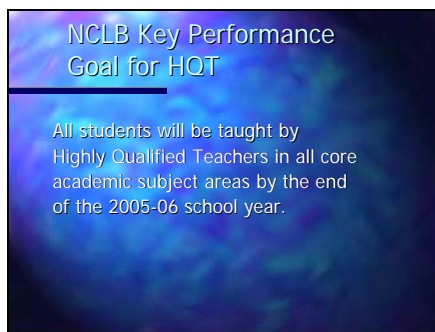


Slide 1



Hello, this TICAL presentation is designed to help administrators and teachers learn more about the Highly Qualified Teacher component of the 2001 No Child Left Behind Act. My name is Gabe Soumakian and I am one of the TICAL cadre members who serve on the Technology Information Center for Administrative Leadership whose task is to provide professional development opportunities. In developing this audio presentation, the California Department of Education Professional Development and Curriculum Support Division has been consulted to ensure its accuracy. This presentation was developed in January of 2005 and it will be updated as more information is released by the California Department of Education. At the end you may access links to the TICAL Website where you can view other powerful audio presentations and links to the CDE Resource Guide for Highly Qualified Teacher. Let's Begin.

Slide 2



The NCLB has five major goals. The topic today and the NCLB Teacher Requirements Resource Guide, focuses on Goal 3, a key performance goal for Highly Qualified Teacher. All students will be taught by Highly Qualified Teachers in all core academic subject areas by the end of the 05-06 school year.

Slide 3

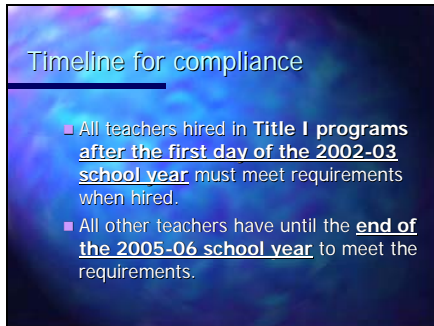


What are the NCLB requirements for teachers?

Each local educational agency (LEA) must develop a plan to ensure that **all** teachers, assigned to teach **core academic subjects**, meet the NCLB requirements by the end of the 2005-06 school year. [Title I, Part A, Section 1119]

What are the NCLB requirements for teachers? Notice that the responsibility for meeting these requirements rests with the Local Educational Agency (LEA), and not with each individual teacher. These requirements are not an employment issue. No teacher should be released because he/she has not yet met the requirements. Therefore the LEA must develop a plan to ensure that all teachers meet this Highly Qualified Teacher Requirement by the end of the 05-06 school year.

Slide 4

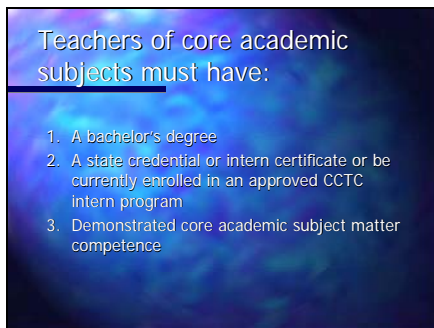


Timeline for compliance

- All teachers hired in **Title I programs after the first day of the 2002-03 school year** must meet requirements when hired.
- All other teachers have until the **end of the 2005-06 school year** to meet the requirements.

Timelines for compliance with the NCLB teacher requirements apply to teachers of core academic subjects. Full compliance with these requirements is a goal towards which each LEA should be making a good faith effort. All teachers hired into Title I programs after the first day of school 02-03, must meet requirements when hired. All other teachers must meet this requirement by the end of the 05-06 school year.

Slide 5

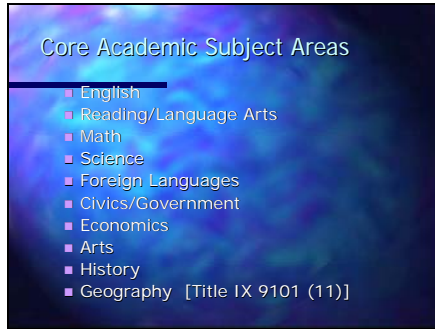


Teachers of core academic subjects must have:

1. A bachelor's degree
2. A state credential or intern certificate or be currently enrolled in an approved CCTC intern program
3. Demonstrated core academic subject matter competence

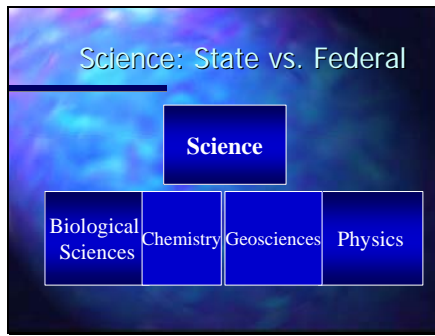
It is important to remember that teachers of core academic subjects were required to have a bachelor's degree and state certification, regardless of NCLB. What has changed on the credentialing side is that emergency permits and waivers are not NCLB-compliant. The need to demonstrate "subject matter competence" or content knowledge is a requirement that this federal law has added.

