

Washington State NCLB Teacher Qualification Guidelines

Title I & Title II Requirements
of No Child Left Behind (NCLB)
Act of 2001



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July 2004

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Washington State NCLB Teacher Qualification Guidelines

**Title I & Title II Requirements of
No Child Left Behind (NCLB) Act of 2001**

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**Washington State Teacher Qualification Guidelines
For *No Child Left Behind* (NCLB) Act of 2001
Teaching Qualification Requirements of Title I and Title II**

Introduction

The *No Child Left Behind Act of 2001* (NCLB) places a major emphasis upon the importance of teacher qualifications in improving student achievement.

Title I Part A and Title II Part A place particular emphasis on the need for states and school districts to ensure that teachers of core academic subjects meet certain requirements. The federal terminology for these requirements is known as “highly qualified”.

The federal definition of a highly qualified teacher is a teacher who:

- Has earned at least a bachelor’s degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach. Demonstrated competence can be measured through a variety of paths based on the teacher’s education, professional learning experiences or teaching experiences.

Washington’s definition of a “highly qualified” teacher was created by a wide range of stakeholders working to blend the components of our already comprehensive certification system with the provisions of *No Child Left Behind*.

The required reporting for school year 2003-04 is only for teachers instructing in core academic classes and is reported for each school in the district.

Ongoing Assistance

This document has been developed to assist in the identification process for the 2003-04 school year. Information includes:

- Washington State: The Path to Highly Qualified – a flow chart that indicates paths for Pre-1987 Certificate Holders and paths for Endorsed Certificate Holders to demonstrate core academic subject knowledge and skill,
- Frequently Asked Questions,
- Teacher Identification and Data Collection Definitions and Terms
- State Board of Education Endorsement-Related Assignment Areas

Additional resources that will be helpful in this data collection process include:

- Sample Data Collection and Recording Forms (see www.k12.wa.us ESEA Teacher Quality) – forms to facilitate a recordkeeping process. They are provided as a tool to assist districts that might not have recordkeeping documentation at this point in time, their use is optional.
- Online data reporting - process that will be accessible on the OSPI Web site as soon as OSPI has been notified by the US Department of Education what data will be collected. OSPI will notify school districts when the secure reporting process is available.

This document will be updated as specific areas of interpretation are further clarified. Current information and additional copies can be accessed under the ESEA section of the OSPI Web site at www.k12.wa.us.

Specific details about data collection components are outlined in Memorandum 049-04 L&T. For questions about the completion of the data collection process or other areas related to the NCLB Teacher Qualification requirements are desired, the following people can be of assistance.

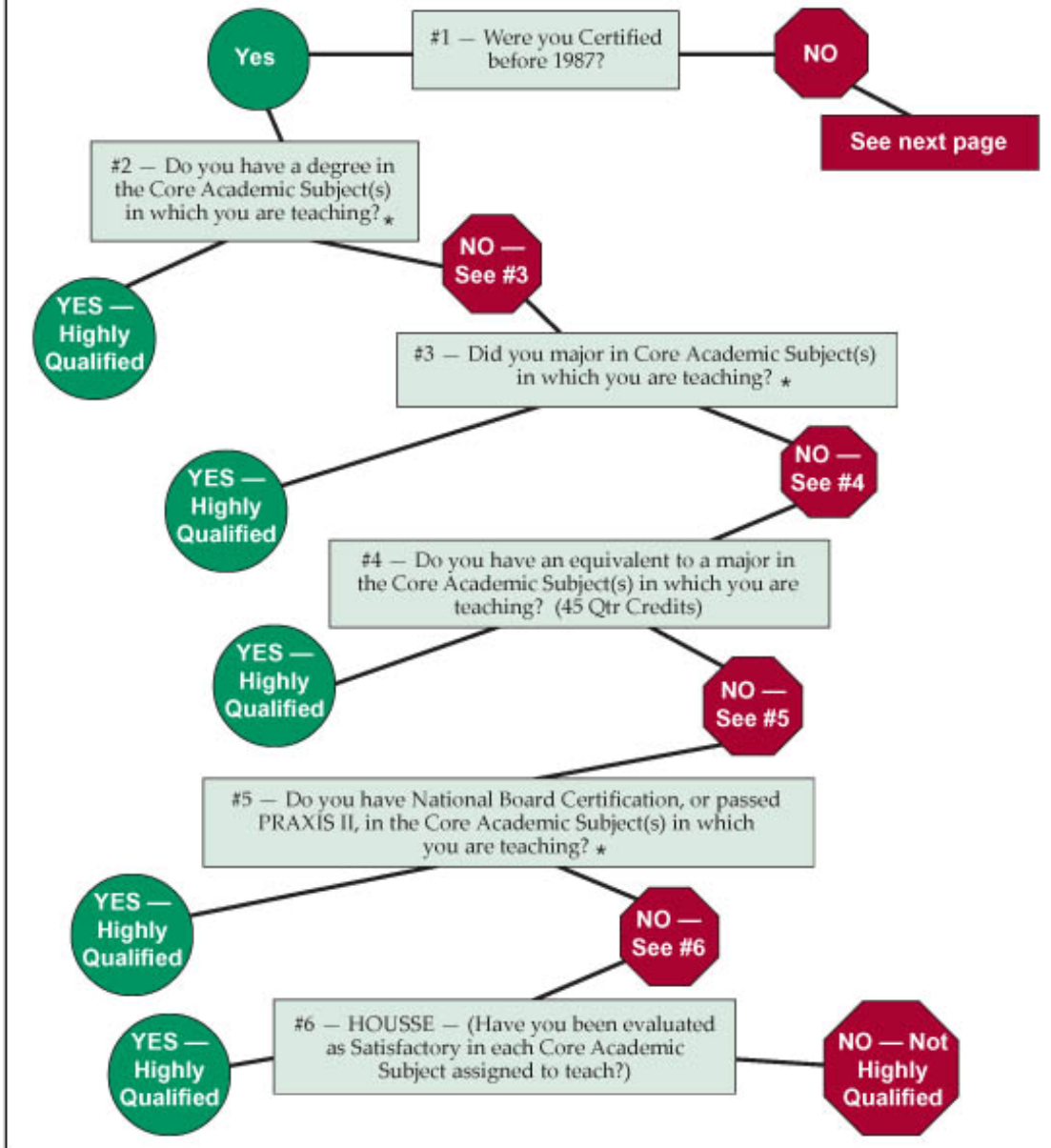
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Washington State The Path to Highly Qualified

