

Welcome!

NCLB

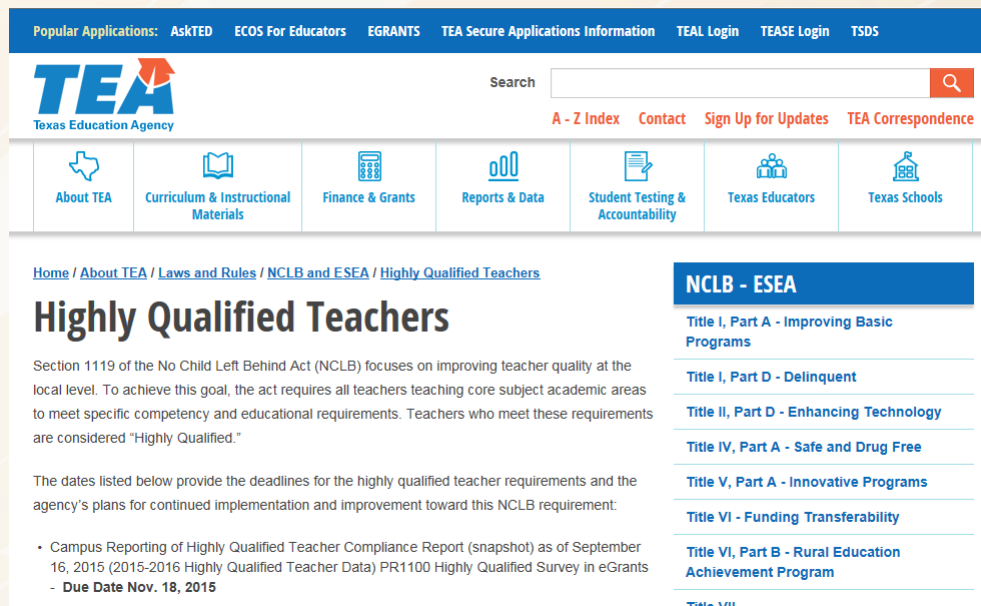
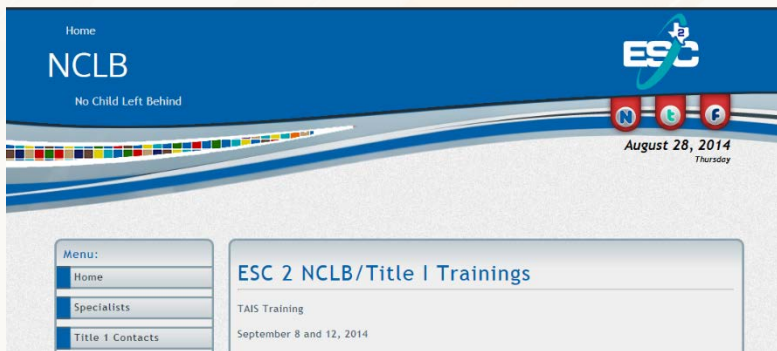
EDUCATION SERVICE
CENTER, REGION 2



100% Highly Qualified

Handouts for Today:

<http://www.nclb.esc2.net/>



- October 12, 2015
- Education Service Center,
Region 2

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Objectives

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

NCLB... Highly Qualified

- Section 1119 of the No Child Left Behind Act (NCLB) focuses on improving teacher quality at the local level. To achieve this goal, the act requires all teachers teaching core subject academic areas to meet specific competency and educational requirements. Teachers who meet these requirements are considered “Highly Qualified.”

NCLB... Highly Qualified

Teachers are required to be highly qualified if they are the Teacher of Record providing direct instruction to students in any core academic subject area, including **English, reading or language arts, mathematics, science, foreign languages (languages other than English), civics and government, economics, arts, history, and geography.**

Highly qualified teachers must:

- Hold at least a bachelor's degree;
- Be fully certified to teach in Texas; and
- Demonstrate competency in their core academic subject area.

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.

Teachers Who Must Meet “Highly Qualified”

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

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.

What are CORE Academic Subject Areas?

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

“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?**

“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

- Experienced Teacher

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

“Demonstrate Competency” ELEMENTARY

General Elementary Curriculum

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

Outside of the General Elementary Curriculum

Music, Theatre, Art

“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

“Demonstrate Competency” ELEMENTARY

Outside of the General Elementary Curriculum

A PK-5 teacher assigned outside of the General Elementary Curriculum can meet HQ requirements with a subject specific Certification Exam.

