

Highly Qualified Teachers (HQT)

- The 2001 federal law requires that teachers be highly qualified and applies to all public elementary and secondary teachers who are employed by the LEA and teach a core academic subject
- No Child Left Behind (NCLB) requires that 100% of the core courses in a district be assigned to and taught by teachers who are highly qualified

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Appropriately Certified vs. Highly Qualified

- **Appropriate Certification – State requirement**
 - All educators must be appropriately certificated or licensed in accordance with guidelines in Core Data Manual, Exhibit 10
- **Highly Qualified – Federal requirement**
 - All teachers who teach a core academic subject must be highly qualified
 - All teachers and paraprofessionals paid with federal funds must also meet HQ requirements

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Highly Qualified Teachers (HQT)

- **Highly Qualified Teachers must have:**
 1. full state **certification** in content and grade level,
 2. at least a **bachelor's degree**, and
 3. demonstrated **subject-matter competency** in each academic subject in which the teacher teaches. Competency can be demonstrated by:
 - *Praxis II test* or NTE (precursor to Praxis II); and/or
 - *High Objective Uniform State Standard of Evaluation (HOUSSE)* (Lifetime certificate holders, special education core content teachers of record and a few temporary/provisional licensed individuals who have already been licensed in another subject/grade-level may be able to use the HOUSSE form.)

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HQT uses Praxis II or HOUSSE

- **Praxis II** tests are administered by Educational Testing Service (ETS) at a variety of locations and times throughout the state. Not all foreign languages are available for testing at this time.
- **HOUSSE** is the form that allows a teacher to use expertise obtained by college credit/degrees, professional development, years of experience teaching, and other activities. More about the HOUSSE form later!

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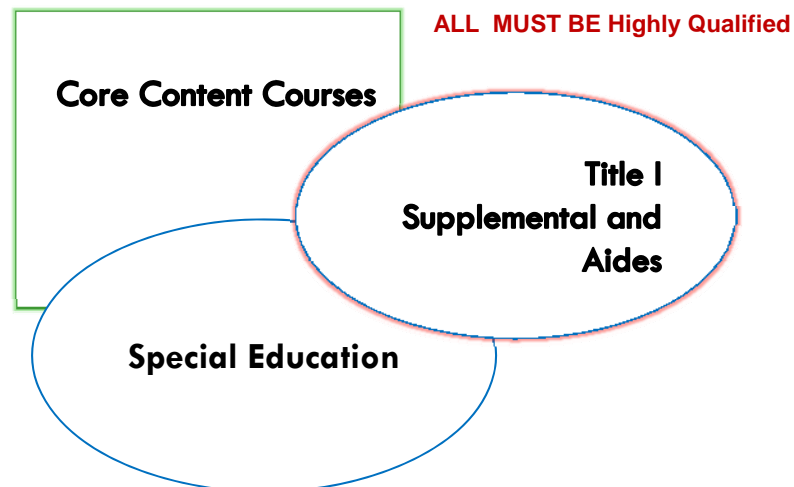
Core Academic Subjects Are... (NCLB, § 9101(11))

“English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and arts.”

In Missouri, the arts include vocal/instrumental music and visual art (painting, drawing, ceramics...) – not dance; not photography, not theater!

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Influences that blur the HQT picture



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The Key to Reporting Educator Data

- Districts should report **WHAT THE TEACHERS DO** not how they are certificated or whether they are highly qualified in a particular area.

