

**NCLB**  
***100% Highly Qualified***

**Objectives**

- Learn about federal program requirements for Highly Qualified Personnel
- Become familiar with exceptions to the requirements of Highly Qualified Personnel
- Identify assignments that may not require Highly Qualified Personnel

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**NCLB... Highly Qualified**

- Section 1119 of Title I, Part A statute states that all core academic subject area teachers must meet the highly qualified teacher requirements when assigned to a Title I Schoolwide Campus and/or Title I Targeted Assistance instruction.
- TEA has established an annual measurable objective which states that 100% of teachers of core academic subject areas in the LEA are highly qualified at the time of assignment.

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**NCLB... Highly Qualified**

Courses that are outside of the core academic subject areas that are accepted by the SBOE to satisfy a specific graduation requirement in a core academic subject require a teacher that is Highly Qualified in the appropriate core curriculum area.

This includes CTE and TA or other courses for graduation credit in a core subject area.

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**Teachers Who Must Meet**  
**“Highly Qualified”**

ANY teacher who designs, delivers, and evaluates instruction to students in any of the core academic subject areas...

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**Teachers that do not meet the **Highly Qualified** requirements must:**

Follow an LEA Improvement Plan to meet the Highly Qualified Requirements as quickly as possible.

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## What are CORE Academic Subject Areas?

- English, Reading, Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics, Government, Economics
- Arts (music, art, theatre, dance)
- History
- Geography

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## “Highly Qualified” Teacher Requirements

1. Bachelor’s Degree
2. Full State Certification
3. Demonstrated Competency in the Core Academic Subject Area Assignment

**What does this mean?**

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## “Demonstrate Competency”

- Varies depending on “Elementary” or “Secondary”
- Competency is specific to “New Teachers” vs. “Experienced Teachers”
  - New Teacher
    - a new teacher to the profession

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### •Experienced Teacher

- Has one or more creditable years (minimum of 90 full-time instructional days) of teaching experience.

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## “Demonstrate Competency”

### ELEMENTARY

#### General Elementary Curriculum

Math, Science, Social Studies, English, Language Arts, and Reading.

#### Outside of the General Elementary Curriculum

Music, Theatre, Art

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## “Demonstrate Competency”

### ELEMENTARY

#### New Teacher

- Passing a TExES Generalist Exam

#### Experienced Teacher

1. Completion of one (1) year teaching experience
2. Passing ExCET (elementary comprehensive) / TExES generalist, or meet the eligibility criteria and the requirement established under HOUSE for elementary teachers

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**“Demonstrate Competency”**  
**ELEMENTARY**

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**Outside of the General Elementary Curriculum**

A PK-6 teacher assigned outside of the General Elementary Curriculum can meet HQ requirements with a subject specific Certification Exam.

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**“Demonstrate Competency”**  
**SECONDARY**

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**New Teacher**  
 -Passing applicable ExCET /TExES content exam appropriate to the teaching assignment, **or** have an academic major or graduate degree in the academic subject area being taught or an academic equivalent (24 semester hours with 12 hours upper level)

**Experienced Teacher**

1. One year teaching experience in the subject to be taught
2. Passing ExCET / TExES **or** have an academic major or graduate degree in the academic subject being taught **or** meet the eligibility criteria and the requirement established under HOUSE for secondary teachers

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Teachers using certain permits **in lieu of**  
 state certification may not be in  
 compliance with “highly qualified”

- Teaching Waiver
- School District Teaching Permit
- Emergency Permit \*
- Temporary Classroom Assignment Permit \*
- Nonrenewable Permit \*

\*Exceptions are noted for this permit

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Elementary  
 Highly  
 Qualified

**“NEW” Elementary Teachers**

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EC-6 teachers may demonstrate subject matter competency by passing one of the following certification exams:

- TExES EC-6 Generalist
- TExES EC-6 ESL Generalist
- TExES EC-6 Bilingual Generalist
- TExES 4-8 Generalist
- TExES 4-8 ESL Generalist
- TExES 4-8 Bilingual Generalist

*Or, if departmentalized outside of the General Elementary Curriculum:*

- TExES EC-12 Content Exam

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Elementary Generalist Activity

*Scenario 2*

Scenario 2: Is Annie Highly Qualified?

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Annie is a recent graduate of an accredited Texas university with a 4-8 math certificate. She taught 7<sup>th</sup> and 8<sup>th</sup> grade math her first year at a Middle School in 2009-2010. Her principal wants to assign her to a 6<sup>th</sup> grade math class in 2010-2011. Is she Highly Qualified for 6<sup>th</sup> grade math?

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Scenario 2: Is Annie Highly Qualified?

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► Using the HQ form decide if you think Annie is highly qualified.

► After a few minutes, we will discuss our findings as a group.

