

NCLB Qualified Teachers Requirements

FREQUENTLY ASKED QUESTIONS

January 9, 2008

PLEASE NOTE: The following document has been revised to reflect changes made as the result of the 11/07 US Department of Education's NCLB IIA Monitoring Visit to Nebraska. It was determined that Special Education teachers who teach students who are assessed against Nebraska Statewide Academic Standards must be NCLB qualified for the GRADE level of the students. This requirement does not apply to Special Education Teachers teaching to Alternative Content Standards. NDE will be providing guidance to districts to assist with moving from instructional level reporting to grade level reporting, and with the subsequent processes necessary for teachers to become appropriately NCLB qualified for content instruction at the grade levels to which they are assigned.

I. GENERAL NCLB QUALIFIED TEACHER REQUIREMENTS

I.1 Where can I find information related to the NCLB qualified teacher requirements and core academic areas?

Information can be found on the NDE Federal Programs website:

<http://www.education.ne.gov/federalprograms/Title%20II.html>. Updates will be posted to this site as the implementation of the NCLB qualified teacher provisions moves forward.

I.2 Who must be NCLB Qualified?

Specific examples of included/excluded teachers are contained in Section III. Refer to NCLB Requirements for Public School Teachers on the website for more information.

I.3 How does the NCLB qualified teacher process and designation impact Rule 10?

Although NCLB and Rule 10 use some common data and definitions, the NCLB process does not impact Rule 10 compliance.

I.4 How does the NCLB qualified teacher process and designation impact Rule 51?

Although NCLB and Rule 51 use some common data and definitions, the NCLB process does not impact Rule 51 reimbursement requirements.

I.5 Does obtaining the NCLB qualified teacher status in a core academic area add an endorsement to a teaching certificate?

No.

I.6 Do the NCLB qualified teacher requirements apply to general and special education teachers in Educational Service Units, Rule 18, State Operated, or Special Purpose schools?

Beginning with the 2006-07 school year teachers in these settings will be included in NDE NCLB Qualified Reports. Teachers in these settings will need to meet the NCLB qualified teacher requirements in 2007-08.

I.7 Do the NCLB qualified teacher requirements apply to nonpublic schools?

No.

I.8 What are the public notification requirements if a school/district has teachers who are not NCLB qualified?

At the beginning of each school year, any District that accepts Title I, Part A funding must notify parents that they can request information regarding their child's teacher and his/her qualifications, including certification and endorsements. Parents can also request information about paraprofessionals working with their children. Nebraska requires that Title I schools must also provide each parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not NCLB qualified.

I.9 How are the teachers of dual enrollment and distance learning courses impacted by the NCLB teacher quality requirements?

If the student in the dual enrollment class is getting high school credit in an NCLB core content area the teacher must be NCLB qualified. Distance learning teachers who are delivering content and assigning grades in NCLB core content areas must be NCLB qualified.

I.10 What about teachers who completed their teacher preparation program in another state?

Nebraska is taking the position that a teacher who is NCLB qualified in another state will be NCLB qualified in Nebraska. If the teacher from another state is not NCLB qualified in that state, he/she will be subject to Nebraska requirements. The website provides additional information for teachers coming into Nebraska from other states.

II. GENERAL HOUSSE INFORMATION

II.1 What is a HOUSSE?

The high objective uniform State standard of evaluation (HOUSSE) process is authorized by NCLB as an option for teachers to document content expertise in NCLB core academic areas to which they are assigned but for which they are not appropriately endorsed.

II.2 How was the HOUSSE developed?

In 2005, a 40-member statewide taskforce met to guide the development of the Nebraska NCLB Qualified Teacher Application (HOUSSE). The task force included representatives of K-12 general education and special education, Educational Service Units, state education organizations, Nebraska Department of Education (NDE), and higher education. The NCLB Committee of Practitioners reviewed the Nebraska NCLB Qualified Teacher Application in August 2005.

