

No Child Left Behind Requirements for Meeting the Definition of a “Highly Qualified Teacher”

Title II, Part A Teacher and Principal Training and Recruiting fund
Statute II-A www.ed.gov/legislation/ESEA02/pg20.html

Title II-A Revised Non-Regulatory Draft Guidance August 3, 2005
www.ed.gov/programs/teachersqual/guidance.pdf

No Child Left Behind Statute www.ed.gov/legislation/ESEA02/

The No Child Left Behind (NCLB) Act of 2001 requires all states and school districts to develop a plan to ensure that all public elementary, middle and secondary school teachers **who are teaching in core academic subjects** meet the requirements of a “highly qualified” teacher as defined in NCLB.

This 20 page document provides guidance on the requirements of No Child Left Behind to assist in determining if a teacher who is teaching a core academic subject is meeting the requirements of a “highly qualified” teacher, and how to meet the requirements.

The term **“core academic subjects”** means: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [NCLB definition Title IX, Section 9101(11)].

“Arts” is defined by Nevada state regulation as music, visual arts and theater.

“Social studies” is defined by Nevada state statute as history, government (civics), economics and geography.

Where the document refers to teachers who are:

- **NEW to the profession**, this means they were **hired after July 1, 2003**.
(Note: If teachers new to the profession were hired before the 03-04 school year and will have three years of full time teaching experience, they may be eligible to use the HOUSSE requirement as outlined on pp. 12-13.)
- **NOT NEW to the profession**, this means they were **hired before July 1, 2003**.

“Out-of-field” teacher in this document is defined by NCLB as a teacher who is teaching a core academic subject or a grade level for which the teacher does not meet the NCLB definition of “highly qualified”. This includes teaching without a major, with only a minor -or- without any endorsement.

*10-9-07 (revised)

Note Changes: Paragraph p. 3; Question/Answer # 2 on p. 15, and #3 on p. 16

Timeline for Compliance With the Requirements of a “Highly Qualified” Teacher

The timeline for teachers teaching in core academic subjects to meet the requirements of a “highly qualified” teacher in most situations is contingent upon whether the teacher is working in a school supported by Title 1 funds (school-wide or targeted assistance).

See p. 3 “Eligible Rural School District Flexibility”.

a. Teachers Hired in Title I Schools

NRS 391:100 states: “A person who is initially hired by the board of trustees of a school district on or after January 8, 2002, to teach in a program supported with money from Title I must possess the qualifications required by [NCLB, Section 1119(a)(I)]. For the purposes of this subsection, a person is not ‘initially hired’ if he has been employed as a teacher by another school district or charter school in this state without an interruption in employment before the date of hire by his current employer.”

Regarding the requirement for demonstrating competency
(including those teachers from out of state)...

Elementary teachers

must have passed the competency tests to be considered highly qualified.

For highly qualified purposes these tests are: Praxis II - Specialty Area Tests.

Middle school and secondary teachers

must have demonstrated competency in each of the subjects they teach

in the following ways:

- passed the Praxis II - Core Subject Assessments
 OR successfully completed one of the following...
- an academic major
- coursework equivalent to an undergraduate academic major
- a graduate degree in the subject being taught
- a professional license in the subject being taught issued by Nevada licensing
- National Board Certification in the subject being taught.

b. Teachers NOT in Title I Schools Hired After Start of 2002-2003 School Year

If hired *after* the first day of school in the 2002-2003 school year and NOT working in a program supported by Title 1 funds, the teacher must meet the requirements by the end of the 2005-2006 school year.

c. **All Teachers Hired Prior to the Beginning of the 2002-2003 School Year**

If hired *before* the first day of school in the 2002-2003 school year, the teacher must meet the requirements by the end of the 2005-2006 school year, regardless of whether or not the teacher is working in a program supported by Title 1 funds or not.

Eligible Rural School District Flexibility

On March 15, 2004, U.S. Secretary of Education Rod Paige announced a new policy, which took effect immediately, giving teachers in eligible rural school districts who teach multiple subjects greater flexibility in demonstrating that they meet the highly qualified teacher requirements. The following school districts are considered “eligible, rural school districts”: **Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, Storey and White Pine.** (Districts that are not considered “rural” by the current definition are: Carson City, Clark, Douglas, Lyon, and Washoe).

