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Bulletin #4: Title II, Part A Highly Qualified Teacher (HQT) Update

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To: Superintendents of Schools
Title II, Part A Project Managers
Directors of Special Education

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RE: Highly Qualified Teacher Requirements Updates and Frequently Asked Questions

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A. Updates for High Objective Uniform State System of Evaluation (HOUSSE)

1. Can teachers continue to use HOUSSE to demonstrate content knowledge in core content areas?

HOUSSE will be phased out in New Hampshire at the end of the current school year. As of June 30, 2008 HOUSSE will no longer be available. Teachers who may want to use the HOUSSE option to meet HQT in an area must complete the process by June 30, 2008. (The exception is the continued use of HOUSSE allowed under the federal flexibilities. *(Links to details on the flexibilities are available in question 21 on page 6 of this bulletin)*)

2. If a teacher has become HQT through HOUSSE, is the teacher still HQT?

YES. Teachers who have completed a NH HOUSSE are not affected by the phase out. **They are still HQT.**

3. Are HOUSSE plans transportable from one district to another within New Hampshire?

Yes. HOUSSE meets the state and federal requirement for demonstrating content knowledge in core content areas *(Core content areas are listed in question 20 on p. 6).*

4. Are HOUSSE plans completed before June 30, 2008 from other states acceptable in New Hampshire?

Districts may review **content based** HOUSSE plans from other states that are completed before June 30, 2008. HOUSSE plans that are equivalent to NH HOUSSE plans may be accepted by the districts and a NH HQT Assurance Form must be issued.

5. Are special education HOUSSE plans from other states acceptable in NH?

No. New Hampshire does not have a separate HOUSSE form for special education. NCLB requires that all teachers (including special education and ESOL teachers) who provide direct instruction in core content be HQT in each area that the teacher teaches. All teachers meet the same content specific requirements for each area that the teacher teaches (for example: secondary math; or physical science; or chemistry; or English).

B. Updates on deadlines and new assignments

6. How long does a new hire have to become HQT?

With the exception of the federal flexibilities (described in detail in question 21), new hires who will provide direct instruction, must be HQT upon hire.

7. How long does a teacher assigned to a new core content area have to complete the HQT requirements?

Teachers must be HQT when they begin to teach a core content course. All teachers must be HQT in each core content area that the teacher teaches. Teachers and administrators are encouraged to anticipate teaching assignment changes and use the HOUSSE plan prior to June 30, 2008. Tests and transcript reviews may also be used to demonstrate content knowledge for HQT. **Changing a teacher's assignment to an area where the teacher is not HQT places the teacher and the district out of compliance with the NCLB requirements for highly qualified teachers which may impact the district's use of Title I and Title II, Part A funds.**

8. If all middle school teachers in a school teach a period of reading, do they need to meet HQT in reading?

Yes. Reading is a core content area. Some middle schools schedule an additional period of reading to improve reading skills. Unless teachers are HQT in reading or language arts or English, they must first become HQT in reading to use this model.

9. If reading comprehension strategies are taught in the content areas by content teachers, do they need to meet HQT in reading?

No. Many middle schools are now incorporating reading in the content areas both during the regular schedule and as an additional content period. The Department encourages schools to develop consistent comprehension strategies across the curriculum. In this model, HQT in the content area is required, but teachers are not required to meet HQT in reading. Professional development and technical assistance is available through the Title II, Part A subgrant; NHREADS (www.NHREADS.org). The NH Literacy Guide is also a valuable resource. (www.ed.state.nh.us/education/doe/organization/curriculum/School%20Improvement/literacy.htm).

