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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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June 19, 2003

(X) Action Required

( ) Informational

## BULLETIN NO. 42-03 LEARNING AND TEACHING

To: Educational Service District Superintendents  
Chief School District Superintendents  
School Principals  
District Personnel Officers

From: Dr. Terry Bergeson, State Superintendent of Public Instruction

Re: Data Collection for Reporting ESEA Requirements for Highly Qualified Teachers

As you may know, Title I and Title II of the No Child Left Behind (NCLB) legislation require each state to set baselines on the percent of "*highly qualified*" teachers in their state. We are currently waiting for Title II final regulations; however, non-regulatory guidance provides some direction and outlines expectations which are detailed in this bulletin.

### **BASELINE CALCULATION**

The baseline calculation for the percent of teachers considered "highly qualified" will be used for the school, district, and state report cards in the fall and must be included in Washington State's Title II plan, which is due to the U.S. Department of Education (USDOE) on September 1, 2003. The state must also establish quality performance measures that, when met, will ensure all core academic classes are taught by teachers who meet the federal definition of "highly qualified".

### **NOTIFICATION**

NCLB requires that **all** teachers be "highly qualified" by 2005-06. Starting this fall, districts must notify parents in writing if their child is being taught by a teacher for four (or more) consecutive weeks who is not "highly qualified". However, this **only** applies to teachers who are funded with Title I funds or teachers in Title I schoolwide programs for SY 2003-04 and 2004-05.

## **DATA COLLECTION**

In Bulletin 34-03 (May 30, 2003), OSPI outlined the agency's intent to compile online data collection for Highly Qualified Teachers. Bulletin 34-03 also provided information regarding the federal definitions for the identification of highly qualified teachers. OSPI has since received guidance from the USDOE regarding these data reporting requirements. The data collection elements in this bulletin reflect that clarification.

The original intent of collecting information on "highly qualified" teachers was to ensure all students are being taught by certified teachers. Therefore, data must be collected and reported to reflect the number of teachers in classrooms that are certificated and hold "evidence" of their qualifications. If a teacher holds a bachelor's degree, a Washington State teaching certificate, and has demonstrated competence through any of the following indicators, they are considered "highly qualified" under the new law:

- Endorsed in subject area.
- Passed a state test of subject area knowledge.
- Holds National Board certification.
- Has a degree, major, or the equivalent.
- Has a satisfactory evaluation based on a highly objective uniform state standard of evaluation. *This means that a high school teacher with a bachelor's degree and a valid teaching certificate who teaches English and mathematics - but is only "endorsed" in English – is considered "highly qualified" by federal standards as long as that teacher has a successful evaluation while providing instruction in mathematics. Evidence of that successful evaluation must be accessible.*

It is important to note that the Washington State plan requires approval from the USDOE. However, for the purposes of the baseline data collection and the September 1, 2003, deadline, the above definition of "demonstrating competence" will be used. Also, these federal data reporting requirements **do not negate** the existing Washington State requirements for certification, licensure testing, endorsements, assignments, and evaluations.

The State Board of Education, OSPI, and the Professional Educator Standards Board policies for these requirements **remain in effect**, and data requirements related to these requirements and policies will continue to be collected, as they have been in the past. OSPI encourages the use of Title II funds to help teachers currently teaching out of content area to acquire the necessary endorsements to become "highly qualified".

## DATA COLLECTION ITEMS

In reporting the data below:

***Based on Washington State's Title II plan, and for the purposes of this data collection, all teachers holding K-8 certificates are "endorsed" in all core content areas. All teachers holding 6-12 certificates are "endorsed" in all core content areas for Grades 6, 7, and 8.***

Federal Law requires the following teacher certification information:

### **Number of teachers by school (on October 1, 2002):**

- Total number of teachers teaching classes (elementary, middle, and high schools) for which core academic subject credit was awarded
- Number of teachers holding **conditional** certificates assigned to teach classes for which core academic subject credit was awarded.
- Number of teachers holding **emergency** certificates assigned to teach classes for which core academic subject credit was awarded.
- Number of teachers holding endorsed certificates assigned to teach classes for which core academic subject credit was awarded but for which they are not endorsed.
- Number of teachers holding unendorsed teaching certificates assigned to teach classes for which core academic subject credit was awarded.

