



**GOVERNMENT OF PUERTO RICO  
PUERTO RICO DEPARTMENT OF EDUCATION**

# **EQUITY PLAN**

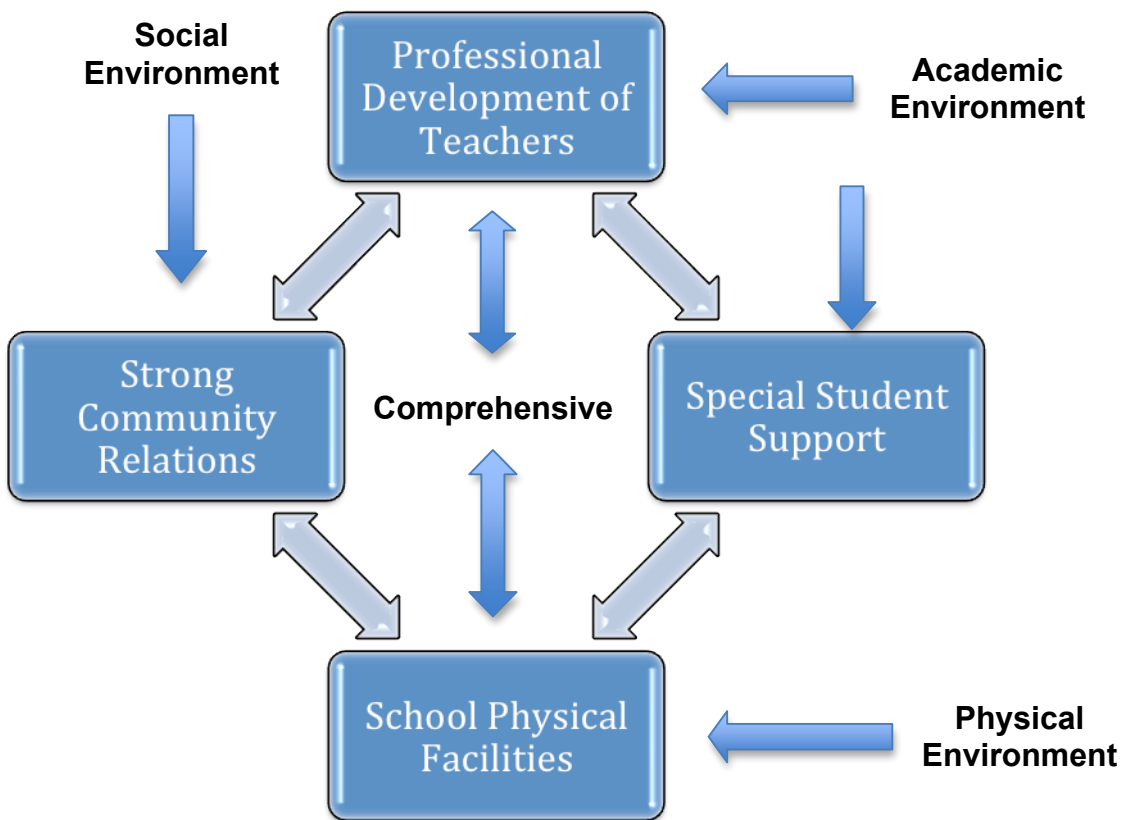
**June 2011**



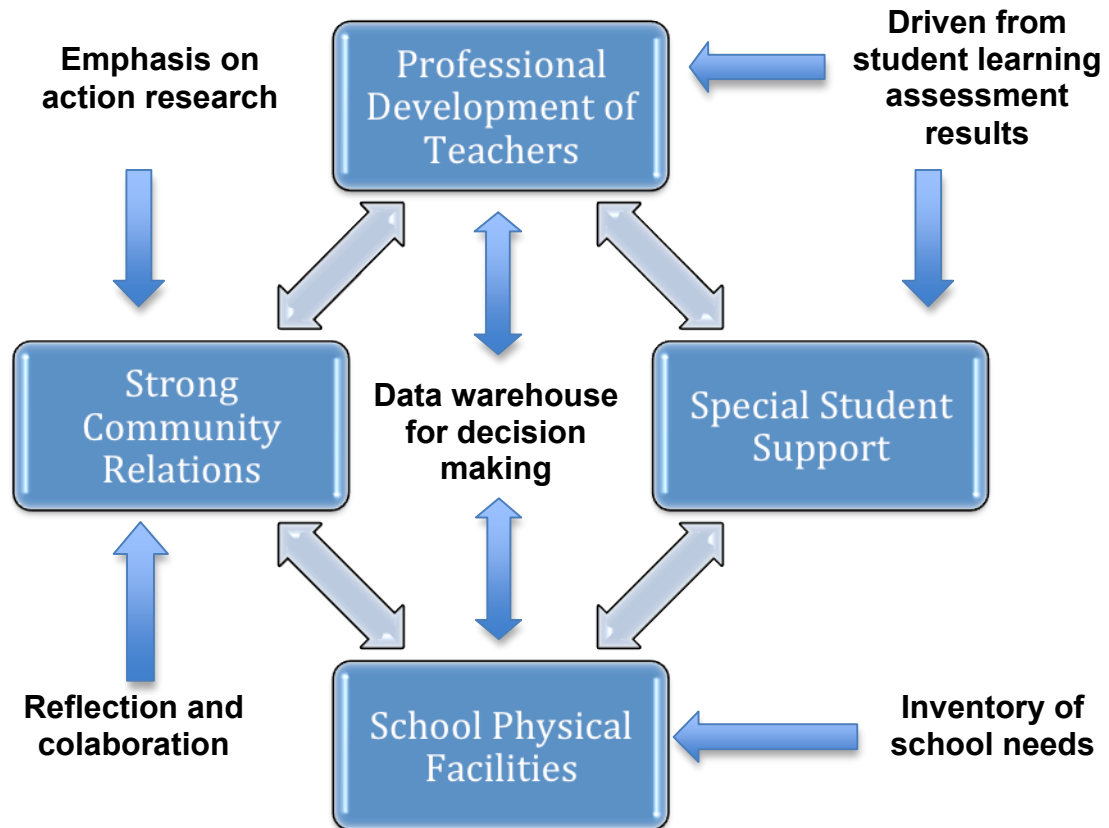
**May 23, 2012 Report  
2010-2011 PRDE HQT DATA**

The Puerto Rico Department of Education (PRDE) Teacher Equity Plan will ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers. This plan is aligned with PRDE's comprehensive model for school improvement in order to guarantee that well prepared and effective teachers have all the necessary support systems to better teach all students, regardless of their socio-economic level. The following diagrams summarize PRDE's school improvement model.

**The Model articulates four main components that promote comprehensive school reform and, as a consequence, effective learning environments.**



**It gathers information from assessment, research and regular inventories in order to facilitate articulated decision making processes.**



This model emphasizes the professional development of teachers as a critical factor for academic achievement. Moreover, it is important that well prepared and qualified teachers are assigned to all students without discriminating towards students living in poverty or other disadvantaged environments.

# BACKGROUND

The Puerto Rico Department of Education is a unitary system within the US jurisdiction that serves approximately 473,735 students in 1,483 public schools providing both regular academic and vocational K-12 programs. According to statistics from the PRDE Planning and Evaluation Office the majority of PRDE's students are minority students and approximately 71.2% of students enrolled in public schools are living in poverty. For the 2010-2011 school year, a total of 35,368 teachers taught core subject classes. PRDE has completed the collection of accurate classroom level data and currently has 15.83% of the core subject classes taught by NHQT. The core subjects with the highest percentages of NHQT are Special Education, Science and the K-3 elementary level.