“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

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

NEW

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GUIDANCE DOCUMENT

For the Implementation of
NCLB Highly Qualified Teacher Requirements

Updated September 2015

Based on the December 2006 USDE-Approved

Revised State Plan to Address the Highly Qualified Teacher Goal

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769823565&libID=25769823663>

Substantial Updates as of September 2015

- Clarification regarding Grade 6 teachers (depending on subject taught) demonstrating subject matter competency by passing TExES EC-6 Generalist, TExES EC-6 ESL Generalist, and TExES EC-6 Bilingual Generalist

Substantial Updates as of September 2015

- Page 16, question # 12 - Updated information regarding the minimum qualification under state law for a teacher at an open-enrollment charter school being a bachelor's degree. Education Code. Chapter 12. Charters. Sec. 12.129 - Minimum Qualifications for Teachers.

Important Information as of September 2015

- Page 44, question # 63 - STAAR-ALT 2 is the current assessment designed for students with significant cognitive disabilities to meet the federal requirements mandated under the No Child Left Behind Act.
- Page 46, added Part XII: Requirements for Highly Qualified Paraprofessionals as a reference section.

Important Information as of September 2015

- Eliminated Charts 7 and 8 regarding Focused Data Analysis (FDA) due to removal of requirement for districts that are not 100% Highly Qualified.

Elementary
Highly Qualified

“NEW” Elementary Teachers

PreK-5 teachers may demonstrate subject matter competency by passing one of the following certification exams:

Please note that the grade bands on the tests matter. Passing the 4-8 Generalist test does not make someone HQ for a 3rd grade assignment.

- 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:

- Same as left
- TExES EC-12 Content Exam

“NEW” Elementary Teachers

Note: A teacher who has passed the ExCET Elementary Comprehensive exam or the TExES Generalist exam has demonstrated competency under “highly qualified” for teaching the 6th grade, whether on an elementary or a middle school campus.

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.

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.

Secondary
Highly Qualified

“NEW” Secondary Teachers (grades 6-12)

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

“NEW” Secondary Teachers

Grade 6-8 teachers may demonstrate subject matter competency by passing one of the following certification exams:

- TExES EC-6 Generalist * (for 6th grade only)
- TExES EC-6 ESL Generalist * (for 6th grade only)
- TExES EC- 6 Bilingual Generalist * (for 6th grade only)
- 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 (grades 6-8 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 6th, 7th or 8th grade levels.

“NEW” Secondary Teachers

New Grade 9 through Grade 12 teachers (depending on subject taught) may demonstrate subject matter competency by passing the applicable certification exam listed below.

- Applicable TExES subject content exam
- Applicable ExCET subject content exam (note that there are currently only ExCET tests remaining for Spanish, French, German, Latin, and Art)

“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



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)

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.

ELEMENTARY

Special Education Teachers

- EC-5 must hold special education certification and meet the same requirement for either a new or experienced elementary teacher

Special Education Secondary

SECONDARY HOUSE Option

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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

STAAR Alternate 2

Special education teachers who teach only students who will be assessed on the STAAR Alternate 2 exams have additional flexibility in determining highly qualified teacher status.

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.

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.

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...

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

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.

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.

Continued...

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

Campus Reporting of Highly Qualified Teacher Compliance Report (snapshot) as of September 16, 2015 (2015-2016 Highly Qualified Teacher Data) PR1100 Highly Qualified Survey in eGrants - Due Date Nov. 18, 2015

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.**

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.

LEA Public Reporting of Progress in Meeting Highly Qualified Teacher Requirements (2015-2016 Highly Qualified Teacher Data) - Due Date Dec. 16, 2015

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.

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

Continued...

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

Principal's Attestation of Highly Qualified Teacher Requirements (documentation kept at local district)
(2015-2016 Highly Qualified Teacher Data) - Due Date
Dec. 16, 2015

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.

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. Maintain and implement a highly qualified teacher continuous improvement planning process, which includes the following...

LEA Highly Qualified Teacher Continuous Improvement Plan (HQTCIP) 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.

LEA-Level Consequences:

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

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.

