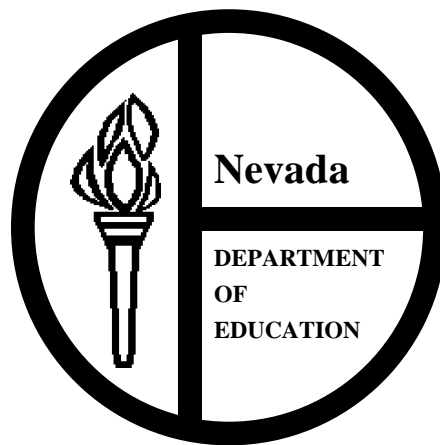


**HIGHLY QUALIFIED
SPECIAL EDUCATION TEACHERS IN NEVADA
TECHNICAL ASSISTANCE DOCUMENT**



July 2005

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HIGHLY QUALIFIED SPECIAL EDUCATION TEACHERS IN NEVADA TECHNICAL ASSISTANCE DOCUMENT

NCLB: The Foundation for Highly Qualified Teacher Requirements



Key Points

- *All general education teachers must be highly qualified*
- *Core academic subjects include: English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts (music, visual arts and theater), history, and geography*
- *Nevada established criteria under the HOUSSE option for “not new” teachers to demonstrate competence*
- *Teachers hired before July 1, 2003 are considered “not new” while those hired after July 1, 2003 are considered “new” to the profession*

The No Child Left Behind Act (NCLB) was signed into law in January 2001. This legislation created, for the first time, a national expectation regarding the qualifications of teachers teaching in public schools. NCLB mandated that all teachers providing instruction in core academic subjects be “Highly Qualified.” To be highly qualified a teacher is required to have full certification or licensure as well as demonstrate competence in the core academic subject(s) being taught. The law defines core academic subjects as: English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts (music, visual arts and theater), history, and geography. NCLB created timelines for teachers to meet the criteria to be highly qualified. NCLB also established that all teachers hired before July 1, 2003 are considered “not new” to the profession, while those hired after July 1, 2003 are considered “new” to the profession.

While specific provisions were established in the law regarding the criteria that teachers must meet, NCLB also created an option for states to develop their own unique criteria under a provision called the High Objective Uniform State Standard of Evaluation (HOUSSE). Under NCLB, HOUSSE is an option for “not new” teachers to demonstrate competence in core academic subjects. In accordance with the law, Nevada created a set of HOUSSE requirements that confer highly qualified status based on a combination of teaching experience and further education. (Nevada’s complete HOUSSE criteria may be found in Appendix A, beginning on page 18 of this technical assistance document.)

IDEA-04: Highly Qualified Special Education Teachers



Key Points

- *All special education teachers must be highly qualified*
- *Special education teachers must have full certification in special education and must demonstrate competence in the core academic subject(s) they teach*
- *Participation in an alternative route to certification equates to full certification for this purpose, to include the “Options” program, limited endorsements, and conditional license*

In December 2004, the Individuals with Disabilities Education Improvement Act (IDEA-04) was signed into law. With this reauthorization to IDEA, specific requirements were created regarding the need for special education teachers to be “Highly Qualified” in the core academic subject(s) for which they provide direct instruction. These requirements mirror those created for general education teachers through the passage of the NCLB. This document is intended to clarify the highly qualified requirements articulated in IDEA and to provide additional information on Nevada’s regulations and policies and procedures regarding teacher licensure and the highly qualified requirements.

General Requirements

IDEA-04 requires that all special education teachers be highly qualified in special education. To be highly qualified, special education teachers must be fully certified and depending upon teaching responsibilities, also demonstrate competence in the core academic subject(s) they teach. The first requirement is to have “full certification” or be “licensed” as a special education teacher. Different states have different criteria regarding licensure and certification. Generally, in Nevada a teacher must have a license in order to be fully certified. Therefore, throughout this document, the term full certification will be used, with an understanding that in Nevada, this includes holding a license. Additional details concerning full certification are provided below.

