

Highly Qualified

“Highly Qualified” Teachers

NCLB requires states and LEAs to have a plan for **all teachers** in core academic subject areas to become “highly qualified” by the end of the 2005-2006 school year. However, teachers hired after the first day of instruction of School Year 2002-2003 who teach core academic subjects in a Title I, Part A program must be “highly qualified” when hired.

Except as indicated for charter schools below, to be “highly qualified” under NCLB, a teacher must have—

- At least a Bachelor’s degree; **and**
- Full Texas state certification; **and**
- Demonstrated competency in the core academic subject area assigned.

Certification Requirements for Charter Schools

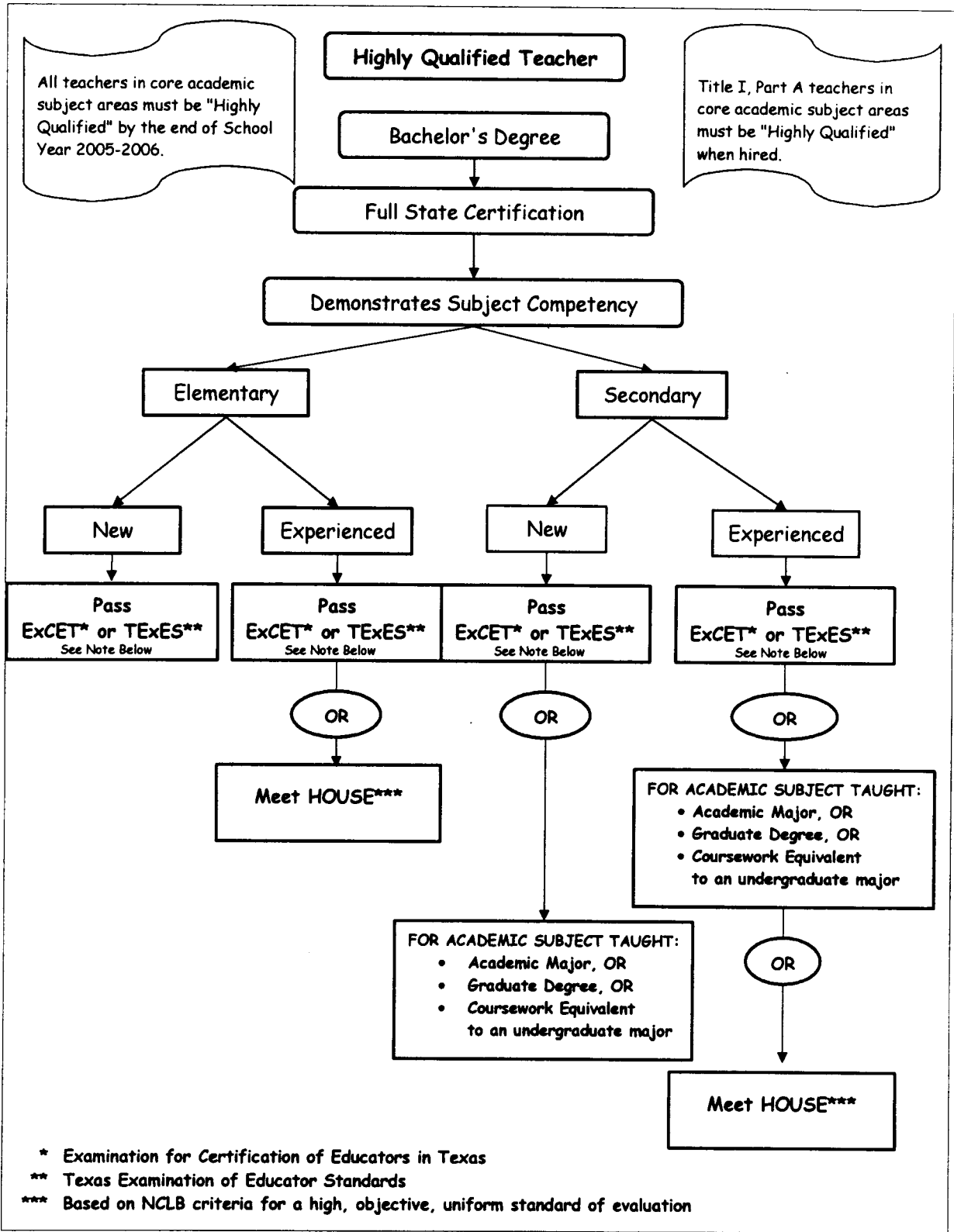
Within the definition of “highly qualified,” NCLB defers to state law concerning certification requirements for charter schools.