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Core course codes evaluated for HQT

(excludes courses ending with 97 & 98)

- Blank Course Code – Elementary, Kindergarten
- 02xxxx – Art
- 0548xx – Language Arts
 - **Except** 054890, 054865, 054810, 054811 and 054830 (supervisor or department duties)
- 06xxxx – Foreign Language

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MORE course codes evaluated for HQT

(excludes courses ending with 97 & 98)

- 11xxxx – Mathematics
- 12xxxx – Music
- 13xxxx – Science
- 15xxxx – Social Science/Studies
 - Except 156100, 156102, 156670, 156671

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SpEd course core codes evaluated for HQT

- 195000 – Special Education Core Content
- 195300 – Special Education Severe Developmental Delay
- 195610 – Special Education Communication Arts
- 195620 – Special Education Mathematics
- 195630 – Special Education Science
- 195640 – Special Education Social Studies

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More on Special Education HQT Course Codes: 195610-195640

- Only use for grades 7-12
- If you use delivery systems SC, C1-C9, it indicates that the special ed. teacher is teacher of record (gives the grade in the core content area)
- Subject to HQ requirements
- If covering more than one core content area, can report multiple lines with combined delivery system

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Demonstrating Content Area Expertise for Special Education Teachers

Required for special education core content teachers of record

- Met by:
 - Certification in the core area
 - Praxis II test in the core area which then obtains certification
 - HOUSSE in the core area
 - “Elementary” if at the elementary level or 195300 at any grade level
 - “Language Arts” for 195610
 - “Mathematics” for 195620
 - “Science” for 195630
 - “Social Studies” for 195640
 - “Language Arts,” “Mathematics,” “Science” AND “Social Studies” for 195000 at high school level (grades 7-12). These are four separate forms.
 - Should NOT say “Special Education-Direct Instruction,” “Special Ed Mathematics,” or “Special Ed Elementary,” etc.

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Core Content Delivery Systems EXCLUDED from HQT

- 0-9
- A, AE, AS
- BE, BS
- C, CL, CO
- EL
- IC, IG, IH
- J, JH
- K, KH
- M, MH
- N, NH
- PA, PI
- RR, RT
- S, SO, S1-S9
- Generally NOT teacher of record
- See Exhibit 14 in core data manual for definitions

Extended Learning Time Programs

- An instructor in a Title I extended learning time program must meet the highly qualified requirement for **any/all core academic subject areas** whether supplemental or not.
- **ALL federally funded teachers and paraprofessionals** must be highly qualified.
- Extended learning **includes** summer school, before and after school, and Saturday school.

MORE on High Objective Uniform State Standard of Evaluation (HOUSSE)

- Used to document subject matter competency since 2006
 - Allows veteran teachers to prove “subject-matter competency” without taking the Praxis II test
- Can be used by lifetime certificated teachers and special education teachers who are teachers of record in core content areas and SOME temporary or provisional license holders
- Cannot be used by teachers who are not appropriately certificated for an assignment

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HQT using HOUSSE for Social Science

- On the HOUSSE form, you will see a new statement regarding social studies teachers. Missouri teachers using HOUSSE forms for social studies must prove **content expertise with a minimum of 12.5 points in each/any of four fields they are teaching**, such as: 1) civics and government; 2) economics, 3) history and/or 4) geography and document college credit, awards, professional development, experience, etc. Example: If teaching both geography and economics; the HOUSSE total could be $37.5 + 12.5 = 50$ points or $50 + 12.5 = 62.5$ points!

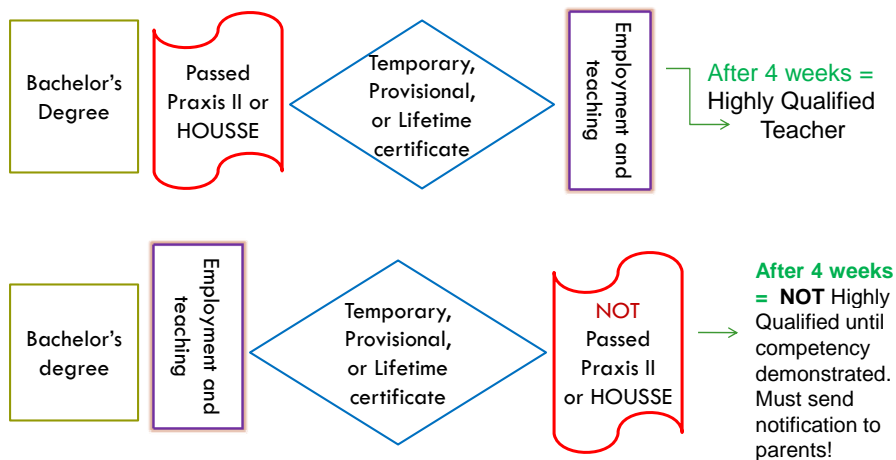
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HOUSSE forms/documentation