Special Education Licensure Examination Requirements

To be considered “licensed” as a special education teacher for highly qualified purposes, the person must pass the state special education teacher licensing examination and hold a license to teach in the state as a special education teacher, or be participating in an alternative route. Nevada’s required teacher licensing examination is the Praxis II. The specific Praxis II varies dependent upon the license sought. More information about which test is required for each license is available online at:

www.doe.nv.gov/licensing/endorsements.html or by contacting the Nevada Department of Education (NDE) Teacher Licensing Office at 702-486-6458 or 775-687-9115.

Middle School Licensure

In Nevada, the middle school license is for grades 7 and 8. However, in Nevada there are some schools that have a K-8 grade span, yet are designated as elementary schools. Teachers in these schools are expected to meet the highly qualified requirements for elementary teachers. However, for those Nevada schools that contain grades K-8 and designate the 7th and 8th grades as a “school-within-a-school,” these 7th

and 8th grade teachers are expected to meet the highly qualified requirements for middle school teachers.

Both NCLB and IDEA-04 require that teachers be fully certified with no requirements waived on an emergency, temporary, or provisional basis and have at least a bachelor's degree. In Nevada, certification exceptions for requirements related to the demonstration of knowledge of Nevada School Law, the U.S. Constitution, or the Nevada Constitution, or for fingerprinting do not constitute a waiver of competency requirements on an emergency, temporary, or provisional basis, and do not interfere with a teacher's status as highly qualified. A bachelor's degree has already been required for certification in Nevada, so the additional requirement for having a bachelor's degree is not a new condition for Nevada teachers.

Achieving Full Certification

In Nevada, full certification as a special education teacher can be accomplished in one of two ways. The first way is for a person to hold a special education license for the grade level and endorsement for the disability category required in the teacher's assignment. It has been and is still true that in Nevada, a special education teacher's endorsement must match the disability category of the majority of pupils among those on the teacher's caseload. For example, a teacher with a caseload of 22 students, 12 or more of whom have mild to moderate disabilities (e.g., learning disabilities, mental retardation, serious emotional disturbance) must have a generalist endorsement, while a teacher with 6 students on her caseload, 4 or more of whom are served under the category autism, must have an autism endorsement.

The second way in which a person can achieve full certification is to be participating in an alternate route to certification that will result in certification within three years, under which the teacher--

- Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
- Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
- Assumes functions as a teacher only for a specified period of time not to exceed three years; and
- Demonstrates satisfactory progress toward full certification as prescribed by the State (NCLB Regulations at 34 CFR §200.56(a)(2)).

School districts will be required to provide documentation to the NDE to demonstrate that each teacher participating in an alternate route to certification is working and/or studying in a context that meets the criteria outlined above.

NCLB and IDEA consider teachers who are pursuing certification through an alternative route to certification as fully certified. The rationale for this orientation is explained in the following excerpt from the Comments/Discussion Accompanying Issuance of Final NCLB Regulations, 34 CFR Part 200, December 2, 2002:

[The U.S. Department of Education's] proposal that a teacher in an alternative route program be considered highly qualified if the teacher "is making satisfactory progress toward full certification as prescribed by the State and the program" reflects the need for States to ensure that alternative routes to certification do not become vehicles for granting long-term waivers of certification requirements. Still,

we understand that, for these teachers to be effective, those in alternative route programs need to be prepared to teach their students from the moment they step into their classrooms, and receive the follow-up support they need as beginning teachers. We also believe that, in order to ensure that alternative route programs do not become long-term vehicles for waiving State requirements for full certification, it is reasonable to establish a maximum period--three years--in which a teacher in an alternative route can be considered fully certified without having received State certification.

Accordingly, Nevada designates the following licensure provisions as alternative routes to certification for special education teachers:

- Special education teachers participating in the “options” program, who have an elementary, secondary, or special license, and who are assigned to teach a special education unit, but who do not yet have the special education endorsement necessary to teach the students in that unit. This licensure provision applies to units for students with orthopedic impairments (NAC 391.380); students with mild/moderate needs who have mental retardation, emotional disturbance, or learning disabilities (NAC 391.343); students with moderate/intense needs who have mental retardation (NAC 391.360), emotional disturbance (NAC 391.350) or learning disabilities (NAC 391.356); students in an early childhood special education program (NAC 391.363); and students with autism (NAC 391.378).
- Special education teachers with a limited endorsement to teach students with mild/moderate needs who have mental retardation, emotional disturbance, or learning disabilities pursuant to NAC 391.347.
- Special education teachers with a conditional license pursuant to applicable provisions of NAC 391.057.
- Special education teachers with a limited endorsement to teach one or more core academic subjects exclusively to students with disabilities pursuant to applicable provisions adopted by the Nevada Commission on Professional Standards in Education in May 2005. Specifically, this provision requires “new” or “not new” teachers at the elementary, middle, or secondary school level to: hold a teacher’s license with an endorsement in special education; receive high-quality professional development that is sustained, intensive, and classroom-focused; and demonstrate satisfactory progress toward full certification. The term for this endorsement is 3 years and is not renewable. To continue teaching one or more core academic subjects to students with disabilities, the teacher must complete, during the term of the teacher’s limited endorsement, the requirements for demonstrating competence in the core academic subject(s) in accordance with the requirements for designation as a highly qualified teacher under the NCLB and IDEA. “New” teachers are defined in law as those hired to the profession after July 1, 2003, while “not new” teachers are those hired before July 1, 2003.

Demonstration of Competence to be Highly Qualified



Key Points

- *Specific requirements for special education teachers' demonstration of competence vary depending upon the population of students who are being taught and the content of the teaching*
- *Special education teachers who provide instruction in core academic subject(s) must be highly qualified regardless of whether the instruction is in inclusive or segregated settings*
- *There are several ways that teachers can demonstrate competence in core academic subject(s), including Nevada's HOUSSE provisions, which have been expanded to address additional considerations for "new" and "not new" special education teachers*

As mentioned previously, to be highly qualified requires a special education teacher to first have full certification, and secondly if appropriate, to demonstrate competence in core academic subject(s). The previous information has articulated requirements for the first component, for all special education teachers to have full certification. For the second component—demonstrating competence in core academic subject(s)—specific requirements vary depending upon the population of students who are being taught and the content of the teaching. While special education teachers must be certified in special education to be highly qualified, they do not need to have general education certification to demonstrate competence if they teach one or more core academic subjects. This is one way to demonstrate competence, but not the only way. Below are details regarding requirements for demonstrating competence, depending upon teachers' responsibilities and the students being taught. Additional details on the various ways in which each set of teachers may demonstrate competence are included in the charts later in this document. (See pages 10-13.)

Teaching Assignments and Highly Qualified Requirements

There are four major categories that separate the requirements for highly qualified special education teachers. The four types of special education teachers and the applicable requirements to meet the highly qualified criteria are outlined in the table on the following page. As previously stated, for the purposes of highly qualified, NCLB and IDEA-04 define the following as core academic subjects: English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts (music, visual arts and theater), history, and geography.

| | Teaching Assignment | Highly Qualified Requirements |
|----|--|---|
| 1. | Special education teachers who provide <u>consultative services</u> (i.e., do not teach any core academic subject(s) but instead <i>consult with other teachers</i> who do provide direct instruction to students with disabilities) | Full certification as a special education teacher, which includes participation in an alternative route to certification for special education |
| 2. | Special education teachers who provide direct instruction in a <u>single</u> core academic subject exclusively to students with disabilities | Full certification as a special education teacher, which includes participation in an alternative route to certification for special education AND demonstration of competence in the one core academic subject being taught |
| 3. | Special education teachers who provide direct instruction in <u>multiple</u> core academic subjects exclusively to students with disabilities | Full certification as a special education teacher, which includes participation in an alternative route to certification for special education AND demonstration of competence in all core academic subjects being taught |
| 4. | Special education teachers who provide direct instruction exclusively to students with disabilities assessed against <u>alternate achievement</u> standards | Full certification as a special education teacher, which includes participation in an alternative route to certification for special education AND demonstration of competence in all core academic subjects being taught. In Nevada, based on the flexibility provided through IDEA-04, teachers working with elementary, middle, or secondary students assessed against alternate achievement standards can demonstrate competence at the elementary level. When accessing HOUSSE requirements for demonstrating competence, middle and secondary teachers who have provided elementary-level instruction to students assessed against alternate achievement standards may use this teaching experience to satisfy the "experience" portion of the HOUSSE requirements. |

