NO CHILD LEFT BEHIND

HIGHLY QUALIFIED TEACHERS

Rhode Island’s Approach
The Ocean State

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Principal - RI Training School
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General Information

• In Rhode Island, Juvenile Corrections is a component of the Department of Children, Youth & Families, as is Child Welfare and Children’s Behavioral Health. Juvenile Corrections includes the Rhode Island Training School and Juvenile Probation and Parole.
Rhode Island Training School

- Capacity of 179, but is often overcrowded, currently we have 210 residents
- Provides full medical, clinical, recreational & educational services
- Website developed by teachers and students can be found at:
  http://www.brown.edu/Departments/IESE/Projects/RITS/index.html
School Approvals

- Inter-Department Agreement since 1996
- On-going School Approval – Bi-annual
- Correctional Education Association 2004-2007, recertification in process

Regulations

- Compulsory School Attendance
- Federal Court Order
Educational Program

By Section 42 of RI General Laws: 72.4, Compulsory School Attendance – Children in State Care

“All inmates in the training school, without regard to their age, must attend or participate in a school, vocational, general equivalency diploma program, or other training program located on the training school grounds as part of the training school’s programs while committed to the training school.”

A Federal Court Order enjoins us ‘from failing to comply in all respects with all state and federal education laws, regulations and the policies of…..’
## Class Offerings

<table>
<thead>
<tr>
<th>Middle - Secondary</th>
<th>Post-Secondary</th>
<th>Arts</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>College Courses</td>
<td>AS220</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Reading</td>
<td>Carpentry</td>
<td>VISTA’ S</td>
<td>NetWork RI</td>
</tr>
<tr>
<td>Algebra Geometry</td>
<td>Business</td>
<td>Mentoring</td>
<td>CPR/First Aid</td>
</tr>
<tr>
<td>Science</td>
<td>Computers</td>
<td>Transition</td>
<td>Project Hope</td>
</tr>
<tr>
<td>US History</td>
<td>Barbering</td>
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<tr>
<td>World History</td>
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<tr>
<td>Phys. Ed</td>
<td>Arts</td>
<td></td>
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<tr>
<td>Health</td>
<td>Mentoring</td>
<td></td>
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<tr>
<td>Art</td>
<td>Computer Repair</td>
<td></td>
<td></td>
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<tr>
<td>Library/Media</td>
<td>Non-Violence</td>
<td></td>
<td></td>
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<tr>
<td>Carpentry</td>
<td>Men 2B</td>
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<td></td>
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<tr>
<td>Culinary Arts</td>
<td>Bicycle Repair</td>
<td></td>
<td></td>
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<tr>
<td>Consumer Science</td>
<td>College Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td>Allied Health</td>
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<td></td>
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</tbody>
</table>
Staffing

• Certification

• Highly Qualified Staff

For additional information visit the Rhode Department of Education at http://www.ridoe.net/teacher_cert/Default.htm
Directions for Completing Rhode Island “Highly Qualified” Teacher Verification Form

January 20, 2004

1. List all core academic subject classes you are currently teaching (e.g., Algebra 1, English 3, French 2, World History, AP Chemistry) in Column B. If you teach multiple sections of the same course, list each class on a different line.

2. Provide the Rhode Island Teaching Certificate that you hold for that assignment (e.g., provisional 7-12 mathematics, professional elementary with mid-level endorsement, life professional K-12 music) in Column C.

3. For each assignment, determine whether or not you meet the criteria of Option #1 by answering questions A, B, C, and D in Column D. If you answered Yes to any ONE of these questions, write yes for the assignment under that column and record the letter of the question to which you answered yes.

4. For each assignment that does not read “Highly Qualified, Option #1” in Column D, complete the Rhode Island HOUSSE Content Area Rubric – Secondary to determine if you have met the criteria based upon prior experience. If you answered Yes to each of the two questions in Column E record a yes for the assignment under column E.

5. Add the number of classes you have recorded in column B and record the total number at the bottom of Column B under “total number of core academic subject classes taught.” Add the total number of these classes for which you are “highly qualified” under Option 1 or Option 2 and record that number in the Total Row for Columns D and E.

6. If the number of classes taught and the number of classes for which you are “highly qualified” are the same, check the box that states “I am highly qualified for all current core academic subject class teaching assignments” at the bottom of the form. If you have not recorded “Highly Qualified” for one or more assignments, check the box that states “I am NOT highly qualified for the following assignment(s) in core academic subjects” at the bottom of the form and record the name(s) of the assignment(s) for which you are not highly qualified.

7. If you are highly qualified for all assignments, complete the “Rhode Island Highly Qualified Teacher Assurances Form” and submit it with all documentation to the building or district administrator designated by your school district.

