

APPENDIX 11: ECE TRANSITION AND HIGHLY QUALIFIED TEACHER PLAN

<p>Highly Qualified Teacher Plan: Describe your school’s strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan</p>				
<p>Strategy 1 Hire teachers that are highly qualified for the positions for which they apply.</p>				
<p>Action Steps to support strategy</p> <p>The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.</p>	<p>Timeline (Projected timeframe for the implementation and completion of strategy.) This process follows the staffing timeline both for in-district and out of district applications.</p>	<p>Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.) General fund—HR department</p>	<p>Professional Development in Support of the Strategy</p> <p>HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,</p>	<p>Assessment to Measure Strategy</p> <p>% HQ teachers in a building.</p>
<p>Strategy 2 Use professional development to retain highly qualified teachers (both new and veteran)</p>				
<p>Action Steps to support strategy</p> <p>Assign mentors to newly hired teachers</p> <p>Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.</p>	<p>Timeline (Projected timeframe for the implementation and completion of strategy.) A minimum of 20 hours contact throughout the school year</p> <p>Fall of each school year</p>	<p>Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.) General fund \$ for training, Federal \$ for stipends</p> <p>Multiple sources</p>	<p>Professional Development in Support of the Strategy</p> <p>Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their induction program. This is PD</p>	<p>Assessment to Measure Strategy</p> <p>% of new teachers who stay in a building.</p> <p>Teacher retention rates as measured by the Balanced Scorecard.</p>