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Definitions

1. From the No Child Left Behind Act of 2001

Title IX (“General Provisions”), Part A §9101, and Title II, Part A §2102 of ESEA, as amended, define several terms that are critical to implementing programs under the law. For the convenience of applicants, a set of terms that are especially germane to this grant program are reproduced here in alphabetical order (bold type not in the original):

Arts and Sciences

“The term ‘arts and sciences’ means—

- (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teacher’s teach; and
- (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).”

Core Academic Subjects

“The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.”

High-Need Local Education Agency

“The term high-need local educational agency’ means a local educational agency —

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.”

See Appendix A for a list of LEAs in Maryland that qualify under this definition for this funding round.

Highly Qualified Paraprofessional (paraeducator)

“a paraprofessional who has not less than 2 years of —

- (A) experience in a classroom; **and**
- (B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.”

Highly Qualified Teacher

“(A) when used with respect to any **public elementary school or secondary school teacher** teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; **and**

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an **elementary school teacher who is new** to the profession, means that the teacher

(I) holds at least a bachelor's degree; **and**

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum);

or

(ii) **middle or secondary school teacher who is new** to the profession, means that the teacher

holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by

—

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); **or**

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; **and**

(C) when used with respect to an **elementary, middle, or secondary school teacher who is not new to the profession**, means that the teacher holds at least a bachelor's degree **and** —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; **or**

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

- (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- (V) takes into consideration, but not to be based primarily on, the time the teacher has been teaching in the academic subject;
- (VI) is made available to the public upon request; **and**
- (VII) may involve multiple, objective measures of teacher competency.”

Low-Performing School

“An elementary or secondary school that is identified under Section 1116 of ESEA.” For Section 1116, see <http://www.ed.gov/legislation/ESEA02/pg2.html#sec1116>; this definition is taken from the USDoED Draft Guidance for Improving Teacher Quality State Grants, Title II, Part A.

Out-of-Field Teacher

“a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.”

Professional Development

“The term professional development' —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school wide and district wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)
 - (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; **and**
 - (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers,

including

teachers who became highly qualified through State and local alternative routes to certification;

- (vii) advance teacher understanding of effective instructional strategies that are

—
(I) based on scientifically based research . . . ; **and**

- (II) strategies for improving student academic achievement or substantially
 - increasing the knowledge and teaching skills of teachers; **and**
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; **and**
 - (II) the curricula and programs tied to the standards described in the sub clause
 - (III) except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology proposals are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that —
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.”

Scientifically Based Research

“The term ‘scientifically based research’ —

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; **and**

(B) includes research that —

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

Teacher Mentoring

“The term teacher mentoring’ means activities that —

(A) consist of s(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that —

- (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; **and** part of an ongoing developmental induction process
 - (I) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; **and**
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; **and**

(B) may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization.”

2. Other Definitions:

Nonprofit (NPO) of demonstrated effectiveness

An NPO is an organization whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity. In addition, the organization must have evidence of financial stability; the improvement of student learning in mathematics, science, or reading as its primary

purpose; documentation of having conducted teacher- training programs that used effective approaches and processes for teaching subject matter content; personnel with qualifications and expertise to provide the desired instruction; and evaluation data from past programs to show improved student outcomes.

A Statement of Demonstrated Effectiveness for Nonprofit Organizations:

Written evidence provided from the NPO of (a) past demonstrated effectiveness in providing professional development for teachers in Maryland and (b) financial stability. Documentation of past effectiveness in providing teacher training includes: title, dates, and location of activities; number of teachers who participated; names and titles of instructional personnel; a summary of course/workshop content and activities (syllabus); and evidence of project outcome, which may include data on improved student outcomes, the final evaluation report, recruitment procedures, and resulting materials or publications. Evidence of financial stability includes: a complete copy of the management letter from the most recent independently audited financial statement and evidence that the NPO is not dependent on this grant for continued existence of the organization and its current staff configuration.

3. Frequently Used Acronyms:

EDGAR = Education Department General Administrative Requirements

FFATA = Federal Funding Accountability and Transparency Act

IHE = Institution of Higher Education

LEA = Local Education Agency (=local school district)

MHEC = Maryland Higher Education Commission

MSDE = Maryland State Department of Education (oversees preK-12)

PARCC = 20-state consortium working together to develop next-generation K-12 assessments in English and math

RFP = Request for Proposals

SEA = State Education Agency (in Maryland, this is MSDE)

SAHE = State Agency for Higher Education (in Maryland, this is MHEC)