C. Title II, Part A Monitoring, Technical Assistance and Accountability

10. How must the state evaluate a district’s progress on HQT?

As required under ESEA, section 2141(technical assistance and accountability) of the No Child Left Behind Act of 2001, states are required to identify districts that have not made the state’s annual measurable objectives and adequate yearly progress for three consecutive years and to provide technical assistance and accountability. For complete details: <http://www.ed.gov/policy/elsec/leg/esea02/pg24.html>

SEC. 2141

From ESEA Section. 2141. TECHNICAL ASSISTANCE AND ACCOUNTABILITY:

(c) ACCOUNTABILITY- After the third year of the plan described in section 1119(a)(2), if the State educational agency determines, based on the reports described in section 1119(b)(1), that the local educational agency has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), and has failed to make adequate yearly progress as described under section 1111(b)(2)(B), for 3 consecutive years, the State educational agency shall enter into an agreement with such local educational agency on the use of that agency's funds under this part.

Section 1111 (b) (2) B: State Plans <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>

Section 1119 <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1119>

11. What type of monitoring is required for Title II, Part A?

The No Child Left Behind Act of 2001, requires states to implement HQT and monitor the progress toward the goal of 100% HQT. To this end, New Hampshire set benchmarks to monitor district progress toward meeting 100% HQT by June 2006. (Source: NH Consolidated State Application, September 1, 2003)

School year	Benchmark or annual measurable objective (AMO)
2002-2003	Baseline
2003-2004	90% HQT
2004-2005	95% HQT
2005-2006	100% HQT
2006-2007 and beyond	100% HQT

The benchmarks or annual measurable objectives (AMO) are embedded in the Title II, Part A online grant application. New Hampshire districts report the HQT status of teachers through the Title II, Part A online application; the NH Educator Survey (HQT Online Survey); and the Title II, Part A grant evaluation. The benchmark for AMO for HQT, embedded in the Title II, Part A grant application, is 100% HQT for the third year. Districts that have not met the AMO benchmarks, have noted the number of teachers who are not HQT on their applications and evaluations and have described the district plan to support each teacher in the HQT process. Districts are to continue to make progress toward the AMO of 100% HQT.

The NH Educator Survey collects data on each core content class being taught and tracks the number or percentage of classes taught by teachers who have not met HQT. The Title II, Part A evaluation has an HQT component which lists individual teachers who have not met HQT and the plan for each teacher to complete the HQT process as quickly as possible.

12. What type of monitoring will the Department of Education conduct?

There are two types of monitoring conducted by the New Hampshire DOE with regard to HQT; desk or paper monitoring and on-site monitoring visits.

The first type: paper or desk monitoring, continues through the current Title II, Part A grant application and evaluation, and the NH Educator Survey. The results of the NH Educator Survey and the Title II, Part A online application and evaluation for the 2006-2007 school year are presently under review. The second type: on-site monitoring for HQT, has been conducted by Title I during on-site visits, and will incorporate additional Title II, Part A sections for middle schools and high schools beginning with the 2008-2009 school year. Non-Title I districts will also be monitored for HQT.

13. What is the process for Title II, Part A On-Site Monitoring Visits?

An on-site monitoring guide will be developed to meet the federal monitoring requirement for Title II, Part A, and districts will then be monitored for compliance. Presently, Title I monitors for HQT during on-site visits. Title II, Part A will expand the current Title I HQT section to include middle school and high school information. HQT documentation must be available for review at the time of the on-site visit. All Title I districts, and non-Title I districts that have not met AMO, will participate in on-site monitoring beginning with the 2008-2009 school year. Districts will be notified well in advance and the schedule will follow the existing Title I on-site visit schedule. Non-Title I districts that have not met AMO for three years will also receive the HQT monitoring protocols and be scheduled for on-site visits beginning with the 2008-2009 school year.

14. What type of feedback will districts receive regarding the review of HQT data? Districts that have not met AMO for three years will be notified and will be required to update the HQT Plan submitted as part of the Title II, Part A online grant application. Title II, Part A Improving Teacher Quality grant funds may need to be redirected to support the HQT process for all staff who have not completed the requirement. Some teachers may need a coach, a test, or coursework to complete the process. Please plan accordingly. Districts will also receive feedback after Title II, Part A on-site monitoring.

15. What type of Technical Assistance and Corrective Action is required under the No Child Left Behind Act of 2001 with respect to Title II, Part A?

