

GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

MILESTONE Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

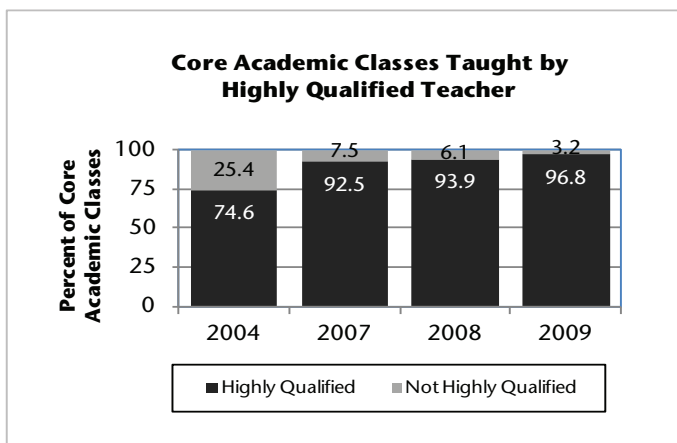
DATA ★ POINT

Highly Qualified Teachers

The federal *No Child Left Behind* (NCLB) legislation requires MCPS to ensure that all teachers of core academic subjects meet the requirements to be designated “highly qualified.” Highly qualified teacher refers to a teacher who holds full state certification and has passed the state licensing examinations, or is an experienced teacher with an advanced professional certificate in the core academic subject he/she is teaching, or has an academic major in the core academic subject he/she is teaching, or has qualified through the High, Objective, Uniform State Standard of Evaluation (HOUSSE) rubric. The HOUSSE rubric remains an option for special education teachers until FY 2014. For purposes of NCLB reporting, a class is considered as taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification and the highly qualified designation. Core academic subjects are art, music, dance, drama/theatre, early childhood, elementary (including immersion), English, foreign language, mathematics, reading and language arts, science, and social studies.

Of the 34,324 core academic subject classes taught by MCPS teachers as of December 1, 2009, 96.8 percent (33,219) were taught by teachers who were designated highly qualified, and 3.2 percent (1,105) were taught by teachers who were not yet designated highly qualified (Figure QQ-1). The percentage of core academic subject classes being taught by highly qualified teachers has increased by 22.2 percentage points since December 1, 2004, when 74.6 percent of core academic subject classes were being taught by teachers who were designated highly qualified.

Figure QQ-1



The Office of Human Resources and Development staff continues to review the designations of all teachers who are teaching in the core academic areas and to work with school administrators to ensure that teachers are assigned to classes in areas for which they are certified.

DATA ★ POINT

Highly Qualified Paraeducators

In accordance with the *No Child Left Behind Act of 2001*, MCPS ensured that all paraeducators employed in Title I schools met the requirements to be designated “highly qualified (HQ)” by June 30, 2006. For paraeducators to be designated as “highly qualified,” the Maryland State Department of Education provides the following three options—pass the PRAXIS Para-Pro Assessment with a score of 455 or greater, have a minimum of 48 college credits, or hold a two-year degree or higher. Systemwide, 1,922 of 2,476 active MCPS paraeducators are designated highly qualified. The HQ designation is not required for paraeducators working in non-Title I schools; however, the remaining 554 paraeducators who are not currently HQ are encouraged to participate in professional development opportunities to work toward HQ status. MCPS offers support for the Para-Pro Assessment and tuition reimbursement for college-level courses.