This plan is part of PRDE's Revised State Plan for Highly Qualified Teachers (June 2011) and is prepared in accordance to NCLB highly qualified teacher requirements. The strategies described here are intended to result in an equitable distribution of highly qualified, experienced and effective teachers across the island, and to ensure that all students will be taught by HQT.

The definition for HQT adopted in PRDE is consistent with the No Child Left Behind requirements and ensures that all teachers new to the profession meet all the required qualifications. In addition, Puerto Rico's rigorous certification requirements, adopted in 1992, also meet the HQT requirements.

Since 1992, approval of a rigorous, subject matter based teacher certification test (known in Puerto Rico as PCMAS) is required to obtain a regular teaching certification in Puerto Rico. Different disciplines within the PCMAS are required for elementary or secondary school teachers; USDE has accepted that it complies with the third HQT definition requirement.

All teachers hired after 1992, who are teaching in the subject for which they are certified, do meet the highly qualified requirements because of the recruitment and certification standards that PRDE has had in place since 1992.

PRDE recruitment and relocation policies (Circular Letter #CC12-2010-2011) guarantee that all new recruitments in core subject areas adequately comply with all three prongs of the HQT definition. Similarly, the relocation of teachers within schools or categories will only be authorized if the teacher fully complies with the HQT requirements. PRDE's Equity Plan will address the issues of:

- NHQT in high poverty schools
- NHQT in schools not making AYP
- Teacher Experience and HQT
- Out of Field Teaching

# DATA AND REPORTING SYSTEM

Since April 2008, the PRDE can analyze complete and accurate classroom level HQT data. Though relatively new, the data gives us an initial glance at teacher distribution information. The Student Information System (SIS) has the capacity for collecting the data and tracking where inequities in teacher assignments might exist.