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For use by "EXPERIENCED" Elementary Teachers

**Only one HOUSE option exists for eligible experienced elementary school teachers.**

**"House Option A"**

\*Note...districts need to complete a new highly qualified determination form for any elementary core teacher who was previously HQ through the use of "House B"

Only available to teachers that have at least one year of creditable experience in the 2008-2009 school year or earlier. All points must have been earned prior to the end of the 2009-2010 school year.

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**Elementary- House Option A**

**Subject competency is demonstrated by meeting ALL three of the following criteria**

1. The teacher has at least one creditable year of teaching experience during or before school year 2008-09.
2. The teacher has a minimum of 24 points derived from
  - experience teaching at the elementary level (each year = 1 point) max 12 points; and/or
  - college coursework in English/Language Arts, Math, Science, and/or Social Studies (1 college hour = 1 point); and/or
  - Professional development that meets the standards for CPE credit (15 CPE clock hours = 1 point); and
3. Each of the subjects (English/Language Arts, Math, Science, and/or Social Studies) is represented in the 24 points.

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**Elementary HOUSE A Activity**

**Scenario 1**

Scenario 1: Is Lisa Highly Qualified?

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Lisa is a certified elementary teacher who holds a bachelor's degree. She taught 6 years in grades 3,4,5,6, teaching all four subjects 5 of those years. She began in 1985 and became a consultant in 1995. She has now returned to teach fifth grade in your district. She has not taken any ExCET or TExES exams. You are able to document college coursework in Physics (6 hrs.), Math (6 hrs.), and English (9 hrs.).

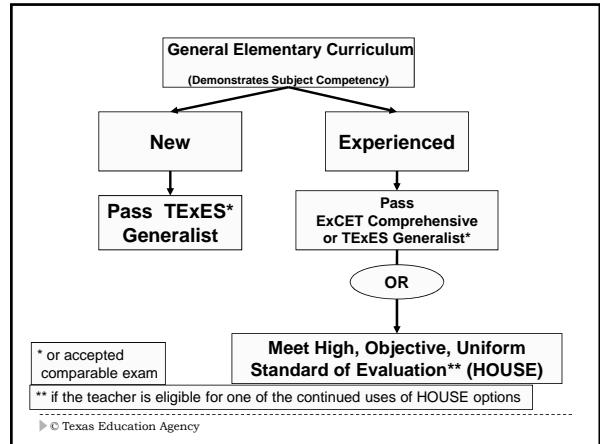
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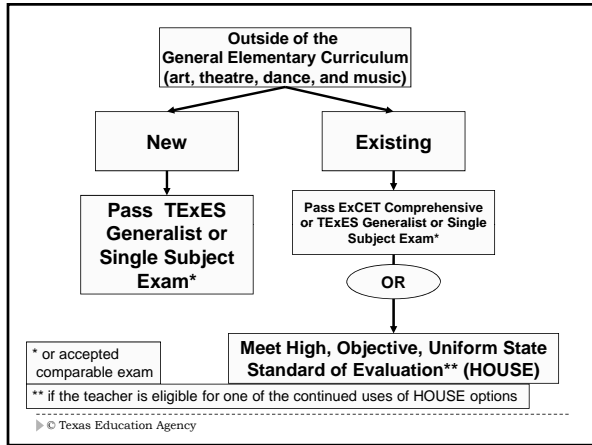
**Scenario 1: Is Lisa Highly Qualified?**

- ▶ Using the HQ form, decide if you think Lisa is highly qualified.
- ▶ After a few minutes, we will discuss our findings as a group.

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# Secondary Highly Qualified

**“NEW” Secondary Teachers (grades 7-12)**

**Must:**

1. Hold at least a bachelor’s degree
2. Have Texas teacher certification, and
3. Demonstrate competence in each of the core academic subjects he/she teaches

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**“NEW” Secondary Teachers**

Grade 7-8 teachers may demonstrate subject matter competency by passing one of the following certification exams:

- TExES 4-8 Generalist
  - TExES 4-8 ESL Generalist
  - TExES 4-8 Bilingual Generalist
  - TExES 4-8 Subject Specific
  - Applicable TExES Subject Content Exam
  - Applicable ExCET Subject Content Exam
  - TExES EC-12 Special Education exam (grade 7-8 for Mathematics and English Language Arts/Reading only)
- The generalist exam would suffice for English, Reading/Language Arts, Math, Science, and Social Studies. It would not demonstrate competency in foreign languages or arts taught at the 7<sup>th</sup> or 8<sup>th</sup> grade levels.

