

# Board of Education Agenda Item

Item: \_\_\_\_\_ E. \_\_\_\_\_

Date: April 20-21, 2005

**Topic:** Final Review of Alignment of Board of Education “Highly Qualified” Policies to Requirements for Special Education Teachers Under the *Individuals with Disabilities Education Improvement Act of 2004*

**Presenter:** Mr. H. Douglas Cox, Assistant Superintendent for Special Education and Student Services and Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

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## Origin:

\_\_\_\_ Topic presented for information only (no board action required)

\_\_\_\_ Board review required by  
     State or federal law or regulation  
    \_\_\_\_ Board of Education regulation  
    \_\_\_\_ Other: \_\_\_\_\_

Action requested at this meeting      \_\_\_\_ Action requested at future meeting:

## Previous Review/Action:

\_\_\_\_ No previous board review/action

Previous review/action  
    date March 23, 2005  
    action The item was received for first review by the Board of Education on March 23, 2005.

## Background Information:

On November 19, 2004, Congress passed Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). One significant element of the new statute is the term “highly qualified” as applied to special education teachers. IDEIA links its definition of “highly qualified” to the No Child Left Behind Act (NCLB) definition but modifies it as it applies to special education teachers. A teacher who is highly qualified under IDEIA is considered highly qualified for purposes of NCLB. Specifically, the new law requires that all special education teachers who teach core academic subjects to students with disabilities meet “highly qualified” requirements either as elementary teachers or subject-area teachers.

**Summary of Major Elements:**

Attachment #1 describes proposed Board of Education requirements to be a highly qualified special education teacher.

Attachment #2 describes proposed revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE), approved by the Board of Education February 25, 2004, that apply to these requirements.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for final approval the requirements for highly qualified special education teachers and revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE) to include special education teachers.

**Impact on Resources:**

Undetermined fiscal resources will be required to provide opportunities for special education teachers to meet the “highly qualified” requirements (e.g., tuition reimburse, institutes).

**Timetable for Further Review/Action:**

NA

(Attachment #1)

**Virginia Requirements to Be a Highly Qualified  
Special Education Teacher**

Category of special education teachers	Requirements under P.L. 108-446
All special education teachers	General Requirements: <ul style="list-style-type: none"><li>• Hold at least a B.A.</li><li>• Must obtain full state special education certification or equivalent licensure</li><li>• Cannot hold an emergency or temporary certificate</li></ul>
<b>Consultative teachers</b> and other special education teachers who do not teach core academic subjects	Only meet general requirements above
New or veteran <b>elementary school</b> teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards ( <b>most severely cognitively disabled</b> )	In addition to the general requirements above, may demonstrate academic subject competence through “a high objective uniform State standard of evaluation” (the HOUSSE process)
New or veteran <b>middle</b> or <b>high school</b> teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards ( <b>most severely cognitively disabled</b> )	In addition to the general requirements above, may demonstrate “subject matter knowledge appropriate to the level of instruction being provided, as determined by the Board of Education, needed to effectively teach to those standards”
New teachers of <b>two</b> or <b>more academic</b> subjects who are highly qualified in either mathematics, language arts, or science	In addition to the general requirements above, has two-year window in which to become highly qualified in the other core academic subjects and may do this through the HOUSSE process
<b>Veteran</b> teachers who teach <b>two or more core academic subjects</b> only to children with disabilities	In addition to the general requirements above, may demonstrate academic subject competence through the HOUSSE process (including a single evaluation for all core academic subjects)
Other special education teachers teaching core academic subjects	In addition to the general requirements above, meet relevant NCLB requirements for new elementary school teachers, new middle/high school teachers, or veteran teachers

(Attachment #2)

**VIRGINIA REQUIREMENTS FOR TEACHERS NOT NEW TO THE TEACHING PROFESSION  
TO MEET THE DEFINITION OF HIGHLY QUALIFIED  
IN THE FEDERAL CORE ACADEMIC AREAS AND SPECIAL EDUCATION**

[Approved by the Board of Education on February 25, 2004]

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<b>Elementary Education (prek-6)</b>	<p>Experienced elementary school teachers, including those entering the teaching profession through the alternate route, who are licensed in elementary education or special education with an active license may meet the “highly qualified” definition required in the No Child Left Behind Act (NCLB) by completing one of the following requirements:</p> <ol style="list-style-type: none"><li>1. passed a rigorous state-approved academic subject test for elementary education [Section 9101(23)(B)(ii)]; OR</li><li>2. designated highly qualified in another state or the District of Columbia; OR</li><li>3. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the:<ol style="list-style-type: none"><li>a. completion of an earned advanced degree from an accredited college or university;* OR</li><li>b. completion of a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area;* OR</li><li>c. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education, OR</li><li>d. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li><li>e. completion of three years of successful teaching experience and<ol style="list-style-type: none"><li>(1) an academic major or equivalent in a subject area the teacher teaches; OR</li><li>(2) an interdisciplinary major (or equivalent); OR</li><li>(3) at least 9 semester hours in each core discipline area of mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics).</li></ol></li></ol></li></ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 3a, 3b, and 3d must be completed in the content or academic subjects taught.</u></b></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p><b>Middle Education (6-8)</b></p>	<p>Experienced middle school teachers, including those entering the teaching profession through the alternate route, who are licensed in middle education or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education; OR</li> <li>c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li> <li>d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> <li>(1) an interdisciplinary major (or equivalent); OR</li> <li>(2) a minimum of 18 semester hours in the middle school area(s) taught—mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics).</li> </ol> </li> </ol> </li> </ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></b></p> <p><del>NOTE: Middle school teachers who are teaching a federal core academic subject for which students are receiving credit toward high school graduation, such as algebra I or Earth science, must meet the highly qualified criteria outlined in the secondary grade level assignment for that teaching area.</del></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Secondary (6-12)	<p data-bbox="506 112 1997 207">Experienced secondary school teachers, including those entering the teaching profession through the alternate route, who are licensed in a secondary endorsement area or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li data-bbox="653 245 1961 310">1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li data-bbox="653 347 1577 380">2. designated highly qualified in another state or the District of Columbia; OR</li> <li data-bbox="653 417 2011 482">3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li data-bbox="653 519 1969 584">4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li data-bbox="653 621 2018 686">5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li data-bbox="653 724 1818 756">6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li data-bbox="747 794 1818 826">a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li data-bbox="747 863 1986 928">b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR</li> <li data-bbox="747 966 2018 1128">c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li> <li data-bbox="747 1166 2003 1230">d. completion of three years of successful teaching experience and a minimum of 24 semester hours in the area(s) taught.</li> </ol> </li> </ol> <p data-bbox="506 1386 1986 1451"><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></b></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p><b>Pre-Kindergarten-Grade 12 (such as art, music, or foreign languages)</b></p>	<p>Experienced teachers, including those entering the teaching profession through the alternate route, who are licensed in a pre-kindergarten through grade 12 endorsement or special education and teaching a prek-12 subject area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test in the subjects the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR</li> <li>c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development; * OR</li> <li>d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> <li>(1) an academic major or equivalent in the subject area(s) the teacher teaches; OR</li> <li>(2) a minimum of 24 semester hours in the area(s) taught.</li> </ol> </li> </ol> </li> </ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></b></p>