

Frequently Asked Questions and Answers Regarding HQT

1. Q: Who must be reported as highly qualified teachers under the NCLB definition?

A: Teachers who teach in a core academic subject area must be reported. All core academic subject teachers who are assigned students in EMIS must have their HQT status reported in the October EMIS report. All other core academic subject teachers (including tutors) must have their HQT status on file at the school.

2. Q: What are the core academic subjects?

A: Core academic subjects, as defined in Section 9101 of NCLB, include English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

3. Q: When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?

A: By the end of the 2005-2006 school year, all veteran elementary, middle and secondary teachers of core academic subjects should have been highly qualified. Newly hired teachers must be HQT upon employment.

4. Q: What is the definition of "teaching assignment"?

A: Teaching assignment is the grade level and core academic subject(s) a teacher is teaching this school year.

5. Q: What are the criteria being used to determine if a teacher meets the federal HQT definition?

A: Teachers can meet the federal HQT definition in two ways:

- (1) Be fully licensed in the area they teach and fulfill qualifications designated on the HQT Worksheet Form(s) A-E; or
- (2) Be fully licensed in the area they teach and if eligible, achieve 100 points on either the Ohio HQT Abbreviated or Expanded Rubric.

6. Q: What is the expiration date of a teacher's HQT status?

A: Although teachers must report their HQT status every year, they do not need to re-qualify every year. Once a teacher is HQT in a subject and grade level, he/she is always HQT in that subject and grade level (supporting evidence should be maintained by the teacher).

7. Q: Now that the High Objective Uniform State Standard Evaluation (HOUSSE) has been phased-out, how will teachers meet the HQT requirements?

A: The HOUSSE options include the items in the Ohio HQT Rubric and the Ohio HQT Expanded Rubric. These options are no longer available for general education teachers to meet HQT. (The HOUSSE options will remain for new and newly assigned intervention specialist/special education and gifted education teachers.) However, there are circumstances when teachers may be reassigned to subjects or grade levels or when educators may be hired for teaching assignments for which they have not been required to meet HQT previously. If teachers in these circumstances meet the *HOUSSE Exception Criteria* they may have one EMIS October reporting period to report or earn HQT status using the HOUSSE options. (See *HQT Worksheets Form A-Exception, Form B-Exception, Form C-Exception.*)

8. Q: What are the HOUSSE Exception Criteria?

A: The HOUSSE Exception Criteria may apply to teachers who are fully licensed for the teaching assignment and:

- have not been teaching since Jan. 2002; or
- are returning to teaching after an extended leave of at least one year within the 2002-2013 school years (i.e., military duty, reduction in force, medical disability, family care, approved leave of absence, administrator returning to the classroom, past employment in a nonpublic school, recently working as a substitute); or
- are teaching for the first time in Ohio and were previously licensed to teach out-of-state; or
- are teaching a **grade level** they have not taught since January 2002; or
- are teaching a **subject** they have not taught since January 2002; or
- are teaching for the first time in a public school.

9. Q: How will a teacher meet HQT if they do not meet one of the HOUSSE Exception Criteria?

A: If a veteran teacher does not meet HQT and does not qualify for one of the *HOUSSE Exception Criteria* that teacher will need to meet HQT through one of the options in Section 3 of the appropriate HQT Worksheet.

10. Q: On the Ohio Highly Qualified Teacher forms, what does a “clock hour” mean?

A: One “clock hour” is 60 minutes of professional development (one semester hour of coursework =15 clock hours; one quarter hour of coursework = 10 clock hours).

11. Q: Could someone teaching in grades 7-12 be partially highly qualified if he or she is teaching two different core academic subject areas?

A: Yes. A teacher might meet the criteria for some of his or her teaching assignment classes, but not all; therefore, some of these classes would be counted as being taught by a highly qualified teacher and some would not.

12. Q: Do the NCLB highly qualified requirements apply to career-technical teachers?

A: Yes, if those career-technical teachers are teaching a core academic subject area.