Slide 6



The NCLB Core Academic Subject Areas include: English, Reading/Language Arts, Math, Science, Foreign Languages, Civics/Government, Economics, Arts, History, and Geography. There are several federal subject areas that do not match our subject areas in California, specifically, the four social sciences. In addition, the federal guidance has further defined “science”, and has indicated that each state should define the “arts”.

Slide 7



The federal guidance says that content knowledge in one scientific discipline does not necessarily mean that a teacher will have sufficient subject-matter competency in another. For example, a teacher who majored in biology is not, on that basis alone, considered NCLB-compliant in physics. The flexibility provision allows a state to rely on its own science credentialing system to determine areas in which teachers must certify subject matter competence. California’s current credential laws require certification in biology, physics, chemistry, and geosciences. As before, science teachers who are “not new” to the profession can use the High Objective Uniform State Standard of Evaluation (HOUSSE) option to verify subject matter competence in the science areas they teach.

Slide 8

Social Science: State vs. Federal

Civics/ Government	Economics
History	Geography

In California, we have a social science credential, and our state exam tests all four areas. We do now have clarification on the social science issue. In California, one cannot earn a social science credential without having demonstrated sufficient knowledge in each of the specified areas of civics/government, economics, history, and geography. Currently the CSET: Social Science exam is used for verifying social science subject matter knowledge.

Slide 9

Arts: State vs. Federal

California:

Visual Arts
Music
Drama/Theatre
Dance

California defines the arts as these four areas, however California has specific credentials only for visual arts and music. Drama/theatre is usually taught by English-credentialed teachers, and dance is usually taught by physical education-credentialed teachers. All of these teachers would need to demonstrate subject-matter competence for NCLB in these core academic subject areas.

Slide 10

Classification of Teachers under NCLB

Chart 1

- "New" to the Profession  
Holds a Credential or Intern Certificate issued on or after July 1, 2002.
- "Not New" to the Profession  
Holds a credential or Intern Certificate issued before July 1, 2002.

The distinction between "New to the Profession" and "Not New to the Profession" are important classification of Teachers under NCLB, in that they determine what options are available for teachers to demonstrate subject matter competence. The Title 5 regulations have been revised to include recognition of teachers as "not new" if they were issued a credential in another state prior to July 1, 2002. Viewing Chart 1 in the Resource Guide on page 9, provides a brief overview of the NCLB Teacher Requirements.

Slide 11

Two Types of Teachers

- Elementary
- Middle and High School

6100(d) – Elementary, Middle and High School: The local educational agency shall determine, based on curriculum taught, by each grade or by each course, if appropriate, whether a course is elementary, middle, or high school.

Note: New Federal Guidance adds "by subject area."

NCLB identifies two types of teachers definition adopted by the California State Board of Education and is the wording in the Title 5 regulations. The newest federal guidance (Jan. 16, 2004) also added that an LEA shall determine, based on curriculum taught, by each grade or by each course, if appropriate, whether a course is elementary, middle or high school.

Slide 12

To Demonstrate Subject Matter Competency

"New" elementary teachers must:

Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination – The California Subjects Examination for Teachers (CSET)

To demonstrate Subject Matter Competency, new elementary teachers must pass an Exam to be considered highly qualified. The new CCTC approved multiple subjects examination is the California Subjects Examination for Teachers (CSET).

Slide 13

Subject Matter Competency for "Not New" Elementary Teachers

Have two options to demonstrate subject matter competence:

- Exam Option: Passing any prior or current CCTC approved subject matter exam
- HOUSSE Option: Completing the California High Objective Uniform State Standard of Evaluation (HOUSSE)

Not New Elementary Teachers have two options. Besides the option of passing any prior or current subject matter exam, Not New teachers have the option to meet the compliance with the HOUSSE process. We will review the specifics of the HOUSSE option in the next section of the presentation.