### **Number of classes by school (on October 1, 2002):**

Definitions:

In reporting the data below:

- one self-contained elementary classroom equals one class;
  - for middle/junior/high school each academic subject equals one class;
  - for integrated classes (for instance an English/Social Studies block); each academic subject for which credit was granted, counts as one class.
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- Total number of elementary classes and at the middle/junior/high school, total number of classes for which core academic subject credit was awarded.

- Number of classes for which core academic subject\* credit was awarded taught by teachers holding **conditional** certificates.
- Number of classes for which core academic subject\* credit was awarded taught by teachers holding **emergency** certificates.
- Number of classes for which core academic subject\* credit was awarded taught by teachers not endorsed in that subject.
- Number of classes for which core academic subject\* credit was awarded taught by teachers with unendorsed certificates.

In order to dispense with the requirement for an individual login and password for each reporting district, the data collection will be conducted via e-mail. Because e-mail collection will be used, **a login and password will not be required.**

**Please complete the attached spreadsheet entering the requested data for each school. After completing, please e-mail to [slisk@ospi.wednet.edu](mailto:slisk@ospi.wednet.edu).**

If you have questions regarding whether a teacher meets the definition of “highly qualified” as defined by the No Child Left Behind legislation, the Highly Objective Uniform Standard of Evaluation, or questions regarding teacher certification, please contact Lin Douglas, Director, Teacher Certification, at 360.725.6329, TTY 360.664.3631, or via email at [ldouglas@ospi.wednet.edu](mailto:ldouglas@ospi.wednet.edu).

## LEARNING AND TEACHING

Mary Alice Heuschel  
Deputy Superintendent

Dawn Billings  
Assistant Superintendent  
Professional Development

Mary Jo Johnson  
Director, Title II

MAH:jsl  
Attachment

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\* Core Academic Subject Areas: English, Reading, Language Arts, Mathematics, Science, Foreign Language, Civics and Government, Economics, Arts, History and Geography

Enter District Name:

**PART A INSTRUCTIONS: ENTER NUMBER OF TEACHERS BY SCHOOL (on October 1, 2002)**

- (A.1) Enter the total number of teachers teaching classes (elementary, middle and high schools) for which core academic subject credit was awarded.
- (A.2) Enter the number of teachers holding **conditional** certificates assigned to teach classes for which core academic subject credit was awarded.
- (A.3) Enter the number of teachers holding **emergency** certificates assigned to teach classes for which core academic subject credit was awarded.
- (A.4) Enter the number of teachers, who have endorsed certificates but assigned to teach classes for which core academic subject credit was awarded and for which they are not endorsed.
- (A.5) Enter the number of teachers holding unendorsed teaching certificates assigned to teach classes for which core academic subject credit was awarded.

School Name		Teachers				
		A.1	A.2	A.3	A.4	A.5
1	ABC					
2						
3						
4						
5						
6						
7						
8						
9						
10						

Enter District Name:

**PART B INSTRUCTIONS: ENTER NUMBER OF CLASSES BY SCHOOL (on October 1, 2002)**

Note: In reporting the data below:

- i) one self contained elementary classroom equals one class;
- ii) for middle/junior/high school, each academic subject equals one class;
- iii) for integrated classes (for instance an English/Social Studies block), each academic subject for which credit was granted, counts as one class.

- (B.1) Enter the total number of elementary classes, and at the middle/junior/high school, total number of classes for which core academic subject credit was awarded.
- (B.2) Enter the number of classes for which core academic subject credit was awarded and taught by teachers holding **conditional** certificates.
- (B.3) Enter the number of classes for which core academic subject credit was awarded and taught by teachers holding **emergency** certificates.
- (B.4) Enter the number of classes for which core academic subject credit was awarded and taught by teachers **not endorsed** in the core academic subject.
- (B.5) Number of classes for which core academic subject credit was awarded and taught by teachers with unendorsed certificates.

School Name		Classes				
		B.1	B.2	B.3	B.4	B.5
1	ABC					
2						
3						
4						
5						
6						
7						
8						
9						
10						