

## Kentucky's Education Professional Standards Board (EPSB)

### *IDENTIFYING "HIGHLY QUALIFIED" TEACHERS PURSUANT to the NO CHILD LEFT BEHIND (NCLB) ACT of 2001*

#### FREQUENTLY ASKED QUESTIONS

REVISED December 3, 2009

*Note: Future revisions may be necessary contingent upon guidance from the USDOE.*

#### General Questions

- 1) Where are addenda 1-7 that were on the EPSB webpage: [www.kyepsb.net](http://www.kyepsb.net)?

The addenda have either been incorporated into the electronic calculator or have been included in this list of frequently asked questions.

- 2) Who must meet the highly qualified teacher requirements?

All teachers who teach one or more core academic subjects

- 3) How do I determine whether the course I teach is a "core academic subject" and falls under the NCLB's "highly qualified" teacher requirements?

NCLB defines "core academic subject" as English; reading/language arts (Kentucky's "reading/writing"); mathematics; science; foreign languages; civics and government (Kentucky's "political science"); economics, history, and geography (all of which fall under Kentucky's "social studies"); and arts (Kentucky's "art" and "music").

The following courses are **not** considered to be part of the English/reading/language arts core content: speech, journalism, yearbook, drama, theater, and debate.

The following courses are **not** considered to be part of the History, Civics/Government, Economics, and Geography core content: sociology, psychology, and humanities.

- 4) What are the requirements for being a "highly qualified" teacher according to NCLB?

There are three requirements:

- ✓ Hold at least a bachelor's degree;
- ✓ Hold full Kentucky certification (emergency, conditional, and adjunct instructor certifications are **not** full Kentucky certifications); **AND**
- ✓ Demonstrate competency in *each* of the core academic subjects taught.

- 5) By what date am I required to be "highly qualified"?

If you teach core academic subjects in a program supported with Title 1 funds and are a new (i.e., intern) teacher, you *must* be highly qualified upon initial employment. If you teach core academic subjects and you are not a new (i.e., intern) teacher, you must be highly qualified by the end of the 2005-2006 school year.

6) How do I determine if I am a “highly qualified” teacher?

The “highly qualified” status of all teachers of core academic subjects, including all elementary school teachers, should be determined by logging on to the EPSB Highly Qualified Teacher Calculator at: <https://wd.kyepsb.net/EPSB.WebApps/HQCalculator/default.aspx> and proceeding through each succeeding screen of the calculator until the “highly qualified” status is determined for the core academic subject taught. You must repeat the process for each core academic subject you teach. The Highly Qualified Teacher Calculator does not electronically store your information. Once you log off, all data that you entered is removed. You should print the results and keep them on file.

7) According to results obtained through completing the Highly Qualified Teacher Calculator, I do not meet the requirements for being “highly qualified.” What can I do to become “highly qualified?”

- ✓ You can take and pass the Praxis exam(s) required for the core academic course(s) for which you are seeking to become highly qualified; **OR**
- ✓ You can earn additional points on the HOUSSE Index (refer to the Highly Qualified Teacher Calculator) by (a) taking more content (college courses or professional development) in the core academic subject(s) for which you are seeking to become highly qualified, and/or (b) earning professional achievements/awards in the core academic course(s) for which you are seeking to become highly qualified; **OR**
- ✓ You can earn additional points on the HOUSSE Index by continuing to teach until the end of the 2005-2006 school year in the core academic subject(s) for which you are seeking to become highly qualified.

8) What is the HOUSSE Index?

HOUSSE stands for “high, objective uniform state standard of evaluation.” A requirement of NCLB, the HOUSSE was designed by a committee of educators convened by the EPSB. It was later incorporated into the Highly Qualified Teacher Calculator, which can be viewed at: <https://wd.kyepsb.net/EPSB.WebApps/HQCalculator/default.aspx>.

**In October 2007, the EPSB discussed the possible elimination and/or phase-out of the HOUSSE Index in Kentucky; however, the Board voted to keep the index in place, primarily so that teachers moving to Kentucky or those moving from one Kentucky district to another would have an instrument to demonstrate HQT status. (Decision 2007-107 <http://kyepsb.net/documents/BoardInfo/minutes/2007/Oct07-minutes.doc>).**

9) When I complete the HOUSSE Index in the Highly Qualified Teacher Calculator, what professional development activities may I count?