Technical Assistance will be available to identified districts to ensure that they complete the HQT process as quickly as possible. Title II, Part A is currently developing an RFP (to be posted in January 2008) for additional dollars through a redistribution of unused LEA funds. These

funds must be used before June 30, 2008 and the authorized activities are focused to close identified gaps in HQT.

In addition, the Content Enhancement Instructional Leadership (CEIL) and New Hampshire Reading Excellence Across DisciplineS (NHREADS) subgrants of Title II, Part A are available for Technical Assistance and both target identified needs. The NH DOE math and literacy coaches are available to work with teachers. The Department will develop additional resources and notify districts through Key Messages and email regarding upcoming events both at the Department and across the state.

16. If teachers are out of compliance with HQT, what are the consequences?

Districts in Corrective Action and districts that have not met the annual measurable objectives (AMO) and adequate yearly progress (AYP) or are not making a good faith effort will be required to use their Title IIA funds for improving teacher quality. **Beginning with the 2009-2010 school year, "Reducing Class Size" will be reduced or eliminated depending upon the AYP status of the district or until such time that the district is no longer in corrective action for AYP and AMO.** In addition, professional development must include a focus on areas where districts did not make AYP and/or AMO.

D. Updates on Alternative Routes to Certification and subject area tests with respect to meeting HQT

17 a. Are teachers certified through alternative III highly qualified?

Yes. They have met the competencies and have passed the test prior to being reviewed.

17 b. Are teachers with statements of eligibility through alternative IV highly qualified?

Many Alternative IV candidates are NOT HQT. Conduct a transcript review to verify that a candidate has 30 credits in the core content area. Some may have passed a content knowledge test at the Praxis II level, and this would also meet the HQT requirement for that subject provided the teacher has been issued an Intern Certificate in the subject. Alternative IV is for critical shortage areas and must maintain flexibility in the amount of coursework a candidate must have before becoming employed. They meet HQT when the plan is completed; however, NCLB requires that new hires must be HQT upon hire. Districts might consider requiring candidates to take the content test before hiring takes place. In accordance with IDEA and NCLB, special education Alternative IV candidates may not provide direct instruction until they have demonstrated the content knowledge.

17 c. Are teachers with statements of eligibility through alternative V highly qualified?

An Alternative V statement of eligibility in a single subject content area is issued after a transcript review at the DOE Bureau of Credentialing. This means that the teacher has content major or its equivalence in the area. Alternative V candidates in single subject areas (math, English, chemistry) meet the content requirement of a college major or equivalence when they receive their statement of eligibility. They require an intern license and must follow through with certification, but the content for HQT is met. This is **not true** for Alternative V elementary education and social studies which are multi-subject content areas. They will not have a college major in each of the areas through an Alternative V and should test before being hired. **(New elementary teachers must test under NCLB and cannot do a transcript review.)**

Alternative IV and V candidates also require an intern license and must follow through with certification, in the arranged time period or they will not be certified and therefore not HQT.

18. New tests for content knowledge HQT are available:

Praxis II www.ets.org/praxis

Early Childhood #0022

Middle School English Language Arts # 0049

Middle School Social Studies #0089

NH passing score

passing score in NH of 161

passing score 155

passing score 153

ABCTE (American Board for Certification of Teacher Excellence) <http://abcte.org/passport>

The ABCTE General Science test results in certification in general science for grades 5-9 and HQT for grades 5-12*; Biology (7-12); English (5-12); Elementary Education (K-6); Secondary Mathematics (7-12). A multi-subject content test for middle grades is being considered for HQT that will cover core content in grades 5-8. (**Teachers must be certified in their major teaching assignment and hold a certification that covers the grade range of each course that they are teaching.*)

E. Frequently asked questions

19. Who must meet the Highly Qualified Teacher requirements?

If you teach a class (**provide direct instruction**) in any of the core content subjects defined by NCLB, then you need to meet the Highly Qualified Teacher requirements for each of the core content classes that you teach. (*In accordance with the Title I regulations, all Title I staff are required to meet HQT upon hire even though they most often provide supplemental instructional services.*)

20. What are the core content subjects?

NCLB defines the core content subjects as English, reading, language arts, mathematics, sciences, foreign languages, civics and government, economics, history, geography, and arts (music, art, theater) (Source: Title IX, Definitions Section 9101(11).)