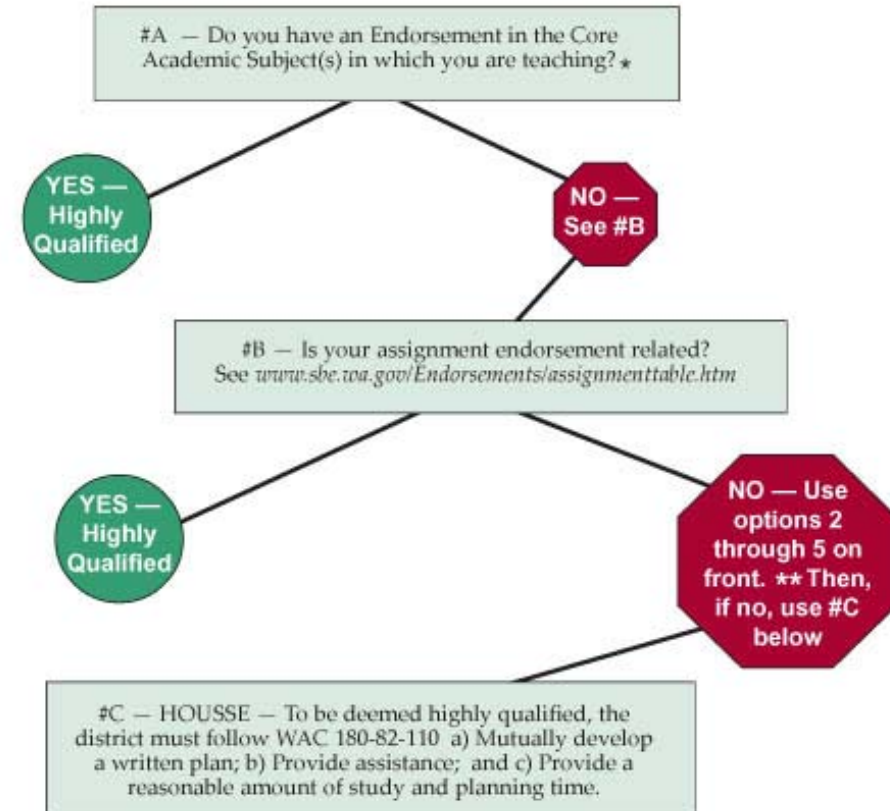
Meeting the ESEA Teacher Qualifications Requirement

Certified Before 1987



Teachers with K-8 elementary education endorsements teaching in K-8 core academic subjects are highly qualified. Teachers with Special Education, ESL and Bilingual endorsements are highly qualified to teach core academic subjects to students eligible for participation in these special programs.

Endorsed Certificate Holders



* Core Academic Subjects include: English, reading, language arts, mathematics, science, foreign language (designated world languages), civics and government, economics, history, geography and arts (music, theatre, visual arts, dance).

