

# Highly Qualified Teacher (HQT) Toolkit

## School Year 2009-2010

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## OHIO'S MODEL FOR IDENTIFYING HIGHLY QUALIFIED TEACHERS

The federal *No Child Left Behind Act* (NCLB) took effect in 2002 and requires that all teachers be highly qualified in the core academic content area(s) they teach. NCLB places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis grows out of the research showing that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement.

**All teachers of core academic subjects\* must meet the Highly Qualified Teacher requirement. If these teachers are not currently required to report their HQT status in EMIS, they should have their HQT documentation available for audit purposes.**

There are three parts to meeting the HQT requirement:

- 1) Teachers must have at least a bachelor's degree
- 2) Teachers must have a certificate/license that is appropriate to the grade and subject they are teaching
- 3) Teachers must be able to demonstrate their subject area expertise in the core academic subjects they teach

If any part is missing, the teacher cannot be HQT.

Newly hired and veteran teachers must satisfy the definition of a Highly Qualified Teacher (HQT). Veteran teachers must have been HQT by the end of the 2005-2006 school year. Federal regulations require that new and newly hired teachers be highly qualified at the time of hire.

IDEIA (2004) allows schools and school districts to hire new Intervention Specialists for a K-6th grade teaching assignment who meet one of the following:

- 1) Pass the appropriate Praxis II:
  - Grades K-3: Education of Young Children (#0021).
  - Grades K-3: ECE (#0020 – if passed before Sept. 1, 2005).
  - Grades 4-6: Elem. Education Content (#0014).
  - Specialty area content test (i.e., Praxis II: Middle School Science, NTE/Praxis II: Elementary General Knowledge (#0010, #0011) after 1991).

**OR**

- 2) Per U.S. Department of Education: Pass the *Praxis II: Introduction to the Teaching of Reading* assessment (#0200)

IDEIA (2004) allows schools and school districts to hire new Intervention Specialists for a 7-12th grade teaching assignment who meet one of the following:

- 1) Have an academic major in one of the following:
  - Language Arts
  - Science
  - Mathematics

**OR**

- 2) Per U.S. Department of Education: Pass the *Praxis II: Introduction to the Teaching of Reading* assessment (#0200)

New Intervention Specialists have two years to meet the HQT requirement in the remaining areas of their teaching assignment, as needed.

**\*Core academic subjects are defined in Section 9101 of NCLB as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.**

## Roles and Responsibilities

The Ohio Department of Education's (ODE) role in implementing the federal requirement is to:

- provide schools with the materials and support needed to assist schools in completing the Highly Qualified Teacher and Qualified Paraprofessional identification process;
- create a state profile using the Highly Qualified Teacher and Qualified Paraprofessional data;
- set the annual goals for increasing the percentage of classes taught by highly qualified teachers.

The school's role in implementation of the federal requirement is to:

- provide teachers and instructional paraprofessionals with the support needed to complete the Highly Qualified Teacher and Qualified Paraprofessional reporting process;
- gather and maintain the data at the building level;
- submit the required reporting materials to the EMIS coordinator.

The district and school Comprehensive Continuous Improvement Plan (CCIP) must include a detailed plan for meeting and maintaining the Highly Qualified Teacher and Qualified Paraprofessional requirements.

## Reporting Materials

This toolkit contains samples of the forms principals need to complete HQT reporting. **The HQT Worksheet form(s) will be used to determine a teacher's Highly Qualified Teacher status based on the federal criteria.**

New teachers, teachers new to the building, teachers with new assignments or teachers who have recently met the HQT requirement shall complete or provide copies of HQT Worksheets Forms A-E completed in previous years. Veteran teachers in the same building will need only complete the annual status sheet. **The Principal's Recording Sheets and Ohio Highly Qualified Teacher Status Sheets will be available from the EMIS coordinator following the first EMIS October report submission.**

## The Following Licenses Meet the Requirements in Section 2 of the HQT Worksheet

### Alternative Educators

A candidate making satisfactory progress in an alternative educator license pathway, including the passing of the Praxis II subject knowledge assessment and participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

### One-Year Out-of-State

A candidate who is making satisfactory progress in a one-year out-of-state license pathway, and is participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

### Supplemental License

A candidate who is making satisfactory progress in a supplemental license pathway and participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

### Three-Year Visiting International License

This three-year nonrenewable visiting international teacher license, valid for teaching the grade levels and curriculum areas named in such license, shall be issued upon the request of an employing Ohio school district to a qualified individual who meets the following conditions:

1. Is deemed to be of good moral character
2. Is a citizen of another country who will be entering the U.S. specifically for the purpose of teaching in an Ohio school or school district that has agreed to employ the person as a teacher via an exchange program or other collaboration or recruitment effort
3. Holds the U.S. equivalent of at least a bachelor's degree and provides evidence of completion of a teacher preparation program
4. Provides evidence of completion of an academic major in the area to be taught or in the case of world languages, evidence of proficiency in the target language as determined by the employing Ohio school district or the Ohio Department of Education; and
5. Demonstrated English language proficiency as determined by the employing Ohio school district or the Ohio Department of Education

The *Three-Year Visiting International Teacher License* meets the criteria for Section 2 of full state certification/licensure.

As per item 3 or item 4 above, the teacher would demonstrate subject area expertise because they have completed a teacher preparation program and/or have the equivalent of an academic major through coursework or language proficiency.

# SCHOOL ADMINISTRATORS HQT INSTRUCTION SHEET

## Fall 2009

### Directions for Building Administrators:

- 1) Obtain the HQT Status Sheets (sample included) from the EMIS coordinator following the first submission of the EMIS October report.
- 2) Instruct all **new** K-12 core academic subject teachers to complete the appropriate HQT Worksheet form(s) for their current teaching assignment (Form A, Form A-Exception, Form B, Form B-Exception, Form C, Form C-Exception, Form D and/or Form E) *and* the Ohio Highly Qualified Teacher Status Sheet for EMIS.
- 3) Instruct all **returning** K-12 core academic subject teachers to confirm the information on the Ohio Highly Qualified Teacher Status Sheet, or modify the information if changes have occurred from last year.
- 4) Instruct your staff to complete, sign and date the Ohio Highly Qualified Teacher Status Sheet. The status sheets should be returned to the building administrator for filing with the district EMIS coordinator.
- 5) Complete the Principal's Recording Sheet for HQT Status, listing all teachers of core academic subjects.
- 6) Have instructional paraprofessionals in Title I schools or working in Title I programs complete Form F. Complete the Principal's Recording Sheet for Qualified Instructional Paraprofessionals. This information will be submitted through EMIS as part of the October reporting period.