Regarding special education teachers in charter schools, IDEA states that the term "highly qualified special education teacher" means that the teacher meets the requirements set forth in the state's public charter school law. In Nevada, the state's public charter school law does not contain different requirements for licensing special education teachers. Consequently, special education teachers in public charter schools must meet the same requirements for "highly qualified" that are outlined in this document. At the current time, early childhood special education teachers who are providing pre-K instruction are not required to be highly qualified. However, those early childhood special education teachers who are teaching Kindergarten programs must demonstrate competence in accordance with the elementary age specifications, regardless of whether they are teaching exclusively to students with disabilities or in inclusive settings. Similarly, the category descriptors in the table above are setting-neutral. In other words, although special education teachers frequently provide direct instruction in core academic subjects in settings removed from students who do not have disabilities (e.g., in a

resource room), it is possible for special education teachers to provide direct instruction in core academic subjects exclusively to a group of special education students at a separate setting within a general education classroom. These teachers are required to be highly qualified in those subjects they teach, regardless of setting.

In addition to resource room settings, some Nevada school districts also provide special education services through co-teaching models and/or consultative/collaborative (CC) models. It is important to note that as defined in this document, in a co-teaching model, both the special education teacher and the general education teacher are responsible for providing instruction to students with disabilities. As such, both teachers must meet the highly qualified requirements for core academic subjects. However, in some CC models, special education teachers do not necessarily provide direct instruction to students, but instead consult with the general education teacher so that he or she may appropriately deliver instruction to students with disabilities. IDEA-04 has specified that teachers who are assisting others to make “adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions, and/or the use of appropriate accommodations to the meet the needs of individual students” are considered consultative teachers, and as such, are not required to demonstrate competence in the core academic subjects (H. Rpt 779, 108th Cong., 2d Sess. 171 (2004)). As outlined above, these teachers are required to have full certification in special education. This is equally true for those special education teachers who reinforce instruction that has already been provided by another teacher, yet who are not delivering new content to a student. These courses are often called “Study Skills” or “Directed Studies” or “Organization Skills” or a similar name, and serve as tutorial opportunities for students to address work that has been taught in a core curriculum course.

Hire dates also matter under NCLB and IDEA-04. In accordance with these statutes, teachers hired to teach before July 1, 2003 are considered “not new” while those hired to teach after July 1, 2003, are considered “new” to the profession. This status has implications for which teachers can access the HOUSSE criteria to demonstrate competence. HOUSSE was created through the passage of NCLB and is a set of criteria 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.

Nevada's HOUSSE provisions were initially adopted by the State Board of Education (SBE) in May 2003, and were expanded in April 2005 to address additional considerations for special education teachers.

Options for Demonstrating Competence

As previously stated, in order to be highly qualified, special education teachers must have full certification in special education, and if necessary, demonstrate competence in the core academic subject(s) for the subject and grade levels being taught. Demonstration of competence may be accomplished in various ways, depending upon whether the teacher is "new" or "not new" to the profession, the school level of employment (elementary, middle, or secondary), and the population of students being taught. The list below includes all the various ways in which a teacher may demonstrate competence. All teachers may access the first six methods for demonstrating competence. However, there are stipulations regarding who can access the HOUSSE requirements for demonstrating competence. All "not new" special education teachers may access HOUSSE, as may "new" special education teachers who (a) teach students assessed against alternative achievement standards, or (b) are already highly qualified in math, science, or language arts and are teaching or will teach multiple subject areas.