Teachers in Non-Title I Schools

Teachers in eligible, rural school districts who teach in non-Title I schools must still be highly qualified in at least one subject prior to June 30, 2006.

Newly Hired Teachers in Title I Schools

Newly hired teachers in eligible, rural school districts who are hired to teach in Title I schools must be highly qualified in at least one subject upon employment at the school.

If teachers are highly qualified in at least one subject, they have the following amount of time to become highly qualified in the additional subjects they teach:

- Current employed teachers have until June 30, 2007.
- Newly hired teachers have three years from their date of hire.

Current and newly hired teachers must also be provided professional development, intense supervision or structured mentoring to become highly qualified in the additional subjects. Since the new flexibility gives teachers three years to become highly qualified, the Nevada HOUSSE option could be used to meet the “highly qualified” teacher requirements.

Special Education Teacher Flexibility

The 2004 IDEA amendments provide that special education teachers NEW to the profession who teach multiple core academic subjects and already meet the highly qualified requirements in language arts, mathematics, or science at the time they are hired, have 2 additional years after the date of hire to become highly qualified in all other academic subjects they teach, including through use of HOUSSE.

**Meeting the Requirements of a “Highly Qualified” Teacher
As per the Definition in NCLB Section 9101 (23)**

ALL TEACHERS WHO TEACH CORE ACADEMIC SUBJECTS MUST:

[a. hold a B.A. degree, + b. license (or see Appendix B), + c. or d. demonstrate competency]

- a. Hold at a minimum a **bachelor’s degree**; and
- b. Either:
 - Has obtained **“Full State Certification” (i.e., state licensure)** to teach in Nevada which is defined as all provisions (core academic coursework and teacher competency tests) have been removed from the license except for Nevada School Law, Nevada Constitution, U.S. Constitution and fingerprint provisions.
(Regulation adopted by the Commission on Professional Standards 9/12/03)
 - **OR** hold a license to teach in Nevada **obtained through alternative routes to licensure**
 - **OR** meet the requirements set forth in the **public charter school law**.
(See Appendix B)

and DEMONSTRATE COMPETENCY (c or d):

- c. A highly qualified teacher at the elementary level who is NEW to the profession (See p. 3 Flexibility),
in addition to holding at least a bachelor’s degree and state licensure, must demonstrate subject knowledge and teaching skills competency by passing a rigorous State test, in reading, writing, mathematics, and other areas of the basic elementary school curriculum. In Nevada this requirement is met by passing the –

Praxis II - Specialty Area Tests (subject knowledge).

A highly qualified teacher at the elementary level who is NOT NEW to the profession,
in addition to holding at least a bachelor’s degree and state licensure,
must demonstrate subject knowledge and teaching skills competency by either -

* passing Praxis II - Specialty Area Tests

Meeting the Requirements of a “Highly Qualified” Teacher (continued)

* **OR** meet the criteria of the **high objective uniform State standard of evaluation** (refer to “HOUSSE”).

d. A highly qualified teacher at the **middle and secondary level** who is **NEW** to the profession, in addition to holding at least a bachelor’s degree and state licensure, must demonstrate competency *in each of the core academic subjects in which the teacher teaches* by either:

- passing the Praxis II – Core Subject Assessments **OR**

- successful completion, in each of the academic subjects in which the teacher teaches, of...

* an academic major: defined as 36 semester hours for a comprehensive major and 30 semester hours for a single-subject major

(see Appendix A for the list of majors in the core academic subjects)

* **OR** coursework equivalent to an undergraduate academic major – which is 30 semester hours in content that was declared or undeclared as a major

* **OR** a graduate degree (masters or higher) in the subject.