** Endorsed certificate holders assigned out of endorsement can meet federal highly-qualified requirements by fulfilling #2 through #5 on front; however, these individuals still must fulfill WAC 180-82-110 for state compliance.

Still have questions? Contact the State Office of Superintendent of Public Instruction (OSPI) (www.k12.wa.us/esea).

Source: OSPI and WEA (www.washingtonea.org).

Revised 6/04

**Frequently Asked Questions About
“Highly Qualified” Teacher Qualification Requirements
of No Child Left Behind (NCLB)**

No Child Left Behind (NCLB) Highly Qualified Teacher Qualification Requirements

1. What are the highly qualified teacher qualification requirements of No Child Left Behind (NCLB)?

A: The federal definition of a highly qualified teacher is a teacher who:

- Has earned at least a bachelor’s degree, **and**
- Holds full state certification, **and**
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach. Demonstrated competence can be measured through a variety of paths based on the teacher’s education, professional learning experiences and teaching experiences.

2. Do all teachers need to meet the NCLB highly qualified teacher qualifications requirements?

A: All teachers with primary responsibility for instruction in one or more of the core academic subject areas must meet the federal definition of highly qualified within the time limits described in question four in this section.

3. What are the core academic subjects?

A: They are language arts, reading, English, science, mathematics, history, government, geography, economics, arts (music, dance, theatre, visual arts), civics and foreign language (designated world languages).

4. What is the timeframe for compliance with the federal qualifications requirements?

A: Title I Schoolwide or Title I Targeted Assistance Programs:

*Teachers of core academic subjects who were hired after the first day of the 2002-2003 school year **and** who are teaching in programs supported with Title I funds (school-wide or targeted assistance) must meet the highly qualified definition at the time of hire.*

Teachers who were working in programs supported with Title I funds (school-wide or targeted assistance) prior to the start of the 2002-2003 school year **and/or** teachers who are transferring to such programs from within their district have until the end of the 2005-06 school year to meet the federal requirements.

Non-Title I Schools:

All teachers of core academic subjects who are teaching in other programs (i.e. programs not supported by Title I funds) must meet the highly qualified definition by the end of the 2005-06 school year.

5. What information do parents have the right to ask about a teacher's professional qualifications?

A: *No Child Left Behind* places an emphasis on parents' right to know about the professional qualifications of their child's classroom teachers. This disclosure applies to all teachers working in schools that receive Title I Part A funds.

At the beginning of the school year, a district receiving Title I Part A funds must notify parents of children enrolled in school receiving Title I Part A funds that they can request the following information regarding instructional staff who work with their children:

- Whether or not the child's teacher has met state certification for the grades and subjects he or she is teaching
- Whether or not the teacher is working with an emergency or conditional certificate where state certification criteria has been waived
- The baccalaureate degree major of the teacher and any other graduate certification or degree held, including field of discipline of the certificate or degree
- If the child receives instructional services from a paraprofessional(s) and if so, his or her qualifications.

In addition, each Title I school is required to notify parents individually when their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not meet the highly qualified definition set by *No Child Left Behind*.

6. Where can I get more information on the NCLB highly qualified teacher requirements?

A: For general information about the federal requirements contact the US Department of Education Web site at:

- www.ed.gov/teachers/landing.jhtml?src=fp
- www.teacherquality.us

The resources with the most comprehensive information about Washington's highly qualified definition include:

- **OSPI** at www.k12.wa.us (click on the "ESEA" link)
- **WEA** at www.wa.nea.org

Accountability Requirements

7. What happens if a teacher does not meet the highly qualified requirements?

A: Nothing in the federal law requires that a teacher be dismissed because he or she does not meet this federal definition. However, the district may choose to transfer the teacher to an assignment as defined by the assignment policy in the teacher's local collective bargaining agreement where the teacher's experience and preparation deem that teacher highly qualified.

8. What requirements are placed on districts by NCLB to ensure all teachers meet the highly qualified definition by 2005-06?

A: School districts have a responsibility to support and monitor teacher progress toward meeting the goal of satisfying the federal definition of a highly qualified teacher. They are required to:

- Have a plan to ensure all teachers meet the definition by the end of the 2005-06 school year.
- Identify teachers that meet the definition
- Collect and report annual data reflecting the requirement to OSPI
- Maintain records at either the school or district level

9. What requirements are placed on OSPI by NCLB to ensure all teachers meet the highly qualified definition by 2005-06?

A. OSPI has a responsibility under federal law to support and monitor district progress toward meeting the goal of increasing the number of highly qualified teachers. Requirements include:

- Have a plan to ensure all school districts make progress towards goals
- Collect individual school district data and report aggregated data to USDOE

Criteria for Determining Highly Qualified Status

10. Can a teacher be fully certified in Washington and still not satisfy the federal definition of "highly qualified" teacher?