Through the implementation of the data warehouse system the PRDE can perform cross sections of school master schedule and/or student schedule data from the Student Information System (SIS). The staff data sourced from the human resources systems provides additional support to maintain the information complete and accurate. . This enables the matching of teacher, course and schedule records. Teachers that comply with all three HQT prongs are compared with data in the courses' database to verify that they are qualified to teach each core subject course and, finally, this match is correlated with the school's teacher schedules to make sure that every teacher is indeed teaching the course for which he/she is qualified.

The SIS has already provided a valid set of information describing all courses, and the number of classes per course, that all teachers teach in all our schools. PRDE now has data for approximately 100% of all core classes taught by teachers in all schools. The database includes the following:

- Total number of classes for all courses in each of the core subject areas offered in every school.
- Total number of the classes that were taught by HQT. Classroom level data for HQT has been computed using the information from all databases described, as follows: courses and classes are matched with code numbers for categories of teachers qualified to teach them and course numbers for categories of teachers are matched with teacher's current compliance with the HQT screening tool. Finally, a teacher's ID is matched between the first and third databases to validate that a specific teacher was assigned to teach a class in which the teacher has subject matter competency.
- Percentage of classes taught by HQT in all core subject areas and in every school. This in turn produces the percentage of classes taught by NHQT, as required by law. We have computed the percentage of classes from all courses in each of the seven core subject areas that were taught by a highly qualified teacher for the 2010-11 School Year.

PRDE will analyze island wide inequities in teacher assignments to propose appropriate corrective actions. This analysis will begin in October 2010, when the 2010-11 recruitment process is almost over and PRDE has had the chance to update the HQT, AYP and poverty level information for the new School Year. **The PRDE counts with an Electronic Data Storage System managed by the Planning and Educational Development Area, which permits constant maintenance of information regarding all HQT Teachers, the schools that have reached AYP or not and the identification of the socioeconomic level of all schools in our Public Education System.**

PRDE proposes the following strategies to ensure that the equitable distribution issues be considered in Educational Regions, School Districts and Schools. Strategies will be focused on the staffing needs of high need schools, those with the highest poverty levels and not making AYP.

- **Enforce compliance with PRDE Policy Circular Letters for Recruitment and HQT to ensure that the best qualified and effective teachers are hired in schools where inequities are found.**
- **Disseminate teacher distribution data and recommendations to all Educational Regions, School Districts and Schools for further analysis, validation and implementation of appropriate strategies for addressing the inequities in schools.**
- **Consider the data on teacher inequities in the recruitment process.**
- **Identify funding sources to support professional development activities aimed at meeting the 100% HQT goal.**
- **Establish collaborations with IHE's to address the particular needs of teachers in off shore islands of Vieques and Culebra.**
- **Provide support to teachers with three or less years of teaching experience. Evidence shows that high quality induction with mentoring components reduce teacher turnover and help novice teachers achieve adequate levels of effectiveness, thus increasing student achievement.**
- **Continuously measure and monitor percentages of NHQT, experienced teachers in high poverty and schools not making AYP permitting the early identification and intervention in schools where inequities appear.**
- **Develop policies to attract HQT to high need schools.**
- **Provide technical assistance to high poverty districts to ensure they address the issue of equity.**

## **SUMMARY OF 2010-2011 HQT DATA ANALYSIS**

(Complete school by school data will be posted on PRDE Website)

Puerto Rico has 1,483 schools in 28 school districts within seven educational regions. During the 2010-11 School Year PRDE had 35,368 teachers in 89,354 classes in core academic classes. As of June 2011, PRDE has the following accurate classroom level data for these teachers – broken down into two categories:

Category 1: **92%** comply with all three HQT definition requirements.

Category 2: **8%** do not comply with at least one HQT definition requirements.

## COURSES WITH SIGNIFICANT NUMBER OF CLASSES NOT TAUGHT BY HQT

- **43.65%** of all Special Education classes were taught by NHQT
- **27.88%** of all Science classes were taught by NHQT
- **22.27%** of all K-3 classes were taught by NHQT

The Puerto Rico Department of Education will focus on efforts to increase the percentage of classes taught by HQT in **Special Education, Science, and K-3**. Hopefully, these initiatives will impact our students academic achievement and improve our overall AYP results especially in our special education population. We are committed to identify existing inequities and will address the issue intensively as they appear.

### DISTRICTS AND SCHOOLS WITH SIGNIFICANT NUMBER OF CLASSES NOT TAUGHT BY HQT

Puerto Rico has 1,483 schools in 28 school districts. Most districts have approximately 15 to 30 schools, 498 are in rural areas mostly in the central and eastern parts of the island and 464 are located in urban areas (482 No specified). Only 1 district (Fajardo) of the PRDE 28 school districts have 20% or more of classes not taught by HQT (overall). But, by core subject area there are the priority districts with 20% or more of classes not taught by HQT.