- HOUSSE forms and supporting documentation are **maintained at district**
- HOUSSE forms should not be returned to DESE
- **Return** the list of teachers/content areas that have HOUSSE documentation to:
Office of Data System Management
- DESE hopes to automate this process by 2011-12

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HQT and parent notification



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This is a simplified example!

Temporary and Provisional Licenses May Meet HQ Requirements

A new “continuing resolution” was passed by feds in December 2010; however:

- Any teacher who has been **teaching four or more consecutive weeks must be HQ**. If not, parent notification must go to the parents of the students taught by that teacher.
- Missouri considers provisional and temporary certification as alternative routes. Federal law says that alternative certificates **must** be completed within three years. (State certification rules allow teachers to hold alternative licenses longer than 3 years.)

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Provisional and Temporary = Alternative routes

Temporary and provisional certificates must have a bachelor’s degree and pass the Praxis II test (or HOUSSE process if holding cert. in another area) in order to be considered highly qualified.

- **Also**, NCLB requires a teacher in an alternative program to:
 1. **be mentored during employment; and**
 2. **take college courses or professional development in order to complete any certification requirements; and**
 3. **complete all requirements in 3 years or lose HQT.**

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Charter Schools

- ❑ **State:** Must meet certification requirements established in the State's public charter school law (i.e. 80%/20%)
- ❑ **Federal:** Charter school teachers must hold at least a bachelor's degree and must demonstrate competence in the core academic areas in which they teach. All charter schools must participate in HQT requirements as the State has accepted federal funding.

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Title II.A – Teacher Quality

- ❑ Title I, Title II.A and Section 9101(23) NCLB is where the HQ requirements are located.
- ❑ **Title II.A funds may be used to help teachers meet the highly qualified requirements** by paying the costs of state tests required to determine whether teachers have subject matter competencies and in meeting state certification requirements by paying for the costs of additional required courses
- ❑ **Examples:** Costs of Praxis II tests, tuition for additional courses, textbooks, or professional development

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Title I – 5% Set-Aside for Highly Qualified Teachers

- ❑ **Requires** that LEAs use at least 5 percent of their **Title I funds** for professional development activities to ensure that teachers who are not currently highly qualified meet that standard – funds could be used for continuing college education; taking the Praxis II test, or other professional development for individuals who hold Temporary or Provisional licenses

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If 3 years at less than 100% HQ and 3 years in district improvement, then. . .

1. If your LEA or district “missed” HQT for three consecutive years, and the district is in Improvement level 3, it must **enter into agreement with DESE** on the use of Title II-A funds:
 - ❑ Professional development,
 - ❑ Prohibit use of Title I, Part A, funds for additional paraprofessionals
 - ❑ Coding, coursework, Praxis II tests
 - ❑ Reassignment of teachers

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2010-11 Data/Reports – coming soon!

- Make any necessary coding changes based on
 - Inappropriate Certification report (district has) and/or
 - Not Highly Qualified report
- Compile HOUSSE documentation
 - HOUSSE summary list (complete and return to DESE)
 - HOUSSE forms (complete and maintain at district)
- New System and Reports are under development will be available on DESE Web Applications – in 2011-12 school year!

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Additional questions on HQT?

We will try to answer as many questions as possible in the remaining time. You can find many answers on our website - Office of Quality Schools or:
<http://dese.mo.gov/divimprove/fedprog/>

You may also email questions to:

rusty.rosenkoetter@dese.mo.gov

or call: Rusty Rosenkoetter at 573/522-3651

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