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**“Demonstrate Competency”**  
**SECONDARY**

**New Teacher**  
-Passing applicable ExCET /TEXES content exam appropriate to the teaching assignment, or have an academic major or graduate degree in the academic subject area being taught or an academic equivalent (24 semester hours with 12 hours upper level)

**Experienced Teacher**  
1. One year teaching experience in the subject to be taught  
2. Passing ExCET /TEXES or have an academic major or graduate degree in the academic subject being taught or meet the eligibility criteria and the requirement established under HOUSE for secondary teachers

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For use by “EXPERIENCED” Secondary Teachers  
**Secondary- HOUSE**

**Subject competency is demonstrated by meeting BOTH of the following criteria**

1. The teacher has at least one creditable year of teaching experience in the subject to be taught or in a closely related field; and
2. The teacher has a minimum of 24 points (at least 6 of which represent the core academic subject to be taught (or the core academic subject receiving graduation credit)) derived from:
  - Experience teaching at the secondary level in the subject to be taught or in a closely related field [1 year = 1 point (maximum of 12 points)]; and/or
  - College coursework in the subject to be taught or in a closely related field (1 college hour = 1 point); and/or
  - Professional development in the subject to be taught or in a closely related field that meets the standards for CPE credit (15 CPE clock hours = 1 point)

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**Secondary  
HOUSE Activity**

**Scenario 3**

**Scenario 3: Is Rebecca Highly Qualified?**

Rebecca is beginning her second year as a teacher at your high school. She will again teach 5 sections of English and 1 of history. She has a bachelor’s degree in secondary education, as well as a master’s degree in English. She has 9 hours of history courses on her college transcript, but no hours in related fields (govt., economics, etc). She has secondary English certification and has taught 18 years. She began teaching in 1969, so she has not taken any ExCET/TEXES exams. To date, she has received 45 hours of professional development in history.

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**Scenario 3: Is Rebecca Highly Qualified?**

- Using the HQ form, decide if you think Rebecca is highly qualified.
- After a few minutes, we will discuss our findings as a group.

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**Special  
Education  
Elementary**

## Special Education Teachers

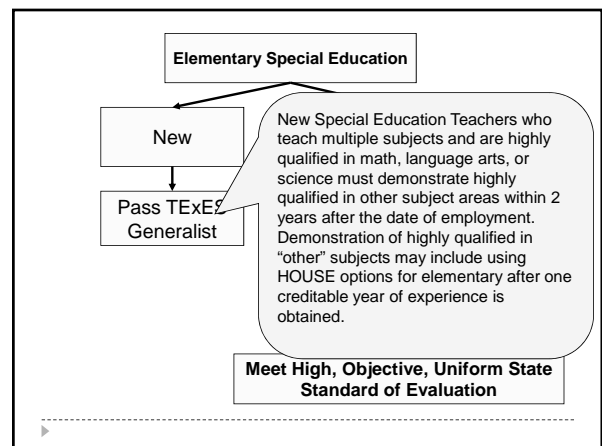
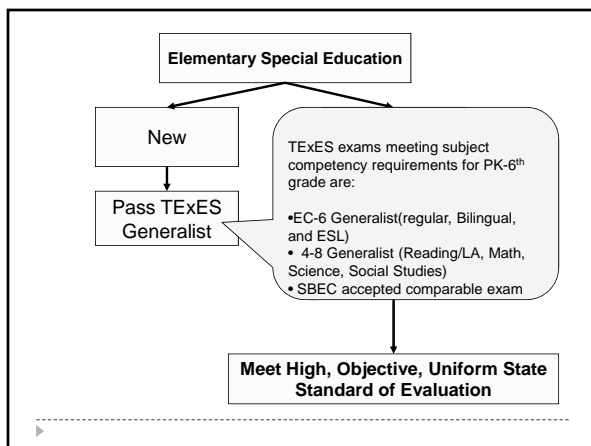
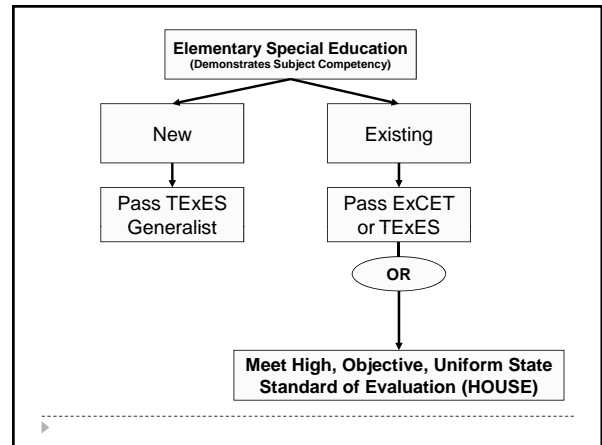
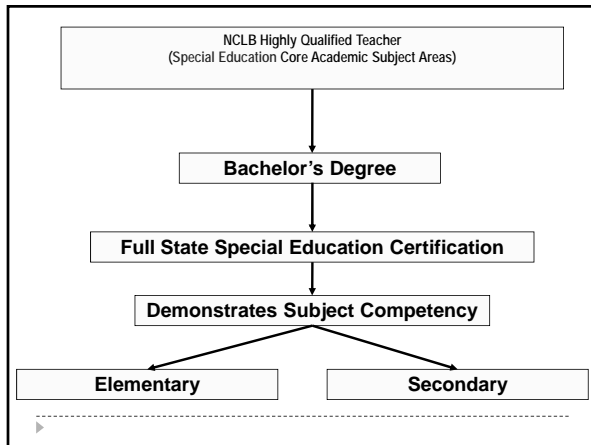
New Special Education Teachers who teach multiple subjects and are highly qualified in mathematics, language arts or science may demonstrate highly qualified in other subject areas within **two** years after the date of employment, which may include using HOUSE after one year of teaching experience.

