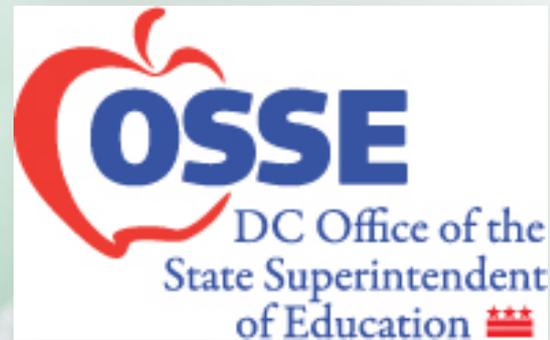


HQTs & HQPs : Highly Qualified Teachers & Paraprofessionals



LEA Federal Grants Boot Camp

Session Objectives

- Understand highly qualified requirements for core subject teachers (ESEA, §1119).
- Understand highly qualified requirements for instructional paraprofessionals (ESEA, §1119).
- Obtain information on highly qualified training opportunities and reporting requirements/deadlines.
 - www.osse.dc.gov - click Educator Quality

Questions to be addressed:

- Who must become highly qualified?
- What are the HQT requirements?
 - Use the District of Columbia Highly Qualified Teacher Evaluation to ensure each core subject teacher has met the requirements.
 - Additional information is available on the OSSE website at <http://osse.dc.gov>.
 - Click on the Educator Quality link

Which Teachers are Required to be Highly Qualified?

- Core Subject Area Teachers ONLY
 - English, Reading/Language Arts
 - Science (including discrete sciences – Biology, Chemistry, etc.)
 - Elementary Education (K-6)
 - Mathematics
 - Foreign Language
 - Social Studies
 - Music
 - Art



Highly Qualified Teacher Definition

To be considered “highly qualified” a teacher must meet the following criteria:

1. Have a Bachelor’s degree; **and**
- 2) Have a standard or professional license that has not been waived on a temporary basis (DCPS only); **and**
- 3) **If an elementary teacher (Grades K-6):**
 - Pass an Elementary content test; or
 - Veteran teachers may achieve HQ status via the HOUSSE process.
If a secondary teacher:
 - Pass the appropriate Praxis subject test; **or**
 - Have a major or its equivalent (30 semester hours) in the content area; **or**
 - Have an advanced degree in the content area; **or**
 - Have National Board Certification in the content area; **or**
 - Veteran teachers may achieve HQ status via the HOUSSE process.

What is the HOUSSE?

- **HOUSSE** = High, Objective, Uniform, State Standard Evaluation
- Veteran teachers (at least one year of experience) who earn a minimum of 100 points or more are HQ.
- Core subject experience is demonstrated through:
 - Years of experience teaching the core subject;
 - College credits taken in the core subject;
 - Professional development workshops in the core subject;
 - Significant service related to the core subject (Mentor, Department Chair, College Instructor, etc.);
 - Awards, presentations, and publications related to the core subject



Special HQT Considerations: State HQT Definition vs. State Licensure

- **Licensure** or certification is the issuance of a credential that permits educators access to practice.
- **Highly Qualified (HQ)** is an ESEA designation that denotes that a teacher has demonstrated content knowledge competence in the subject area being taught.

Special HQT Considerations: SPED Resource Teachers

- Resource teachers that pull-out, push-in, and/or provide collaborative/consulting services must hold a valid teaching license in Special Education (DCPS only).



Special HQT Considerations: Self-Contained & Core Subject Special Education Teachers

- Self-Contained SPED Elementary and Core Subject Teachers of Record:
 - SPED teachers must have a valid SPED license (DCPS only); **AND**
 - Must meet the content knowledge demonstration requirements for the core subject(s) being taught.
 - SPED teachers of students who take the DC-CAS ALT may demonstrate content knowledge as Elementary Education teachers do (Elementary Praxis or HOUSSE).
 - New, multi-subject SPED teachers who are already HQT in Reading, Math or Science may also use the HOUSSE to meet HQT requirements.

Special HQT Considerations: ELL Resource Teachers

- Resource teachers that pull-out, push-in, and/or provide collaborative/consulting services must hold a valid teaching license in English as a Second Language (DCPS only).
- U.S. Department of Education guidance requires that ELL resource teachers have expertise in teaching ELL students.

Special HQT Considerations: ELL Elementary & Core Subject Teachers of Record

- Self-Contained ELL Elementary and Core Subject Teachers of Record:
 - Must have a valid teaching license (DCPS only);
AND
 - Must demonstrate knowledge in the core subjects being taught as outlined in the HQT definition.
- U.S. Department of Education guidance requires that ELL resource teachers have expertise in teaching ELL students.

Highly Qualified Instructional Paraprofessionals

- Have a high school diploma or GED; **and**
- Possess an Associate's degree from an accredited college/university; **or**
- Have completed two years of full-time study (minimum of 48 credit hours) at an accredited college/university; **or**
- Have successfully completed the ETS ParaPro Assessment with a passing score of 461.