Paraprofessionals Who Must Meet NCLB Requirements

Paraprofessionals performing instructional duties on a Title I, Part A Schoolwide served campus, or those that have at least part of their salary paid for by Title I, Part A on a Targeted Assistance campus are required to meet the Paraprofessional Highly Qualified requirements.

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

Portability of Paraprofessional Qualifications

- 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.

Resources

- Guidance for Implementation of NCLB Highly Qualified Teacher Requirements (PDF, 823KB), updated Oct. 2015.

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769823565&libID=25769823663>

- Highly Qualified Teacher Determination forms

[http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/Highly Qualified Teachers/Highly Qualified Teacher Determination Forms/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/NCLB%20and%20ESEA/Highly%20Qualified%20Teachers/Highly%20Qualified%20Teacher%20Determination%20Forms/)

Due Dates

- Campus Reporting of Highly Qualified Teacher Compliance Report (snapshot) as of **September 16, 2015** (2015-2016 Highly Qualified Teacher Data) PR1100 Highly Qualified Survey in eGrants - Due Date **Nov. 18, 2015**
- LEA Public Reporting of Progress in Meeting Highly Qualified Teacher Requirements (2015-2016 Highly Qualified Teacher Data) - Due Date **Dec. 16, 2015**
- Principal's Attestation of Highly Qualified Teacher Requirements (documentation kept at local district) (2015-2016 Highly Qualified Teacher Data) - Due Date **Dec. 16, 2015**

Thank you!

Questions?

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Scenario 1: Is Lisa Highly Qualified?

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.).

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.

Scenario 1: Is Lisa Highly Qualified?

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.).

- Bachelors? Y
- Certified? Y
- ExCET/TE_xES? N

- Elementary HOUSE A:
 - One Year of Experience in 08-09 or earlier?? Y
 - Experience: 6 yrs elem.: 12 yrs max
 - Courses:
 - English, Math, Physics: Total: 21 hours
 - Total: 27 pts
 - Points in all 4 subject areas –Experience

- Highly Qualified? YES

Remember: Lisa must be eligible for one of the continued uses of HOUSE options.

Scenario 1: Notes on Lisa

- Because Lisa came into teaching prior to the ExCET test, she had to demonstrate HQ through HOUSE.
- HOUSE A must be used since Lisa teaches in the General Elementary Curriculum.
- Lisa demonstrated points in all four subject areas through her prior experience.

Scenario 2: Is Annie Highly Qualified?

Annie is a graduate of Texas A&M with a 4-8 math certificate. She taught 7th and 8th grade math her first year at a Middle School in 2014-2015. Her principal wants to assign her to a 6th grade math class in 2015-2016. Is she Highly Qualified for 5th grade math?

Scenario 2: Is Annie Highly Qualified?

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

Scenario 2: Is Annie Highly Qualified?

Annie is a recent graduate of an accredited Texas university with a 4-8 math certificate. She taught 7th and 8th grade math her first year at a Middle School in 2014-2015. Her principal wants to assign her to a 5th grade math class in 2015-2016. Is she Highly Qualified for 5th grade math?

- Bachelors? **Y**
- Certified? **Y**
- ExCET Comprehensive / TExES Generalist? **N**

- Elementary HOUSE A:
 - One Year of Experience in 08-09 or earlier? **N**
 - Experience: 1 yr secondary math
 - Eligible for HOUSE: **NO**

- Highly Qualified for 5th Grade? **NO**
- Highly Qualified for 7th - 8th Grade Math: **YES**

Remember: Annie must be eligible for one of the continued uses of HOUSE.

Scenario 2: Notes on Annie

- Grades EC-5 are always considered Elementary for HQ, regardless of the configuration of the campus.
- Even though she went to an accredited Texas university, Annie is not eligible for Elementary HOUSE, so she must pass a Generalist Exam to be HQ for PK-5 assignments.

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.

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.

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.

- Bachelor's? Y
- Certified? Y
- ExCET/TEXES in English? N
- ExCET/TEXES in History? N
- English: College major, a graduate degree, or equivalent to a major? Y
- History, College major, a graduate degree, or equivalent to a major? N
- Is she HQ in English? Y
- HOUSE (for History):
 - Experience in History? 1 yr
 - Course hours in History: 9 hrs
 - Prof. Dev. in History: 45 hrs = 3 pts
 - Total Points in History: 13 pts
- Is she HQ in History? N
- **Rebecca is HQ English, but not HQ in History.**

Remember: Rebecca must be eligible for one of the continued uses of HOUSE.