II.3 What is the procedure for using the HOUSSE for teachers to become NCLB qualified?

The NCLB Qualified Teacher Application Information and Form (generally referred to as the HOUSSE), can be found on the NDE Federal Programs website.

II.4 The HOUSSE form references the Course Codes and Clearing Endorsement Manual (Appendix D) as a resource for determining if a teacher holds the appropriate subject endorsement for their assignment. What is it and how do I locate it?

Appendix D accompanies the Curriculum Report and is used by schools to identify the endorsements that clear the courses taught. The current Appendix D is available on the website.

II.5 Are teachers who were identified on the NCLB Qualified Staff Status Report required to complete the HOUSSE form?

Not necessarily. These reports are prepared by NDE based upon the previous year's personnel and curriculum information and they should be used as a resource. It is possible that teachers listed on the report have been reassigned.

II.6 Can I pursue NCLB qualified status for a core academic area even though I am currently not assigned to teach classes in that content area?

Yes. In particular, special education teachers, ELL and ESL teachers may wish to complete the HOUSSE in additional content areas as teaching assignments often change from year to year.

II.7 When can the HOUSSE form be submitted?

You are encouraged to submit the form when you acquire adequate points.

II.8 Do I need to reapply/renew NCLB qualified status on an annual basis?

No. The only reason you would need to submit another HOUSSE form is if you have a new content area assignment for which you are not appropriately endorsed.

II.9 I am only teaching one class outside my endorsed area, do I need to complete the HOUSSE?

Yes.

II.10 How will I know that I have achieved NCLB qualified teacher status through the HOUSSE process?

You and your administrator will receive a letter from NDE to document your NCLB qualified status. Individuals submitting forms by November 1 will receive the letter by the beginning of the second semester of the current school year. You will want to keep documentation of your NCLB qualified status since the NCLB qualified designation will follow you if you move to another school and have the same assignment out of your endorsed area.

III. SPECIFIC EXAMPLES OF NCLB QUALIFIED REQUIREMENTS

III.1 Do pre-kindergarten teachers need to be NCLB qualified?

No.

III.2 Are teachers with a middle school endorsement NCLB qualified to teach any content area in grades 4-9?

Yes. In 2005 a plan was submitted to the U.S. Department of Education to document that a Nebraska middle school endorsement is equivalent to an academic major.

III.3 I have an elementary education endorsement. My certificate says K-6 or K-8 self contained. Am I NCLB qualified to teach K-6 or K-8?

Veteran teachers with the elementary education endorsement are NCLB qualified for any K-8 instruction. New elementary education teachers, beginning in 2006-07 will need to successfully complete a statewide assessment/test in order to be NCLB qualified for K-8 instruction. Nebraska is using the Elementary Education: Curriculum, Instruction and Assessment (EECIA) test from ETS as the required test for regular and special education teachers to become NCLB qualified for elementary education (K-8) level of instruction. A passing score of 159 on the EECIA is required for all teachers new to the profession in 2006-07 and thereafter. The exception is Nebraska teacher preparation program graduates in 2005-06 – they should have completed a Statewide Assessment to become NCLB qualified.

III.4 I have a 7-12 endorsement in a core academic area. For NCLB purposes, am I qualified to teach this content area at the elementary level?

A teacher with a 7-12 endorsement in a specific content area will also be considered NCLB qualified to teach that content to 5th and 6th grade students.

III.5 Is a Health endorsement considered a related content area for Biology and Life Sciences assignments?

Yes. Courses and experience from teaching this assignment could be used in completing the HOUSSE for consideration as a NCLB qualified science teacher.

III.6 Are individuals with Special Services Certificates included in the NCLB highly qualified requirements?

No.

III.7 I am teaching a Spanish II and Spanish I class for which I am not appropriately endorsed. Do I need to do a HOUSSE form for each assignment?

No. You only need to complete one HOUSSE form for the content area.