13. Q: What master’s degrees can be counted on the HQT forms for teachers who teach in grades K-6?

A: Teachers who teach K-6 can hold a master’s degree in one of the following areas:

- 1) Education;
- 2) Curriculum/Instruction;
- 3) Reading; or
- 4) Teaching.

Master’s degrees in Education Administration, Educational Leadership or School Counselor do not apply.

14. Q: What master’s degrees can be counted on the HQT forms for teachers who teach in grades 7-12? I have a Master’s in special education, does that count?

A: A grade 7-12 teacher must hold a master’s degree in the core academic subject of his or her teaching assignment. No, a master’s degree in special education does not count.

15. Q: What is the timeline for the 90 clock hours of high-quality professional development? From what point can one begin to count the 90 clock hours?

A: Professional development may be counted since September 1998 *and* post initial certificate/licensure. For example: if a teacher received an initial teaching certificate/license before September 1998, he/she may use any professional development since September 1998; if a teacher received an initial teaching certificate/license after September 1998, he/she may use any professional development since the issue date of that initial certificate or license.

16. Q: Are teachers in alternative licensure pathways considered fully licensed/certified?

A: Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3, Section 4, or HOUSSE options to be highly qualified.

17. Q: Are teachers with a Supplemental, One-Year Out-of-State Educator License, or Three-Year Visiting International Teacher License considered fully licensed/certified?

A: Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3, Section 4 or HOU SSE options to be highly qualified.

18. Q: Is there a different qualifying score for a Praxis test offered in a computer delivered format from the qualifying score of the same Praxis test offered in a paper-delivered format?

A: No. All required Praxis tests for Ohio educator licensure are offered in a paper-delivered format; some of these tests are also offered in a computer-delivered format. Praxis test codes are four digit numbers. Praxis tests that are offered in a paper-delivered format begin with a “0” while test codes for the computer delivered format begin with a “5”. The last three digits of test code identify the specific Praxis test. Both test delivery versions test the same content; both test delivery versions are scored on the same scale; and both test delivery versions have the same qualifying score.

19. Q: How do I go about determining if I have the appropriate amount and type of clock hours in Section 4 (90 clock hours, professional development approvable by your LPDC since 1998 and post initial licensure)?

A: To show appropriate content knowledge for your teaching assignment you need a total of 90 clock hours of which a **minimum** of 45 clock hours in content knowledge in the subject area of your teaching assignment is needed. 45 clock hours or more are needed in the specific content area of your teaching assignment. Clock hours in teaching skills pedagogy may also be used, but can only be used for a maximum of 45 hours. 45 clock hours or less in teaching skills pedagogy can be counted. All clock hours may be in content knowledge.

Options	Professional Development <u>Clock Hours in Content Area</u>	Professional Development <u>Clock Hours in Teaching Skills Pedagogy, Content Standards</u>	Professional Development <u>Semester Hours in Content Area</u>	Professional Development <u>Semester Hours in Teaching Skills Pedagogy, Content Standards</u>	Total Clock Hours
1)	90				90
2)			6 (=90 clock hours)		90
3)	45	45			90
4)	45		3 (=45 clock hours)		90
5)	45			3 (=45 clock hours)	90
6)			3 (=45 clock hours)	3 (=45 clock hours)	90

20. Q: I currently hold a Regular Education 1-8 Licensure, which forms do I need to use?

A: Regular Educators, who hold a 1-8 License, will need to complete Form A and/or Form B, depending upon their teaching assignment (Form A for a teaching assignment in Grades 1-6, and Form B for a teaching assignment in Grades 7 and 8). Each form has different requirements in Section 3 and 4 to meet the federal definition of HQT.

21. Q: I currently hold a Regular Education 1-8 Licensure, how do I become HQT in grades 7 and 8 for the various content areas?

A: You will need to look at Form B sections 3 and/or 4. The options to show evidence of your content knowledge for each content area of your assignment are listed on the forms. If you are unable to mark yes in section 3 (only one yes is required), you will need to move to section 4 and attempt to meet the definition through that section if eligible.