(See p. 3 Flexibility)

A highly qualified teacher at the **middle and secondary level** who is **NOT NEW** to the profession, in addition to holding at least a bachelor’s degree and state licensure, must demonstrate competence *in each of the core academic subjects in which the teacher teaches* by either:

- passing the Praxis II – Core Subject Assessments **OR**

- successful completion of,

* an academic major: defined as 36 semester hours for a comprehensive major and 30 semester hours for a single-subject major

(see Appendix A for the list of majors in the core academic subjects)

- **OR** one of the authorized equivalent:

* coursework equivalent to an undergraduate academic major – which is 30 semester hours in content that was declared or undeclared as a major

* a graduate degree in the subject (masters or higher)

* a Professional License issued by Nevada State licensing in the subject

* National Board Certification in the subject area the teacher is teaching

- **OR** meet the criteria of the **high objective uniform State standard of evaluation** (refer to “HOUSSE”).

Meeting the Requirements of a “Highly Qualified” Teacher (continued)

ELEMENTARY LEVEL (K-6)

Refer to p. 14 question #10 regarding grades 7 and 8 in an “elementary school”.
Refer to p. 17, Appendix B, regarding **Charter School Teachers** teaching foreign language and the arts.

1. TEACHERS WHO MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

All teachers teaching at the elementary level in Nevada licensed *after* September 1, 1989 meet the definition of “highly qualified” because these requirements have been in effect since then for an initial license.

2. TEACHERS NOT NEW TO THE PROFESSION WHO DO NOT MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

Teachers teaching at the elementary level who were licensed in Nevada *before* September 1, 1989 were not required to demonstrate subject knowledge and teaching skills through a required teacher assessment for Nevada licensing.

To meet the NCLB requirement of demonstrating subject knowledge and teaching skills a teacher must either:

- Pass the **Praxis II - Specialty Area Tests, OR**
- meet the criteria of the **high objective uniform State standard of evaluation (HOUSSE) requirements** (see “Nevada HOUSSE Option Requirements”).

Meeting the Requirements of a “Highly Qualified” Teacher (continued)

MIDDLE SCHOOL LEVEL

Grades 7 and 8 for purposes of meeting the requirements of “highly qualified”

Refer to p. 14 question #10 regarding grades 7 and 8 in an “elementary school”.
Refer to p. 17, Appendix B, regarding **Charter School Teachers** teaching foreign language and the arts.

1. TEACHERS WHO MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

Teachers who teach 7th and/or 8th grade and hold a license for grades 7-12 meet the requirements of “highly qualified” (as long as a teacher is not teaching “out-of-field” which means teaching an academic subject for which the teacher is not “highly qualified” as in 2.a).

2.a. TEACHERS WHO DO NOT MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

An “out-of-field” teacher (NCLB) teaching without a major, with only a minor, -or- without any endorsement.

To be considered “highly qualified” the teacher must demonstrate a high level of competency in EACH of the academic subjects in which the teacher teaches by:

- passing the **Praxis II – Core Subject Assessments; OR**
- successful completion, in each of the academic subjects in which the teacher teaches, of an **academic major**, coursework equivalent to an undergraduate academic major, a graduate degree in the subject (masters or higher), a professional license issued by Nevada State licensing in the subject, or National Board Certification in the subject area the teacher is teaching; **OR**
- for those teachers NOT NEW to the profession, meet the criteria of the **high objective uniform State standard of evaluation (HOUSSE) requirement** (see “Nevada HOUSSE Option Requirements”).

(See p. 3 Flexibility)

2.b. TEACHERS WHO DO NOT MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

Teachers who teach 7th and/or 8th grade and hold a K-8 elementary license only (do not hold a 7-12 license) do NOT meet the requirements of “highly qualified”.

These teachers will need to demonstrate competency through one of the options listed under 2.a.

Meeting the Requirements of a “Highly Qualified” Teacher (continued)

SECONDARY LEVEL (Grades 9-12)

Refer to p. 17, Appendix B, regarding **Charter School Teachers** teaching foreign language and the arts.

1. TEACHERS WHO MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

Teachers who hold a license for grades 7-12 meet the requirements of “highly qualified” (as long as the teacher is not teaching “out-of-field” which means teaching an academic subject for which the teacher is not “highly qualified” as in #2).