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## ELEMENTARY Special Education Teachers

•EC-6 must hold special education certification and meet the same requirement for either a new or experienced elementary teacher

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### HOUSE A for Elementary Special Education

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Competency is demonstrated by meeting **all three** of the following criteria:

- At least one creditable year of teaching experience.

**AND**

- A **minimum of 24 points** derived from—
  - Experience teaching at the elementary level [ **1 year = 1 point (maximum of 12 points)** ]; and/or
  - College coursework in English/Language Arts, Math, Science, and/or Social Studies\* [ **1 college hour = 1 point** ]; and/or
  - Professional development that meets the standards for Continuing Professional Education (CPE) credit established by SBEC rules [ **15 CPE clock hours = 1 point** ].

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### HOUSE A for Elementary Special Education (cont'd)

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**AND**

- Each of the subjects (English/Language Arts, Mathematics, Science, and Social Studies\*) is represented in the 24 points, whether through experience, college coursework, or professional development.

[\*Note: The social studies requirement may be met through coursework or CPE hours in government, history, economics, geography, or political science.]

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**Special Education  
Elementary HOUSE A Activity**

**Scenario 4**

### Scenario 4: Is Kristen Highly Qualified?

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Kristen is a special education teacher at your campus. She has provided math and reading instruction for 3rd-5th grade students for 8 years, starting in 2000-01. She has a bachelor's degree from the University of Texas in Marketing and attained her special education ExCET through an Alternative Certification Program. She has at least 2 college courses in math, science, and social studies, but only 1 English course. She recently passed the ELAR/Social Studies 4-8 TExES. Is she highly qualified?

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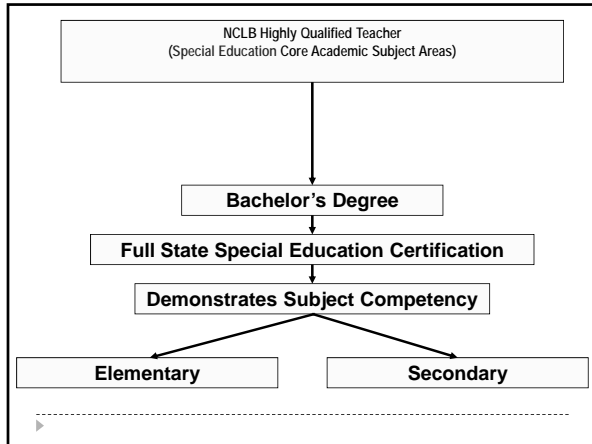
~~Scenario 4: Is Kristen Highly Qualified?~~

- ▶ Using the forms located in the Scenario 4 of your Activity Booklet, decide if you think Kristen is highly qualified.
- ▶ After a few minutes, we will discuss our findings as a group.

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**Special  
Education  
Secondary**





### SECONDARY HOUSE Option Special Education Teachers

The special education teacher has at least one creditable year of teaching experience in the subject to be taught or in a closely related field and must document 24 points derived from:

- Meeting the standard for Elementary Highly Qualified (9 points for competency in Reading/Language Arts, Math, Science, or Social Studies); or
- Passing an appropriate TExES certification exams (12 points for competency in the appropriate content area); and
- Experience teaching in the core academic subject area or related field at the secondary level (1 year = 1 point (maximum of 12 points)); and/or
- College coursework in the core academic subject area or closely related field (1 college hour = 1 point); and/or
- Professional development in the core academic subject area or related field that meets the standards for CPE credit

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### STAAR Alternate

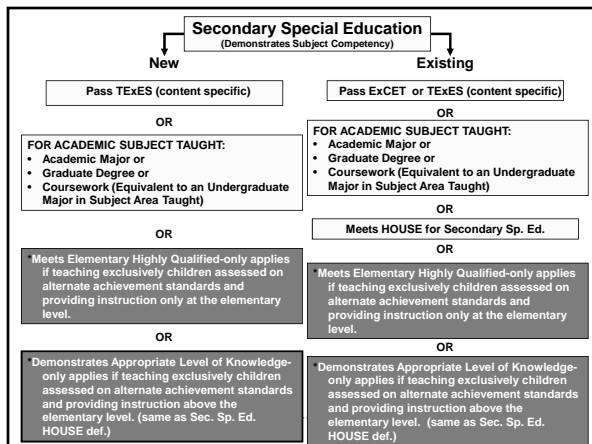
Special education teachers who teach only students who will be assessed on the STAAR Alternate exams have additional flexibility in determining highly qualified teacher status.