### Filing Instructions for School Administrators:

- 1) The original copy of the completed Ohio Highly Qualified Teacher Status Sheet and Principal's Recording Sheet for all core academic teachers should be kept on file in your office.
- 2) Building administrators should submit a copy of the Ohio Highly Qualified Teacher Status Sheet and the Principal's Recording Sheet for HQT to the EMIS coordinator for entry into the EMIS October report.
- 3) Submit a status report for the instructional paraprofessionals if Title I funds are received as a schoolwide or targeted assistance program.

If you have questions or need additional support in meeting these federal requirements, please consult the Ohio Department of Education Web site: [education.ohio.gov](http://education.ohio.gov). Send your questions to: [hqt@ode.state.oh.us](mailto:hqt@ode.state.oh.us) or Wesley Williams, II at [wesley.williams@ode.state.oh.us](mailto:wesley.williams@ode.state.oh.us).

## FREQUENTLY ASKED QUESTIONS AND ANSWERS REGARDING HIGHLY QUALIFIED TEACHERS

**Q: *Who must be reported as highly qualified teachers under the NCLB definition?***

**A:** Teachers who teach in a core academic subject area must be reported. All core academic subject teachers who are assigned students in EMIS must have their HQT status reported in the October EMIS report. All other core academic subject teachers must have their HQT status on file at the school.

**Q: *What are the core academic subjects?***

**A:** Core academic subjects, as defined in Section 9101, include English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

**Q: *When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?***

**A:** By the end of the 2005-2006 school year, all veteran elementary, middle and secondary teachers of core academic subjects should have been highly qualified. Newly hired teachers must be HQT upon employment.

**Q: *What is the definition of “teaching assignment”?***

**A:** Teaching assignment is the grade level and core academic subject(s) a teacher is teaching this school year.

**Q: *What are the criteria being used to determine if a teacher meets the federal definition?***

**A:** Teachers can meet the federal HQT definition in two ways:

(1) Be fully licensed in the area they teach and fulfill qualifications designated on the *HQT Worksheet Form(s) A-E*; or

(2) Be fully licensed in the area they teach and achieve 100 points on the *Ohio HQT Rubric* or *Ohio HQT Expanded Rubric*.

**Q: *What is the expiration date of a teacher’s HQT status?***

**A:** Although teachers must report their HQT status every year, they do not need to re-qualify every year. Once a teacher is HQT in a subject and grade level, he/she is always HQT in that subject and grade level.

**Q: *Now that the High Objective Uniform State Standard Evaluation (HOUSSE) has been phased-out, how will teachers meet the HQT requirements?***

**A:** The HOUSSE options include the items in the Ohio HQT Rubric and the Ohio HQT Expanded Rubric. These options are no longer available for general education teachers to meet HQT. (The HOUSSE options will remain for new and newly assigned intervention specialist/special education teachers.)

However, there are circumstances when teachers may be reassigned to subjects or grade levels or when educators may be hired for teaching assignments for which they have not been required to meet HQT previously. If teachers in these circumstances meet the *HOUSSE Exception Criteria* they may have one EMIS October reporting period to report or earn HQT status using the HOUSSE options. (See *HQT Worksheets Form A-Exception, Form B-Exception, Form C-Exception*.)

**Q: *What are the HOUSSE Exception Criteria?***

**A:** The *HOUSSE Exception Criteria* may apply to teachers who are fully licensed for the teaching assignment and:

- have not been teaching since Jan. 2002; or
- are returning to teaching after an extended leave of at least one year within the 2002-2009 school years (i.e., military duty, reduction in force, medical disability, family care, approved leave of absence, administrator returning to the classroom, past employment in a nonpublic school, recently working as a substitute); or
- are teaching for the first time in Ohio and were previously licensed to teach out-of-state; or,
- are teaching a grade level they have not taught since January 2002; or
- are teaching a subject they have not taught since January 2002.

**Q: *How will a teacher meet HQT if they do not meet one of the HOUSSE Exception Criteria?***

**A:** If a veteran teacher does not meet HQT and does not qualify for one of the *HOUSSE Exception Criteria* that teacher will need to meet HQT through one of the options in Section 3 of the appropriate HQT Worksheet: successful completion of an appropriate Praxis II assessment (K-6th grade or 7-12th grade assignment); an academic major in the core academic subject area (7-12th grade assignment); or a master's degree in the core academic subject area (7-12th grade assignment).

**Q: *On the Ohio Highly Qualified Teacher forms, what does a "clock hour" mean?***

**A:** One "clock hour" is 60 minutes of professional development (one semester hour of coursework = 15 clock hours; one quarter hour of coursework = 10 clock hours).

**Q: *Could someone teaching in grades 7-12 be partially highly qualified if he or she is teaching two different core academic subject areas?***

**A:** Yes. A teacher might meet the criteria for some of his or her teaching assignment classes, but not all; therefore, some of these classes would be counted as being taught by a highly qualified teacher and some would not.

**Q: *Do the NCLB highly qualified requirements apply to career-technical teachers?***

**A:** Yes, if those career-technical teachers are teaching a core academic subject area.

**Q: *What master's degrees can be counted on the HQT forms for teachers who teach in grades K-6?***

**A:** Teachers who teach K-6 can hold a master's degree in one of the following areas: 1) Education; 2) Curriculum/Instruction; 3) Reading; or 4) Teaching. Master's degrees in Education Administration, Educational Leadership or School Counselor do not apply.

**Q: *What master's degrees can be counted on the HQT forms for teachers who teach in grades 7-12?***

**A:** A grade 7-12 teacher must hold a master's degree in a the core academic subject of his or her teaching assignment.

**Q:** *What is the timeline for the 90 clock hours of high-quality professional development? From what point can one begin to count the 90 clock hours?*

**A:** Professional development may be counted since September 1998 *and* post initial certificate/licensure. For example: if a teacher received an initial teaching certificate/license before September 1998, he/she may use any professional development since September 1998; if a teacher received an initial teaching certificate/license after September 1998, he/she may use any professional development since the issue date of that initial certificate or license.