2. TEACHERS WHO DO NOT MEET THE REQUIREMENTS OF “HIGHLY QUALIFIED”

An “out-of-field” teacher (NCLB) teaching without a major, with only a minor, -or- without any endorsement.

To be considered “highly qualified” the teacher must demonstrate a high level of competency in EACH of the academic subjects in which the teacher teaches by:

- passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (**Praxis II – Core Subject Assessments**); **OR**
- successful completion, in each of the academic subjects in which the teacher teaches, of an **academic major**, coursework equivalent to an undergraduate academic major, a graduate degree in the subject (masters or higher), a professional license issued by Nevada State licensing in the subject, or National Board Certification; **OR**
- for those teachers NOT NEW to the profession, meet the **high objective uniform State standard of evaluation (HOUSSE) requirement** (see “Nevada HOUSSE Option Requirements”).

(See p. 3 Flexibility)

Nevada High Objective Uniform State Standard of Evaluation (HOUSSE)

Where the document refers to teachers who are:

- *** NEW to the profession**, this means they were **hired after July 1, 2003**.
- **NOT NEW to the profession**, this means they were **hired before July 1, 2003**.

*** See p. 3 Exception under “Eligible Rural School District Flexibility”**

If teachers in eligible rural school districts are highly qualified in at least one subject, they have the following amount of time to become highly qualified in the additional subjects they teach:

- **Current employed teachers** have until June 30, 2007.
- **Newly hired teachers** have three years from their date of hire

Current and newly hired teachers must also be provided professional development, intense supervision or structured mentoring to become highly qualified in the additional subjects. Since the new flexibility gives teachers three years to become highly qualified, the Nevada **HOUSSE option** could be used to meet the “highly qualified” teacher requirements.

The HOUSSE option does NOT apply to:

- a. Elementary teachers who are * NEW to the profession (See p. 3 Flexibility) – These teachers must demonstrate by passing the Praxis II Specialty Area Tests, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum.

Middle or secondary teachers who are * NEW to the profession (See p. 3 Flexibility) – must demonstrate a high level of competency in each of the academic subjects in which the teacher teaches by:

- passing the Praxis II - Core Subject Assessments
- OR** successful completion of one of the following...
- an academic major
- coursework equivalent to an undergraduate academic major
- a graduate degree.

The HOUSSE” option DOES apply to:

- b. Elementary, middle, or secondary teachers who are NOT NEW to the profession

HOUSSE (continued)

These teachers can choose one of these options:

- passing the Praxis II test;
- an academic major or authorized equivalent for middle school/secondary teachers;
- meeting the requirements of a high objective uniform State standard of evaluation (“HOUSSE”)
that--

- (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
- (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
- (VI) is made available to the public upon request; and
- (VII) may involve multiple, objective measures of teacher competency.

This HOUSSE option would apply to the following groups of Nevada teachers NOT NEW to the profession:

- **Those teachers who have not taken the Praxis tests - certain charter school teachers (see Appendix B) and elementary teachers prior to September 1, 1989**

Charter school teachers in grades 6-12 who do not have a license for teaching foreign language or the arts.

Teachers teaching at the elementary level who were licensed in Nevada *before* September 1, 1989 and were therefore not required to demonstrate subject knowledge and teaching skills for Nevada licensing.

- **Middle school teachers** (for “highly qualified” requirement purposes grades 7 and 8) who hold a K-8 elementary license only.
- **Middle school and secondary teachers who are teaching a subject out-of-field.**

Nevada HOUSSE Option Requirements

- STATE BOARD APPROVED 5-17-03
- REVISIONS FOR SPECIAL EDUCATION TEACHERS APPROVED 4-29-05

- *While timelines for meeting the HQT requirements must be adhered to, the use of HOUSSE for teachers hired after the end of the 2005-2006 school year is still allowable:*

- **All teachers currently eligible for HOUSSE who were not able to be documented as meeting the “highly qualified” teacher requirements through the use of HOUSSE on the basis of district records and who have not yet submitted their documentation to the district regarding meeting the HOUSSE requirements. In Nevada eligibility for HOUSSE is defined as NOT NEW to the profession meaning they were hired before July 1, 2003.**