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The teacher may demonstrate highly qualified teacher status by any of the methods previously available or the following flexibility...

- If the instruction provided is at the elementary (EC-6) level, the teacher may meet the highly qualified teacher requirements for an elementary school teacher, or
- If the instruction provided is above the elementary level, at grades 7-12, the teacher may meet highly qualified teacher requirements by demonstrating the subject matter knowledge appropriate to the level of instruction. TEA has defined "appropriate level of instruction" as the Secondary Special Education HOUSE option.

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### Special Notes Related to Secondary Special Education

- If using the Elementary HOUSE option for documenting the 9 points for meeting the standard for Elementary Highly Qualified, the teacher MAY NOT count the same college coursework or professional development for meeting Elementary HOUSE and Secondary Special Education HOUSE.
- If using the Elementary teaching experience under the Elementary HOUSE option for documenting the 9 points for meeting the standard for Elementary Highly Qualified, the teacher may only count a maximum of 12 years teaching experience in any combination under this HOUSE option.
- Districts may allow 6 points of college coursework or professional development for Special Education strategies or modifications courses or trainings.

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**Special Education  
Secondary HOUSE Activity**

**Scenario 5**

**Scenario 5: Is Joey Highly Qualified?**

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Joey is a secondary special education teacher who teaches reading and math to 7<sup>th</sup>-12<sup>th</sup> grade special education students. He holds a bachelor's degree, has taken and passed the EC-12 special education TExES, and has 2 years of experience teaching these same classes. On his transcript, he has 6 hours of reading, 6 hours of English, and 3 hours of math. Over the past two summers, he has accumulated 24 hours of professional development from math-related workshops and 6 hours in special education modifications. Is he highly qualified?

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**Scenario 5: Is Joey Highly Qualified?**

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- ▶ Using the HQ form decide if you think Joey is highly qualified.
- ▶ After a few minutes, we will discuss our findings as a group.

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**Uses of HOUSE for the 2007-2008  
School Year and Beyond**

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**Beginning with school year 2007-2008, HOUSE procedures will be approved *only for the following reasons***

EXPERIENCED ELEMENTARY

- Experienced elementary teachers who were eligible to implement HOUSE prior or during the 2009-10 school year. All activities to count as points toward such HOUSE options must have been completed by June 1, 2010 or the last day of student instruction of the Spring term 2010.

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**Continued...SECONDARY**

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- Multi-Subject Secondary Teachers in Eligible Rural Schools who are highly qualified in one subject at the time of hire may use HOUSE to demonstrate competence in additional subjects within three years of the date of hire (new and experienced teachers).
- Multi-subject Special Education Teachers who are new to teaching Special Education, if highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSE to demonstrate competence in additional subjects within two years of the date of hire. The HOUSE option may only be implemented after completing one year of teaching experience.
- Visiting International Teachers, who participate in foreign teacher exchange programs officially recognized by SBEC and TEA may use HOUSE to demonstrate highly qualified teacher status for a period not to exceed three years.

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**Continued...SECONDARY**

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- Any Experienced Secondary Teacher teaching a Foreign Language in which the state does not currently have both written and oral teacher certification exams may use HOUSE to demonstrate highly qualified teacher status. This option only applies to eligible secondary foreign language teachers.
- *Any Experienced Secondary Teacher may continue to use HOUSE to demonstrate subject matter competency for any course accepted by the Texas State Board of Education for required graduation credit for documenting highly qualified teacher status. This includes Career and Technical Education (CTE), Technology Applications (TA) and other teachers who are teaching CTE or other courses to satisfy a specific graduation credit in a core area.*

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**Rural Schools Flexibility  
Activity**

**Scenario 7**

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**Scenario 7: Is Didi Highly Qualified?**

Didi was hired at the beginning of the 2009-10 school year by your rural school district to teach five secondary English classes and 2 biology classes. She was fully certified via TExES to teach English, but not science. On her transcript, she has 6 hours of biology and 6 hours of chemistry. She has taken 30 hours of professional development related to science. Is she HQ?

