015 school year, schools were staffed using the following priorities: mandatory transfers from closing Eichold Mertz Elementary School, mandatory transfers due to reduced units, priority and focus schools, schools with an increase in teacher units due to rezoning of selected elementary schools, mandatory transfers due to reduced units, voluntary transfers, hard-to-fill schools, geographical location, number of vacancies in individual schools, and staff diversity.

The district, like the nation, has a shortage of certified mathematics and science teachers; therefore, in order to staff the schools, the district hired some mathematics and science teachers on emergency or alternative certificates. Retired teachers mentor mathematics and science teachers on emergency and alternative certificates. The district also hired a Spanish teacher and two dance teachers on emergency certificates. There is no evidence that inequities exist in assignment of teachers on emergency certificates in high poverty/high minority schools versus low poverty/low minority schools.

Inexperienced teachers and experienced teachers who are having difficulty in the classroom will be monitored during ACIP reviews, team visits, and site visits by central office personnel to support when assistance is needed. Central office personnel, local school administrators, literacy coaches, and consultants will model lessons, as needed, for teachers who are having difficulty with content and delivery in the classroom. Follow-up visits are scheduled regularly to provide assistance and to monitor progress of the teachers.

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 - Signing Bonus – The district offers a \$2,000 signing bonus for new mathematics and science teachers who are highly qualified.
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 - Staff Development - Staff development activities are available for all teachers, including local, state, and regional staff development, as well as on-line staff development, i.e. Webinars, Weekly PD meetings.
3. Evaluation: Provide a description of how the LEA will evaluate the effectiveness of these strategies.
 - Increase in teachers involved in high quality staff development.
 - Increase in teacher satisfaction as reflected in electronic survey.
 - Fewer vacancies at traditional hard-to-fill schools.
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