- **All teachers NOT NEW to the profession who met the “highly qualified” teacher requirements through HOUSSE for their assignment prior to June 30, 2006, but are changing assignments and still meet the HOUSSE criteria for their new assignment.**

- **Multi-subject secondary teachers in eligible rural districts (Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, Storey and White Pine) who met the “highly qualified” teacher requirements in one subject at the time of hire, may use HOUSSE to demonstrate competency in additional subjects (see p. 3)**
 - **current employed teachers have until June 30, 2007**
 - **newly hired teachers, including special education teachers, have 3 years from their date of hire. (* This flexibility continues after June 30, 2007.)**

- **Multi-subject special education teachers who are new to the profession, who have met the “highly qualified” teacher requirements in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competency in additional subjects within two years of the date of hire.**
(This flexibility continues after June 30, 2007.)*

- **Teachers from other countries teaching here on a temporary basis.**
(This flexibility continues after June 30, 2007.)*

Nevada HOUSSE Option Requirements (continued)

A teacher who is NOT NEW to the profession who chooses the HOUSSE option for demonstrating competency (See p. 3 Flexibility) must:

- A. have 3 years of **VERIFIED FULL TIME TEACHING EXPERIENCE** by the end of the 2005-2006 school year **in the subject area(s) in the appropriate grade span in which the teacher needs to meet the highly qualified requirements**, and meet an additional requirement as outlined under B or C -
- B. **ADVANCED LICENSING OR CERTIFICATION** – one of the criteria listed
- **a Graduate Degree** (masters or higher)
 - **OR - a “Professional License” issued by Nevada State licensing**
 - Masters Degree (renewed every 6 years)
 - Education Specialist Degree (renewed every 8 years)
 - Doctorate Degree (renewed every 10 years)
 - **Or – National Board Certification**

C. PROFESSIONAL DEVELOPMENT

This requires the equivalent of 150 contact hours of approved coursework (1 semester credit or licensure renewal credit is equivalent to 15 contact hours). You do not need 150 contact hours of professional development for each academic subject taught. The total of 150 hours of professional development must, however, be distributed over the areas of subject knowledge in which the teacher teaches and/or grade appropriate teaching skills. Coursework can include the equivalent to a minor area of endorsement recognized by the state, and use of data and assessments to help students meet the State academic standards. Coursework can be obtained through one of the following options - or - a combination of credit sources as verified by certificates, transcripts, or official documentation by the providing agency.

Note: the 150 contact hours of professional development has to be after initial licensure - except for the equivalent to a minor area of endorsement which can be recognized by the state at the time of initial licensure or after initial licensure.

- **Nevada Department of Education Inservice Credits**
Courses the Nevada State Department of Education recognizes for licensure renewal (that the district approves)

Nevada HOUSSE Option Requirements (continued)

- **District Approved Credit Including District Approved Graduate Equivalent Program**
Courses recognized for licensure renewal or movement on the salary schedule, e.g., Professional Development Education in Clark County School District
- **Coursework at a college or university** accredited by a regional accrediting association earned after initial licensure
- **Professional Development** – provided by site based (school), district, or regional (multi-district) programs including **Regional Professional Development Programs (RPDP)**

SPECIAL EDUCATION TEACHERS:

Special education teachers who are **NOT NEW** to the profession may meet the requirements to be highly qualified through the HOUSSE option for demonstrating competency described in Sections A, plus requirement B or C.

Special education teachers who are **NEW** to the profession, or new to special education, who teach multiple core academic subjects, if they are already highly qualified in language arts, mathematics or science at the time they are hired, have 2 additional years after the date of hire to become highly qualified in all other core academic subjects for which they provide instruction to students. This includes choosing the HOUSSE option for demonstrating competency.