A teacher seeking to demonstrate competence in core academic subject(s) may:

- 1) Pass the **Praxis II Specialty Area Test and Methodology** (elementary); or **Praxis II Core Subject Assessments** (middle or secondary School); or
- 2) Successfully complete an **academic major** – 36 semester hours for comprehensive major or 30 semester hours for single-subject major; or
- 3) Successfully complete the **coursework equivalent** of an undergraduate academic major – 30 semester hours in content that was declared or undeclared as a major; or
- 4) Hold a **graduate degree** (masters or higher); or
- 5) Obtain a **professional license** by Nevada state licensing; or
- 6) Obtain **national board certification**; or
- 7) Meet the **HOUSSE** requirements:
 - Have 3 years verified full-time teaching experience in the core academic subject(s) and in the appropriate grade span. Those special education teachers who are "new" or "not new" and who teach multiple core academic subjects, if they are already highly qualified in language arts, mathematics, or science may demonstrate competency in additional core academic subjects if they have 2 years verified full-time teaching experience in the core academic subject(s) and in the appropriate grade span, and meet an additional requirement as outlined below.

AND

- ◆ Have or attain advanced Licensing or Certification—a graduate degree or professional license or national board certification

OR

- ◆ Have or attain required Professional Development—150 total contact hours of approved coursework, in subject matter and/or appropriate teaching skills (including Nevada Department of Education in-service credits, district approved credit including district approved graduate equivalent program, coursework at a college or university, or professional development provided by site based [school], district, or regional [multi-district] programs including Regional Professional Development Programs (RPDPs)). Fifteen contact hours equal one credit, so a total of 10 credits are required for this professional development option. For teachers seeking to demonstrate competence in multiple subject areas, applicable coursework may be applied to more than one subject area.

The charts beginning on page 10 contain the specific allowable methods for demonstrating competence in core academic subjects, depending upon the teachers' status as "new" or "not new" to the profession, the student population being taught, and the grade span being taught.

Timelines for Meeting Highly Qualified Requirements



Key Points

- *Most teachers must be highly qualified by the end of the 2005/2006 school year*
- *Timeline exceptions exist for eligible rural school districts*

In most instances, special education teachers must be highly qualified by the end of the 2005-2006 school year (IDEA-04 §612(a)(14)), but some flexibility does exist for rural school districts. If currently employed teachers in eligible Nevada school districts are highly qualified in at least one subject they have until June 30, 2007, to become highly qualified in the additional subjects they teach. If newly hired teachers are highly qualified in at least one subject, they have three years from their date of hire to become highly qualified in the additional subjects they teach. This provision exists from policy issued following the passage of NCLB and is not a new provision under IDEA-04. In accordance with those criteria stated in the U.S. Department of Education policy, those school districts in Nevada who are eligible for this flexibility include: 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.) Once a teacher is determined to be highly qualified, this status is transferable to any other district within Nevada.

Summary

In summary, each special education teacher must be highly qualified. Highly qualified status requires full certification (which includes alternate routes to certification), a bachelor’s degree, and for some teachers, the demonstration of competence. The charts on the following pages demonstrate exactly which requirements and options exist for each category of special education teacher.

Charts Illustrating Specific Requirements for Special Education Teachers to be Highly Qualified

| SPECIAL EDUCATION TEACHERS WHO <u>DO NOT</u> TEACH CORE ACADEMIC SUBJECTS Teachers who work in a consultative role but do not provide direct instruction in core academic subjects | | |
|--|---|---|
| LEVEL | NEW TEACHERS | NOT NEW TEACHERS |
| Elementary School | <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Bachelor's Degree</div> | <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Bachelor's Degree</div> |
| Middle School | SAME AS ELEMENTARY SCHOOL | SAME AS ELEMENTARY SCHOOL |
| Secondary School | SAME AS ELEMENTARY SCHOOL | SAME AS ELEMENTARY SCHOOL |

Full Certification: Possess full state certification as a special education teacher including: (1) having passed the state's special education licensing exam; and, (2) holding a license to teach in the State as a special education teacher; OR be participating in an Alternative Route to Certification (Options Program, Limited Endorsement, Conditional License)