Slide 14

Teacher Exams  
Elementary/Multiple Subject

- Current CCTC approved Exam:  
California Subject Examinations for Teachers: Multiple Subjects (CSET: MS)
- Prior Exams:
  - Multiple Subject Assessment for Teachers (MSAT)
  - National Teaching Exams (NTE): General Knowledge Section of the Core Battery
  - National Teaching Exams (NTE): Commons Examination

The following is a list of current CCTC approved Exam for Elementary/Multiple Subject Teacher: the CSET. Prior Exam may include the MSAT and the National Teaching Exams.

Slide 15

Subject Matter Competency for  
"New" Middle/High School Teachers

Have two options to demonstrate subject matter competency:

1. Exam Option: Passing a California Commission on Teacher Credentialing (CCTC) approved subject matter examination
2. Coursework Option: Completing a Coursework Option for each core academic area they teach

Subject matter competency for New Middle and High School Teachers include: The CSET Exam Option for specific subject matter and the completion of coursework option for each core academic subject area taught.

Slide 16

"New" Secondary School Teachers  
Coursework Options

1. CCTC approved subject matter program, or
2. Major in core area, or
3. Major equivalent in core area (32 units), or
4. Graduate degree in core academic area

[Link to chart for how "New Teachers" demonstrate subject matter competency](#)

An example of coursework is a CCTC approved subject matter program, or a major in the a core area, or a major equivalent in core area consisting of at least 32 units, or a graduate degree in a core academic area. of the In the resource guide, section A23, Page 38, provides a chart for how new teachers can demonstrate subject matter competence. A link is provided for you on this slide.

Slide 17

Subject Matter Competence:  
"Not New" Middle High School  
Teachers

- Passing any prior or current CCTC approved subject matter exam, or
- Completing coursework, or
- Advanced certification, or
- California HOUSSE Option

Not new Middle and High School Teachers can demonstrate subject matter competency by passing any prior exam or current CSET Exam, completing coursework, an advanced certification or meeting the California HOUSSE process.

Slide 18

Areas the CDE has recognized  
difficulty of full compliance

- Middle School
- Rural & Small Schools
- Special Education
- Alternative Programs
- Certain Career Tech/Voc Ed Programs
- Any Self-Contained Secondary Setting

The California Department of Education continues to seek guidance from the USDOE on areas recognized as difficulty of full compliance which includes the Middle School, Rural and Small Schools, Special Education, Alternative programs, Career Tech/Vocational Ed programs and any self contained secondary setting. The CDE will also continue in our discussions with school and district personnel to address them. For "not new" teachers, they will be able to demonstrate subject matter competency through HOUSSE, but for LEAs hiring "new" teachers, this is a major challenge. With respect to Alternative and Small Schools, teachers must meet the NCLB requirements. Federal guidance encourages creativity and distance learning. it is particularly critical that school districts NOT react to the new NCLB requirements by eliminating appropriate options for students.

Slide 19

Specialized Areas of Teaching who must meet the HQT requirements

- Special education teachers of core academic subjects must meet the same requirements.
- Teachers of English Learners in core academic subjects must meet the NCLB teacher requirements
- Career tech teachers must meet the NCLB teacher requirements if they teach a core academic subject.

It is clearly spelled out in the NCLB requirements that the following specialized areas must meet the Highly Qualified Teacher requirements. Special Education teachers who teach core academic subject matter must meet the same requirements. The new IDEA has been reauthorized and has new provisions for Special Education. We are waiting for additional guidance to be released by CDE. Teachers of English Learners and Career Tech who teach a core academic subject are must meet the Highly Qualified Teacher requirements.

Slide 20

Specialized Areas of Teaching who are **NOT** required to meet HQT

- Special education teachers who provide only consultation or instructional support services are not required to meet the HQT
- Physical education teachers are not required to meet the NCLB Teacher Requirements
- Adult education teachers are not required to meet the NCLB Teacher Requirements

Specialized areas of teaching NOT required to meet the Highly Qualified Teacher requirement include special education teachers who only provide consultation or instructional support, physical education teachers, and adult education teachers.