Multi-subject secondary special education teachers in eligible rural districts (Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, Storey and White Pine) who are **NEW** to the profession, or new to special education, and have met the “highly qualified” teacher requirements in one subject at the time of hire, have 3 years from their date of hire to become highly qualified in all other core academic subjects for which they provide instruction to students. This includes choosing the HOUSSE option for demonstrating competency.

TRANSFERABILITY:

Once the teacher meets the HOUSSE requirements for demonstrating competency in the academic subjects in which the teacher teaches, this verification is transferable within Nevada.

Nevada HOUSSE Option Requirements (continued)

RECIPROCITY:

If a district receives verification that a teacher who is transferring from another state has met that state's HOUSSE requirements for demonstrating competency in the academic subject(s) in which the teacher will be teaching, it can grant HOUSSE reciprocity for demonstrating subject matter competency.

Commonly Asked Questions and Answers

1. Does “highly qualified” mean the same thing as “high quality”?

The legal definition of “highly qualified” does not mean the same thing as “high quality”. No Child Left Behind (NCLB) sets broad federal parameters for the definition of a “highly qualified” teacher, explicitly leaving to the states the task of ensuring that teachers have a rigorous academic background and demonstrate competence (through testing or the high objective uniform state standard of evaluation) in subject knowledge and teaching skills. While the definition has been created to ensure every teacher has at least the minimally required amount of training as determined by the federal government and Nevada, these requirements cannot guarantee every teacher is necessarily effective in raising student achievement.

2. Do I have to meet the NCLB “highly qualified teacher” requirement timeline if it is sooner than the timeline(s) for removing the provisions on my Nevada Teaching License?

Yes. Dr. Keith Rheault, Nevada Superintendent of Public Instruction, provided a memo January 24, 2007 to Nevada School District Superintendents and School District Human Resources Administrators clarifying why the timelines listed on the Nevada license for removing the provisions of core academic coursework and teacher competency testing does not coincide with the No Child Left Behind timeline for teachers to obtain “full state licensure” as a condition (along with demonstration of subject knowledge competency) for meeting the “highly qualified teacher” requirements. Currently Nevada “provisional license” timelines may indicate three years for removal of coursework and teacher competency testing provisions since these timelines have not been aligned by the Commission of Professional Standards to coincide with the NCLB requirement for full state licensure.

Following is the Nevada law as put into regulation (Nevada Administrative Code) that defines “full state certification” for meeting the NCLB “highly qualified teacher” requirements for core academic teachers: “NAC 391.013 Determination of ‘full state certification’ for purposes of federal NCLB. (NRS 391.019) The Commission

determines that a person has obtained “full state certification” for purposes of NCLB, if he satisfies all the requirements for the issuance of a renewable license to teach in this State, regardless of all the requirements for the issuance of a renewable license to teach in this State, regardless of whether he has submitted his fingerprints or shown knowledge of U.S. Constitution and Nevada’s Constitution.

Regardless of the confusion caused by provisions included on their Nevada teaching license, teachers must meet the NCLB “highly qualified teacher” requirements including the condition of the “full state certification” federal requirement by the timeline indicated in this Nevada Guidance. For most teachers the timeline for meeting these requirements was June 30, 2006. There are rural school district flexibility and special education flexibility timelines listed on page 3 of this Guidance.

3. What should I do if I need further assistance in understanding and/or meeting the NCLB “highly qualified teacher” requirements by the timeline required for my teaching situation?

Ask for assistance from the person in your district office of human resources who is responsible for answering questions about the NCLB “highly qualified teacher” requirements. This is usually the Human Resources administrator or designee.

4. Must special education teachers meet the highly qualified requirements?

All special education teachers must be highly qualified in special education. Specific requirements to be highly qualified vary depending upon the population of students that is being taught and the content of the teaching.

Refer to the:

- “Technical Assistance Document” for highly qualified special education teachers in Nevada (on the Department website www.doe.nv.gov under the “NCLB” icon and “NCLB ‘Highly Qualified’ Teacher Requirements”).
- HOUSSE option (pp. 12, 14 of this guidance).