III.8 I am teaching in two content areas for which I am not appropriately endorsed (for example, my endorsement is English, but I am teaching a history course and a mathematics course). Do I need to complete a HOUSSE form for each content area?

Yes. In this example, two HOUSSE forms would be submitted, one for each content area for which you are not appropriately endorsed.

III.9 For NCLB purposes, will any science endorsement clear any science teaching assignment?

Yes, assuming the endorsement is at the appropriate level. Initially we were taking a more restrictive interpretation; however, further guidance from USDE and a review of the preparation of science teachers has led to more flexibility.

III.10 For NCLB purposes, will any music endorsement clear any music assignment?

Yes.

III.11 Do English As A Second Language/English Language Learners (ESL/ELL) and High Ability Education Teachers need to be NCLB qualified?

These teachers must be appropriately endorsed for the core content areas if they are delivering content and assigning grades. If they do not hold the appropriate endorsement they will need to complete the HOUSSE process to become NCLB qualified. The teacher does not need to be NCLB qualified if working collaboratively or in consultation with a content endorsed teacher (Position Assignment Code (PAC) 1170—see III.24). For example, an ELL teacher at the elementary level who is reported with a PAC code of 1170 would not need to be NCLB qualified for elementary education if working with the classroom teacher to adapt or reinforce instruction. A teacher with a high ability endorsement who is teaching mathematics and assigning grades to high school level students must meet NCLB qualified teacher requirements for 7-12 mathematics.

III.12 I have a 7-12 Social Sciences endorsement but I am teaching in a general elementary education assignment to grades 6-7-8. Do I complete a HOUSSE for each core content area (math, science, English) or do I complete a HOUSSE for elementary education?

The best option is to complete a HOUSSE that will document content expertise in the four core areas that would normally be required to obtain the elementary education endorsement (Language Arts, Mathematics, Science and Social Sciences).

III.13 I have a special education endorsement but I am assigned to a general education class (i.e. teaching a content class for non-special education students) for which I am not appropriately endorsed. Do I need to complete a HOUSSE?

Yes. Submit a HOUSSE form for the general education assignment.

III.14 Can a teacher with a provisional commitment certificate be considered NCLB qualified, or can the teacher become NCLB qualified through the HOUSSE process?

No.

III.15 Is a teacher with a Transitional Certificate considered NCLB qualified?

Yes, for a period of 3 years if the teacher continues to make progress toward regular certification, participates in professional development and is in a mentored situation.

III.16 Can a general education teacher with a provisional re-entry or temporary certificate be NCLB qualified?

Yes, assuming the certificate endorsements are in the content area of assignment. Temporary certificates are issued to teachers who have completed a regular teacher education program at some time and are in the process of meeting a small number of certification requirements that are specific to Nebraska. Provisional re-entry certificates are issued to individuals who at one time held a certificate but allowed it to expire and they are seeking to reinstate it. The HOUSSE process must be completed if the teacher is teaching a NCLB content area outside of his/her endorsement.

III.17 Can a special education teacher with a provisional special education endorsement be NCLB qualified?

No. Individual with Disabilities Education Act (IDEA) 2004 requires the teacher to obtain full state certification as a special education teacher. However, the provisional special education endorsement will meet Rule 51 reimbursement criteria.

III.18 The National Board for Professional Teaching Standards (NBPTS) is an option for becoming NCLB qualified. How do I become NBPTS certified?

Information about the NBPTS can be found at: www.nbpts.org

III.19 Can I count one semester as teaching experience?

Yes. Each year (1 or 2 semesters), qualifies you for 15 points.

III.20 Can the teaching I am doing in the current school year be included on the HOUSSE form?

Yes.

III.21 The form indicates that I can obtain 100 points for passing a content area test. Can I just take a content area test to meet Nebraska HOUSSE requirements?

Individuals coming to Nebraska from other states may submit passing scores from the state in which they completed their preparation program. The website provides more information for teachers entering Nebraska.