**Q:** *How does the Highly Qualified Teacher definition pertain to special educators/intervention specialists?*

**A:** Special education teachers who provide instruction to students in core academic subjects must meet the highly qualified teacher requirements for those core academic subjects that they teach. These requirements apply whether the intervention specialist/special education teacher provides core academic instruction in a regular classroom, a resource room or another setting.

**Q:** *Does a teacher of multi-handicapped students need to be highly qualified in all 7th-12th-grade core academic content areas?*

**A:** No. If all students are being taught curriculum at the sixth-grade level or below and all students are assessed against alternate achievement standards, the teacher may meet HQT requirements as they apply to a K-6th grade intervention specialist (Form D).

**Q:** *Are teachers in alternative licensure pathways considered fully licensed/certified?*

**A:** Yes. They meet the requirements of Section 2. Those teachers still must comply with Section 3, Section 4 or HOUSSE options to be highly qualified.

**Q:** *Are teachers with a supplemental or one-year out-of-state license considered fully licensed/certified?*

**A:** Yes. They meet the requirements of Section 2. Those teachers still must comply with Section 3, Section 4 or HOUSSE options to be highly qualified.

**PRINCIPAL'S RECORDING SHEET FOR HQT STATUS**  
*School Year 2009-2010*

*Principals will receive a customized reporting sheet for their building from the EMIS coordinator.*

District:            Sample City SD                            District IRN#                            044438  
 Building:           J. Doe Elementary                            Building IRN#                            003582

Principal Name: \_\_\_\_\_

***Directions:***

Indicate for each teacher whether or not he or she has reviewed and updated the Highly Qualified Teacher Status Sheet. Please provide the completed sheet to your district EMIS coordinator, or to the individual who completes the EMIS reporting for your district by middle to late October 2009.

<u>Teacher's Name</u>	<u>ID No.</u>	<u>Returned HQT Status Sheet</u> (Circle one)	
ALAN, BOB	XXXXXXXXXX	Yes	No
BURCHAM, LORI	XXXXXXXXXX	Yes	No
ESTELLE, DARREN	XXXXXXXXXX	Yes	No
DOE, JANEY	XXXXXXXXXX	Yes	No
DOE, JOHNNY	XXXXXXXXXX	Yes	No
FIFE, BARNEY	XXXXXXXXXX	Yes	No
JONES, SARAH	XXXXXXXXXX	Yes	No
JORDAN, MICHAEL	XXXXXXXXXX	Yes	No
MICHAELS, AL	XXXXXXXXXX	Yes	No
NORMAN, BEBO	XXXXXXXXXX	Yes	No
OVERBERG, JOHN	XXXXXXXXXX	Yes	No

Building administrators should keep this form on file within the building. A copy of this form should be forwarded to the EMIS coordinator for reporting compliance with Section 1119.

**NOTE:** *If the HQT status changes at any point before your district's final October EMIS submission, the status sheet and this form can be revised and a copy forwarded to your district's EMIS coordinator in order to update the information reported to the Ohio Department of Education via EMIS.*

## PROCEDURES FOR COMPLETION

All teachers of one or more of the core academic subjects as identified in the federal *No Child Left Behind Act* (NCLB) must meet the highly qualified teacher definition.

### ◆ New Teachers

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New teachers, teachers new to the building, or teachers in a new teaching assignment must complete or provide copies of the appropriate HQT Worksheet form(s) for their current teaching assignment.

In order to meet the HQT requirements, teachers must check “yes” in Section 1 and Section 2 of the appropriate form(s). In addition, the teacher must check “yes” for one item in Section 3 or Section 4. Or, if a teacher meets one of the *HOUSSE Exception Criteria*, he/she may use the HOUSSE options for their third “yes.” The HOUSSE options are the items on Form A-Exception, Form B-Exception and Form C-Exception and the Ohio Expanded Rubric.

Once the teacher has identified how they meet the HQT requirement, they should complete, sign and return the Ohio Highly Qualified Teacher Status Sheet to the building administrator. The status sheet denotes the teacher’s schedule, which includes the grade level(s) and subject(s) taught by class period. The teacher indicates the criteria for meeting the federal definition in each core academic subject from Section 3, the HOUSSE options or the Ohio Expanded Rubric.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, “no” would be indicated on the status sheet for the class where the teacher is not HQT.

### ◆ Returning Teachers

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Returning teachers of K-12 core academic subjects will receive the Ohio Highly Qualified Teacher Status Sheet. The status sheet denotes the teacher’s schedule, which includes the grade level(s) and subject(s) taught by class period. The status sheet also indicates the criteria the teacher identified for meeting the federal definition in each core academic subject as reported last school year. The teacher will confirm, or modify the information if changes have occurred from last year’s reported data, sign and return the Ohio Highly Qualified Teacher Status Sheet to the building administrator.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, “no” would be indicated on the status sheet for the class where the teacher is not HQT.

## HIGHLY QUALIFIED TEACHER WORKSHEET

For Regular Education Teachers, Grades K-6

**Section 1:** Do you have at least a bachelor’s degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching assignment?  Yes  No

\* Conditional teaching permit or substitute licenses do not meet this requirement.

**IF YOU ANSWERED NO TO SECTIONS 1 AND/OR 2, PROCEED NO FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING ASSIGNMENT. RECORD “NO” ON THE STATUS SHEET AND RETURN IT TO YOUR BUILDING PRINCIPAL.**

### Section 3:

Did you receive initial certification/licensure in Ohio in 1991 or later, and pass **one or more of the following Ohio’s State Licensure Exam** (NTE or Praxis II)?  Yes  No  
(The *Praxis II: Principles of Learning and Teaching* and *Praxis II: Special Education* do not apply here.)

- Teacher, grades K-3 Praxis II: EYC (#0021)
- Teacher, grades K-3 Praxis II: ECE (#0020) if passed before Sept. 1, 2005
- Teacher, grades 4-6 Praxis II: Elem. Ed. Content (#0014)
- Specialty area content test appropriate to your teaching assignment, i.e.,  
*Praxis II: Introduction to the Teaching of Reading* (#0200), *Praxis II: Middle School Mathematics* (#0069), *NTE/Praxis II: Elementary General Knowledge* (#0010, #0011)

Yes, I have answered “yes” in **Sections 1, 2 and 3** above. This satisfies the federal definition of a HQT.