A: Yes. In addition to being certified, highly qualified teachers must hold at least a bachelor's degree and demonstrate subject knowledge in each core academic class to which they have been assigned. However, there are multiple paths which the teacher can follow to meet the highly qualified definition. They are determined by the teacher's type of certificate and are explained in detail in the **Questions about the Criteria for Determining Highly Qualified Status** section. Additional documents to use to determine highly qualified include a flowchart, *Washington State: The Path to Highly Qualified* in this document.

11. What are the determinations for a Washington teacher to be considered highly qualified?

A: For a given core academic subject, teachers who hold a bachelor's degree **and** full state certification meet the highly qualified definition if they are:

Certified before 1987
Meet the criteria for one of the following in the area(s) in which the teacher is assigned to teach: <ul style="list-style-type: none">• A major in the core academic subject• The equivalent of a major (45 quarter hours or 30 semester hours) in the core academic subject• National Board certification in the core academic subject• Passed a Praxis II exam in the core academic subject, or• (HOUSSE) Been evaluated as satisfactory in annual evaluations while teaching the core academic subject
Endorsed Certificate Holders
Meet the criteria for one of the following in the area(s) in which the teacher is assigned to teach: <ul style="list-style-type: none">• An endorsement in the core academic subject(s) in which you are teaching• The assignment is endorsement related as specified in WAC 180-82-105(11)(a) and (b)• A degree in the core academic subject• A major in the core academic subject• The equivalent of a major (45 quarter hours or 30 semester hours) in the core academic subject• National Board certification in the core academic subject• Passed a Praxis II exam in the core academic subject ,or• (HOUSSE) An out-of-endorsement assignment for which the district follows WAC 180-82-110

12. What guidelines should a teacher follow if their pre-1987 certificate expired?

A: Use the “Endorsed Certificate Holders” guidelines. A teacher who held a provisional certificate (which has expired) but was not issued a lifetime certificate such as the standard or continuing is not considered under the “Certified Before 1987” guidelines.

13. Which category or guidelines applies for a teacher who is first certified in another state, but certified in Washington after 1987?

A: Use the guidance under the title “Endorsed Certificate Holders.” Only teachers with a valid Washington certificate issued before 1987 may use the “Certified Before 1987” guidelines.

14. In evaluating the equivalent of a major, can clock hours be counted per RCW 28A.415.020 (e.g. 10 clock hours = 1 quarter hour)?

A: No. The Washington system to meet the NCLB highly qualified requirements is aligned with our current certification, assignment and evaluation rules and regulations.

Certification Information

15. What is meant by “certified before 1987?”

A: For purposes of Washington’s highly qualified definition, “certified before 1987” means you hold a valid lifetime Washington certificate (standard or continuing) issued before 1987, such as:

- Standard Elementary Teacher
- Standard Secondary Teacher
- Standard Elementary & Secondary Teacher
- Standard General Elementary & Secondary Teacher
- Continuing Elementary & Secondary Teacher

Note: An expired certificate issued before 1987, such as the Provisional Teacher, is no longer valid and may not be used for meeting the highly qualified definition.

16. What is meant by “endorsed certificate holders?”

A: Washington certificates issued since 1987 carry specific subject or grade level endorsements. Such certificates include:

- Initial Teacher
- Continuing Teacher
- Residency Teacher
- Professional Teacher

17. What is meant by a “limited” certificate?

A: A limited certificate indicates a certificate which imposes restrictions or conditions on scope or length of assignment and includes the following certificates that may be held by a contracted teacher:

- Emergency Certificates are issued at the request of a school district to individuals who possess the appropriate degree and who have substantially completed a teacher preparation program in accordance with Washington requirements for certification.
- Conditional Certificates are issued at the request of a school district to individuals who possess exceptional knowledge, skills and experience in the subject area to be taught, or under certain other circumstances described in WAC 180-79A-231.

- Nonimmigrant alien exchange permits are issued by OSPI to an individual admitted to the United States for the purpose of serving as an exchange teacher and shall be valid for one year and may be renewed once.

Terms, conditions, and other stipulations regarding the above certificates can be found in WAC 180-79A-231.

18. Are out-of-state teachers who are teaching under an OSPI-issued temporary permit deemed to be highly qualified?

A: If the temporary permit and the assignment of the teacher are in alignment, the teacher is considered to meet the highly qualified definition. A temporary permit is legally considered equivalent to a certificate for employment or assignment purposes. It is issued to cover the time between submission of paperwork and issuance of the certificate.