Nebraska has adopted the Elementary Education: Curriculum, Instruction and Assessment (EECIA) test (Praxis II Series #0011) for general and special education elementary education teachers. New to the profession elementary education level teachers, beginning in 2006-07, will have to have passed a Statewide Assessment (only available to 2005-06 Nebraska teacher preparation graduates) or the EECIA (minimum score of 159) to be NCLB qualified. Additional information about the EECIA (Praxis II Series - #0011) can be found at: www.ets.org.

A veteran general or special education elementary education teacher could elect to take the EECIA, but we expect that most individuals will be able to meet the NCLB qualified teacher requirement through the HOUSSE process.

Nebraska has not adopted national/standardized content area tests beyond the EECIA; therefore, electing to take a content area test is not an option for middle and secondary level teachers.

III.22 I completed the HOUSSE form and have less than 100 points. Should I send the form to NDE?

No. It will be useful for you to consider what professional development activities will help you to achieve the necessary points. You may submit the form when you have achieved 100 points. Remember to acquire documentation that will verify the points you indicate on the HOUSSE form.

III.23 I have taught in an area outside my endorsed area for 20 years. Why is there a limitation on the number of years of experience I can obtain points for?

NCLB requires that experience can account for no more than half of the HOUSSE points awarded.

III.24 What are the NCLB qualified teacher requirements if I am teaching in a collaborative or facilitative role?

General education teachers with a Position Assignment Code of 1170 (Facilitating) and 1180 (Collaborating) teachers who hold a valid certificate with any endorsement and level appropriate for the level of instruction being provided will be considered NCLB qualified. Special education teachers with a Position Assignment Code of 1163 (Collaborating) or 1164 (Facilitating) who hold a special education endorsement will be considered NCLB qualified. More information about these special classifications can be found in the Fall Personnel Report materials.

IV. SPECIAL EDUCATION

IV.1 Must special education teachers be qualified to teach both special education and the appropriate core academic content to their students?

NCLB requires all teachers of core academic subjects, including special education teachers, to be NCLB qualified and IDEA 2004 reinforces this requirement.

Special education teachers must be endorsed in special education and, in certain circumstances (described in next question), be able to demonstrate that they possess content knowledge in all core academic subjects they teach in order to become NCLB qualified teachers.

IV.2 How do Special Education teachers determine the NCLB qualifications they must meet to be considered "NCLB

qualified?"

The Nebraska Fall Personnel Report requires teachers to report themselves in one or more of the following SPI categories based on the students and curriculum they are teaching:

Special Education Academic Content Area Teacher

Fall Personnel Report PAC Code: 1161

The 1161 teacher is responsible for all aspects of academic content instruction for Special Education students based on statewide standards. The teacher plans and delivers instruction independently and does not have access to academic content area departmental support or consultation with appropriately endorsed content area staff.

Special education teachers who teach core academic subjects to students with disabilities and are responsible for assigning the students' grades must demonstrate content knowledge in the subjects they teach. These assignments should be reported at the **GRADE LEVEL** of the students. In order to be NCLB qualified, the teacher must hold a content endorsement or other NCLB qualified approval that is consistent with the grade level reported. These special education teachers are to be reported on the Fall Personnel Report with a Position Assignment Code (PAC) of 1161.

Special Education Teacher Teaching to Alternate Standards

Fall Personnel Report PAC Code: 1162

The 1162 teacher teaches students with the most significant disabilities and who participate in a functional, life-skills curriculum. Students' performance is measured using the Alternate Assessment based on alternate content standards aligned with statewide standards. NCLB/IDEA allows the state to consider **instructional level** of students only when special education teachers are teaching to alternative content standards.

Special education teachers who teach core academic subjects to students who are being assessed against alternate achievement standards and complete the evaluations of their progress must demonstrate content knowledge at the elementary education instructional level. These special education teachers are to be reported on the Fall Personnel Report with a Position Assignment Code (PAC) of 1162.