#### NHQT CLASSES PRIORITY DISTRICTS BY CORE SUBJECT 2010-2011 (20% or more NHQT)

English		Fine Arts		K-3		Mathematics	
District	NHQT (%)	District	NHQT (%)	District	NHQT (%)	District	NHQT (%)
CULEBRA	100.00%	VIEQUES	60.00%	VIEQUES	42.11%	CAROLINA I	25.13%
VIEQUES	63.83%	UTUADO	41.51%	LAJAS	37.50%	VIEQUES	22.92%
CATAÑO	49.09%	JAYUYA	35.29%	CANOVANAS	36.36%	SAN JUAN II	21.71%
CANOVANAS	37.79%	ARROYO	35.00%	GUAYAMA	34.41%	RINCON	21.21%
TRUJILLO ALTO	36.65%	GUAYANILLA	33.33%	TOA ALTA	34.34%	BAYAMON II	19.34%

**Sciences**

**Social Studies-  
History**

**Spanish**

**Special Education**

District	NHQT (%)	District	NHQT (%)	District	NHQT (%)	District	NHQT (%)
VIEQUES	56.25%	CIDRA	26.37%	CULEBRA	70.00%	AÑASCO	100.00%
NAGUABO	52.94%	CULEBRA	25.00%	CATAÑO	25.00%	ARROYO	100.00%
CULEBRA	50.00%	MARICAO	24.32%	CANOVANAS	21.02%	CULEBRA	100.00%
CIDRA	48.73%	VIEQUES	23.26%	MANATI	20.11%	FLORIDA	100.00%
AIBONITO	47.62%	ARECIBO I	22.16%	COROZAL	19.07%	GUAYANILLA	100.00%
						ISABELA	100.00%
						MOROVIS	100.00%
						VIEQUES	100.00%

**Most Schools and districts with High percentages of NHQT are:**

- Located in rural areas of the island or in the off-shore island municipalities of **Vieques and Culebra**. These are towns with high unemployment rates and low socio-economic indexes.
- Located in densely populated metropolitan areas (particularly in the Capital City of San Juan) which may have higher employment rates but lower quality of life indexes (pollution, crime casualties, etc.)

However, PRDE will target these areas for intensive technical assistance, professional development programs and allocate additional resources, human and financial to ensure that any inequity in teacher assignment be identified and corrected. At the moment the PRDE has maintained an adequate level of proper equity for those schools with a high level of poverty with a 2.2% less in classes not HQT from those schools with a high poverty level.

**HQT IN HIGH POVERTY SCHOOLS**

**PERCENTAGE OF CLASSES TAUGHT BY NHQT / POVERTY LEVEL 2010-2011**

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	18,287	15,356	83.9%	2,931	16.0%
3.Low-poverty schools Q4	24,324	20,060	82.5%	4,264	17.5%
Q2 / Q3	46,743	39,789	85.1%	6,954	14.9%
<b>Total</b>	<b>89,354</b>	<b>75,205</b>	<b>84.1%</b>	<b>14,149</b>	<b>15.8%</b>



## PERCENTAGE OF CLASSES TAUGHT BY NHQT / POVERTY LEVEL 2010-2011

### ELEMENTARY

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	9,456	7,448	78.8%	2,008	21.2%
3.Low-poverty schools Q4	11,003	8,856	80.5%	2,147	19.5%
Q2 / Q3	20,901	17,111	81.9%	3,790	18.1%
<b>Total</b>	<b>41,360</b>	<b>33,415</b>	<b>80.8%</b>	<b>7,945</b>	<b>19.2%</b>

### SECONDARY

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	8,831	7,908	89.6%	923	10.5%
3.Low-poverty schools Q4	13,321	11,204	84.1%	2,117	15.9%
Q2 / Q3	25,842	22,678	87.8%	3,164	12.2%
<b>Total</b>	<b>47,994</b>	<b>41790</b>	<b>87.1%</b>	<b>6,204</b>	<b>12.9%</b>

We have analyzed the current HQT data with poverty level information to correlate teacher's qualifications with percentage of students below poverty level. In particular, the school districts with higher percentages of NHQT are **not** consistently those with higher poverty levels. The Department of Education has demonstrated that minority students have received quality education of equal form with an 80.8% of their HQT Classes at the elementary level and an 87.1% at the secondary level.

Between the schools with the highest level of poverty and the lowest level of poverty is approximately 2% and 5% in favor of the schools with the lowest level of poverty. The PRDE will continue the constant effort to offer quality education in an equitable manner for all students in this public system through methods and strategies for school year 2011-2012. The comparison between these results and the results reported in the Consolidated State Performance Report (CSPR) 2010-2011 reflects a difference of 134 classes due to 4 specialized schools which have classes and no quartiles.