19. What does the term “multiple subjects” mean on a teacher’s certificate? How does this affect meeting the highly qualified requirements?

A: An out-of-state applicant for certification in Washington may be issued a certificate with an out-of-state endorsement if their out-of-state endorsement does not match a Washington endorsement area.

A specific example is the “California multiple subjects endorsement.” This endorsement enables a teacher to teach any grade, any subject in grades K-14. However, for purposes of meeting the highly qualified definition, this “multiple subjects” endorsement should be treated as an elementary education endorsement.

- A teacher with a multiple subject endorsement who is assigned to teach at the K-8 level would meet the highly qualified definition.
- A teacher with a multiple subject endorsement who is assigned to teach at the high school level would demonstrate their knowledge and skill of the subject area they are assigned to teach through the Endorsed Certificate Holder path.

Pre-1987 Certificate Holders and the HOUSSE Process (Evaluation)

20. For pre-1987 certificate holders, is a satisfactory evaluation from a previous year acceptable to meet the highly qualified definition in successive years?

A: No. The only evaluation that may be used to meet the highly qualified definition is the current school year annual evaluation for the year reported.

Example: A Fall 2003 through Spring 2004 evaluation would be reported as school year 2003-04 for which data is collected and reported by the school district during Summer 2004.

21. Must the annual evaluation show satisfactory in all areas of the evaluation to meet the highly qualified requirement of “High Objective Uniform State Standard of Evaluation (“HOUSSE”)?”

A: The final annual evaluation must be satisfactory. This means that the teacher is not put on a plan of improvement.

22. What process is followed for a teacher, eligible for a short form evaluation, who needs to meet the highly qualified definition through an evaluation process?

A: The evaluation process listed in RCW 28A.405.100 for teachers using the short form is appropriate to meet the highly qualified definition.

23. What if a teacher meets the highly qualified definition under a HOUSSE evaluation, but is then reassigned to teach another subject?

A: If HOUSSE is to be used for the reassigned subject area, the teacher must have a new evaluation which specifically documents performance in the new subject area.

24. What if a teacher changes school districts? Will the highly qualified definition under a HOUSSE evaluation received in the prior school district deem the teacher highly qualified in the same assignment in their new district?

A: No. The new school district must complete a new annual evaluation for the teacher to be deemed highly qualified.

Teaching Assignments

25. Must teachers teaching two or more subjects demonstrate that they are highly qualified in all the subjects they are assigned?

A: Yes. Teachers must demonstrate that they satisfy the highly qualified requirement for each core academic subject they teach.

26. How does a middle school teacher meet the highly qualified definition?

A: Teachers with an elementary education endorsement who are assigned to teach in grades K-8 meet the highly qualified definition. All other teachers who are assigned to teach at the middle school level would follow the flowchart *The Path to Highly Qualified* to determine whether they meet the definition.

27. How does a middle school teacher who teaches a block program meet the highly qualified definition?

A: Middle school teachers who hold an endorsed certificate and are assigned to teach out of their area of endorsement in a block program would meet the highly

qualified definition through HOUSSE. The Plan of Assistance identified in 180-82-110 would include the assignment provisions of 180-82-105(5).

Middle school teachers who hold a Pre-1987 certificate and are assigned to teach in a block program would follow the Pre-1987 paths to meet highly qualified.

28. Are part-time teachers required to be highly qualified?

A: Yes. The federal requirement applies to part-time teachers providing instruction in core academic subjects.

29. Are substitute teachers required to be highly qualified?

A: Substitute teachers that are employed for four consecutive weeks and in a Title I schoolwide building or funded with Title I must meet the highly qualified definition by the end of the fourth consecutive week.

Substitute teachers not in a Title I schoolwide building or funded with Title I, do not currently have to meet the federal requirement. However, after the end of the 2005-06 school year, they must meet the highly qualified definition if they are employed for four consecutive weeks, whether or not they are in a Title I schoolwide building or funded with Title I.

Substitute teachers may hold two different types of certificates:

- **Substitute certificate** – certificate holders are eligible to teach in one teaching situation a maximum of 30 consecutive days to stay within state law, but no more than 20 consecutive days for federal requirements.
- **Full state certification** – certificate holders are eligible to meet highly qualified definition if employed 20 consecutive days.

30. Does the requirement apply to teachers in an alternative route certification program?

A: Yes. Alternative route certification program candidates meet the highly qualified definition when they are participating in a program under which they 1) receive high-quality professional development; 2) receive intensive supervision that consists of structured guidance and ongoing support; 3) assume functions as a teacher only for a specified period of time not to exceed three years; and 4) demonstrate satisfactory progress toward full certification.