No, I have not answered “yes” in **Sections 1, 2 and 3** above. (You may proceed to Section 4.)

### Section 4:

Yes, I have previously reported Highly Qualified Teacher (HQT) status in this teaching assignment by using the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007. I have my supporting documentation available.

No, I have **not** previously reported Highly Qualified Teacher (HQT) status in this teaching assignment. Please read below and proceed to Form A-Exception, if applicable.

The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.

**Teachers who have checked YES for Section 4 do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.**

Teachers who have checked **NO** for Section 3 and Section 4 should review **Form A-Exception**. If a teacher can meet one of the *HOUSSE Exception Criteria* they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required “yes” to meet the federal HQT definition.

# FORM A-Exception

Grades K – 6 teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

For Regular Education Teachers, Grades K-6

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have one *EMIS October reporting period* to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form A**.

### HOUSSE Exception Criteria

- \_\_\_\_\_ fully licensed but not teaching since Jan. 2002
- \_\_\_\_\_ fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2009 school years (i.e., military duty, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
- \_\_\_\_\_ first year teaching in Ohio, previously taught out-of-state
- \_\_\_\_\_ fully licensed but have not taught in this **grade** since Jan. 2002 (i.e., taught grade 8 Language Arts, now teaching grade 5)
- \_\_\_\_\_ fully licensed but have not taught this **subject** since Jan. 2002 (i.e., taught 5th grade music now teaching 5th grade science)

### OHIO HIGHLY QUALIFIED TEACHER RUBRIC

[Abbreviated Version]

\*Since completion in each of these categories equals 100 points, only ONE YES is required\*

MASTER'S DEGREE	8-YEAR PROFESSIONAL CERTIFICATE	PERMANENT CERTIFICATE	NATIONAL BOARD CERTIFICATION	90 CLOCK HOURS
In <b>ONE</b> of the following areas: <ul style="list-style-type: none"> <li>• Education;</li> <li>• Curriculum/Instruction;</li> <li>• Reading; <b>OR</b></li> <li>• Teaching</li> </ul>	Have or ever have had an eight-year professional certificate appropriate to your teaching assignment	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure: <ul style="list-style-type: none"> <li>• A minimum of 45 clock hours in appropriate content knowledge (45 clock hours = 3 semester hours of course-work); up to a maximum of 45 clock hours in teaching skills pedagogy or Ohio academic content standards may apply</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking “yes” in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to obtain 100 points and earn the third required “yes”.

# FORM B

## Grades 7 – 12 teachers

### HIGHLY QUALIFIED TEACHER WORKSHEET

#### For Regular Education Teachers, Grades 7-12

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching assignment?  Yes  No

\* Conditional teaching permits or substitute licenses do not meet this requirement.

**IF YOU ANSWERED NO TO SECTIONS 1 AND/OR 2, PROCEED NO FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING ASSIGNMENT. RECORD "NO" ON THE STATUS SHEET AND RETURN IT TO YOUR BUILDING PRINCIPAL.**

#### **Section 3: (Only one "yes" is required.)**

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the core academic subject of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later? (The *Praxis II: Principles of Learning and Teaching* and *Praxis II: Special Education* do not apply here.)  Yes  No

Do you have an **Academic Major** or the equivalent in the core academic subject? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a **Master's Degree** in the core academic subject of your teaching assignment?  Yes  No

Yes, I have answered "yes" in **Sections 1, 2 and 3** above. This satisfies the federal definition of a HQT.

No, I have not answered "yes" in **Sections 1, 2 and 3** above. (You may proceed to Section 4.)

#### **Section 4:**

Yes, I have previously reported Highly Qualified Teacher (HQT) status in this teaching assignment by using the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007. I have my supporting documentation available.

No, I have **not** previously reported Highly Qualified Teacher (HQT) status in this teaching assignment. Please read below and proceed to Form B-Exception, if applicable.

The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.

**Teachers who have checked YES for Section 4 do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.**

Teachers who have checked **NO** for Section 3 and Section 4 should review **Form B-Exception**. If a teacher can meet one of the *HOUSSE Exception Criteria* they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required "yes" to meet the federal HQT definition.

# FORM B-Exception

Grades 7 – 12 teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

For Regular Education Teachers, Grades 7-12

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have one *EMIS October reporting period* to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form B**.

### HOUSSE Exception Criteria

- \_\_\_\_\_ fully licensed but not teaching since Jan. 2002
- \_\_\_\_\_ fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2009 school years (i.e., military duty, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
- \_\_\_\_\_ first year teaching in Ohio, previously taught out-of-state
- \_\_\_\_\_ fully licensed but have not taught in this **grade** since Jan. 2002 (i.e., taught grade 6 Language Arts, now teaching grade 7 Language Arts)
- \_\_\_\_\_ fully licensed but have not taught this **subject** since Jan. 2002 (i.e., taught 8th grade math now teaching 8th grade science)

### OHIO HIGHLY QUALIFIED TEACHER RUBRIC

[Abbreviated Version]

\*Since completion in each of these categories equals 100 points, only ONE YES is required\*

8-YEAR PROFESSIONAL CERTIFICATE	PERMANENT CERTIFICATE	NATIONAL BOARD CERTIFICATION	90 CLOCK HOURS
Have or ever have had an eight-year professional certificate appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	In the core academic subject of your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure: <ul style="list-style-type: none"> <li>A minimum of 45 clock hours in appropriate content knowledge (45 clock hours = 3 semester hours of coursework); up to a maximum of 45 clock hours in teaching skills pedagogy or Ohio academic content standards may apply</li> </ul>
[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

[ ] Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking “yes” in Section 1 and Section 2, to meet the federal HQT definition.

[ ] No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required “yes”.

# FORM C Music, Visual Arts, Dance, Drama and Foreign Language Teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

For Regular Education Music, Visual Arts, Dance, Drama and Foreign Language Teachers

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching assignment?  Yes  No

\* Conditional teaching permits or substitute licenses do not meet this requirement.