Professional development activities must be consistent with the requirements of Section 9101 of NCLB:

- ✓ improve and increase teachers’ knowledge of academic subject(s) for which highly qualified teacher status is sought
- ✓ an integral part of broad schoolwide and districtwide educational improvement plans
- ✓ give teachers the knowledge and skills to help students meet state academic standards
- ✓ improve classroom management skills

- ✓ sustained, intensive, and classroom-focused
- ✓ more than one-day or short-term workshops (If documentation of implemented knowledge and skills is provided, more than one day may be earned for a single PD event.)
- ✓ advance teacher understanding of effective instruction strategies that are based on scientifically based research
- ✓ are developed with extensive participation of teachers, principals, parents, and administrators and

See pp. A-5 and A-6 of [Elementary and Secondary Education Act \(ESEA\) Title II, Part A Non-Regulatory Guidance Revised October 5, 2006](#).

- 10) When I complete the HOUSSE Index in the Highly Qualified Teacher Calculator, what teaching experience may I count?

Count each year you have taught the course for which “highly qualified” teacher status is being sought to the grade level(s) of your current students, regardless of whether the experience was in a different school organization. For example, if you taught 6<sup>th</sup> grade self-contained for 10 years in an elementary school and now you teach 6<sup>th</sup> grade mathematics in a middle school, you may count the 10 years of experience.

Middle and high school experience is interchangeable in the same content area. For example, a middle school teacher of math may count his/her experience teaching math at the high school when determining “highly qualified” status on the HOUSSE Index, and a high school teacher of math may count his/her experience teaching math at the middle school. Elementary school teaching experience in grades K-5 may not count for middle/high school, nor may middle/high school experience count for elementary.

- 11) Can teachers who hold “permanent” and/or “life” certificates be “grandfathered” into “highly qualified” teacher status?

No. NCLB provided no exceptions for “grandfathering” of teachers.

- 12) Are substitute teachers in core academic subjects required to meet the highly teacher requirements?

No. However, NCLB requires that parents of children in a Title I school must be notified if their child has received instruction for four or more consecutive weeks by a teacher who is not “highly qualified.” For contact information, please visit the Kentucky Department of Education (KDE) website at

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+Funding/NCLB+Summary+and+Contacts/default.htm?SUBMIT=Search>.

- 13) If teachers of core academic subjects are not highly qualified, when must districts notify parents?

Districts should contact [KDE](#) for information regarding notification requirements.

- 14) Does NCLB make special provisions for small rural schools?

Teachers in districts eligible to participate in the federal Small Rural Achievement Program (as determined by the Kentucky Department of Education [KDE]) **who are “highly qualified” in at least one subject** will have three additional years to become

“highly qualified” in additional subjects they teach. They also must receive professional development and “intense supervision or structured monitoring” to become “highly qualified” in these other subjects.

Eligibility requirements are (1) an average daily attendance (ADA) of less than 600 and (2) a classification as "rural." Questions regarding eligibility should be directed to KDE. Visit their website at

<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+Funding/NCLB+Summary+and+Contacts/default.htm?SUBMIT=Search>.

### **Elementary School Teacher Questions**

- 1) I am an elementary school teacher who did not take the National Teachers Exam in elementary education or the Praxis exam in elementary education, and I did not participate in the Kentucky Teacher Internship Program (KTIP). Are there other ways to be “highly qualified”?

Yes. You are “highly qualified” if:

- ✓ You have earned Rank II and/or Rank I in elementary education; **OR**
- ✓ You hold valid National Board for Professional Teaching Standards (NBPTS) certification in early or middle childhood education, **OR**
- ✓ You accumulate at least 90 points on the HOUSSE Index on the Highly Qualified Teacher Calculator for Elementary Teachers **OR**  
(<https://wd.kyepsb.net/EPSTB.WebApps/HQCalculator/default.aspx>).
- ✓ You have passed the required Praxis exam in elementary education. Please see <http://www.kyepsb.net/assessment/elementary.asp> for current assessment requirements.

- 2) I am an elementary school teacher who teaches a core academic course in a departmentalized setting. Must I be “highly qualified” in the core academic course I teach?

If you are “highly qualified” as an elementary school teacher, you are “highly qualified” to teach all core academic courses in an elementary school regardless of whether they are taught in a self-contained setting or in a departmentalized setting.

- 3) I have either K-8 or 1-8 elementary certification, and I teach 6<sup>th</sup> through 8<sup>th</sup> grade mathematics in a K-8 elementary school. Must I meet the highly qualified teacher requirements for a middle school mathematics teacher?