31. Does the requirement apply to teachers with conditional or emergency certificates?

A: Yes. Teachers with conditional or emergency certificates who are assigned the primary responsibility to teach core academic subjects meet the highly qualified requirements if they are:

- enrolled in a residency teacher preparation program, including alternative route certification programs, and
- **Conditional Certificate holders** – complete the program within three years,
- **Emergency Certificate holders** – complete the program within one year.

32. Do teachers working in alternative school settings need to meet the highly qualified definition?

A: Yes, when they are teaching core academic classes.

33. How can teachers working in alternative school settings meet the highly qualified definition?

A: Teachers who hold an endorsed certificate and who are assigned to teach in alternative school settings and need to meet the highly qualified definition through HOUSSE (180-82-110), would include the assignment provisions of 180-82-105(6) as their Plan of Assistance.

Teachers who hold a Pre-1987 certificate and are assigned to teach in an alternative school setting would follow the Pre-1987 paths to meet highly qualified.

34. Can teachers use their National Board Certification to meet the highly qualified requirement?

A: Yes. Teachers holding National Board Certification that matches their teaching assignment are deemed highly qualified.

35. Can teachers who have taken the Praxis in another state use this assessment to meet Washington's requirement for demonstrating subject knowledge to fulfill the highly qualified requirements?

A: Yes, if the Praxis II score meets the minimum Washington passing score as published in the Educational Testing Service supplement to the Praxis Series for the State of Washington (see <http://www.ets.org/praxis/prxwa.html>).

36. Do Career and Technical Education (Vocational Education) teachers need to meet the highly qualified requirement?

A: Only Career and Technical Education teachers who teach core academic classes are required to meet the requirements of a highly qualified teacher.

37. Which Career and Technical Education classes are considered core academic or career technical education classes?

A: It is the responsibility of the school district to identify which classes are considered core academic classes and career technical education classes.

38. Do teachers in private schools have to meet the highly qualified requirement?

A: No. Under the federal statute, the highly qualified requirements apply only to public school teachers. However, Title I teachers who provide services to students in private schools must meet the highly qualified definition.

39. How do nonimmigrant alien exchange teachers satisfy the highly-qualified provisions?

A: Teachers who have been granted nonimmigrant alien exchange permits under the provisions of WAC 180-79A-231(5) and WAC 180-79A-270 can meet the highly-qualified standard via any of the paths available to regular certificate-holders, OR by possessing exceptional qualifications for their assignment (such as being a native speaker of a designated world language).

40. Must teachers of a Running Start program meet the highly qualified requirements?

A: No. Teachers in a Running Start program are employed by an institution outside the realm of the public school.

41. Must teachers of distance learning courses meet the highly qualified requirements?

A: Yes. Teachers providing distance learning courses that are employees of the school district must meet the highly qualified requirements. If a district contracts with an organization or business for distance learning classes, the instructors of the classes are not considered to be employees of the school district and are not required to meet the highly qualified requirements.

Title I Schoolwide and Targeted Assistance Programs Teaching Assignments

42. Must all teachers meet the highly qualified definition, even if there is only a small group of teachers who teach Title I students?

A: In Title I Schoolwide buildings, newly hired teachers, after the beginning of the 2002-03 school year, must satisfy the definition at the time of hire. All other teachers teaching in the Title I schoolwide building, or employed in the district prior to the beginning of the 2002-03 school year and who are later assigned to the Title I schoolwide building, have until the end of the 2005-06 school year to meet the highly qualified definition.

In Targeted Assistance Title I programs, only those teachers paid directly with Title I funds must be highly qualified at the time of hire. All other newly hired teachers in the school have until the end of the 2005-06 school year to meet the requirement.

43. Are teachers working in before/after-school and summer programs funded by Title I required to satisfy the highly qualified definition?

A: Yes. Teachers working in before/after and summer school programs funded by Title I must meet the requirements.

44. Do Title I teachers teaching reading need a reading endorsement to meet the highly qualified requirements?

A: A teacher with a K-8 endorsement is highly qualified to teach reading in grades K-8. For secondary endorsements the school district must determine what the course is. If the course is identified as reading, then the teacher must have a reading endorsement. If the course is identified as language arts, then the teacher must have an English/language arts endorsement.

A pre-1987 certificate holder would not have an endorsement and should follow the path for pre-1987 certificate holders to demonstrate knowledge and skill in the area assigned to teach.

45. Do Title I teachers who provide services to students in private schools need to meet the highly qualified requirement?

A: Yes. Title I teachers who provide services to students in private schools are employed by the public school district and are therefore subject to meet the highly qualified requirements.