**IF YOU ANSWERED NO TO SECTIONS 1 AND/OR 2, PROCEED NO FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING ASSIGNMENT. RECORD "NO" ON THE STATUS SHEET AND RETURN IT TO YOUR BUILDING PRINCIPAL.**

### Section 3: (Only one "yes" is required.)

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the core academic subject of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later? (The *Praxis II: Principles of Learning and Teaching* and *Praxis II: Special Education* do not apply here.)  Yes  No

Do you have an **Academic Major** or the equivalent in the core academic subject? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a **Master's Degree** in the core academic subject of your teaching assignment?  Yes  No

Yes, I have answered "yes" in **Sections 1, 2 and 3** above. This satisfies the federal definition of a HQT.

No, I have not answered "yes" in **Sections 1, 2 and 3** above. (You may proceed to Section 4.)

### Section 4:

Yes, I have previously reported Highly Qualified Teacher (HQT) status in this teaching assignment by using the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007. I have my supporting documentation available.

No, I have **not** previously reported Highly Qualified Teacher (HQT) status in this teaching assignment. Please read below and proceed to Form C-Exception, if applicable.

The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.

**Teachers who have checked YES for Section 4 do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.**

Teachers who have checked **NO** for Section 3 and Section 4 should review **Form C-Exception**. If a teacher can meet one of the *HOUSSE Exception Criteria* they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required "yes" to meet the federal HQT definition.

# FORM C-Exception

Music, Visual Arts, Dance, Drama and Foreign Language Teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

For Regular Education Music, Visual Arts, Dance, Drama and Foreign Language Teachers

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have one *EMIS October reporting period* to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form C**.

### HOUSSE Exception Criteria

- \_\_\_\_\_ fully licensed but not teaching since Jan. 2002
- \_\_\_\_\_ fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2009 school years (i.e., military duty, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
- \_\_\_\_\_ first year teaching in Ohio, previously taught out of state
- \_\_\_\_\_ fully licensed but have not taught in this **grade** since Jan. 2002 (i.e., taught grade 5, now teaching grade 9)
- \_\_\_\_\_ fully licensed but have not taught this **subject** since Jan. 2002 (i.e., taught 7th grade math now teaching 7th grade music)

### OHIO HIGHLY QUALIFIED TEACHER RUBRIC

[Abbreviated Version]

\*Since completion in each of these categories equals 100 points, only ONE YES is required\*

MASTER'S DEGREE K-6 ONLY	8-YEAR PROFESSIONAL CERTIFICATE K-6 ONLY	PERMANENT CERTIFICATE K-6 ONLY	NATIONAL BOARD CERTIFICATION K-6 ONLY	90 CLOCK HOURS K-6 AND 7-12
In <b>ONE</b> of the following areas: • Education; • Curriculum/Instruction; • Reading; <b>OR</b> • Teaching	Had or have ever had an eight-year professional certificate appropriate to your teaching assignment	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure: • A minimum of 45 clock hours in appropriate content knowledge (45 clock hours = 3 semester hours of coursework); up to a maximum of 45 clock hours in teaching skills pedagogy or Ohio academic content standards may apply
	7-12	7-12	7-12	
Have or ever have had an eight-year professional certificate appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach		In the core academic subject of your teaching assignment	
[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

[ ] Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking “yes” in Section 1 and Section 2, to meet the federal HQT definition.

[ ] No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required “yes”.

# FORM D

## Grades K – 6 Intervention Specialist/Special Education Teachers

### HIGHLY QUALIFIED TEACHER WORKSHEET

#### For Special Education/Intervention Specialists, Grades K-6

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching assignment?  Yes  No

\* Conditional teaching permits or substitute licenses do not meet this requirement.

**IF YOU ANSWERED NO TO SECTIONS 1 AND/OR 2, PROCEED NO FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING ASSIGNMENT. RECORD "NO" ON THE STATUS SHEET AND RETURN IT TO YOUR BUILDING PRINCIPAL.**

#### Section 3:

Did you receive initial certification/licensure in Ohio in 1991 or later, and pass one or more of the following Ohio's State Licensure Exam (NTE or Praxis II)?  Yes  No  
(The *Praxis II: Principles of Learning and Teaching* and *Praxis II: Special Education* do not apply here.)

- Teacher, grades K-3 Praxis II: EYC (#0021)
- Teacher, grades K-3 Praxis II: ECE (#0020) if passed before Sept. 1, 2005
- Teacher, grades 4-6 Praxis II: Elem. Ed. Content (#0014)
- Specialty area content test appropriate to your teaching assignment, i.e.,  
*Praxis II: Introduction to the Teaching of Reading* (#0200), *Praxis II: Middle School Mathematics* (#0069), *NTE/Praxis II: Elementary General Knowledge* (#0010, #0011)

Yes, I have answered "yes" in **Sections 1, 2 and 3** above. This satisfies the federal definition of a HQT.

No, I have not answered "yes" in **Sections 1, 2 and 3** above. (You may proceed to Section 4.)

#### Section 4:

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>				
*Since completion in each of these categories equals 100 points, only ONE YES is required*				
<p style="text-align: center;"><b>MASTER'S DEGREE</b></p> <p>In <b>ONE</b> of the following areas:</p> <ul style="list-style-type: none"> <li>• Education;</li> <li>• Curriculum/Instruction;</li> <li>• Reading; <b>OR</b></li> <li>• Teaching</li> </ul>	<p style="text-align: center;"><b>8-YEAR PROFESSIONAL CERTIFICATE</b></p> <p>Had or ever have had an eight-year professional certificate appropriate to your teaching assignment</p>	<p style="text-align: center;"><b>PERMANENT CERTIFICATE</b></p> <p>Appropriate to your teaching assignment</p>	<p style="text-align: center;"><b>NATIONAL BOARD CERTIFICATION</b></p> <p>Appropriate to your teaching assignment</p>	<p style="text-align: center;"><b>90 CLOCK HOURS</b></p> <p>Professional development approvable by your LPDC since 1998 and post initial licensure:</p> <ul style="list-style-type: none"> <li>• A minimum of 45 clock hours in appropriate content knowledge (45 clock hours = 3 semester hours of coursework); up to a maximum of 45 clock hours in teaching skills pedagogy or Ohio academic content standards may apply</li> </ul>
[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking "yes" in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required "yes".

# FORM E

## Grades 7 – 12 Intervention Specialist/Special Education Teachers

### HIGHLY QUALIFIED TEACHER WORKSHEET

For Special Education/Intervention Specialists, Grades 7-12:

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching assignment?  Yes  No

\* Conditional teaching permits or substitute licenses do not meet this requirement.