5. Do the NCLB “highly qualified” requirements apply to occupational teachers?

Only vocational teachers who teach core academic courses are required to meet the definition of a highly qualified teacher. For example, a vocational teacher who teaches a course in Agricultural Education for which students receive a science credit must hold a 4-year degree, be licensed by the State, and demonstrate competence in order to be considered highly qualified. Although the course is taught by a vocational teacher, it

Commonly Asked Questions and Answers (continued)

is counted as a science credit. Therefore it is considered a core academic requirement and the teacher must meet the definition of a highly qualified teacher.

(Title II-A Draft Guidance Appendix A)

6. Do the NCLB “highly qualified” requirements apply to teachers who are teaching English as a second language?

Yes, it applies to all teachers who are teaching core academic subjects.

7. Do the NCLB “highly qualified” requirements apply to out of state teachers?

Yes. Refer to the Nevada State Department of Education website under “NDE Programs” and “Licensing” for further information on licensing requirements for out of state teachers.

8. Do the NCLB “highly qualified” requirements apply to teachers who are teaching in adult education programs or general educational development certificate (GED) programs?

No.

9. When can a teacher in an alternate route to licensure program be considered “highly qualified”?

A teacher in an alternate route to licensure program may be considered highly qualified if the teacher holds at least a bachelor’s degree, has already demonstrated subject-matter competency in the core academic subject(s) the teacher will be teaching, and is participating in an alternate route to licensure in which the teacher: (1) receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction; (2) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; (3) assumes functions as a teacher for a period not to exceed three years; and (4) demonstrates satisfactory progress toward full licensure as prescribed by the State. If the teacher does not complete the alternative certification program within the three-year period, the teacher is no longer considered to be highly qualified.

(Title II-A Non-Regulatory Guidance 8/05 A-8)

Commonly Asked Questions and Answers (continued)

10. Do long- and short-term substitute teachers need to meet the highly qualified requirements?

Title II-A Guidance (C-26) states “It is strongly recommended that a long-term substitute teacher, as defined by the State, meet the requirements for a highly qualified teacher as defined in Section 9101 (23). However, in establishing a definition for a long-term substitute, SEAs and LEAs should bear in mind that the law requires that parents must be notified if their child has received instruction for 4 or more consecutive weeks by a teacher who is not highly qualified [*Title I, Section 1111(h)(6)*].” (Title II-A Draft Guidance C-26)

11. Do teachers in schools with designated grades K-8 need to meet the highly qualified requirements for both an elementary and a middle school teacher?

No. The definition of the school structure determines the definition of an elementary school (Title II-A Draft Guidance C-27). If Nevada has designated the school as an elementary school, then the teachers in grades 7 and 8 will be expected to meet the highly qualified requirements for elementary teachers. If the 7th and 8th grades have been designated as a middle school, per the “school-within-a-school” concept, then the teachers will be required to meet the requirements of middle school teachers. There are currently 21 schools in Nevada with grade spans of K-8, 1-8, or K-7 (5 in Elko County, 4 each in Humboldt and Nye Counties, 3 each in Esmeralda and Washoe Counties, and 1 each in Clark and Mineral Counties).

12. Some schools have alternative educational placements for disruptive or behaviorally challenged students, which is 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 requirements?

At the elementary and middle school levels, teachers who provide instruction in alternative educational placements should meet the same highly qualified requirements as elementary school teachers. At the high school level, arrangements should be made for independent study opportunities, where the teacher of record provides materials and lessons for students. (Title II-A Draft Guidance C-28) Otherwise, teachers at the high school level who provide instruction in alternative educational placements should meet the same highly qualified requirements as high school teachers.

Commonly Asked Questions and Answers (continued)

13. Can middle school and secondary teachers still teach a subject for which they are endorsed with a minor and meet the highly qualified requirements?

Yes. For example, a teacher may be endorsed to teach and have a single-subject major in biology. With an additional minor in chemistry the teacher would have to pass the chemistry Praxis II Core Subject Assessment or have the coursework equivalent to an academic major in chemistry if NEW to the profession. If NOT NEW to the profession the teacher would also have the option of demonstrating competency in chemistry by meeting the HOUSSE requirements for that subject.