Special Education Collaborative/Co-Teaching/ Consultative Teacher

Fall Personnel Report SPI Code: 1163

The 1163 teacher delivers instruction based on curriculum adopted by the school district to address Statewide Standards. This includes co-teaching, joint planning, and academic content area departmental support that are based on district curriculum requirements/guidelines. The special education teacher has access to ongoing support from and consultation with appropriately endorsed content area staff. Responsibilities may include adjusting the learning environment, modifying instructional methods, adapting curriculum, using positive behavioral supports and interventions, designing and implementing appropriate accommodations, and other activities to meet individual student needs.

Special education teachers who instruct students in core academic subjects, in consultation or co-teaching with NCLB qualified teachers who assign the grades, must hold a special education endorsement to be considered NCLB qualified. These special education teachers should be reported on the Fall Personnel Report with a Position Assignment Code (PAC of) 1163.

Special Education Teacher/Facilitator

Fall Personnel Report SPI Code: 1164

The 1164 teacher facilitates instruction provided through alternative delivery systems such as web-based courses (NovaNet, Plato, etc.), alternative programs, and other similar circumstances.

Special education teachers who facilitate instruction provided through alternative delivery systems such as web-based courses must hold a special education endorsement to be considered NCLB qualified. These special education teachers should be reported on the Fall Personnel report with a Position Assignment Code (PAC) of 1164. In these situations, the special education teacher serves as a facilitator of the instruction and is not directly responsible for designing, delivering, or assessing instruction and the teacher of the course is the one who must be NCLB qualified.

IV.3 How do the special education teachers with PAC Codes of 1161 and/or 1162 demonstrate core academic subject knowledge and become NCLB qualified?

There are a variety of ways in which this can be accomplished. Specific information is located in the NCLB Special Education Teacher Criteria document found on the NDE website.

A. Elementary level special education teachers (1161)

Special education teachers who were teaching prior to 2006-07 at the elementary grade levels (K-8) are considered NCLB qualified if the teacher holds a valid special education endorsement and an elementary education endorsement.

Elementary level special education 2005-06 graduates of Nebraska teacher preparation institutions completed a statewide assessment during the student teaching experience. Passing this assessment qualifies graduates with elementary level endorsements as meeting the NCLB/IDEA requirements for instruction to students in grades K-8.

New to the profession elementary special education teachers (K-8) who begin teaching in the 2007-08 school year or after will be required to pass the Elementary Education Curriculum Instruction and Assessment (EECIA) test available through the Education Testing Service (www.ets.org) in order to be considered NCLB qualified.

Veteran elementary special education teachers who hold only a special education endorsement and are providing instruction at K-8 grade levels and assigning grades must complete the HOUSSE in the content area of elementary education to be considered NCLB qualified. A HOUSSE completed in the elementary education area requires documentation of experiences in science, mathematics, social studies and English/language arts.

B. Secondary level special education teachers (1161)

Veteran special education teachers who are teaching core academic subjects and assigning grades to students at 9th grade or above are considered NCLB qualified if the teacher holds a valid special education endorsement and content endorsement(s) for all academic classes taught. In lieu of appropriate content endorsement(s) to be considered NCLB qualified, the teacher holding a valid special education endorsement must complete a HOUSSE in each core academic area.

New to the profession secondary level special education teachers who are teaching core academic subjects and assigning grades to students at 9th grade or above and hold a valid special education endorsement but do not hold the appropriate content endorsement(s) will need to begin the HOUSSE process after completion of their first year of teaching.

C. Special education teachers providing instruction for students in alternate curriculum and assessed against alternate standards (1162)

New and veteran special education teachers who teach core academic subjects to students who are being assessed against alternate achievement standards must meet the same qualifications as elementary school teachers. For special education teachers teaching to alternate standards, IDEA 2004 allows the state to consider the instructional level of students. For teachers with a PAC of 1162, Nebraska has determined a special education teacher holding state certification in special education and an elementary endorsement or elementary HOUSSE to be NCLB qualified.