## HQT IN SCHOOLS NOT MAKING AYP

Districts with 60% or more schools identified in improvement and more than 20% of classes taught by NHQT

### ACADEMIC AYP / NHQT CLASSES PROFILE PRDE DISTRICTS 2010-2011

DISTRICTS	Total	2010-11			30-jun-11		Schools on Improvement by years						
	Schools	NO AYP	YES AYP	% NO AYP	% NHQT	Priority	1er.	2do	3er.	4to.	5to.+	Total	%
Aguadilla	64	55	9	86%	11.68%		3	19	14	0	19	55	86%
Arecibo	53	43	10	81%	17.64%		4	15	8	0	16	43	81%
Barranquitas	45	34	11	76%	15.24%		4	8	12	0	10	34	76%
Bayamón	67	63	4	94%	18.46%		4	4	9	2	44	63	94%
Cabo Rojo	52	38	14	73%	11.46%		4	7	8	3	16	38	73%
Camuy	42	37	5	88%	14.57%		1	15	5	2	14	37	88%
Canóvanas	54	50	4	93%	18.97%		4	8	5	3	30	50	93%
Carolina	45	44	1	98%	16.18%		0	3	4	3	34	44	98%
Cidra	53	39	14	74%	19.63%		1	5	5	2	26	39	74%
Corozal	30	26	4	87%	16.84%		0	6	3	2	15	26	87%
Fajardo	42	35	7	83%	21.27%	*	2	8	5	4	16	35	83%
Guayama	51	45	6	88%	15.38%		6	13	6	2	18	45	88%
Guaynabo	42	40	2	95%	18.47%		6	6	4	2	22	40	95%
Gurabo	61	51	10	84%	15.58%		2	15	11	0	23	51	84%
Las Piedras	58	46	12	79%	14.17%		2	12	9	4	19	46	79%
Manatí	49	34	15	69%	13.21%		3	9	6	2	14	34	69%
Mayaguez	54	45	9	83%	11.40%		0	15	9	4	17	45	83%
Orocovis	31	22	9	71%	14.18%		2	7	2	1	10	22	71%
Ponce	73	63	10	86%	15.19%		1	6	13	3	40	63	86%
<b>San Juan I</b>	53	48	5	91%	18.66%		3	11	4	3	27	48	91%
<b>San Juan II</b>	78	75	3	96%	18.61%		3	7	10	1	54	75	96%
San Sebastián	58	51	7	88%	13.32%		2	18	5	1	25	51	88%
Santa Isabel	66	57	9	86%	15.27%		5	9	12	6	25	57	86%
Toa Baja	52	47	5	90%	18.69%		1	5	6	2	33	47	90%
Utua	41	28	13	68%	14.36%		0	7	5	0	16	28	68%
Vega Alta	48	43	5	90%	15.05%		1	16	3	2	21	43	90%
Yabucoa	60	54	6	90%	15.23%		2	23	11	2	16	54	90%
Yauco	61	46	15	75%	14.02%		8	15	7	3	13	46	75%
<b>TOTAL</b>	<b>1483</b>	<b>1259</b>	<b>224</b>	<b>85%</b>	<b>15.8%</b>	<b>1</b>	<b>74</b>	<b>292</b>	<b>201</b>	<b>59</b>	<b>633</b>	<b>1259</b>	<b>85%</b>

\*

Priority Attendance PRDE Districts

Over 60% NAYP improvement/Over 20% NHQT CLASSES

60%> No AYP

On Improvement

In terms of relating NHQT classes with schools under improvement, there is one (1) school district with more than 60% of its schools under improvement and 20% or more NHQT. This does not reflect a strong relationship between the qualification of teacher classes and the improvement status of their schools. More than half of the districts with high percentages of NHQT and high number of schools on improvement are districts (including Culebra y Vieques) with more than 4,000 students enrolled.

In Puerto Rico the student achievement-teacher qualifications binomial is more “geographical” and “socio-economic” in nature. More than 40% of the districts with high NHQT populations are just to the north metro, north east and east areas of the island and those with high number of schools on improvement are mostly in metro areas and rural municipalities.

