

Title II, Part A: Teachers and Principals Training and Recruiting Fund

The No Child Left Behind Act (NCLB) places a major emphasis upon the importance of teacher quality in improving student achievement. Title II, Part A is intended to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of highly qualified teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals. These funds can be used to prepare, train, and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.

Allowable Activities

- Recruiting, Hiring, and Retaining Highly Qualified Teachers and Principals - Monetary incentives
 - Teacher mentoring
 - Induction and support for new teachers and principals
- Programs and activities designed to improve the quality of the teaching force
 - Tenure reform and merit pay programs
- Teacher advancement initiatives that emphasize multiple career paths and pay differentiation.
- Professional development activities that improve the knowledge and quality of teachers, principals, and superintendents
 - Content knowledge and classroom practices
 - Improving student behavior and identifying early and appropriate interventions
 - Using data and assessments
- Hiring highly qualified teachers to reduce class size (class sizes between 14-20 students)

Program Requirements

- Each LEA shall conduct an assessment of local needs for professional development and hiring (with the involvement of teachers). There should be a clear connection between identified needs and Title IIA activities (Section 2122(b)(8) and 2122(c)).
- Title II-A Activities must be:
 - Aligned with state academic content standards and student academic achievement standards,
 - Based on a review of scientifically based research, and
 - Designed to have a substantial, measurable, and positive impact on student achievement and used as part of a broader strategy to eliminate the achievement gap (Section 2122(b)(1)&(2)).
- LEAs must target funds to schools that have:
 - The lowest proportion of highly qualified teachers;
 - The largest average class size; or
 - A Priority Improvement or Turnaround Plan Type Assignment (Section 2122(b)(3)).
- Each LEA must develop a professional development plan that addresses the needs of teachers and principals (Section 2122(b)(5)(9)).
- LEAs must ensure that teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborate in the planning of II-A activities (Section 2122(b)(7)).
- LEA shall use Title II-A funds to get core content teachers and Title I paraprofessionals highly qualified, if necessary (Section 2122(b)(10)).
- LEA shall ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers (Section 1111(b)(8)(C)).