Demonstrate Competence: Not applicable for this teaching assignment

| SPECIAL EDUCATION TEACHERS WHO TEACH A SINGLE CORE ACADEMIC SUBJECT EXCLUSIVELY TO STUDENTS WITH DISABILITIES Teachers who provide direct instruction in <u>one</u> subject area, exclusively to students with disabilities, either in a separate setting (e.g., resource room), or in a general education classroom (e.g., a separate table in a corner of the classroom; at student's desk, etc.) | | |
|---|--|--|
| LEVEL | NEW TEACHERS | NOT NEW TEACHERS |
| Elementary School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> AND <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> AND <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Demonstrate Competence </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> Praxis II Specialty Area Test and Methodology <u>NOT</u> HOUSSE (NCLB) </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> AND <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> AND <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Demonstrate Competence </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> Praxis II Specialty Area Test; OR HOUSSE (NCLB) </div> |
| Middle School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> AND <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> AND <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Demonstrate Competence </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> Praxis II Core Subject Assessments; OR Hold applicable license for grade level & content area (*see below); OR Academic major; OR Coursework equivalent; OR Graduate degree; <u>NOT</u> HOUSSE (NCLB) </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> AND <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> AND <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Demonstrate Competence </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> Praxis II Core Subject Assessments; OR Hold applicable license for grade level & content area (*see below); OR Academic major; OR Coursework equivalent; OR Graduate degree; OR Professional license; OR National board certification; OR HOUSSE (NCLB) </div> |
| Secondary School | SAME AS MIDDLE SCHOOL | SAME AS MIDDLE SCHOOL |

*Applicable license: Middle School License for grades 7-8; Secondary License for grades 9-12; Content area = core academic subject being taught

Full Certification: Possess full state certification as a special education teacher including: (1) having passed the state's special education licensing exam; and, (2) holding a license to teach in the State as a special education teacher; OR be participating in an Alternative Route to Certification (Options Program, Limited Endorsement, Conditional License)

Demonstrate Competence: Fulfill one of the various allowable methods for demonstrating competence in core academic subject(s); allowable methods for demonstrating competence vary dependent upon the population of students and core academic subject(s) being taught

| SPECIAL EDUCATION TEACHERS | | |
|---|--|--|
| WHO TEACH MULTIPLE CORE ACADEMIC SUBJECTS EXCLUSIVELY TO STUDENTS WITH DISABILITIES | | |
| Teachers who provide direct instruction in more than one subject area, exclusively to students with disabilities, either in separate settings (e.g., resource room), or in confined areas in general education classrooms (e.g., a separate table in a corner of the classroom) | | |
| LEVEL | NEW TEACHERS | NOT NEW TEACHERS |
| Elementary School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Praxis II Specialty Area Test and Methodology; Hold applicable license; OR if already demonstrated competence via Praxis in Math, LA, or Science, can use HOUSSE to demonstrate competence in other subjects within 2 years after employment (IDEA) </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Praxis II Specialty Area Tests (NCLB); Hold applicable license; OR HOUSSE in any/all subject areas (IDEA) </div> |
| Middle School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Praxis II Core Subject Assessment in any subject area; OR Hold applicable license for grade level & content area (*see below); OR Academic major; OR Coursework equivalent; OR Graduate degree (NCLB); OR if already demonstrated competence via Praxis in Math, LA, or Science, can use HOUSSE to demonstrate competence in other subjects within 2 years after employment (IDEA) </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p style="text-align: center;">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Praxis II Core Subject Assessment in any subject area; OR Hold applicable license for grade level & content area (*see below); OR Academic major; OR Coursework equivalent; OR Graduate degree; OR Professional license; OR National board certification; OR HOUSSE (NCLB) </div> |
| Secondary School | SAME AS MIDDLE SCHOOL | SAME AS MIDDLE SCHOOL |

*Applicable license: Middle School License for grades 7-8; Secondary License for grades 9-12; Content area = core academic subjects being taught

Full Certification: Possess full state certification as a special education teacher including: (1) having passed the state's special education licensing exam; and, (2) holding a license to teach in the State as a special education teacher; OR be participating in an Alternative Route to Certification (Options Program, Limited Endorsement, Conditional License)

Demonstrate Competence: Fulfill one of the various allowable methods for demonstrating competence in core academic subject(s); allowable methods for demonstrating competence vary dependent upon the population of students and core academic subject(s) being taught

SPECIAL EDUCATION TEACHERS WHO TEACH CORE ACADEMIC SUBJECTS EXCLUSIVELY TO STUDENTS WITH DISABILITIES ASSESSED AGAINST ALTERNATE ACHIEVEMENT STANDARDS