## TEACHER EXPERIENCE AND HQT

### HQT - NHQT TEACHERS EXPERIENCE BY POVERTY LEVEL 2010-2011

#### HQT

	3 Yrs or less exp	4 Yrs or more exp	# Teachers
1.High-poverty schools Q1	435	6,583	7,018
3.Low-poverty schools Q4	567	8,128	8,695
Q2 / Q3	1,033	15,809	16,842
<b>Totals</b>	<b>2,035</b>	<b>30,520</b>	<b>32,555</b>

#### NHQT

	3 Yrs or less exp	4 Yrs or more exp	# Teachers
1.High-poverty schools Q1	82	585	667
3.Low-poverty schools Q4	110	774	884
Q2 / Q3	221	1,041	1,262
<b>Totals</b>	<b>413</b>	<b>2,400</b>	<b>2,813</b>

#### TOTAL Teachers

	3 Yrs or less exp	4 Yrs or more exp	# Teachers
1.High-poverty schools Q1	517	7,168	7,685
3.Low-poverty schools Q4	677	8,902	9,579
Q2 / Q3	1,254	16,850	18,104
<b>Totals</b>	<b>2,448</b>	<b>32,920</b>	<b>35,368</b>

PRDE has defined an inexperienced teacher as one with three years or less in the system. The charts indicate that PRDE impacts with the majority of new teachers or least experienced are HQT, and are assigned to those schools that have a high level of poverty in an equitable manner between all school levels. Nevertheless the teachers with experience predominate in schools with a low level of poverty compared to those which are the poorest ones (Minority).

The following tables show that there is no significant correlation between the teacher inexperience variable in high poverty schools or in low performing schools. It is evident that PRDE's most experienced teachers are working in our high need schools. However, PRDE will require that all school districts have in place an Induction Program that will assess the needs of novice teachers and provide the professional development tailored to their particular needs.

## UNEXPERIENCED TEACHERS IN HIGH POVERTY SCHOOLS BY LEVEL SCHOOL

### HQT - NHQT TEACHERS EXPERIENCE BY POVERTY LEVEL 2010-2011

#### ELEMENTARY

HQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	230	4,273	4,503
3.Low-poverty schools Q4	247	4,720	4,967
Q2 / Q3	488	9,287	9,775
Totals	965	18,280	19,245

NHQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	46	376	422
3.Low-poverty schools Q4	60	442	502
Q2 / Q3	97	550	647
Totals	203	1,368	1,571

#### NO SPECIFIED

HQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	8	59	67
3.Low-poverty schools Q4	20	155	175
Q2 / Q3	50	289	339
Totals	78	503	581

NHQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	2	7	9
3.Low-poverty schools Q4	5	29	34
Q2 / Q3	11	39	50
Totals	18	75	93

## SECONDARY

HQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	197	2,251	2,448
3.Low-poverty schools Q4	300	3,253	3,553
Q2 / Q3	495	6,233	6,728
<b>Totals</b>	<b>992</b>	<b>11,737</b>	<b>12,729</b>

NHQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	34	202	236
3.Low-poverty schools Q4	45	303	348
Q2 / Q3	113	452	565
<b>Totals</b>	<b>192</b>	<b>957</b>	<b>1,149</b>

## TOTAL TEACHERS

HQT	3 Yrs or less exp	4 Yrs or more exp	HQT
1.High-poverty schools Q1	435	6,583	7,018
3.Low-poverty schools Q4	567	8,128	8,695
Q2 / Q3	1,033	15,809	16,842
<b>Totals</b>	<b>2,035</b>	<b>30,520</b>	<b>32,555</b>

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<b>Totals</b>	<b>413</b>	<b>2,400</b>	<b>2,813</b>

## **STRATEGIES TO GUARANTEE EQUITABLE DISTRIBUTION OF TEACHERS**

This plan is designed to target state and federal resources to implement, enhance and/or apply corrective action strategies to ensure that students in high-poverty and/or high-minority schools and/or schools that did not make adequate yearly progress (AYP) are taught by highly qualified and effective teachers. This part of the plan is divided in areas that have direct impact on the equitable distribution issue.

### **Strategy 1 Data and Reporting System**

PRDE will continue reviewing and expanding its data collection process. In order to further assess the issue of equity, PRDE needs to collect and analyze the data that the system does not have yet. Data on teacher attrition and turnover rates, teacher supply and demand, teacher distribution patterns, limited Spanish proficient students data can enhance the Department's understanding of all the variables that surround the equal distribution of HQT teachers.

PRDE will collect and report data annually on our website regarding HQT qualifications and equal distribution of teachers. Using the state's data system, PRDE will track teacher qualifications, teacher assignments, teacher experience, student population demographics, and academic accountability over time at the state level and at the local school district levels. This data will be published through annual web page report cards and will be used to ascertain the degree and effectiveness of implementation of the State HQT Plan, including the Teacher Equity Plan. Data will also be used to identify the need for making mid-course corrections and to support the development of additional policies to address stubborn or residual inequities in the distribution of highly qualified, inexperienced, and out-of-field teachers.

PRDE has continued to systematically upgrade its financial system, SIFDE, to be more responsive to school level needs. This will enhance the academic planning capabilities and prompt allocation of resources to implement activities including professional development and training for teachers to become HQT in the shortest possible timeframe.