Small Rural Schools and Flexibility

46. Are teachers in small, rural school districts allowed flexibility that enables them to meet the highly qualified requirements because of their unique school district circumstances?

A: Yes. Teachers in eligible small, rural school districts are entitled to flexibility provisions to meet the highly qualified requirements.

The criteria for eligibility is that the district has no more than 600 students in average daily attendance and a locale code of 7 or 8 for all buildings in the district, or be located in a county with fewer than 10 people per square mile.

47. What flexibility is provided for teachers teaching in small, rural schools to meet the highly qualified requirements?

A: Teachers in small, rural school districts that meet the eligibility requirements may have additional time to meet the highly qualified definition. These provisions are:

- Teachers who are highly qualified in at least one subject, will have three more years to become highly qualified in the additional subjects they teach;
- Newly hired teachers, who meet the highly qualified definition in at least one subject, have until their third year of teaching to meet the highly qualified definition in all subjects they are teaching.

Special Education, Bilingual/ESL

48. How shall Washington's special education teachers meet the highly qualified requirements?

A: Washington teachers with special education endorsements are deemed to meet the highly qualified definition to teach core academic subjects to students eligible for participating in these programs.

Note :As IDEA is reauthorized, additional information surrounding the roles and responsibilities of a teacher teaching special education and the ESEA highly qualified definition will be clarified.

49. Must ESL and Bilingual teachers meet the highly qualified requirements?

A: Yes. If the teachers of English language learners provide instruction in core academic subjects, they need to meet the requirement.

50. How shall Washington's ESL and Bilingual teachers meet the requirements?

A: Teachers with ESL and Bilingual endorsements are highly qualified to teach core academic subjects to students eligible for participation in these programs.

Teacher Identification and Data Collection Definitions and Terms

Certified before 1987 – Certificate holder holds a valid lifetime Washington certificate identified as a standard of continuing certificate. This certificate enables teacher to teach any subject, K-12.

Continuing Certificate – Certificate issued pre-1987. See explanation above.

Core academic subjects – Includes English, reading, language arts, mathematics, science, foreign language (designated world languages), civics and government, economics, arts (music, dance, theater and visual arts), history and geography.

Elementary Classes – Self contained elementary classes are counted as one (1) class for purposes of data collection

End of school year – End of the regularly scheduled school year.

Endorsed Certificate Holder – Certificate holder issued a certificate after 1987 that carries specific subject or grade level endorsements.

Equivalent to a Major – 45 quarter credits or 30 semester credits in the core academic subject area.

ESEA – Elementary Secondary Education Act of 1965. Federal program that provides funding to states to supplement the educational needs of the state's students and teachers.

Full State Certification – No conditions are waived for teacher certification.

Highly Qualified Teacher – Federal definition that applies to teachers of core academic subjects who meet three criteria:

- Holds at least a bachelor's degree, **and**
- Holds full state teacher certification, **and**
- Demonstrated knowledge of subject matter and skill in the area assigned to teach.

HOUSSE (also see Washington HOUSSE) – High Objective Uniform State Standard of Evaluation (HOUSSE) is a federal definition associated with the "highly qualified" requirement of NCLB. HOUSSE is a method in which states can establish a process of evaluating teacher subject knowledge and ability in the core academic subjects teachers are assigned to teach.

Middle School/Junior High and High School classes – Classes are counted as "one" for each period of class taught by the middle school/junior high and high school level.

Example: If a teacher teaches 6 periods per day in the core academic areas, 5 of which are in the same subject, the number of classes reported is 6.

Middle School/Junior High classes taught under a block program – If credit is given for more than one subject area, then each subject would be counted as one class.

NCLB – No Child Left Behind Act of 2001 is the reauthorized federal program of the Elementary Secondary Education Act of 1965.

New Teacher – A teacher who is new to teaching.

Newly Hired Teacher – A teacher who is new to a school district in the last school year.

Not New Teacher – A teacher who has at least one year of teaching.

Praxis II – Educational Testing Service (ETS) provides professional assessments for beginning teachers that correspond to the three milestones in their development: Academic Skills Assessments, Subject Assessments and Classroom Performance Assessments. Praxis II is for subject assessments and has been adopted by the Professional Educator Standards Board as the assessment to validate a teacher candidates subject matter knowledge. The Praxis II will be required for all teacher candidates in September 2005.

Specialists teaching in core academic areas – Classes count as “one” class for each separate group of students taught for purposes of data collection

Standard Certificate – Certificate issued pre-1987. See explanation under Certified before 1987.

Summer school and extended learning day classes – Classes are not counted for data collection purposes. However, school districts must ensure that these classes are taught by teachers who meet the highly qualified definition

Title I Schoolwide School – High-poverty school, with 40% or more students from low-income families, are eligible to adopt schoolwide programs to raise the achievement of low-achievement students by improving instruction throughout the entire school, thus using Title I funds to serve all children.