It depends on the rigor of the mathematics course taught. If the course is equivalent to high school algebra I, then you must meet the highly qualified teacher requirements for a middle school mathematics teacher. If the course is a continuation of elementary school mathematics, you may choose to meet the highly qualified teacher requirements of an elementary school teacher.

- 4) I have P-5 certification, and I am highly qualified for all core academic courses through the 5<sup>th</sup> grade. Am I highly qualified to teach 6<sup>th</sup> grade core academic courses?

If the 6<sup>th</sup> grade is in the same school as the P-5 grades, you are highly qualified. If the 6<sup>th</sup> grade is in a middle school, however, you are not certified and thus are not highly qualified.

- 5) I have K-4 certification, and I am highly qualified for all core academic courses through the 4<sup>th</sup> grade. Am I highly qualified to teach 5<sup>th</sup> and/or 6<sup>th</sup> grade core academic courses?

If those classes are in the same school as the K-4 grades, you are highly qualified. If they are in a middle school, however, you are not certified and thus are not highly qualified.

- 6) I have IECE (preschool) certification, and I teach Kindergarten. Must I meet the highly qualified teacher requirements for an elementary teacher?

Yes, you must meet the highly qualified teacher requirements for teaching kindergarten. The EPSB has approved the use of Praxis II *Early Childhood Content Knowledge (0022)* as an instrument for determining whether an IECE teacher is HQ to teach core academic subject matter at the kindergarten level with a passing score of 165. (Added 2/26/2008)

### **Middle School Teacher Questions**

- 1) I have elementary certification that certifies me to teach all grades K-8 or 1-8. I teach a core academic course in a middle school. How do I determine if I am highly qualified?

Complete the Highly Qualified Teacher Calculator as a middle school teacher.

<https://wd.kyepsb.net/EPSB.WebApps/HQCalculator/default.aspx> It will determine that you are “highly qualified” if:

- ✓ You have passed the Praxis exam(s) for the core academic subject(s) you teach; **OR**
- ✓ You have the equivalent of a major in the core academic course(s) you teach; **OR**
- ✓ You have earned Rank II or Rank I in the core academic subject(s) you teach; **OR**
- ✓ You hold NBPTS certification in middle childhood, early adolescence, or adolescence and young adulthood; **OR**
- ✓ You have completed KTIP in the core academic subject(s) you teach **OR**
- ✓ You have accumulated at least 90 points on the HOUSSE Index for Middle/Secondary School Teachers. Please see <http://www.kyepsb.net/assessment/middleschool.asp> for current assessment requirements.

- 2) I have secondary school certification in a core academic subject, and I am currently teaching on a middle school probationary certificate. Am I “highly qualified”?

As of November 2006, a probationary certificate does meet the NCLB requirement of having full state certification; therefore, if you have a major or its equivalent, *or* have passed the required secondary Praxis exam(s) for licensure in the core academic subject(s) being taught, you are “highly qualified.”

- 3) When I complete the HOUSSE Index for Middle/Secondary Teachers, what college coursework may I count?

Any college-level course in the core academic subject for which “highly qualified” status is being sought may be counted. Generally, pedagogy courses earned from a college of education are not counted. However, education courses that are specific to the core academic

subject may qualify. For example, “Mathematics for Teachers” may be counted toward “highly qualified” status for middle school mathematics.

4) What teaching experience may I count?

Any years that you actually taught the core academic subject(s) to students in the grades covered in your middle school, even if some of the experience was in an elementary school setting. For example, if you taught a 7<sup>th</sup> grade self-contained classroom in what was then an elementary school for 10 years and now you are teaching a departmentalized core academic subject in a middle school, you may count the 10 years of elementary school teaching experience. Middle and high school experience is interchangeable in the same content area. For example, a middle school teacher of math may count his/her experience teaching math at the high school when determining “highly qualified” status on the HOUSSE Index.

5) I teach two or more core academic subjects. Must I be “highly qualified” in each of them?

Yes

### **Secondary School Teacher Questions**

1) When I complete the HOUSSE Index for Secondary Teachers, what teaching experience may I count?

Any years that you actually taught the core academic subject(s) to middle or high school students. Middle and high school experience is interchangeable in the same content area. For example, a high school teacher of math may count his/her experience teaching math at the middle school when determining “highly qualified” status on the HOUSSE Index.