### **Strategy 2 Teacher Preparation and Professional Development**

PRDE acknowledges the importance of prepared, experienced and a well supported teacher workforce in achieving overall school improvement. The main objective is to meet the 100% HQT goal as soon as possible to ensure that every Puerto Rican student is taught by a highly qualified and effective teacher in every academic core subject. Until the goal is reached, PRDE will continue to support teacher preparation particularly where inequities are identified by:

- Providing tuition for systemwide professional development, teacher certification test (known in Puerto Rico as PCMAS), certification and recertification of teachers teaching out of field and other NHQT in the subjects with the highest numbers of NHQT (**Science, K-3 and Special Education**).
- Establishing collaborations with Institutions of Higher Education to address the particular needs of teachers in the off shore islands of Vieques and Culebra.

### **Strategy 3 Recruitment**

Teacher recruitment in PR is done at the Educational Region level. Certified teachers that apply for a teaching position in PRDE are ranked on a list of eligible teachers for the grade level and/or subject matter they hold a certificate for. The ranking process is based on a set of criteria that includes teacher preparation, experience, grade point average, clinical experience grade and residence among others. Recruitment is based exclusively on the strict order of the teacher on the eligible list. The first teacher on the list will be offered the available vacancies. The vacancies can be offered to the next teacher on the list only if the first teacher declines. This ensures an equitable distribution of teachers throughout the island's schools, regardless of the schools particular characteristics or demographics.

Although Educational Regions can hire an unqualified teacher through a special recruitment process only when a qualified teacher is not available, during the SY 2010-2011 additional strategies have been implemented to assist Regions in hiring HQT.

As for transfer and relocation of existing teaching personnel, PRDE's Recruitment Policy (Circular Letter #CC15-2010-2011) makes it impossible for teachers to transfer to another school unless they are HQT. PRDE will enforce the compliance with Policy Circular Letters for Recruitment and HQT to ensure that the best qualified, effective teachers are hired in high need schools where inequities are identified.

PRDE is enforcing compliance with HQT requirements through the Policy Circular Letters for Recruitment and HQT to ensure that the best qualified and effective teachers are hired in schools where inequities are found. Region progress reports on recruitment process will be submitted annually to PRDE. The Office of Federal Affairs will monitor Educational Regions for compliance with Title I and Title II HQT requirements as well as with Recruitment and HQT Policy Circular Letters.

### **Strategy 4 Induction and Mentoring**

Evidence shows that high quality induction with mentoring components reduce teacher turnover and help novice teachers achieve adequate levels of effectiveness. Coaching and mentoring during the first critical years of teaching have a positive impact on the novice teacher as well as on student achievement.

PRDE hires approximately **2,500** new teachers annually. These highly qualified but inexperienced teachers are distributed throughout Island schools to replace teachers who retire, transfer, leave the profession or are teaching out of field. To increase new teacher retention and effectiveness PRDE will expand its New Teacher Induction Program to target specifically school districts with the largest amounts of novice teachers.

PRDE's Induction Program will be carried out in each of the 28 school districts. School districts will be responsible for identifying, assessing and addressing the needs of all their district's teachers with three or less years of experience in the system. Strategies that address new teacher needs will be part of the districts HQT/Equity Plan.

Mentors provide new teachers with the school site support to help them develop as professionals as well as professional development in the specialized knowledge and skills that new teachers need to succeed in school with a diverse student population. Research indicates that high quality induction programs impact new teacher effectiveness and retention. The PRDE establishes strategies to mentor new teachers in each school.

## **Strategy 5 SEA Technical Assistance to Educational Regions, School Districts and Schools**

PRDE will provide technical assistance to Regions, Districts and Schools to assist them in correcting inequities in the distribution of highly qualified, experienced teachers. Technical assistance will be targeted initially to schools identified as very high poverty and/or low performing. Assistance to districts and schools will provide:

- Orientation on the specific requirements of the law.
- Assurance that the educational regions conduct the recruitment of teachers in accordance with the law and that they comply with the criteria to be highly qualified.
- Guidance in the analysis and interpretation of data on highly qualified status and equitable distribution issues.
- Orientation on the functions and responsibilities established in the available Procedural Manual to mid-level, educational regions, school districts, and school personnel.
- Policy options to correct inequities, including strategies for effective professional development, induction and mentoring, incentives and others.
- Funds to implement strategies.
- Offer on line courses to students who do not have a HQT in high need schools.