In Texas, state law does not require a teacher employed by an open-enrollment charter school to be certified **unless** the teacher is assigned to teach in **special education** or **bilingual education** programs, in which case the appropriate state certification is required. The minimum qualification under state law for a teacher at an open-enrollment charter school, other than a special education or bilingual education teacher, is a high school diploma. However, the governing body of a charter holder may set the qualifications for teachers at a standard above what state law requires. For instance, many charter holders already require teachers to have a college degree or to be certified.

In order for a charter school teacher to be considered “highly qualified” under NCLB, 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 teachers in regular public schools.

Texas Education Code Certification Requirements	No Child Left Behind Highly Qualified Requirements
<ul style="list-style-type: none"> • High School Diploma required for all charter school teachers • Certification required for— <ul style="list-style-type: none"> ⇒ Special Education ⇒ Bilingual Education 	<ul style="list-style-type: none"> • Follow state certification requirements for charter schools • Bachelor’s degree required for all teachers in core academic subject areas • Demonstrate competency according to requirements for elementary or secondary teachers, as appropriate.

Determining "Highly Qualified" Status



* Examination for Certification of Educators in Texas

** Texas Examination of Educator Standards

*** Based on NCLB criteria for a high, objective, uniform standard of evaluation

NOTE: In addition to passing the ExCET or TExES exam, other state certification exams deemed comparable and accepted by SBEC for certification are acceptable for demonstrating competency. Other comparable state exams are listed at: <http://www.sbec.state.tx.us/SBECOnline/standtest/comstate.pdf>

HOUSE—Elementary Teachers

There are no alternatives under NCLB with respect to the requirements for a Bachelor's degree or full state certification [except for certification rules for charter school teachers]; however, the law does offer options for demonstrating subject competency. As illustrated by the chart on page 2, experienced elementary teachers may demonstrate subject competency through an alternative approach that recognizes relevant teaching experience combined with other measures of proficiency. This alternative approach is defined by the state based on criteria for a high, objective, uniform standard of evaluation (HOUSE) established in NCLB. [P.L. 107-110, Section 9101(23)(C)(ii)]

For the purposes of defining highly qualified teachers under NCLB, elementary is considered to be grades pre-Kindergarten (PK)-6. The state has developed two HOUSE options to assist experienced elementary teachers in demonstrating competency. Fulfilling the criteria for either option is sufficient to demonstrate competency.

HOUSE Options for Experienced Elementary Teachers

HOUSE Option A—

Competency is demonstrated by meeting all of the following criteria:

- The teacher has at least one creditable year of teaching experience.

AND

- The teacher has a **minimum of 24 points** derived from—
 - ⇒ Experience teaching at the elementary level
[**1 year = 1 point (maximum of 12 points)**];
 - ⇒ 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, as codified in the Texas Administrative Code, Title 19, Part 7, Chapter 232, Subchapter R [**15 CPE clock hours = 1 point**].

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.]

HOUSE Option B—

Competency is demonstrated by meeting all of the following criteria:

- The teacher has at least one creditable year of teaching experience.

AND

- The teacher has college coursework equivalent to a college major in the subject to be taught.

HOUSE—Secondary Teachers

Again, there are no alternatives under NCLB with respect to the requirements for a Bachelor's degree or full state certification [except for certification rules for charter school teachers]; however, the law does offer options for demonstrating subject competency. As illustrated by the chart on page 2, experienced secondary teachers have the option to demonstrate subject competency through an alternative approach that recognizes relevant teaching experience combined with other measures of proficiency. This alternative approach is defined by the state based on criteria for a high, objective, uniform standard of evaluation (HOUSE) established in NCLB. [P.L. 107-110, Section 9101(23)(C)(ii)]

For the purposes of defining highly qualified teachers under NCLB, secondary is considered to be grades 7-12. Below are the criteria that experienced Texas secondary teachers must meet in order to demonstrate competency under HOUSE.