21. What is the deadline to meet the highly qualified teacher (HQT) requirements?

All practicing teachers and new hires must be highly qualified in each content subject that the teacher teaches (provides direct instruction). There are federal flexibilities for new special education teachers and new multi-subject teachers in rural (REAP) schools.

http://www.ed.state.nh.us/education/doe/organization/instruction/HQT/documents/HQTTOOLKITJune2006_0001.pdf. **Flexibilities for new special education teachers are outlined in the flow chart from NEA and NASDSE at:**

<http://www.nasdse.org/documents/IDEA%20HQT%20Chart%20020305.pdf>. Teachers should have received documentation (e.g. an Assurance Form or HQT sign off sheet) from the district. Teachers should maintain a copy of the HQT Assurance Form for their records and a copy must be maintained at the district.

22. What if I do not provide direct instruction in a core content subject?

The highly qualified teacher requirements apply only to public school teachers **providing direct instruction** in core content subjects. Educators who do not directly instruct students in core content subjects do not need to demonstrate subject-matter competency in those subjects. (*In accordance with the Title I regulations, all Title I staff are required to meet HQT upon hire even though they most often provide supplemental instructional services.*)

23. Must special education teachers who teach core content subjects (provide direct instruction) be highly qualified?

Yes. NCLB requires all teachers of core content subjects, including special education teachers, to be highly qualified. The November 2004 reauthorization of IDEA reinforces this requirement. IDEA requires that all special education teachers who teach core content subjects be highly qualified. The reauthorized IDEA adds the requirement that in order to be highly qualified special education teachers must hold a special education certificate or be licensed as special education teachers in addition to holding a bachelor's degree and demonstrating subject-matter competency. (See Memo 15 dated January 2007)
http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY2007Memo15HQTQandA_000.pdf

24. Do charter school teachers need to meet HQT?

Yes. All public school teachers in grades K-12, including charter schools, need to meet the highly qualified requirements for each core content course that they teach.

25. Do private school teachers need to meet HQT?

No. HQT is for public school teachers in grades K-12. Private school teachers working under a Master Professional Development Plan have the option of becoming HQT through a review by the school administration.

26. Do individuals who provide extended learning opportunities (ELO) need to be HQT?

No. However, the teacher who awards the credit must design and assess the ELO and determine whether credit is appropriate, must be certified and HQT in the subject area (if it is a core content area). See p. 4 section 306.27 at: <http://www.ed.state.nh.us/education/standards/advisory12.pdf>. (All Title I staff including those in Title I extended learning opportunities are required to meet HQT upon hire.)

27. Is certification the same as being highly qualified?

There is a difference between certification and meeting HQT. HQT meets the entry level content requirement of the content area. While many of the tests and the portfolio activities used to meet HQT may be used in part toward certification, each content certification has requirements beyond those required for HQT. For certification requirements, go to <http://www.ed.state.nh.us/education/beEd.htm>.

28. Do I need to become certified in each core content subject that I teach? **No.** However, all teachers in New Hampshire must be certified in their major teaching assignment (e.g. a certified teacher may not teach out of field more than 50% of the day and must be HQT in every core subject that the teacher teaches. For example a certified biology teacher teaches 3 periods or 60% in biology and two periods or 40% in chemistry. Certification and HQT are required for biology and HQT is required for chemistry.)

29. Do I need to renew my HQT status? **No.** HQT in an area does not need to be renewed, but teachers are encouraged to continue to participate in high quality professional development in the areas that they teach. Teachers should maintain a copy of their Assurance Form or HQT sign off sheet for their records and a copy is to be on file at the district.