14. Will middle school teachers be required to obtain a middle school license in the future?

The Commission on Professional Standards is working on regulations that will define requirements to receive a middle school license. As part of the middle school license requirements specific testing requirements for each core subject will be identified. The new middle school license will be one option available to meet the highly qualified teacher requirements, but the middle school license will not be required.

15. How do the teacher quality requirements apply to individuals working in extended learning time programs?

“If services offered outside of regular school hours in a Title I extended learning time program provide instruction in core academic subjects designed to help students meet State or local academic standards, the persons providing such core academic instruction must meet the highly qualified teacher requirements. In extended learning time programs (which can include summer school), the school’s regular teaching staff extend or continue the school’s instructional day using the same or similar curricula, and therefore they must be highly qualified. However, if the instructor is not an employee of the school district, the teacher quality requirements do not apply.

“An extended learning time program that offers core academic instruction because an LEA has determined that particular students need additional time to earn to State standards can be distinguished from an after-school program offering academic enrichment, tutoring and homework assistance, including supplemental educational services under Section 1116 of No Child Left Behind. In the latter case, the highly qualified teacher... do not apply. It is up to the LEA to draw the distinction between extended time and enrichment programs.” (IMPROVING TEACHER QUALITY Draft Guidance 9-12-03 C-21)

Commonly Asked Questions and Answers (continued)

16. Do teachers at community colleges who teach dual credit courses need to meet the highly qualified requirements?

No. If the instructor is not an employee of the school district the No Child Left Behind highly qualified teacher requirements do not apply.

APPENDIX A

COMPREHENSIVE MAJORS

- a. Art
- b. Biological Science
- c. English as a Second Language
- d. English
- e. General Science
- f. Mathematics
- g. Music: Choral and Vocal
Instrumental and Choral
Instrumental
- h. Physical Science
- i. Social Studies
“Social studies” is defined by Nevada state regulation as history, government (civics), economics and geography.
- j. Speech and Drama

SINGLE-SUBJECT MAJORS

- a. Anthropology
- b. Biology
- c. Botany
- d. Chemistry
- e. Composition and Rhetoric
- f. Dramatic or Theatrical Arts
- g. Earth Science
- h. Economics
- i. Environmental Science
- j. English of American Literature
- k. Foreign Languages
- l. Geography
- m. Geology
- n. History of the United States and the World
- o. Journalism and Communication
- p. Linguistics
- q. Music: Choral and Vocal Instrumental
- r. Physics
- s. Physiology
- t. Political Science
- u. Reading
- v. Zoology

APPENDIX B

Charter School Teachers

NCLB states that charter school teachers must meet the licensing requirements in the State's public charter school law. A teacher in a charter school does not have to be licensed by the State if the State does not require such licensure. However, teachers of core academic subjects in charter schools must meet the other requirements that apply to public school teachers, including holding a four-year college degree and demonstrating competency in the subject area in which they teach.

In Nevada NRS 386.590 requires charter school teachers in grades K-5 to be licensed. Teachers in grades 6-12 are required to be licensed in all core academic subjects except for foreign language in which case they must have the 4-year degree. Teachers who teach in the arts are required to have a license if teaching in a charter school that specializes in arts. Otherwise the teacher is required to have either a license or a 4-year degree. To meet the highly qualified requirements charter school teachers teaching foreign language or the arts must meet the competency requirements:

- grade 6 (required for K-6 teachers)-
 - Praxis II - Specialty Area Tests and Praxis II - Principles of Learning and Teaching
 - or HOUSSE for teachers NOT NEW to the profession (see the Nevada HOUSSE Option Requirements)
- grades 7-12 (required for 7-12 teachers)-
 - Praxis II - Core Subject Assessments
 - or successful completion, in each of the academic subjects in which the teacher teaches of one of the following: an academic major, coursework equivalent to an undergraduate academic major, a graduate degree in the subject, a professional license issued by Nevada State licensing in the subject, or National Board Certification
 - or HOUSSE for teachers NOT NEW to the profession (see "Nevada HOUSSE Option Requirements").