~~Scenario 7: Is Didi Highly Qualified?~~

- ▶ Using the forms located in the Scenario 7 section of your Activity Booklet, decide if you think Lisa is highly qualified.
- ▶ After a few minutes, we will discuss our findings as a group.

**Special Cases**

**Teachers of Languages other than English**

Teachers that demonstrate subject competency in a secondary Language other than English (LOTE) assignment by subject exam must pass all applicable exams associated with the certification.

**Teachers of Limited-English Proficient (LEP) Students**

Teachers of limited-English proficient (LEP) students must meet the “highly qualified” requirements that apply to elementary teachers or secondary teachers for the core academic subject areas taught, as appropriate. English as a Second Language (ESL) and Bilingual requirements must be satisfied to meet State requirements.

Teachers of Limited-English Proficient (LEP) Students

- ▶ Secondary ESL teachers providing instruction in high school ESOL classes where students receive credit for English must meet highly qualified requirements for English.
- ▶ The secondary ESL certification alone does not meet the highly qualified teacher competency requirement for English.

Teachers Certified Outside of Texas

Teachers who are certified in another State meet the requirements of “highly qualified” if they have a valid out-of-state teaching certificate, a Bachelor’s degree, can demonstrate subject area competency, and hold a valid Texas One-Year Certificate.

Teachers Certified Outside of Texas

Prior to or during the validity of the one-year certificate, the teacher must meet the state’s certification testing requirements; otherwise, the teacher will not be considered highly qualified after the One-Year Certificate has expired.

**Out of-State Certification Activity**

**Scenario 6**

Scenario 6: Is William Robert Highly Qualified?

Billy Bob has a bachelor’s degree and has taught biology for 10 years in Oklahoma. He recently moved across the state line, obtained a job teaching biology in a Texas district, and holds a valid Texas one-year certificate. On his transcript, Billy Bob has 12 hours of biology and 18 hours of chemistry. Is he highly qualified?

Scenario 6: Is William Robert Highly Qualified?

- ▶ Using the forms located in the Scenario 6 section of your Activity Booklet, decide if you think Billy Bob is highly qualified.
- ▶ After a few minutes, we will discuss our findings as a group.

## Alternative Certification Programs

In order to be considered "highly qualified" during the internship, elementary and secondary teachers who are enrolled in an SBEC-approved alternative certification program or post-baccalaureate program must have a bachelor's degree and have demonstrated competency before being placed in the classroom.

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## Teachers in ACP programs may be considered to be highly qualified during the internship year if the teacher meets the following three requirements:

1. Teachers in ACP programs, who are not yet fully certified may be considered to meet the certification requirements of HQ if they are participating in an SBEC-approved alternative route to certification program under which they:
  - a. receive, before and while teaching, high-quality professional development
  - b. participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers, or a teacher mentoring program;
  - c. assume functions as a teacher only for a specified period of time not to exceed three years; and
  - d. demonstrate satisfactory progress toward full certification as prescribed by state statute,

AND...

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2. Holds a minimum of a bachelor's degree, and
3. Has demonstrated subject matter competency in each of the academic subjects in which the teacher is assigned to teach.
  - a. For new elementary ACP interns, this would be demonstrated by passing a rigorous state test of subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum (which consists of passing a TExES certification exam or tests in reading, writing, mathematics and other areas of the basic elementary school curriculum)
  - b. For new secondary ACP interns, this would be either passing the appropriate TExES exam or having an academic major or graduate degree or the coursework equivalent to an undergraduate academic major in the core academic subject areas in which they teach

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## Long-Term Substitutes

- An individual that is hired to substitute for a teacher while the teacher is out sick or on leave is not considered the teacher of record and is not required to meet the requirements of "highly qualified."
- An individual who is hired to substitute for a teacher who has not been hired, the substitute becomes the teacher of record and must meet the requirements of a "highly qualified" teacher; therefore, parent notification requirements apply.

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## District Requirements

### 1. LEAs are required to maintain documentation on whether and how its teachers meet the definition of "highly qualified" through:

- the teacher's service record containing information related to teaching assignments, certification and college transcripts; or
- a portfolio or other documented methods determined by the LEA. In order to document a teacher's status as "highly qualified," a summary of how the teacher meets the "highly qualified" requirements for the subjects taught MUST also be maintained. If a teacher uses CPE credits in order to meet the competency requirement using HOUSE, a copy of the written documentation of the credit completion must be kept on file as part of the documentation related to the teacher's "highly qualified" status.

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## Continued...

### 2. LEAs are required to submit a Highly Qualified Teacher Compliance Report in eGrants.

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Continued...