Instructional vs. Non-instructional Paraprofessionals

- Instructional paraprofessionals:
 - provide one-on-one tutoring;
 - assist with classroom management;
 - provide instructional assistance in a computer laboratory;
 - provide instructional support in a library or media center;
 - act as a translator; or
 - provide instructional support services under the direct supervision of a highly qualified teacher. [Title I, § 1119(g)(2)]
- Non-instructional paraprofessionals:
 - Who only serve as translators or who only conduct parental involvement activities must have a secondary school diploma or its equivalent.
 - In addition, individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered instructional paraprofessionals under Title I, Part A.

Highly Qualified Paraprofessionals

- Instructional paraprofessionals in school-wide programs must be HQ or placed in non-instructional positions.
- Instructional paraprofessionals in targeted assisted programs whose salaries are funded by Title I-A must be HQ.
 - In both cases, the OSSE may seek to recover federal funds that are spent on non-HQ paraprofessionals.

Parent Notification Requirements

- There are two LEA parent notification requirements regarding teacher and paraprofessional quality outlined in ESEA §1111(h)(6) of NCLB:
 - A timely, annual notification to all parents regarding their right to request information regarding a teacher or paraprofessional's qualifications; **and**
 - A notification to parents of students being taught by a non-highly qualified teacher for four weeks.
 - NOTE: Must be sent out four weeks after the beginning of the school year, and any time during the year that a new hire or teacher assignment change results in a core content class being taught by a non-HQT for four weeks.

LEA HQ Teacher Plans

- Per ESEA, §2141(a), LEAs that have not met HQT annual measurable objectives must submit an improvement plan.
 - This means ALL LEAs that are not 100% HQT compliant since the deadline for doing so was the end of SY 2005-2006.
 - LEAs with 10 or fewer non-HQTs may submit individual HQT Action Plans to represent a LEA HQ Teacher Plan.
- OSSE monitors LEA improvement plans using the Highly Qualified Progress Report (HQPR).

LEA HQ Teacher Plans

- Per ESEA, §2141(c), LEAs that are not 100% HQT compliant and have not made AYP for three consecutive years must enter into an agreement with the SEA on the use of Title II-A funds.
 - An agreement cover page is attached to the LEA HQ Plan to serve as the SEA/LEA agreement (after sign-off by the OSSE & LEA).

DRAFT 2009-2010 Highly Qualified Training and Reporting Timeline

<ul style="list-style-type: none"> • LEA HQT Plans (LEAs with ten or fewer non-HQTs may opt to submit individual Teacher HQT Action Plans in lieu of the LEA HQT Plan) • Highly Qualified Progress Report due 	September 30, 2009 (Due with Consolidated Application)
<ul style="list-style-type: none"> • Title II-A Monitoring Schedule published 	October 2, 2009
<ul style="list-style-type: none"> • Highly Qualified Webinars 	October 5th, 9th, 15th
<ul style="list-style-type: none"> • Highly Qualified In-Person Training 	October 21, 2009
<ul style="list-style-type: none"> • Technical Assistance visits/conference calls available with requested appointment 	October 22, 2009 thru December 1, 2009
<ul style="list-style-type: none"> Initial 2009-2010 Employed Educator Report (EER) and Highly Qualified Progress Report due • Conference calls will be scheduled with those LEAs not demonstrating improvement in HQ numbers 	December 15, 2009
<ul style="list-style-type: none"> Highly Qualified Progress Reports due • Conference calls will be scheduled with those LEAs not demonstrating improvement in HQ numbers 	March 15, 2010
<ul style="list-style-type: none"> Final 2009-2010 Employed Educator Report (EER) and Highly Qualified Progress Report due 	June 1, 2010
<ul style="list-style-type: none"> Final LEA EER profiles created by the OSSE and sent to LEAs for validation 	July 6, 2010
<ul style="list-style-type: none"> LEA EER validation reports due 	July 19, 2010
<ul style="list-style-type: none"> SEA HQT Report finalized and published 	August 9, 2010

Additional HQ Resources

- Title II-A Non-Regulatory Guidance from the U.S. Department of Education (USDE)
<http://www.ed.gov/programs/teacherqual/guidance.pdf>
- Title I Paraprofessionals Non-Regulatory Guidance from the USDE
<http://www.ed.gov/policy/elsec/guid/paraguidance.pdf>
- *No Child Left Behind: A Toolkit for Teachers*
<http://www.ed.gov/teachers/ESEAguide/toolkittoc.html>
- OSSE's Highly Qualified Teacher Information and Forms
<http://osse.dc.gov> (Click on Educator Quality)

OSSE Contacts

- Valida Walker, Title II-A Coordinator
 - 202.741.6420; valida.walker@dc.gov
- Erika Lomax, Director of Educator Quality
 - 202.741.5851; erika.lomax@dc.gov
- Dorothy Beal, Program Specialist
 - 202.741.8569; dorothy.beal@dc.gov