HOUSE for Experienced Secondary Teachers

Competency is demonstrated by meeting both of the following criteria:

- The teacher has at least one creditable year of teaching experience in the subject to be taught or in a closely related field; and
- The teacher has a **minimum of 24 points (at least 6 of which represent the subject to be taught)** 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)**];
 - ⇒ 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 Continuing Professional Education (CPE) credit established by SBEC rules as codified in the Texas Administrative Code, Title 19, Part 7, Chapter 232, Subchapter R. [**15 CPE clock hours = 1 point**].

What fields are considered “closely related” for purposes of HOUSE?

The following table demonstrates which fields may be considered “closely related” when determining a secondary teacher’s status under HOUSE. For foreign languages, there are no closely related fields. This list is not comprehensive; LEAs may consider other fields as “closely related,” as appropriate, but must maintain clear documentation of what is used to determine “highly qualified” status.

English Reading Speech Journalism	Reading/ Language Arts English Speech Journalism	History Geography Government Economics Political Science	Economics Government History Geography Political Science	Geography History Economics Government Political Science
Civics and Government History Economics Geography Political Science	Science Life Sciences Physical Sciences Biology Earth Science Life/Earth Science Physics Chemistry	Arts Art Music Theatre arts Dance	Mathematics Engineering Statistics Accounting	Foreign Languages None—For purposes of HOUSE, one foreign language is not considered “closely related” to another; therefore, experience teaching French, for example, cannot be counted toward experience teaching German.

LEA Flexibility for Use Within the HOUSE Procedures

Other State Certification Examinations or National Assessments

In efforts to provide flexibility to experienced teachers, TEA will allow the campus and LEA to count other state certification examinations or national assessment instruments for teacher licensing as professional development points toward meeting the Elementary HOUSE A or Secondary HOUSE procedures.

Flexibility Options for use within Elementary HOUSE A:

For each Elementary examination or assessment instrument for teacher licensing taken by an elementary teacher, the campus/LEA may count 2 points toward the 24 point requirement.

Flexibility Options for use within Secondary HOUSE:

For each secondary examination or assessment for teacher licensing taken, in the core academic subject or closely related field, by a secondary teacher, the campus/LEA may count 2 points toward the 24 point requirement.

NOTES:

- ⇒ The flexibility described above only exists to allow a teacher to count an examination or assessment instrument for teacher licensing for points toward professional development in the applicable HOUSE procedures and in no way relates to a teacher becoming certified in Texas.
- ⇒ The campus/LEA must maintain proper documentation in order to implement this flexibility.

Visiting International Teachers

In efforts to provide flexibility to LEAs wishing to hire visiting international teachers who participate in foreign teacher exchange programs officially recognized by the State Board for Educator Certification/Texas Education Agency for periods not to exceed three years, TEA will allow the campus and LEA the following flexibility toward meeting the Elementary HOUSE A or Secondary HOUSE procedures.

Flexibility Options for use within Elementary HOUSE A:

- ⇒ Teaching experience may be in the teacher's home country or Texas or a combination.
- ⇒ Subject-specific coursework successfully completed at the "middle-upper" secondary level or college-preparatory level in English, Language Arts, Mathematics, Science, or Social Studies may count toward the 24 point requirement. (1 semester or trimester equals 1 point)
- ⇒ College coursework in a foreign language (such as: English as a Second Language, Spanish Language Arts and Literature; Spanish as a Second Language) or other specialized area in Liberal Arts related to Elementary education may count toward the 24 point requirement.
- ⇒ Professional development in the teacher's home country may count toward the 24 point requirement as long as it is core academic subject area specific.

Flexibility Options for use within Secondary HOUSE:

- ⇒ Teaching experience may be in the teacher's home country or Texas or a combination.
- ⇒ Subject-specific coursework successfully completed at the "middle-upper" secondary level or college-preparatory level in English, Language Arts, Mathematics, Science, or Social Studies may count toward the 24 point requirement. (1 semester or trimester equals 1 point)
- ⇒ Professional development in the teacher's home country may count toward the 24 point requirement as long as it is core academic subject area specific.