PRDE already offers on line courses in:

- **Mathematics**
  - Pre Calculus
  - Calculus
  - Mathematics in Action
  - Mathematics Adventures
  - Probability and Statistics
- **Sciences**
  - Biology
  - Physics
  - Chemistry
  - Environmental Science



- **Foreign Languages**
  - English 10
  - English 12
  
- **History**
  - History and Geography of Puerto Rico

**One Semester Academic Course:**

- **Foreign Languages**
  - Conversational English
  - French
  - Italian
  
- **History**
  - Historic and Social Investigation
  - History of United States
  - History of Latin America
  
- **Arts**
  - Redaction Writing
  - Puerto Rican Theater
  - Nutrition Health
  - General Health

The Total Intensive Treatment Project aims to strengthen the professional skills of a minimum of 1,500 teachers of 110 schools under improvement, with emphasis on the subjects of Spanish, English, mathematics, and science. Professional skills will be strengthened through professional learning experiences that will be continuous, sustained, and of the highest quality, along with an intensive program of academic support, monitoring, coaching, mentoring, and technical assistance in virtual and live modules, so it results in improved student achievement and the best teaching practices. Teachers will be exposed to the best practice modules to implement rich learning experiences in schools in Puerto Rico.

The plan will encourage the development of Professional Learning Communities in which the teacher will be able to remain updated with the new pedagogical approaches and appropriate integration of technology in the classroom to promote an increase in student academic achievement. We hope to train teachers in strategies for using interactive platforms and analytics for effective decision making in the academic core and multi-dynamic tools for the development of strategic planning of subjects with resources of interest to teachers. Professional disciplinary and interdisciplinary learning experiences will be developed with a practical theoretical approach, both live and virtual to promote the application of knowledge through the design of work plans, demonstration classes, construction of manipulative and learning materials with the use of technology as a strategic tool in the development of Project Based Learning.

The professional learning experiences will focus on the following: PBL integrated technology, learning communities, community integration and social action in education, curriculum alignment, curriculum integration, learning styles, strategic planning, decision making based on data, differentiated instruction and personalized learning, depth of thought levels, and assessment methods. This project is being implemented on school year 2011-2012.

Teachers participating in the Educational Management Digital Solution (EDMS) project will receive systematic training in the use of the educational technology platform for the daily planning of the teaching-learning process and existing resources (programmed, network elements, among others). Participating teachers will receive monitoring/support visits and services related to the integration of innovative strategies using a valid scientific basis to promote the improvement and academic success of students.

This project is a continuation of the year 2010-2011, where 7,016 teachers of core subjects and special education, that are not contained in 350 schools, were impacted. Each school district is required to prepare a plan and a timeframe to demonstrate compliance with HQT requirements and its goal of having 100% of the core academic subjects taught by HQT, established in the Procedural Manual to comply with the requirements of the NCLB Act related to Highly Qualified Teachers and Paraprofessionals. School districts will be required to add to the HQT plan a description of how the equitable distribution of teachers will be addressed to ensure that particularly schools with high poverty rates or schools that are not making AYP are not being taught by unqualified, inexperienced teachers at a higher rate than other students. These requirements appear in the HQT Circular Policy Letter and HQT Handbook.

## **MONITORING TO ENSURE PROGRESS**

Through the Student Information System (SIS), PRDE will be able to collect, track and monitor data relevant to HQT issues including those of equity. The data will include poverty levels, HQT, AYP status, teacher experience and professional development.

School Districts will have access to this information and the responsibility of analyzing, assessing priorities and addressing the particular needs in terms of inequities of all their schools. They will be provided with the necessary funds to carry out their HQT/Equity Plans.

School Districts are expected to provide PRDE with data analysis from their districts as well as the HQT/Equity Plan to address the findings. Specific protocols will be developed to collect information and implementation of strategies regarding teacher assignment from school districts.

School district responsibilities in terms of HQT and Equity issues have been included in the HQT Policy Circular Letter and Handbook. These documents delineate the Districts roles and responsibilities, along with compliance of timelines for activities and assurances. They also include the progress reports that have to be submitted biannually to PRDE where HQT/Equity strategies and progress in implementation will be reported.

School districts will be monitored for compliance with LEA activities through the Monitoring Division of the Office of Federal Affairs as part of the overall monitoring process established through the compliance agreement. This will include implementation and progress with HQT/Equity Plans.

The Department will continuously measure and monitor percentages of NHQT, inexperienced teachers in high poverty, low performing schools permitting the early identification and intervention in schools where inequities may exist. PRDE's seven Educational Regions will consider equitable distribution of teachers during the recruitment process and any time a vacancy due to retirement, transfer or relocation occurs in a school during the school year. PRDE's 28 local school districts will monitor and address the equitable distribution of teachers among PRDE schools to ensure that poor and minority students are not taught by unqualified, inexperienced, and out-of-field teachers at higher rates than other students.

In addition, as of January 2012, the PRDE is conducting visits to schools with the objective of reviewing the school organizations approved by the PRDE with entries made into SIS with the objective of correcting, completing, and guaranteeing that all core subject teachers comply with the NCLB Act, that their class programs are complete, that they teach the material that identifies them as highly qualified teachers, and that all registered students have their class schedules, because they deserve a quality education.