Teachers who teach core academic subjects exclusively to students who will be assessed with NASAA (formerly SCAAN)

| LEVEL | NEW TEACHERS | NOT NEW TEACHERS |
|--------------------------|--|--|
| Elementary School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px; width: fit-content;">Praxis II Specialty Area Test and Methodology; OR HOUSSE (NCLB)</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence</div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px; width: fit-content;">Praxis II Specialty Area Test; OR HOUSSE (NCLB)</div> |
| Middle School | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence <i>*Demonstrate subject matter knowledge appropriate to the level of instruction being provided</i></div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px; width: fit-content;">Praxis II Core Subject Assessments; OR Academic major; OR Coursework equivalent; OR Graduate degree (NCLB); OR HOUSSE (IDEA)</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Full Certification</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Bachelor's Degree</div> <p align="center">AND</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Demonstrate Competence <i>*Demonstrate subject matter knowledge appropriate to the level of instruction being provided</i></div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px; width: fit-content;">Praxis II Core Subject Assessments; OR Academic major; OR Coursework equivalent; OR Graduate degree OR Professional license; OR National board certification; OR HOUSSE (NCLB)</div> |
| Secondary School | SAME AS MIDDLE SCHOOL | SAME AS MIDDLE SCHOOL |

*IDEA-04 authorizes states to determine ways to measure "subject matter knowledge" appropriate to the level of instruction being provided. In Nevada, teachers who exclusively teach students assessed against alternate achievement standards may demonstrate competence at the elementary level, even if they are teaching middle or high school age students.

Full Certification: Possess full state certification as a special education teacher, including (1) having passed the state's special education licensing exam; and, (2) holding a license to teach in the State as a special education teacher; OR be participating in an Alternative Route to Certification (Options Program, Limited Endorsement, Conditional License)

Demonstrate Competence: Fulfill one of the various allowable methods for demonstrating competence in core academic subject(s); allowable methods for demonstrating competence vary dependent upon the population of students and core academic subject(s) being taught



Glossary

Highly Qualified Special Education Teacher

A highly qualified special education teacher has full certification as a special education teacher (with no requirements waived on an emergency, temporary, or provisional basis), has at least a bachelor's degree, and meets applicable requirements for demonstrating competence in core academic subjects if the teacher provides direct instruction in core academic subjects.

Waiver of Requirements on Emergency, Temporary, or Provisional Basis

In Nevada, licensure exceptions for requirements related to the demonstration of knowledge of Nevada School Law, the U.S. Constitution, or the Nevada Constitution, or for fingerprinting do not constitute a waiver of competency requirements on an emergency, temporary, or provisional basis.

Core Academic Subjects

English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts (music, visual arts and theater), and history, and geography.

Full Certification as a Special Education Teacher

NCLB Regulations at 34 CFR §200.56(a)(2) state that a teacher has obtained full State certification as a teacher if the teacher:

- (i) Has fulfilled the State's certification and licensure requirements applicable to the years of experience the teacher possesses; or
- (ii) Is participating in an alternative route to certification program under which--
 - (A) The teacher--
 - (1) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
 - (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 only for a specified period of time not to exceed three years; and
 - (4) Demonstrates satisfactory progress toward full certification as prescribed by the State; and
 - (B) The State ensures, through its certification and licensure process, that the provisions in paragraph (a)(2)(ii) of this section are met.

Accordingly, in Nevada, a teacher has full certification as a special education teacher if the teacher holds a special education license aligned to the grade levels being taught and with an endorsement necessary to teach the disability category of the majority of the pupils on the teacher's current caseload. In addition, a special education teacher who is participating in an alternative route to certification and who will complete the requirements for full certification within three years is also considered to have full certification as a special education teacher under IDEA and NCLB.