2) What college coursework may I count?

Any college-level course in the core academic subject for which “highly qualified” status is being sought may be counted. Generally, pedagogy courses earned from a college of education are not counted. However, education courses that are specific to the core academic subject may qualify. For example, “Mathematics for Teachers” may be counted toward “highly qualified” status for high school mathematics.

3) I teach two or more core academic subjects. Must I be “highly qualified” in each of them?

Yes

## Special Education Teacher Questions

- 1) I teach special education. Must I be highly qualified in special education?

Yes, as required by IDEA, Title 1, Part A, Section 602:

- ✓ the teacher has obtained full Kentucky certification in special education or,
- ✓ the teacher has obtained a Temporary Provisional special education certificate through an alternative route to certification.

Additionally, a special education teacher who holds an emergency, adjunct, or temporary (not temporary provisional) certificate does not meet the requirements for being a highly qualified special education teacher

- 2) As a special education teacher, am I required to be “highly qualified” in core academic subjects?

Yes, if you provide instruction in core academic subjects that includes more than reinforcing instruction already received from a teacher who is “highly qualified” in the core academic subject, you must be “highly qualified” in each of the core academic subjects you teach. This requirement applies whether you provide core academic instruction in a regular classroom, a resource room, or some other setting.

- 3) If I teach core academic subjects only to students who are classified as **moderately to severely handicapped**, must I be highly qualified in the core academic subjects?

Yes, if you provide instruction in core academic subjects that includes more than reinforcing instruction already received from a teacher who is “highly qualified” in the core academic subject, you must be “highly qualified” in each of the core academic subjects you teach. This requirement applies whether you provide core academic instruction in a regular classroom, a resource room, or some other setting. The only exception to this HQ requirement would be if you teach a class completely comprised of students who are assessed via the alternate portfolio. If this is the case, you still must be HQ in all subject areas to the level of elementary instruction, e.g., pass the KY required elementary Praxis test or achieve HQ status via the HOUSSE calculator.

- 4) What activities may special education teachers carry out if they are not “highly qualified” in the core content area being taught?

Special education teachers may carry out the following non-direct instructional activities:

- ✓ Assist a highly qualified teacher in adapting curriculum
- ✓ Assist a highly qualified teacher in using behavioral supports and interventions
- ✓ Assist a highly qualified teacher in selecting appropriate accommodations
- ✓ Assist students with study skills
- ✓ Assist students with organizational skills
- ✓ Reinforce instruction already received from a teacher who is “highly qualified” in the core academic subject.

- 5) How does NCLB define “collaborative/cooperative teaching” as it applies to special education teachers?

“Collaborative/cooperative teaching” is restricted to the activities listed in Question #4.

- 6) I am a special education teacher trying to use the Highly Qualified Teacher Calculator to determine my “highly qualified” status. How do I list my certification on the calculator?

The Highly Qualified Teacher Calculator includes a special education category on screen 2. On screen 3 you should check the type of special education certificate that you have.

- 7) I teach special education students in an elementary school. How can I become “highly qualified” to teach the core academic subjects to my students?

Complete the Highly Qualified Teacher Calculator for Elementary Teachers to see if you already meet the requirements. If you do not, the easiest way to meet the requirement would be to take and pass the Praxis exam for elementary teachers (# 0014). Gaining “highly qualified” status in this manner *does not* provide you with full state certification as a regular elementary classroom teacher. (See also Question # 3 in this section regarding teachers of moderately and/or severely handicapped students.)

- 8) I teach special education students in a middle or secondary school. How can I become “highly qualified” to teach core academic subjects to my students?

If you teach in a self-contained classroom or you are a resource teacher for special education students, you must meet the “highly qualified” teacher requirements for *each* of the core academic subjects you teach. You should complete the Highly Qualified Teacher Calculator for Middle/Secondary Teachers for each core academic subject you teach to determine if you already meet the requirements. If you do not, one option is to take and pass the Praxis exam(s) required for each of the core academic subjects you teach. (See also Question # 3 in this section regarding teachers of moderately and/or severely handicapped students.)

- 9) I teach core academic subjects to special education students other than the moderately and/or severely handicapped. I did KTIP in a setting similar to the one that I currently teach. Am I highly qualified for my assignment?

*In elementary school*, a special education teacher who has completed KTIP in a resource, departmentalized, or self-contained elementary school special education classroom is deemed to have met the HOUSSE KTIP requirement for being “highly qualified” to teach elementary exceptional children in his/her special education certification area in a resource, departmentalized, or self-contained classroom.