**3. Any LEA that receives Title I, Part A funds and has all (100%) core academic subject area classes taught by teachers meeting the highly qualified requirements on all campuses (whether Title I served or not) must continue to maintain a district-level highly qualified recruitment and retention plan that specifies the strategies the LEA will implement on campuses to ensure the LEA and all campuses remain with 100% of core academic subject area classes taught by highly qualified teachers.**

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Continued...

**4. Each LEA receiving Title I, Part A funds must annually report to the public the annual progress of the LEA as a whole and of each school served by the LEA, in meeting the measurable objectives for highly qualified requirements.**

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Continued...

**5. LEAs that receive Title I, Part A funds must also include the following statutory Title I, Part A requirements in their LEA (district) plan:**

- providing staff development (coordinated with Title II, Part A professional development) to teachers, principals, and other appropriate staff to meet the teacher quality annual measurable objectives (TQAMO)
- describing how the LEA will meet the highly qualified teacher requirements
- working in consultation with campuses as they develop and implement their campus plans/activities under NCLB.
- describing how the LEA will comply with the requirements of NCLB, regarding the qualifications of teachers and professional development
- describing how the LEA will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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## Campus Requirements

**1. Title I, Part A campuses must include in campus plans**

- **Schoolwide campuses**
  - strategies for providing instruction by highly qualified teachers
  - strategies for providing high-quality, on-going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards
  - strategies for attracting high-quality highly qualified teachers to high-need schools
- **Targeted assistance campuses**
  - strategies for providing instruction by highly qualified teachers
  - strategies for providing high-quality, on-going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas

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Continued...

**2. The principal of each Title I, Part A campus must annually attest in writing whether the campus is in compliance with NCLB.**

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Continued...

**3. An LEA receiving Title I, Part A funds must notify (at beginning of the school year) the parents of each student attending any Title I, Part A campus that the LEA will provide to the parents upon request (timely) information regarding the following:**

- whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

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Continued...

**4. Any campus that receives Title I, Part A funds must provide to each individual parent timely notice in the event that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified."**

- The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

There are consequences for Not Reaching 100% Highly Qualified Requirements for LEAs that receive Title I funds and do not have 100% of all core academic subject area classes taught by teachers meeting HQ.

LEA-Level Consequences

LEA-Level Consequences:

1. Conduct a focused data analysis process
2. Maintain and implement a highly qualified teacher continuous improvement planning process, which includes the following...

**LEA Highly Qualified Teacher Continuous Improvement Plan (HQTICIP) must include strategies and activities to meet the measurable achievement objectives for teacher quality to:**

- Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% in a reasonable timeframe;
- Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% in a reasonable timeframe;

Continued...

- Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% in a reasonable timeframe;
- Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% in a reasonable timeframe;
- Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers;

Continued...

- Attract and retain highly qualified teachers; and
- Assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

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LEA-Level Consequences:

1. Conduct a focused data analysis process
2. Maintain and implement a highly qualified teacher continuous improvement planning process, which includes the following...
3. Include the Title I, Part A requirements in their LEA (District) plan as specified

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For LEAs that have not

1)reached 100% highly qualified for 3 consecutive years and,

1)also have not met AYP for three consecutive years, TEA will implement the following corrective actions...

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- LEAs will be required to implement an accountability agreement with TEA and jointly develop a professional development program;
- TEA will require professional development to meet the needs of the campuses;
- TEA will provide Title II, Part A funds directly to campuses to meet identified needs; and
- TEA will prohibit LEAs from hiring additional paraprofessionals. In addition, LEAs with teachers that do not meet the highly qualified requirements and teach in a Title I, Part A program or whose salaries are paid with federal funds must either make adjustments to come into compliance with highly qualified requirements or file a corrective action plan with TEA for the current school year. If a corrective action plan is filed for the current year, the LEA must come into compliance for the following school year.

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Campus-Level Consequences

Each campus that is not at 100% on the beginning of year HQ report (regardless of whether that campus is served with Title I funds or not) must have a campus highly qualified continuous improvement plan on file with the LEA central office. The campus plan must include the individual activities or strategies to assist the specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

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### Campus Level Consequences

1. At a minimum, the plan must identify each non highly qualified teacher by subject of assignment and grade level.
2. Schoolwide and Targeted Assistance campuses must include, within their campus improvement plan, the requirements previously noted.

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Campuses in AYP School Improvement will be required to implement specific consequences...

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### Stage 1 School Improvement Program (SIP) campuses

- Have a TEA-required administrative mentor as part of the state's school support program to schools identified for needing improvement. These mentors are required to review the campus highly qualified teacher continuous improvement plan and provide any necessary technical assistance in revising the plan, as needed.

### Stage 2 and above Title I SIP campuses

- Required to submit their campus highly qualified teacher continuous improvement plan to TEA for review in order to receive a notice of grant award (NOGA) for the Title I School Improvement Funding. TEA will conduct a review of the plans and provide technical assistance to the campuses and LEAs, as needed.