Certification Exams for Demonstrating Competency

In addition to passing the ExCET or TExES exams, other state certification exams deemed comparable and accepted by SBEC for certification are acceptable for demonstrating competency. Other comparable state exams are listed at: <http://www.sbec.state.tx.us/SBECOnline/standtest/comstate.pdf>

Pre-Kindergarten through Grade 6 (depending on grade taught):

- ⇒ ExCET Elementary Comprehensive
- ⇒ ExCET Elementary Bilingual Comprehensive
- ⇒ TExES EC-4 Generalist
- ⇒ TExES EC-4 Bilingual Generalist
- ⇒ TExES EC-4 ESL Generalist
- ⇒ TExES 4-8 Generalist
- ⇒ Applicable ExCET PK-12 content exam
- ⇒ Applicable TExES EC-12 content exam

Or, if departmentalized—

- ⇒ ExCET Elementary Comprehensive
- ⇒ ExCET Elementary Bilingual Comprehensive
- ⇒ TExES 4-8 Generalist
- ⇒ TExES 4-8 subject specific
- ⇒ Applicable ExCET 6-12 content exam
- ⇒ Applicable ExCET PK-12 content exam
- ⇒ Applicable TExES EC-12 content exam
- ⇒ TExES EC-12 Special Education exam (for demonstrating competency in PK-8 Reading/English/
Language Arts or Mathematics ONLY)

Note: A teacher who has passed the ExCET Elementary Comprehensive exam or the TExES 4-8 Generalist exam has demonstrated competency under "highly qualified" for teaching the 6th grade, whether on an elementary or a middle school campus.

Grade 7 through Grade 8 (depending on subject taught):

- ⇒ TExES 4-8 Generalist
- ⇒ TExES 4-8 subject specific
- ⇒ Applicable TExES subject content exam
- ⇒ Applicable ExCET subject content exam
- ⇒ TExES EC-12 Special Education exam (for demonstrating competency in PK-8 Reading/English/
Language Arts or Mathematics ONLY)

Grade 9 through Grade 12 (depending on subject taught):

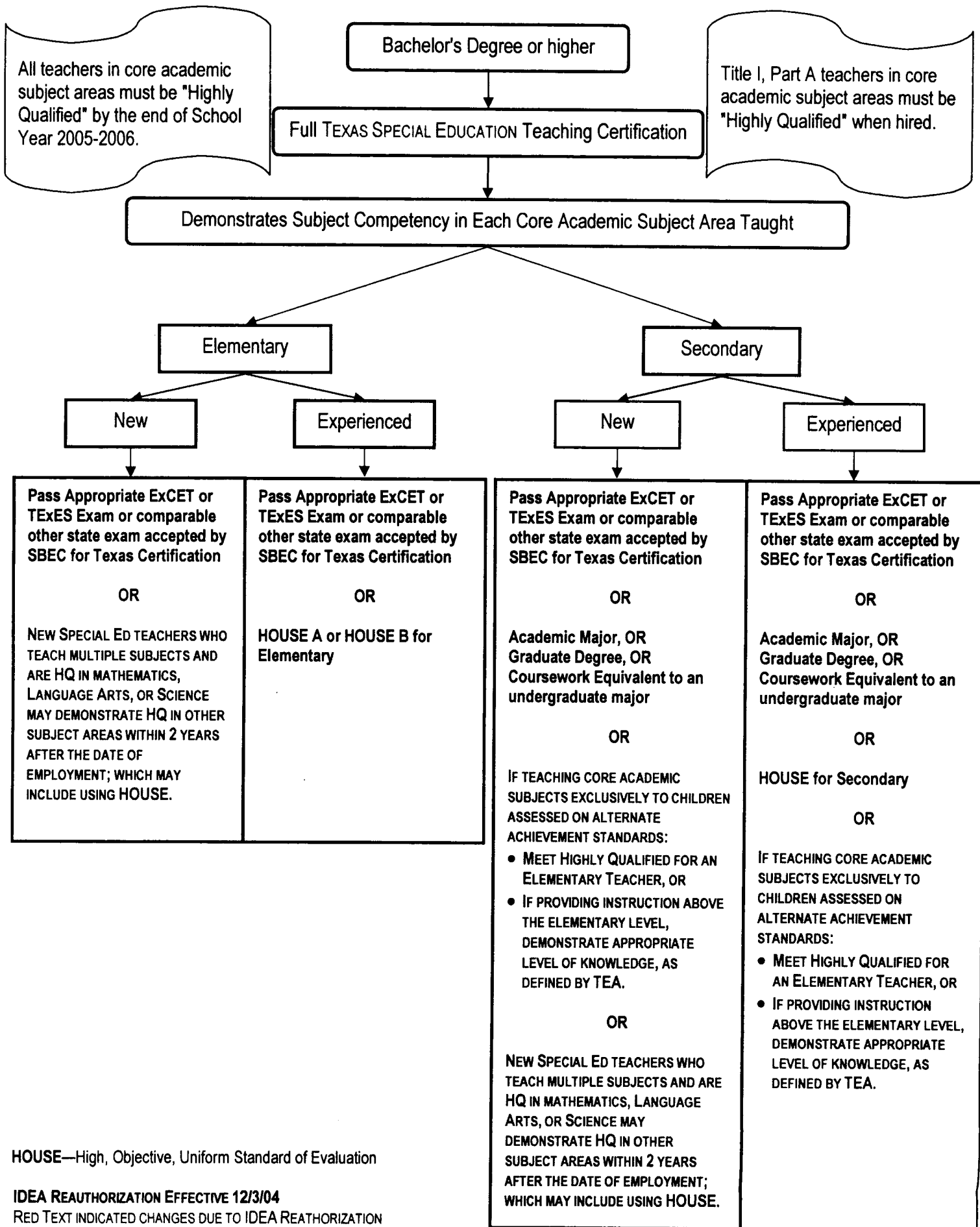
- ⇒ Applicable TExES subject content exam
- ⇒ Applicable ExCET subject content exam