*In middle school*, a special education teacher who has completed KTIP in a resource, departmentalized, or self-contained middle school special education classroom is deemed to have met the HOUSSE KTIP requirement for being “highly qualified” to teach the core academic subject(s), for which documentation of KTIP observations and evaluations exists, to middle school exceptional children in his/her special education certification area in a resource, departmentalized, or self-contained classroom.

*In secondary school*, a special education teacher who has completed KTIP in a resource, departmentalized, or self-contained secondary school special education classroom is deemed to have met the HOUSSE KTIP requirement for being “highly qualified” to teach the core academic subject(s), for which documentation of KTIP observations and evaluations exists, to

secondary school exceptional children in his/her special education certification area in a resource, departmentalized, or self-contained classroom.

### **Alternative School Teacher Questions**

- 1) Some schools have an alternative educational placement for disruptive or behaviorally challenged students, generally a self-contained classroom with a limited number of students. How can teachers who teach in such alternative arrangements be considered to have met the “highly qualified” teacher requirements?

Teachers in alternative schools who teach core academic subjects must meet the same requirements as teachers in corresponding grade levels in the regular classrooms. If this is not possible, other options include collaboration (see Question # 4 under Special Education Teacher Questions) or arrangements for independent study whereby a “highly qualified” teacher of record provides materials and lessons for the students.

- 2) I teach in an alternative secondary school. What core academic subjects am I “highly qualified” to teach?

Only those subjects in the alternative school for which you are “highly qualified” in the regular secondary school classroom

- 3) I teach in an alternative school. My teaching assignment consists of implementing self-study core content curricula that were developed by highly qualified core content teachers. Am I required to be highly qualified?

No, you are not required to be highly qualified in any core content subject for which you are implementing self-study core content materials developed by a highly qualified teacher of that core content.

### **English as a Second Language (ESL) Teacher Questions**

- 1) Are ESL teachers required to meet the “highly qualified” teacher requirements?

Yes, if the ESL teacher provides instruction in a core academic subject(s), the ESL teacher must meet the same “highly qualified” requirements as a regular teacher of the core academic subject.

### **Distance Learning Teacher Questions**

- 1) If a highly qualified teacher is not available locally to teach a certain subject, may a district use a highly qualified teacher who is located elsewhere to teach that subject through distance learning?

Yes, highly qualified teachers may teach “virtual” classes through distance learning. For instance, rural districts might take advantage of broadband Internet connectivity to allow students to take advanced science, mathematics, or foreign language courses from highly qualified teachers throughout or outside the state. The highly qualified teacher must be responsible for providing the direct instruction through distance learning and be accountable for monitoring student progress and assigning grades. Students must be assisted on site by a

teacher holding a valid Kentucky certificate. However, the on site teacher is not required to meet the highly qualified teacher requirements.

### **Junior Reserve Officer Training (JROTC) Program Teacher Questions**

- 1) Must JROTC teachers be highly qualified?

Although JROTC teachers do not generally teach core academic subjects, if they do, they too must meet the HQ requirements. See FAQs 1-4 under the General Questions section of this document. See also the [November 17, 2006 letter from Secretary Spellings](#).

### **Alternative Route Questions**

- 1) I have a temporary provisional special education certificate through an alternative route. What is my highly qualified status concerning special education and any content areas for which I am providing direct instruction?

If you provide instruction in core academic subjects that includes more than reinforcing instruction already received from a teacher who is “highly qualified” in the core academic subject, you must pass the corresponding Praxis content assessment(s) to be highly qualified.

You are highly qualified as required by IDEA to teach the special education population for which you hold certification if you have obtained a Temporary Provisional special education certificate through an alternative route to certification. (**Wording modified 5/8/2008**)

- 2) I have a temporary provisional certificate through an alternative route. Am I highly qualified to teach core content?

There are three requirements:

- ✓ Hold at least a bachelor’s degree;
- ✓ Hold full Kentucky certification (temporary provisional does meet the criteria for an alternative route to certification program under 34 CFR §200.56 a ) **AND**
- ✓ Demonstrate competency in *each* of the core academic subjects taught.

Therefore, individuals who hold temporary provisional certification are considered highly qualified to teach core content once they have passed the corresponding assessments required for state certification in each core academic subject taught (in accordance with 16 KAR 6:010).