Scenario 3: Notes on Rebecca

- On the HQ compliance report, Rebecca would be counted as HQ for her English classes, but not her History.
- To gain HQ status in history, Rebecca will need to either take the appropriate TExES subject area test or take college coursework.
- Is Rebecca still eligible to use a HOUSE option for history?

Scenario 3: Notes on Rebecca

Is Rebecca still eligible to use a HOUSE option?

- Secondary HOUSE no longer has an eligibility date. The teacher just needs to have a creditable year of service prior to the documentation of HOUSE.

Scenario 3: Notes on Rebecca

Other HOUSE Eligibility Options:

- Is Rebecca in a rural LEA eligible for rural flexibility?
 - If yes, she may be eligible to use HOUSE under the Rural Flexibility.
- Is Rebecca a new special education teacher?
 - No, so she is not eligible for the Multi-Subject New Special Education Teacher Flexibility.

Scenario 4: Is Kristen Highly Qualified?

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?

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.

Scenario 4: Is Kristen Highly Qualified?

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?

- Special Education Certified? Y
- Bachelor's? Y
- ExCET/TEXES Comprehensive or Generalist? N
- ELAR/SS:
 - HQ because of TExES for 6-8 grades only
- HOUSE A:
 - Eligible Experience: Y 8 pts
 - Courses: math, science, social studies, ELAR: Y
 - Hours = 21 pts
 - Total: 29 pts
- **Kristen is HQ for all Elementary Assignments in Special Education**

Remember: Kristen must be eligible for one of the continued uses of HOUSE options.

Scenario 4: Notes on Kristen

- Neither the special education ExCET or TExES test is sufficient to demonstrate elementary subject competency.
- Subject area competency must be demonstrated through an elementary comprehensive or generalist test or by elementary HOUSE A.
- The TExES 4-8 subject area exams does demonstrate subject competency for both Special Education and Regular Education teachers in those core subject areas from 6-8 grades.
- The Special Education TExES EC-12 does still demonstrate subject competency for ELAR/math in 6-8th grades. Elementary comprehensive ExCET or the TExES 4-8 generalist exams can also be used to demonstrate subject matter competency (PK-5th).

Scenario 5: Is Joey Highly Qualified?

Joey is a secondary special education teacher who teaches reading and math to 7th-12th 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?

Scenario 5: Is Joey Highly Qualified?

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

Scenario 5: Is Joey Highly Qualified?

Joey is a secondary special education teacher who teaches reading and math to 7th-12th 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?

- Special Education Certified? **Y**
- Bachelor's? **Y**
- ExCET/TEExES in subject areas?
 - Math **Y** (Through Grade 8)
 - Reading **Y** (Through Grade 8)
- 7th and 8th Grade: **HQ** via EC-12 special education TExES (Reading and Math)
- 9th-12th:
- Secondary Special Education HOUSE:
 - Reading:
 - Passed EC-12 TExES: 12 pts
 - Subject area Experience: 2 yrs
 - College hours (related): 12 hrs
 - Total: 26 pts
 - **HQ in Reading 9-12? Y**
 - Math:
 - Passed EC-12 TExES: 12 pts
 - Subject area Experience: 2 yrs
 - College hours (math): 3 hrs
 - Prof. Dev. (math/Sp. Ed.-30 hours): 2 pts
 - Total: 19 pts
 - **HQ in Math 9-12? N**
- **Joey is HQ in all areas except high school math.**

Remember: Joey must be eligible for one of the continued uses of HOUSE options.

Scenario 5: Notes on Joey

- TExES EC-12 Special Education exam can only be used to demonstrate subject area competency for Reading/Language Arts and Math for grades 6-8.
- Other subject areas for 6-8 and all subject areas in 9-12 require subject area competency beyond the TExES special education exam.
- Joey did not need to use Elementary HOUSE to be considered HQ. If he had used it, his points for coursework could not be duplicated on the special education worksheet and the Elementary HOUSE worksheet.

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?