8. If you are NOT highly qualified for all assignments, for any assignment for which you are not “highly qualified” complete the “Plan to Become Highly Qualified” Form and submit it with all documentation to the building or district administrator designated by your school district.
RHODE ISLAND “HIGHLY QUALIFIED” TEACHER VERIFICATION FORM - SECONDARY

Name ________________________________

School ______________________________

Certification Number or Social Security Number __________________

District ______________________________

January 20, 2004

A. Number of Core Academic Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. What Core Academic Subject classes are you teaching this school year? List each class on a separate line. (e.g., Algebra 1, English 3, French 2, World History, A.P. Chemistry)

C. What teaching certificate do you hold that qualifies you for this assignment? (e.g., provisional secondary mathematics, life professional secondary English, professional secondary French). If you are teaching a class in a core academic area for which you do not hold a certificate write NONE on the corresponding line. You cannot be highly qualified for that assignment until you earn the appropriate certificate. Do not respond to Option #1 or #2 for that assignment.

D. Option #1: Are you “Highly Qualified” for this class assignment through Academic Preparation or Testing?

1a. Do you hold an academic major or coursework equivalent to an academic major (30 credits) for the content area of the teaching assignment? (transcript) OR

1b. Do you hold an advanced degree in the content area of the teaching assignment? (transcript) OR

1c. Do you hold National Board for Professional Teaching Standards Certification in the content area of the teaching assignment? (certificate) OR

1d. Have you passed a rigorous content examination identified by RIDE as acceptable for the teaching assignment? (score report)

If you answered YES to any ONE of these questions, write yes in this column and record the letter (A, B, C, or D) of the question to which you responded YES.

E. Option #2: Are you “Highly Qualified” for this class assignment through Prior Experience

2a. Did you achieve at least 100 points across the five categories of the rubric? AND

2b. Did you demonstrate experience through at least three of the five categories?

If you answered YES to both of these questions, write yes in this column.

☐ I am “highly qualified” for all current core academic subject class teaching assignments.

☐ I am NOT “highly qualified” for the following assignment(s) in core academic subject class(es)__________________________ and will complete a plan to become highly qualified for the assignment by the end of the 2005 – 2006 school year.
RHODE ISLAND OPTION #2: PRIOR EXPERIENCE HOUSSE RUBRIC - SECONDARY

NAME: _______________________________ Core Academic Subject Area (class): _______________________________

Complete one copy of this rubric for EACH assignment for which “Highly Qualified” will be demonstrated through Option #2. Attach all documentation (e.g., transcripts, letters, CEU verification) necessary to support the experience credited through this rubric. **YOU MUST DEMONSTRATE EXPERIENCE IN AT LEAST 3 OF THE 5 CATEGORIES.**

<table>
<thead>
<tr>
<th>A. Years of Experience in an accredited school</th>
<th>B. College Level Course Work in the Content Area</th>
<th>C. Professional Development Activities related to the Content Area</th>
<th>D. Service to the Content Area</th>
<th>E. Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience must be in the area of certification</td>
<td>Must be Content Specific to the area of certification</td>
<td>Must be Content Specific to the area of certification: Served on a committee that:</td>
<td>Must be Content Specific to the area of certification: Served as:</td>
<td>Must be Content Specific to the area of certification: Teacher awards:</td>
</tr>
<tr>
<td>Courses must be in content area; courses with an EDU or comparable prefix offered through education programs are not acceptable, with the exception of courses in reading. Each credit is worth three points (e.g., a three credit content course equals nine points)</td>
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<td>Must be Content Specific to the area of certification: Served as:</td>
<td>Must be Content Specific to the area of certification: Teacher awards:</td>
</tr>
<tr>
<td>-2 points per year - Maximum 24 points</td>
<td>- 3 points per credit, (no recency requirements) - No maximum</td>
<td>Must be Content Specific to the area of certification: Served on a committee that:</td>
<td>Must be Content Specific to the area of certification: Served as:</td>
<td>Must be Content Specific to the area of certification: Teacher awards:</td>
</tr>
<tr>
<td># Years:</td>
<td># Sem. Cr. Hrs.:</td>
<td># Activities:</td>
<td># Services:</td>
<td># Activities:</td>
</tr>
<tr>
<td>Total Points</td>
<td>Total Points</td>
<td>Total Points</td>
<td>Total Points</td>
<td>Total Points</td>
</tr>
</tbody>
</table>

**GRAND TOTAL POINTS:** ___________

**IS THE TOTAL GREATER THAN OR EQUAL TO 100?** __________

**DID YOU EARN POINTS IN AT LEAST THREE COLUMNS (CATEGORIES)?** __________

*If you answered yes to each of these questions then you are “highly qualified” for this assignment under Option #2.*
RHODE ISLAND “HIGHLY QUALIFIED” TEACHER ASSURANCES FORM

Name________________________ Certification No./Social Security No.____________________
School________________________ District____________________________

☐ I hereby assure the Rhode Island Board of Regents for Elementary and Secondary Education that I hold a full (provisional, professional, life professional) Rhode Island teaching certificate and I have accurately completed the attached Highly Qualified Teacher Verification Form and supporting documentation to verify that I have satisfied the requirements for “Highly Qualified” Teacher in all core academic subject classes that I teach as mandated by the No Child Left Behind Act.