**IF YOU ANSWERED NO TO SECTIONS 1 AND/OR 2, PROCEED NO FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING ASSIGNMENT. RECORD "NO" ON THE STATUS SHEET AND RETURN IT TO YOUR BUILDING PRINCIPAL.**

**Section 3: (Only one "yes" is required.)**

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the core academic subject of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No  
(The *Praxis II: Principles of Learning and Teaching* and *Praxis II: Special Education* do not apply here.)

Do you have an **Academic Major** or its equivalent in the core academic subject? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a Master's Degree in the core academic subject of your teaching assignment?  Yes  No

Yes, I have earned answered "yes" in **Sections 1, 2 and 3** above. This satisfies the federal definition of a HQT.

No, I have not answered "yes" in **Sections 1, 2 and 3** above. (You may proceed to Section 4.)

**Section 4:**

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>			
*Since completion in each of these categories equals 100 points, only <b>ONE YES</b> is required*			
<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure: <ul style="list-style-type: none"> <li>A minimum of 45 clock hours in appropriate content knowledge (45 clock hours = 3 semester hours of coursework); up to a maximum of 45 clock hours in teaching skills pedagogy or Ohio academic content standards may apply</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking "yes" in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required "yes".

## OHIO HIGHLY QUALIFIED TEACHER EXPANDED RUBRIC

This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheet (Forms A-E). Teachers who are fully licensed in the area they teach and who earn **100 points on the Ohio Highly Qualified Teacher Expanded Rubric** meet the federal HQT definition. Use the chart below to reflect your work experience, coursework, and professional development and activities. **This completed form should be submitted along with your completed Form A, Form A-Exception, Form B, Form B-Exception, Form C, Form C-Exception, Form D or Form E to your building administrator.** You may need your college transcripts, documentation of professional development activities since 1998, any awards, recognition and/or presentations to complete this Ohio Highly Qualified Teacher Expanded Rubric.

Category	Criteria	Credit
<b>Years of Experience in the Teaching Assignment</b>	Please indicate the number of years of experience that you will have teaching this core academic subject and grade level as a fully certificated/licensed teacher by the end of the current year. Increments of less than a year should be expressed in tenths, based on a 10-month school year, i.e., four years and six months is 4.6.  (Short-term substitute teaching, long-term substitute teaching, student teaching, teaching under a conditional permit or temporary license, and summer school do <u>not</u> count.)	3 points per year up to 8 years (24 points maximum)
		Your Points (24 points maximum)
<b>College Coursework in this Content Area</b>	Use your college transcripts to report the courses that you have completed that are in the core academic subject of the teaching assignment. List all content courses that are directly related to the teaching assignment	1 point per semester hour, up to 27 hours
		Your Points (27 points maximum)
<b>College Coursework in Pedagogy Related to the Content Area</b>	Using your college transcripts, list all pedagogical courses that relate to this core academic subject. Education classes in methods in the teaching assignment, special education courses that deal with differentiating instruction, courses in assessment, and reading/literacy courses count; all other education courses not directly related to the content of the teaching assignment do not count.	1 point per semester hour, up to 27 hours
		Your Points (27 points maximum)
<b>Professional Development in the Content Area</b>	List all professional development activities related directly to the core academic subject of your teaching assignment that you have taken since 1998.	3 points per PD activity (24 points maximum)
		Your Points (24 points maximum)

## OHIO HIGHLY QUALIFIED TEACHER EXPANDED RUBRIC

...Continued from previous page

Category	Criteria	Credit
<b>Professional Activities in the Teaching Assignment</b>	Report any professional activities in which you have participated that document your knowledge and skill in this core academic subject. The activities should provide clear evidence of your expertise in this core academic subject and demonstrate leadership of advancing professional practice.	5 points per professional activity, up to 5 activities (25 points maximum)
		Your Points (25 points maximum)
<b>Recognition in Content Area</b>	<p>Report any state or national teacher award received, or any publication that you have authored, that meets the following requirements:</p> <p><b>Awards</b> State or National Teacher of the Year; Milken Foundation; Presidential Awards for Excellence; Outstanding Educator Awards from content professional organizations; Martha Holden Jennings Scholar; other regional awards that are based on knowledge and skill in the core academic subject of your teaching assignment. <u>District awards do not count.</u></p> <p><b>Publications</b> Research articles accepted for publication in a juried journal in the core academic subject.</p>	2 point per recognition, up to 3 recognitions (6 points maximum)
		Your Points (6 points maximum)
<b>Your total points need to be 100 to meet the federal definition of a Highly Qualified Teacher.</b>		<b>TOTAL POINTS</b>

## OHIO HIGHLY QUALIFIED TEACHER STATUS SHEET

### School Year 2009-2010

Each teacher will receive a customized status sheet from their EMIS coordinator or principal following the entry into the EMIS October report.

Teacher ID: 123456789 District IRN: 111111 Building IRN: 222222	Teacher Name: Doe, Janey District Name: Sample City SD Building Name: Sample Elementary
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Teachers of core academic subjects should review the chart below to verify meeting the federal definition of a Highly Qualified Teacher. Core courses as defined by the *No Child Left Behind Act* include the following: English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

Please review the HQT criteria that were reported for the courses you taught during the 2008-2009 school year. If there are NO changes to this information, sign the form and check the blank indicating "NO CHANGES." If there are changes, please circle the number in the "Change HQT Criteria" column next to each course and sign the form.

- If the teacher is new to the district or was not teaching the same core academic course last year, an "X" will appear in the column labeled "HQT Criteria Reported in 2008-2009."
- A new teacher MUST circle the number of the appropriate reason in the column labeled "Changes to HQT Criteria for 2009-2010."
- If a teacher does not meet the definition for a particular course, circle "N" next to that course.

If this report shows a course that you are not teaching, draw a line through the information. Additionally, if you are teaching a course that is missing from the list, write the course name on the form and complete the column "Change HQT Criteria" using numbers 1 - 9 or "N."