Alternative Routes to Certification

Nevada designates the following licensure provisions as alternative routes to certification for special education teachers:

- Special education teachers participating in the “options” program, who have an elementary, secondary, or special license, and who are assigned to teach a special education unit, but who do not yet have the special education endorsement necessary to teach the students in that unit. This licensure provision applies to units for students with orthopedic impairments (NAC 391.380); students with mild/moderate needs who have mental retardation, emotional disturbance, or learning disabilities (NAC 391.343); students with moderate/intense needs who have mental retardation (NAC 391.360), emotional disturbance (NAC 391.350) or learning disabilities (NAC 391.356); students in an early childhood special education program (NAC 391.363); and students with autism (NAC 391.378).
- Special education teachers with a limited endorsement to teach students with students with mild/moderate needs who have mental retardation, emotional disturbance, or learning disabilities pursuant to NAC 391.347.
- Special education teachers with a conditional license pursuant to applicable provisions of NAC 391.057.
- Special education teachers with a limited endorsement to teach one or more core academic subjects exclusively to students with disabilities pursuant to applicable provisions of NAC. Specifically, this provision requires “new” or “not new” teachers at the elementary, middle, or secondary school level to: hold a teacher’s license with an endorsement in special education; receive high-quality professional development that is sustained, intensive, and classroom-focused; and demonstrate satisfactory progress toward full certification. The term for this endorsement is 3 years and is not renewable. To continue teaching one or more core academic subjects to students with disabilities, the teacher must complete, during the term of his limited endorsement, the requirements for demonstrating competence in the core academic subject(s) in accordance with the requirements for designation as a highly qualified teacher under the NCLB and IDEA.

“New” Teacher

As established by NCLB, “new” teachers are those hired to teach after July 1, 2003.

“Not New” Teacher

As established by NCLB, “not new” teachers are those hired to teach before July 1, 2003.

Elementary School Teacher

For purposes of meeting the requirements of "highly qualified," elementary school special education teachers are teachers who teach grades Kindergarten through 6. For those schools that are considered elementary schools yet grade spans past grade 6 (e.g., K-7, K-8), teachers must meet the requirements for elementary teachers.

Middle School Teacher

For purposes of meeting the requirements of "highly qualified," middle school special education teachers are teachers who teach grades 7 and 8.

Secondary School Teacher

For purposes of meeting the requirements of "highly qualified," secondary school special education teachers are teachers who teach grades 9 through 12.

Consultative Teacher

A teacher who provides consultation to other educators regarding adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions, and/or the use of appropriate accommodations to meet the needs of individual students.

Single Subject Teacher

A teacher who teaches one core academic subject.

Multiple Subjects Teacher

A teacher who teaches two or more core academic subjects.

Special Education Teachers in Charter Schools

Special education teachers in public charter schools must meet the same requirements for "highly qualified" that are outlined in this document.

High Objective Uniform State Standard of Evaluation (HOUSSE)

A set of criteria 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.

Demonstration of Competence

The various allowable methods for demonstrating competence in core academic subjects includes:

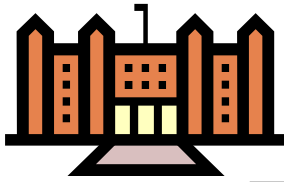
- Passing **Praxis II Specialty Area Test and Methodology** (elementary); or **Praxis II Core Subject Assessments** (middle or secondary School)
- Successfully completing an **academic major** – 36 semester hours for comprehensive major or 30 semester hours for single-subject major
- Successfully completing the **coursework equivalent** of an undergraduate academic major – 30 semester hours in content that was declared or undeclared as a major
- Holding a **graduate degree** in the subject area (masters or higher)
- Obtaining a **professional license** by Nevada state licensing in the subject area
- Obtaining **national board certification** in the subject area the teacher is teaching
- Meeting the **HOUSSE** requirements:
 - 3 years verified full-time teaching experience in the core academic subject(s) and in the appropriate grade span

AND

- ◆ Advanced Licensing or Certification--Graduate degree or professional license or national board certification

OR

- ◆ Professional Development—150 total contact hours of approved coursework, in subject matter and/or appropriate teaching skills (including Nevada Department of Education inservice credits, district approved credit including district approved graduate equivalent program, coursework at a college or university, or professional development provided by site based [school], district, or regional [multi-district] programs including RPDPs).



Appendix A: Nevada's HOUSSE Criteria

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, or new to special education, 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.

**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, or new to special education, 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.

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**