Title I Targeted Assistance Program – Schools that are not eligible, or do not choose to operate, schoolwide programs must use Title I funds to provide targeted services to specifically identified low-achieving students.

Washington’s HOUSSE – HOUSSE is a term associated with the federal definition of “highly qualified”. Washington’s educational stakeholders established that the state’s definition for the federally required “high objective uniform state standard of evaluation” would correspond and align with current standards of certification and teaching assignments identified in RCW and WAC. Teachers, assigned to teach in

core academic subjects, who do not meet the highly qualified definition through a state test, endorsement, academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing can meet the definition through the state's HOUSSE. Washington's HOUSSE includes:

- **Teachers certified before 1987** demonstrate subject matter knowledge and skill through the annual evaluation process.
- **Endorsed certificate holders** (teachers certified since 1987) demonstrate subject matter knowledge and skill through the Plan of Assistance identified in WAC 180-82-110.

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Endorsement-Related Assignment Table

At the October, 2003 State Board of Education (SBE) meeting, the Board approved adoption of revised Policy [WAC 180-82-105\(11\)](#) **Assignment of Classroom Teachers Within Districts.**

The SBE is committed to quality standards for teachers and a highly qualified teacher in each classroom. However, the Board wants to provide a means for a good faith effort by district's to match appropriate endorsements with competencies. The attached chart is intended to provide guidance to school districts as they fill teaching assignments.

Please refer to the attached rule and the endorsement-related assignment table developed by the [Superintendent of Public Instruction's Professional Education and Certification Office](#). The intent of this table is that it may be used as a **NON-BINDING GUIDELINE**. It may and is encouraged to be used as a tool in assigning teachers to teach courses with subject matter content related to their endorsement.

[WAC 180-82-105\(11\)](#)

This chart is created based on the following assumptions:

1. Related-endorsement assignments are based on competencies identified for the respective endorsement
2. Districts will assess the level of preparation in the content area(s) prior to making the assignment(s)
3. Teachers will be evaluated annually for all endorsement-related assignments; and
4. Assignment preference will be given to teachers fully endorsed in a content area.

Endorsement	May Be Assigned to Teach Courses with Content Related to:
English/Language arts	Literature (history, theory, elements) Language acquisition and development History of English language Grammar; Speech Creative writing/composition Journalism Poetry Technical writing Media Drama
ESL	English composition and Grammar Linguistics
History	Political Science Geography Civics
Science	Integrated Science

	Physical Science Life Science Biology Chemistry Physics Earth Science Environmental Science/Ecology General mathematics Pre-Algebra Algebra Pre-calculus Calculus Astronomy Meteorology Oceanography Geology
Agriculture Education	Environmental Science Horticultural Science
Family and Consumer Sciences	Nutrition
Business Education	Information Technology Network Systems Technical writing Web Development Digital media
Visual Arts	Computer Graphics
Designated Science: Biology	Life Science Nutrition General Mathematics Pre-algebra Algebra Integrated Sciences (incorporation of other sciences with biology) Environmental science
Designated Science: Chemistry	Basic Mathematics Pre-algebra Algebra Pre-calculus Calculus Safety, Storage, Disposal of hazardous waste products Integrated Sciences (incorporation of other sciences with chemistry) Basic Physics Genetics Physical Science Environmental Science
Designated Science: Earth Science	Basic Mathematics Pre-algebra Algebra Geology

	<p>Oceanography Environmental Science Meteorology Astronomy</p>
<p>Designated Science: Physics</p>	<p>Basic Mathematics Pre-algebra Algebra Pre-calculus Calculus Environmental Science Physical Science</p>
<p>Social Studies</p>	<p>History Geography Political Science Sociology Economics Anthropology Civics Psychology</p>
<p>Middle Level- Humanities</p>	<p>Social Studies History Geography Civics Economics English Language Arts Political Science Anthropology Sociology Psychology Literature Journalism Technical Writing Media Speech</p>
<p>Health/Fitness</p>	<p>Anatomy and Physiology Nutrition Safety/First Aid/CPR Disease Prevention Substance Abuse Family Life Human Sexuality Adaptive PE</p>
<p>General Music</p>	<p>Instrumental Music Choral Music</p>
<p>Mathematics Elementary Education Special Education Early Childhood Education</p>	<p>No other appropriate content assignments</p>

Early Childhood Special Education Marketing Education Technology Education Designated World Language Bilingual Dance Drama Choral Music Instrumental Music Library Media Reading Traffic Safety Middle Level-Math/Science	
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