**To meet the federal definition of Highly Qualified the teacher must have:**

- A. A minimum of a bachelor's degree;
- B. Full state certification/licensure in the teaching area; and
- C. One of the following:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1 Appropriate NTE/Praxis II - State Lic. Exam</li> <li>2 Academic Major or equivalent in Core Academic Subject</li> <li>3 Appropriate Master's Degree (100 points)</li> <li>5 8-year Professional Certificate (100 points)</li> <li>6 Permanent Certificate (100 points)</li> </ul> | <ul style="list-style-type: none"> <li>7 National Board Certification (100 points)</li> <li>8 Expanded HQT Rubric (100 points)</li> <li>9 90 Clock Hours of appropriate LPDC approvable Professional Development</li> <li>N Does NOT meet HQT definition</li> </ul> |
|--|---|

**OHIO HIGHLY QUALIFIED TEACHER – STATUS SHEET**  
*School Year 2009-2010*

...Continued from previous page

Subject Code/Name	Student Population*	Grade Low	Grade High	HQT Criteria reported in 08-09	Change HQT Criteria for 2009-2010 <i>(Complete this column only if there are changes.)</i>
050104 Reading 4-6	RG	06	06	1	1 2 3 5 6 7 8 9 N
050106 Reading 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
050156 English Language Arts	RG	07	08	1	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
150807 History (American) 7-8	RG	07	08	N	1 2 3 5 6 7 8 9 N
<i>(blank rows available below to add new courses)</i>					

\* This is a new element being added to EMIS. Please refer to the EMIS manual on the Web site or consult with your EMIS coordinator.

\_\_\_ “NO CHANGES.” Checking this blank means that there have been no changes to your HQT criteria for the courses you taught during the 2008-2009 school year.

*I hereby assure that all information presented is correct and is acceptable for reporting for No Child Left Behind Highly Qualified Teacher requirements as stated in Section 1111, 1119 and 9101.*

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Your building administrator may request that you provide backup documentation.

## FEDERAL REQUIREMENTS FOR INSTRUCTIONAL PARAPROFESSIONALS

### *No Child Left Behind* Section 1119

To ensure that Title I schools and programs have a federally qualified instructional staff, the *No Child Left Behind* statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance Title I programs or in schoolwide Title I buildings.

**The new federal legislation requires that paraprofessionals meet one of three criteria to become qualified:**

1. Complete at least two years of study at an institution of higher education (*defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education\**); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (*defined as any associate degree program from an accredited institution of higher education\**); **OR**
3. Meet a rigorous standard of quality and demonstrate through a formal State or local academic assessment — (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

**Note: Only one of the three requirements is needed for compliance.**

\* *An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

*If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.*

## Who must meet these requirements?

### Targeted Assistance Title I Buildings

ESEA requirements apply only to paraprofessionals who have *instructional duties in programs supported by Title I funds*. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are funded by Title I must meet the requirements of the statute.

### Schoolwide Title I Buildings

All paraprofessionals with *instructional responsibilities* in schoolwide Title I buildings must meet the requirements regardless of the source of funding. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are housed in a schoolwide Title I building also must meet the requirements of the statute.

*Principals for each targeted assistance building and each schoolwide Title I building must attest in writing whether the school is in compliance with the requirements of Section 1119. The verification shall be maintained on file in the building and at the school district office. The written verification may be reviewed by the public upon request.*

### Exceptions for Requirements

Exceptions to federal statute for paraprofessionals in targeted assistance and schoolwide Title I buildings include paraprofessionals who serve as translators for children and paraprofessionals whose sole responsibilities consist of conducting parental involvement activities.

### State Assessment for Paraprofessionals

The *Parapro Assessment*, developed by Educational Testing Service (ETS) in 2002, is the state assessment for paraprofessionals in Ohio. The *Parapro Assessment* has been piloted and validated for Ohio, **with a passing score of 456** approved by the State Board of Education on June 10, 2003. The *Parapro Assessment* has portability across school districts.

The *Parapro Assessment* is available six times a year across Ohio at selected *Praxis* test centers. In addition, ETS has developed an online version of the test. For more information about the online initialization process, or to download the *Test At A Glance* or a fact sheet about the *Parapro Assessment*, go to **[www.ets.org/parapro](http://www.ets.org/parapro)**. The Registration Bulletin for the *Parapro* is also available on the Web site for downloading. Location for test sites can be found at the ETS Web site listed above. If an institution would like to become a test site, please complete the application at the following Web site: **[www.ets.org/parapro/ippform.html](http://www.ets.org/parapro/ippform.html)**.

### Local (District) Assessment for Paraprofessionals

Local districts are empowered by the federal statute to develop their own assessments. The Ohio Department of Education, as the grantee from the U.S. Department of Education, has the authority to develop guidelines for these local assessments, to assure the intent and integrity of the statute is met. Local assessments will meet federal requirements but will not carry the assurance of portability across districts or states.

## Ohio's Educational Aide Permit

*Currently in Ohio, the educational aide permit, valid for working with learners under the supervision of a fully licensed educator, shall be issued to an individual deemed to be of good moral character, who has a high school diploma or the equivalent, and who has been recommended by the employing school district, in accordance with Chapter 3301-25 of the Administrative Code (Teacher Education and Licensure Standards).*

The educational aide permit will continue to be issued as defined above for instructional and non-instructional aides in Ohio. However, paraprofessionals who have instructional duties in targeted assistance schools and schoolwide Title I buildings must meet the additional requirements of *No Child Left Behind* (effective Jan. 8, 2002). The term "ESEA Qualified" may be added to the Educational Aide permit for individuals who have successfully completed the paraprofessional requirement of the exam for paraprofessionals prescribed by the State Board of Education; or, an associate's degree (or higher) from an accredited institution of higher education; or, at least two years of study at an accredited institution of higher education.

*If you still have questions after reviewing these materials, please e-mail [hqt@ode.state.oh.us](mailto:hqt@ode.state.oh.us) or Wesley Williams, II at [wesley.williams@ode.state.oh.us](mailto:wesley.williams@ode.state.oh.us).*

## FREQUENTLY ASKED QUESTIONS AND ANSWERS FOR PARAPROFESSIONALS

### **Q: *Are all paraprofessionals required to meet the federal definition?***

**A:** No. Only those with instructional duties in Title I schoolwide and/or targeted assistance buildings are required to do so.

Those **not** included:

- Playground, bus and cafeteria aides;
- Special education aides who attend only to the health care of students;
- Translators;
- Those whose sole responsibility consists of conducting parental involvement activities.
- Those working in non-instructional roles (playground, bus and cafeteria aides; non-instructional computer assistance).