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### Validation Checks

#### •Data Validation Checks

TEA will require LEAs to conduct and certify a comprehensive desk audit of the highly qualified. Any campus report not meeting the standards will be contacted by TEA and required to amend the data, as deemed necessary.

#### •Random Validation Checks

TEA will request the highly qualified teacher documentation for a number of teachers on each selected campus and will verify the highly qualified teacher determinations of the LEA and require any amendments to the data, as deemed necessary.

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### Charter School Requirements

- In order for a charter school teacher in Texas to be considered "highly qualified", the teacher must meet the state certification requirements as they apply to charter schools, as well as the NCLB requirements related to the bachelor's degree and the demonstration of competency.
- Charter school teachers have the same options for demonstrating competency as subject teachers in regular public schools.

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### Paraprofessional Requirements

**NCLB requires that paraprofessionals meet one of the following qualifications if the paraprofessional will perform instructional duties in a Title I, Part A program:**

- have completed at least two years of study (no required field of study) at an institution of higher education [defined as completion of 48 semester hours
- have obtained an associate's (or higher) degree; or
- have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
  - knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or
  - knowledge of, and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

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## Paraprofessionals Who Must Meet NCLB Requirements

### Specifically Includes:

- All paraprofessionals in a Title I schoolwide program who provide instructional assistance in a core academic subject area without regard to whether the position is funded with federal, state or local funds.
- All paraprofessionals in a Title I targeted assistance program who are paid with Title I, Part A funds who provide instructional assistance in a core academic subject area (but not to paraprofessionals paid with state or local funds in targeted assistance programs).
- Paraprofessionals who provide services to eligible private school students and are employed by a district with Title I, Part A funds.

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## Continued...Specifically Includes:

- Paraprofessionals who work with special education students in a Title I targeted assistance program and have instructional support duties in a core academic subject area and are paid, in whole or in part, with Title I, Part A funds. If this paraprofessional is an employee who works in a Title I schoolwide program and has instructional support duties in a core academic subject area, requirements apply without regard to the source of funding that supports the position.
- Bilingual/ESL paraprofessionals in a Title I targeted assistance program and have instructional support duties in a core academic subject area, and are paid, in whole or in part, with Title I, Part A funds. If this paraprofessional is an employee who works in a Title I schoolwide program and has instructional support duties in a core academic subject area, requirements apply without regard to the source of funding that supports the position.
- Paraprofessionals who perform non-instructional duties and are assigned to perform any instructional duties in a Title I, Part A campus.

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## Paraprofessionals Who Are “EXEMPT” from the NCLB Requirements

- Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance and similar Positions
- Paraprofessionals with duties that consist solely of conducting parental involvement activities must have a secondary school diploma or its equivalent but do not have to meet the other educational requirements.
- Paraprofessionals whose duties consist solely of parental involvement activities or translation services

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## Continued...

- Paraprofessionals who are proficient in English and a language other than English and act solely as a translator to enhance the participation of limited English proficient children under Title I, Part A must have a secondary school diploma or its equivalent but do not have to meet the other educational requirements.
- The requirements for persons who work with special education students differ depending upon their duties. If a person working with special education students does not provide any instructional support (such as a person who solely provides personal care services), that person is not considered a paraprofessional under Title I, Part A, and the requirements do not apply.

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## Continued...

- In general, the requirements do not apply to paraprofessionals working in a Head Start program. However, the requirements would apply to paraprofessionals working in a Head Start program that is jointly funded with Title I, Part A funds and the paraprofessional is paid with Title I funds
- Individuals paid with funds under Title I, Part B (Student Reading Skills Improvement Grants and all subparts, including Even Start), Part C (Education of Migratory Children) or Part D (Programs for Children and Youth who are Neglected, Delinquent, or At-Risk) unless these individuals are working in a schoolwide program under Part A or the paraprofessional is paid, in whole or in part, with Part A funds.
- AmeriCorps volunteers
- Volunteers

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## Continued...

- In general, the requirements do not apply to individuals working in 21st Century Community Learning Center Programs. However, the requirements would apply to paraprofessionals paid with Title I, Part A funds in a 21st Century afterschool program funded jointly with Title I funds in a targeted assistance school, and to paraprofessionals working in a 21st Century afterschool program that is part of a Title I schoolwide program.

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## Portability of Paraprofessional Qualifications

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- ▶ When hiring a Title I, Part A paraprofessional who will have instructional support duties, local policy should determine whether the school district will accept the assessment results from another school district or open-enrollment charter school or require the paraprofessional to take the local assessment used by the hiring campus or school district.
  
- ▶ For consistency, school districts may want to consider having all campuses within the school district use the same instruments and processes for assessing paraprofessionals.

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