Slide 21

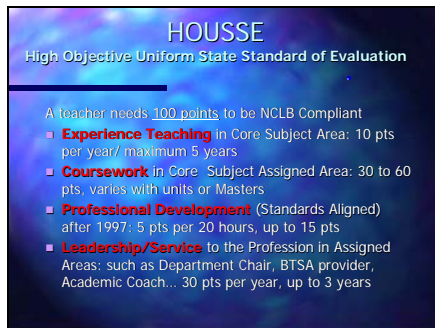


NCLB Certificate of Compliance

- Teacher and administrator must complete Certificate of Compliance and sign off on Form 1
- This certificate documents teacher's subject matter competence through the various options:
  - Exam, coursework, advanced certification, HOUSSE

There are three forms that were created to provide documentation for meeting the NCLB teacher requirements. The Certificate of Compliance is the summary page that verifies a teacher's compliance with all three of the requirements (bachelor's degree, appropriate California credential, and core academic subject area competence). The second form is the record of HOUSSE, Part 1, and the third form documents HOUSSE, Part 2. The forms are available in the Resource Guide, between pages 17 and 18. Teachers and administrators must complete the certificate of compliance and sign off on Form 1. The certificate documents teacher's subject matter competence through the various options: Exam, coursework, advanced certification, and the HOUSSE.

Slide 22



HOUSSE  
High Objective Uniform State Standard of Evaluation

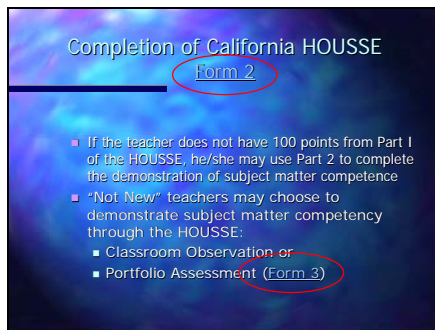
A teacher needs 100 points to be NCLB Compliant

- **Experience Teaching** in Core Subject Area: 10 pts per year/ maximum 5 years
- **Coursework** in Core Subject Assigned Area: 30 to 60 pts, varies with units or Masters
- **Professional Development** (Standards Aligned) after 1997: 5 pts per 20 hours, up to 15 pts
- **Leadership/Service** to the Profession in Assigned Areas: such as Department Chair, BTSAs provider, Academic Coach... 30 pts per year, up to 3 years

NCLB allows each state to develop a High Objective Uniform State Standard of Evaluation for “not new” teachers. This allows those teachers to demonstrate their subject matter competence for NCLB compliance through a variety of means. A teacher is NCLB compliant when they accumulate 100 points on the HOUSSE form. The first section, Experience Teaching, allows 10 points per year for each year a teacher demonstrates experience in a core subject area taught up to a maximum of 50 points. The second section, Coursework, provides teachers to earn 30 to 60 points based on specific number of units in core academic area, or up to 60 points for completing an advanced degree, such as a masters degree. The third

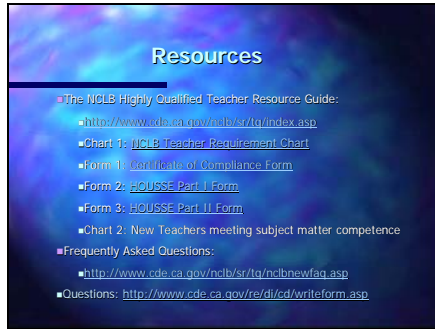
section is Standards Aligned Professional Development. This professional development must be documented since 1997, the year California adopted the first standards. LEAs should add to this list other standards aligned professional development available to their teachers. The fourth section, leadership or service to the profession, must contribute to the teacher's subject matter competency in the core academic subject(s). It is recommended that LEAs review the resource guide and add other Leadership and Service component to this list. Although this summarizes the HOUSSE, we highly encourage you to review the language in the Resource Guide for specific details.

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Most teachers will have 100 points after completing Form 1 and be certified as NCLB Compliant. An LEA may use their own teacher evaluation process and forms to do the observation option, if that process conforms to the NCLB requirements and is standards-based. For the few teachers who may not meet the requirements through Parts 1 or 2 of the HOUSSE, the LEA should provide support and assistance to help the teacher become NCLB compliant by designing an individualized professional development plan. A link to Form 2 (HOUSSE Part I) and Form 3 (HOUSSE Part II) are provided.

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It is highly recommended that you visit the CDE website and review the CDE “Highly Qualified Teacher Requirement Guide. The “Frequently Asked Questions” have also been updated. Listed on this slide is a series of forms and charts that you may download. TICAL is an excellent source of other NCLB Resources and can be viewed at [portical.org](http://portical.org). You may also email the CDE at [writecde@cde.ca.gov](mailto:writecde@cde.ca.gov).

Slide 25



It is our hope that this audio PowerPoint provided a brief overview and has been very helpful. We certainly recommend that you consult with your Local Educational Agency human resource specialist for further clarification. We wish to thank the California Department of Education for providing the content and allowing TICAL to share it with you.