### **Q: *Who is considered an instructional paraprofessional?***

**A:** According to NCLB guidelines, an instructional paraprofessional provides one-on-one tutoring; assists with classroom management (organizing instructional and other materials); provides instructional computer assistance; provides support in a library or media center; or provides instructional services under the direct supervision of a teacher.

Requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities, or to individuals working in non-instructional roles (food service, cafeteria or playground supervision, personal care service, and non-instructional computer assistance).

### **Q: *What qualifications are required for instructional paraprofessionals?***

**A:** According to the regulations, instructional paraprofessionals who have instructional duties in Title I schoolwide buildings or are paid with Title I funds in a Title I targeted assistance building are required to meet the following criteria:

- 1) Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by a college transcript from an accredited institution of higher education\*); **OR**
- 2) Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
- 3) Meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

\* *An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

*If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.*

**Q: *Will all instructional paraprofessionals hired after Jan. 8, 2002, have to meet the educational requirements or just Title I instructional paraprofessionals?***

**A:** NCLB requirements for instructional paraprofessionals impact only these individuals with instructional duties in a schoolwide Title I building or in any program supported by Title I funds.

**Q: *Can instructional paraprofessionals be “grandfathered in” based on years of experience?***

**A:** No grandfather provisions exist under NCLB.

**Q: *What form of assessment will paraprofessionals be required to take?***

**A:** The *Paraprofessional Assessment* focuses on one’s knowledge of, and ability to assist in instructing reading/reading readiness, writing/writing readiness, and mathematics readiness. A passing score of 456 (out of a total of 480 possible points) must be obtained on the Praxis II Parapro test in order to meet the requirements.

**Q: *Where can I take the Praxis II Parapro Assessment?***

**A:** The *Parapro Assessment* is offered four times a year at *Praxis* testing centers. To register for the paper/pencil Parapro Assessment, visit the Education Testing Service Web site at [www.ets.org/parapro](http://www.ets.org/parapro) <<http://www.ets.org/parapro>>. Online testing is available to districts as well. As the demand grows, additional sites may be added.

**Q: *If a paraprofessional does not pass the test, can the test be taken again?***

**A:** Candidates may take the test as many times as necessary to achieve a passing score of 456 (out of a total of 480 possible points).

**Q: *If a paraprofessional does not pass one section of the test, can that portion be taken again or must the entire test be completed?***

**A:** Because the *Parapro* is a single test, there is no way to “bank” scores on any single part of it; therefore, the entire test must be retaken.

**Q: *Will districts be able to provide funding for paraprofessionals to meet the new requirements?***

**A:** Title I and Title II funds may be provided for ongoing training and professional development for paraprofessionals.

**Q: *Does a paraprofessional in a computer lab have to meet the paraprofessional definition?***

**A:** The answer to this depends upon the responsibilities assigned to the paraprofessional. If the paraprofessional is an instructional aide assisting students with curricular issues, the answer is “yes.”

However, if the paraprofessional is employed in a computer lab for maintenance, mechanical assistance or security responsibilities, the paraprofessional would not be considered to be serving in an instructional role and thus would not need to meet the definition.

**PRINCIPAL'S RECORDING SHEET FOR QUALIFIED INSTRUCTIONAL PARAPROFESSIONALS**  
*School Year 2009-2010*

District: \_\_\_\_\_ District IRN# \_\_\_\_\_  
 Building: \_\_\_\_\_ Building IRN# \_\_\_\_\_  
 Principal Name: \_\_\_\_\_

**Directions:**

Indicate for each instructional paraprofessional if he or she meets the designation of "qualified" under NCLB. Please provide a copy of the completed recording sheet to your district EMIS coordinator, or the individual who does the EMIS reporting for your district by middle to late October 2009.

N = Does not meet Qualified Paraprofessional Requirement  
 Y = Does meet Qualified Paraprofessional Requirement

Paraprofessional's Name (Please Print Name)	ID No. (SSN or State ID)	Does the paraprofessional meet the qualified designation of NCLB? (Circle one)	
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y

**Building administrators should keep this form on file. A copy of this form should be forwarded to the EMIS coordinator for reporting compliance with Section 1119.**

**NOTE:** If the paraprofessional's status changes at any point before the final October EMIS submission, this form can be completed again and a copy forwarded to the EMIS coordinator in order to update the information reported to the Ohio Department of Education via the Education Management Information System (EMIS).

**(Please photocopy this sheet if additional lines are needed.)**

## PROCEDURES FOR COMPLETION

### **Instructional Paraprofessionals:**

Instructional paraprofessionals in Title I schoolwide or targeted assistance buildings complete Form F. Once completed, the form is submitted to the building administrator for submission to the EMIS coordinator for the EMIS October report of Qualified Paraprofessionals. **Non-instructional paraprofessionals and paraprofessionals in non-Title I buildings/programs do not need to complete Form F.**

# FORM F

## Instructional Paraprofessionals

### QUALIFIED INSTRUCTIONAL PARAPROFESSIONAL WORKSHEET

*For Instructional Paraprofessionals in Title I Schoolwide or Targeted Assistance Buildings*

To ensure that Title I schools and programs have qualified instructional staff, the *No Child Left Behind* statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance Title I programs or in schoolwide Title I buildings.

The new federal legislation requires that paraprofessionals meet one of three criteria to become qualified:

1. Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
3. Meet a rigorous standard of quality and demonstrate, through a formal State or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

Only one “yes” is required

<b>Two (2) Years of Study at an Institution of Higher Education (48 Semester or 72 Quarter Hours)</b>	<b>An Associate (or higher) Degree from an Accredited Institution of Higher Education</b>	<b>Passing the Praxis II Test for Paraprofessionals</b>	<b>Passing a Local Academic Assessment</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Yes**, I meet the federal definition for being a highly qualified paraprofessional.

**No**, I currently do not meet the federal definition for being a highly qualified paraprofessional.

Please sign and submit a copy of this form to your building administrator. Building administrators should use this form for reporting compliance with Section 1119 through the EMIS coordinator and should keep this form on file for each instructional paraprofessional within the building.

Name \_\_\_\_\_  
Instructional Paraprofessional

Signature \_\_\_\_\_  
Instructional Paraprofessional