22. Q: Does the HQT status get put onto my license?

A: HQT is verified and reported by schools. HQT forms and worksheets are to be completed by a teacher and turned in to a designee at the school and/or district. HQT status is not put onto your teaching license.

23. Q: If I am eligible to use the HOU SSE criteria and choose the 90 clock hours option, what does “post initial licensure” mean?

A: Post initial licensure means **since the date of your initial certificate or license in your teaching area**. You may use professional development that occurred AFTER your initial certificate or license was granted.

24. Q: I hold a valid early childhood license (PK-3) and have passed the Praxis II Early Childhood exam #0021, or the OAE Early Childhood Education exam #012, what core content areas am I highly qualified to teach?

A: English language arts, reading, math, science, government, civics, history, economics, and geography but **NOT** music, visual arts, dance, drama, and foreign language.

25. Q: How does the Highly Qualified Teacher definition pertain to special educators & gifted educators /intervention specialists?

A: Special and gifted education teachers who provide instruction to students in core academic subjects must meet the highly qualified teacher requirements for each of those core academic subjects that they teach. These requirements apply whether the intervention specialist provides core academic instruction in an inclusion setting, a resource room or another setting.

26. Q: Does a teacher of multi-handicapped students or significantly cognitively disabled students need to be highly qualified in all 7th-12th grade core academic content areas?

A: No, a teacher whose students are assessed against the alternate achievement standards may meet HQT requirements as they apply to a K-6th grade intervention specialist (Form D) for the 2013-2014 school year. **For the 2014-2015 school year, teachers will need to be highly qualified in 7th-12th grade core academic content areas of their teaching assignment as it applies for 7th-12th grade intervention specialist (Form E). The Ohio Academic Content Standards-Extended provides access to Ohio's New Learning Standards in core academic content areas for grades K-12. Teachers should take the 2013-14 year to prepare for this requirement.**

27. Q: If an intervention specialist has taken the Teaching Reading exam and passed, are they eligible to be HQT in ELA in Grades 7-12?

A: Yes. The Teaching Reading Exam (#0204), Introduction to the Teaching of Reading (#0200), or OAE Reading Subtest I (#038) and OAE Reading Subtest II (#039), would be considered an adequate exam to show content knowledge (Section 3) for Intervention Specialists Grades 7-12 ELA per U.S. Department of Education (see Page 3).

28. Q: Does a K-6 special education & gifted education/intervention specialist need to show content knowledge (Section 3) for each core content area of their teaching assignment?

A: No. If they have taken and passed one or more of the following Ohio's State Licensure Exams (OAE, NTE or Praxis II), one test covers for all core content areas for grades K-6:

OAE	Praxis II	NTE
<ul style="list-style-type: none"> ✓ Early Childhood Education 012 ✓ Reading (Subtest I) 038 & Reading (Subtest II) 039 ✓ Elementary Education (Subtest I) 018 & Elementary Education (Subtest II) 019 ✓ Middle Grades ELA 028 ✓ Middle Grades Math 030 ✓ Middle Grades Science 029 ✓ Middle Grades Social Studies 031 	<ul style="list-style-type: none"> ✓ Education in Elementary School 0010 (if passed before Sept 1, 1999) ✓ Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005) ✓ Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010) ✓ Teaching Reading 0204 ✓ Teacher, grades K-3 Praxis II: EYC 0021 ✓ Teacher, grades 4-6 Praxis II: Elem. Ed. Content 0014 ✓ Elementary Education: Curriculum, Instruction & Assessment 0011 ✓ Middle School ELA 0049 ✓ Middle School Math 0069 ✓ Middle School Science 0439 ✓ Middle School Social Studies 0089 	<ul style="list-style-type: none"> ✓ General Knowledge

Or if they meet the 90 clock hour option through Section 4, only one core content area (or a combination) is necessary to apply to all core content areas in grades K-6.