IV.4 I don't have a special education endorsement. Can a teacher complete the HOUSSE in a special education area?

No. The HOUSSE is only applicable to document academic content experiences.

IV.5 Is there a separate HOUSSE process for special education teachers to use to demonstrate academic content experiences?

No. Nebraska has only one HOUSSE process that will be used by all elementary, middle, secondary and special education teachers not holding appropriate content endorsements for classes they are teaching.

IV.6 If I have a special education teaching endorsement and am collaborating/consulting with an appropriately endorsed content area teacher, am I NCLB qualified?

Yes, you are NCLB qualified if you do not directly instruct students in any core academic subjects but rather provide consultation to NCLB qualified teachers of core academic subjects by adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations. You are not required to demonstrate content knowledge in those subjects. Special education teachers may also assist students with study skills or organizational skills and reinforce instruction that the student has received from an NCLB qualified teacher in a core academic subject.

IV.7 When trying to complete the HOUSSE, I am unable to reach the minimum 100 point criteria for NDE submission. What should I do?

Review your HOUSSE documentation with your local administrator and develop a professional staff development plan that will assist you in gaining the necessary experiences to reach the 100 point HOUSSE requirement. Keep documentation at the local level that supports your academic content experiences. Do not submit the HOUSSE until you have reached the required 100 point criteria.

V. TIMELINES

V.1 What is the deadline for all teachers in core academic areas to be NCLB qualified?

NCLB required that all teachers in core academic areas be NCLB qualified by the end of the 2006-07 school year. The Nebraska Department of Education's annual State of the Schools Report will identify each district's status relative to the 100% goal.

USDE has provided flexibility for teachers who teach multiple secondary subjects in school districts eligible to participate in the Small, Rural School Achievement program. Newly hired teachers who are NCLB qualified in at least one core academic subject at the time of hire will have three years from the date of hire to become NCLB qualified in the other subjects using the HOUSSE process. NDE is working on a process to identify these teachers in order to correctly reflect them in the State of the Schools Report data; however, this is a complicated process and we encourage schools to work with teachers to assist them in becoming NCLB qualified as soon as possible.

USDE has provided flexibility for new to the profession special education teachers who teach multiple core academic subjects and who are NCLB qualified in mathematics, language arts, or science at the time they are hired. They will have two years to become NCLB qualified in the remaining core subjects and may use HOUSSE after their first year of teaching. NDE is working on a data system to reflect this flexibility, however this is a complicated process and we encourage teachers to complete a HOUSSE or utilize other appropriate strategies to become NCLB qualified as soon as possible.

V.2 Must NEW to the profession teachers be NCLB qualified when they are hired?

Technically yes; however, NDE continues to encourage schools to hire the best-qualified teacher even if that teacher does not meet the NCLB qualified requirements. Schools will need to address their plans to assist teachers to become NCLB qualified in their NCLB Consolidated Plan under the professional development section. The NCLB goal for all schools is to achieve 100% NCLB qualified teachers. The progress of schools toward this goal will be monitored by NDE and, if a school does not maintain or improve for two consecutive years, NDE will work with the school to create an improvement plan.

V.3 What happens to teachers who are not NCLB qualified by the deadline?

Teachers who are not NCLB qualified will be reflected in the annual State of the Schools Report. These teachers are encouraged to complete the HOUSSE process or utilize other appropriate methods to become NCLB qualified as soon as possible.

V.4 What happens to schools/districts that have teachers who are not NCLB qualified by the deadline?

NDE considers 2005-06 NCLB qualified teacher data published on the State of the Schools Report (SOSR) as the baseline year. Districts and schools must establish goals leading to 100% and provide information about their status and goals, as appropriate, in the NCLB Consolidated Plan. Those schools/districts not making progress toward the 100% for two consecutive years will work with NDE to establish an improvement plan. Appropriate strategies to assist teachers to become NCLB qualified include, but are not limited to, utilization of NCLB funds to support participation in professional development or support for teachers to take college credits.