☐ I hereby assure the Rhode Island Board of Regents for Elementary and Secondary Education that I hold a full (provisional, professional, life professional) Rhode Island teaching certificate and I have accurately completed the attached Highly Qualified Teacher Verification Form and supporting documentation to verify that I have satisfied the requirements for “Highly Qualified” Teacher in ______ (number) core academic subject classes that I teach and have NOT satisfied the requirements for “Highly Qualified” Teacher in ______ (number) core academic subject classes and will work to become highly qualified for these classes by the end of the 2005-2006 school year as mandated by the No Child Left Behind Act.

☐ I hereby assure the Rhode Island Board of Regents for Elementary and Secondary Education that I DO NOT hold a full (provisional, professional, life professional) Rhode Island teaching certificate and I have accurately completed the attached Highly Qualified Teacher Verification Form and supporting documentation to verify that I have satisfied the requirements for “Highly Qualified” Teacher in ______ (number) core academic subject classes that I teach and have NOT satisfied the requirements for “Highly Qualified” Teacher in ______ (number) core academic subject classes and will work to become highly qualified for these classes by the end of the 2005-2006 school year as mandated by the No Child Left Behind Act.

I hereby submit the above information as evidence of my qualifications. I certify the accuracy of the information provided. I understand that this information is subject to independent verification by the Department of Education.

________________________________________  ______________________________
Signature of Teacher  Date

I hereby assure the Rhode Island Board of Regents for Elementary and Secondary Education that I have reviewed the documents submitted by the teacher named above. I will submit this statement of assurances to become part of the teacher’s personnel folder at the district administrative offices.

________________________________________  ______________________________
Signature of Building Administrator  Date
Plan to Become “Highly Qualified” Form

Name ____________________________

School ____________________________

Certification Number/Social Security Number ___________

District ____________________________

<table>
<thead>
<tr>
<th>A. Assignment(s) for which I am not Highly Qualified</th>
<th>B. Criteria I did not meet</th>
<th>C. How I plan to meet the criteria</th>
<th>D. Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rhode Island certification</td>
<td>1. Become fully certified</td>
<td>1. Use Option 1 and take courses, earn an additional degree, become National Board certified, or take an examination</td>
<td></td>
</tr>
<tr>
<td>2. Appropriate certificate for assignment</td>
<td>2. Earn additional certification</td>
<td>2. Use Option #2 and earn additional points through:</td>
<td></td>
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<tr>
<td>3. Content area qualifications through Option #1 or Option #2</td>
<td>3.</td>
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Where we are going........

- New Facilities
- Opportunity to Design New Educational Programming
How are we able to attract and maintain highly qualified staff?

• Academic Teachers
  Emergency Certification – Used sparingly
• Special Education Teachers – Change in Structure
  Team Approach
  Resource Teachers
  DPT’s
PAY SCALE

- Competitive
- Salary Range – Average of 36 cities and towns + $100
  AFT
- Increments for Professional Study
TUITION REIMBURSEMENT

- Negotiated: Courses, seminars, texts
- Advanced study for degrees
- I-Plan/ RI Department of Education
Calendar

- Year-round School
- 4-day Work Week
- 180 Day Work Year
- 5 Period Day – 1 hour each
- 1 Period Day – Work Period
- Work/Activity Days Concept
GRANT MONIES

• Support in Classrooms – Aides
• Professional Development
• Backfill Opportunities
OPPORTUNITIES FOR PAY

- Post-secondary Teaching
- Orientation/Peer Mentor Program
- Substitute Teaching
- Student Mentoring – AS220
STUDENT TEACHERS/INTERNS

• Hired 2 so far!!!!!!
• Providence College, Brown University, Johnson & Wales University
• University of RI, RI College
OTHER-EQUALLY IMPORTANT

• Small Classes – 12 maximum
• Support Staff – School Social Worker, School Psychologist, Guidance Counselor, Special Education Director, Resource Teachers, DPT, Speech/Language Pathologist – all full time
• Safety and Security
• SUPPORTIVE ATMOSPHERE - FRIENDLY
CONTACT INFORMATION

• Arlene J. Chorney, PhD

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arlene.chorney@dcyf.ri.gov