P.L. 107-110, Section 9101(23)

Highly Qualified.—The term “highly qualified”—

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that—
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to—
 - (i) an elementary school teacher who is new to the profession, means that the teacher—
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

NCLB HIGHLY QUALIFIED TEACHER—SPECIAL EDUCATION



HOUSE—High, Objective, Uniform Standard of Evaluation

IDEA REAUTHORIZATION EFFECTIVE 12/3/04

RED TEXT INDICATED CHANGES DUE TO IDEA REAUTHORIZATION

Excerpt on Highly Qualified for Special Education Teachers

IDEA Reauthorization Conference Committee Report

“(10) HIGHLY QUALIFIED.--

“(A) **IN GENERAL.**--For any special education teacher, the term ‘highly qualified’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965, except that such term also--

“(i) includes the requirements described in subparagraph (B); and

“(ii) includes the option for teachers to meet the requirements of section 9101 of such Act by meeting the requirements of subparagraph (C) or (D).

“(B) **REQUIREMENTS FOR SPECIAL EDUCATION TEACHERS.**--When used with respect to any public elementary school or secondary school special education teacher teaching in a State, such term means that--

“(i) the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law;

“(ii) the teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

“(iii) the teacher holds at least a bachelor's degree.

“(C) **SPECIAL EDUCATION TEACHERS TEACHING TO ALTERNATE ACHIEVEMENT STANDARDS.**--When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards established under the regulations promulgated under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, such term means the teacher, whether new or not new to the profession, may either--

“(i) meet the applicable requirements of section 9101 of such Act for any elementary, middle, or secondary school teacher who is new or not new to the profession; or

“(ii) meet the requirements of subparagraph (B) or (C) of section 9101(23) of such Act as applied to an elementary school teacher, or, in the case of instruction above the elementary level, has subject matter knowledge appropriate to the level of instruction being provided, as determined by the State, needed to effectively teach to those standards.

“(D) SPECIAL EDUCATION TEACHERS TEACHING MULTIPLE SUBJECTS.--When used with respect to a special education teacher who teaches 2 or more core academic subjects exclusively to children with disabilities, such term means that the teacher may either--

“(i) meet the applicable requirements of section 9101 of the Elementary and Secondary Education Act of 1965 for any elementary, middle, or secondary school teacher who is new or not new to the profession;

“(ii) in the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects; or

“(iii) in the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under section 9101(23)(C)(ii) of such Act, which may include a single, high objective uniform State standard of evaluation covering multiple subjects, not later than 2 years after the date of employment.

“(E) RULE OF CONSTRUCTION.--Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this section or part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular State educational agency or local educational agency employee to be highly qualified.

“(F) DEFINITION FOR PURPOSES OF THE ESEA.--A teacher who is highly qualified under this paragraph shall be considered highly qualified for purposes of the Elementary and Secondary Education Act of 1965.

“(11) HOMELESS CHILDREN.--The term ‘homeless children’ has the meaning given the term ‘homeless children and youths’ in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).