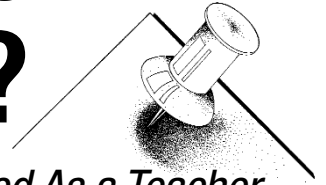


ILLINOIS EDUCATION ASSOCIATION-NEA

Are You Highly Qualified?



Helping You to Understand the Requirements for Being Highly Qualified As a Teacher.

By **Daryl G. Morrison**, Education Policy and Agency Relations Director

General Principles of “Highly Qualified”

Teachers with primary responsibility for instructing students in the following core academic subject areas are required to be “highly qualified” (HQ) for these assignments:

- science
- reading or language arts
- history
- economics
- foreign language
- the arts
- English
- civics and government
- geography
- mathematics

A teacher’s qualifications do not make him or her HQ with respect to his or her areas of assignment. A teacher who collaborates or consults with another teacher does not have “primary responsibility” and is not required to be HQ in the core academic subject; each teacher who does have “primary responsibility” for a core academic subject area must be.

In establishing requirements for being considered HQ, NCLB and the Individuals with Disabilities Education Act (IDEA) distinguish between “veteran teachers” (those with at least one full year’s teaching experience) and those who are new to the profession. In addition to the specific requirements set forth for being considered HQ for particular assignments, veteran teachers can be considered HQ based on the High Objective Uniform State Standard of Evaluation (HOUSSE).

HOUSSE Defined at the National Level

Does not require current teachers to return to school or get a degree in every subject they teach to demonstrate that they are highly qualified. The law allows them to provide an alternate method (HOUSSE) for experienced teachers to demonstrate subject-matter competency that recognizes, among other things, the experience, expertise, and professional training garnered over time in the profession.

HOUSSE criteria can determine whether an individual is considered HQ in core subjects.

General Education [Kindergarten and Grades 1-5]

A teacher w/ primary responsibility for content in core subjects is HQ if he/she:

1. Holds an elementary or a special K-12 certificate with endorsement for self-contained general elementary education; and has passed the Elementary/Middle Grades test; or
2. Holds an elementary or a special K-12 certificate valid for the subject(s) taught; and has passed the applicable content-area test; or
3. Holds a valid early childhood primary grades certificate;

and has passed the Early Childhood test (applicable only through Grade 3); or

4. Holds a valid elementary, early childhood or special K-12 certificate for subject(s) taught; qualifies with 100 points under the Illinois HOUSSE (if applicable).

General Education [Middle Grades (6-8)]

A teacher w/primary responsibility for content in core subjects, is HQ if he/she holds a valid elementary, special K-12 or secondary certificate for subject(s) taught and:

1. Has passed the Elementary/Middle Grades test; or
2. For each core subject area of teaching responsibility:
 - has passed the content-area test specific to subject taught, or
 - has completed a major or coursework equivalent to a major, or
 - holds a MA or higher in a field relevant to area of assignment, or
 - holds certification from the National Board for Professional Teaching Standards (NBPTS) or an IL Master Cert., or
 - qualifies with 100 pts. under IL HOUSSE, if applicable.

General Education [Secondary Grades 9-12]

A teacher with primary responsibility for teaching content in core subjects is considered HQ if he/she holds a secondary, special K-12, or, for Grade 9 only, a valid elementary certificate for subject(s) taught and, for each core subject area of teaching responsibility:

1. Has passed the relevant content-area test; or
2. Has completed a major/coursework equivalent to a major; or
3. Holds an MA or higher in field relevant to the area of assignment; or
4. Holds NBPTS certification or an IL master certificate; or
5. Qualifies with 100 points under the IL HOUSSE, if applicable.

Special Education

A special education teacher who is new to the profession, is considered HQ in language arts, mathematics, or science and who teaches two or more subjects is considered HQ in all subjects taught for two years after date of first employment.

Once the two-year period is elapsed, the teacher is required to meet HQ criteria in core area of assignment.

*Helping You to Understand the Requirements for Being Highly Qualified As a Teacher.**Special Education criteria continued from page 1***Note:**

A teacher in this situation will be treated as a veteran after one year's teaching experience. A teacher has two years before he/she must meet criteria in every subject taught but will have access to points under Illinois HOUSSE after one year's experience.

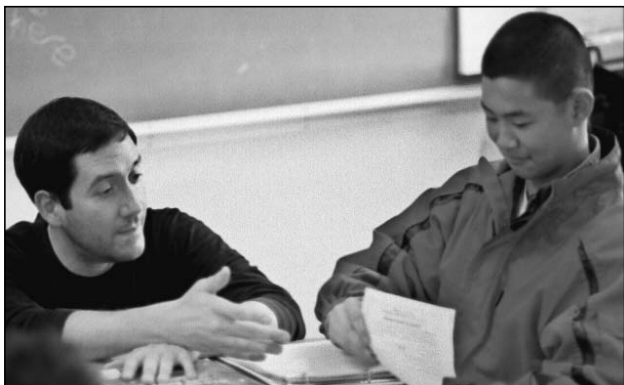
A Sp. Ed. teacher who completed an IL-approved prep program in Sp. Ed. after June 30, 2002, and who also passed assessment of professional teaching is considered HQ in language arts, by virtue of subject-area competence cumulatively evidenced by individual's:

1. Completion of coursework addressing numerous relevant knowledge and performance indicators;
2. Passage of test of basic skills covering reading, writing, grammar, and mathematics; and
3. Passage of assessment of professional teaching, one of whose major components is Language Arts Standards for All Illinois Teachers.

Sp. Ed. [Kindergarten and Grades 1-5]

A teacher who has primary responsibility for teaching content in core academic subjects will be considered HQ if he/she:

1. Holds either elementary or special preschool-age 21 certificate endorsed for student population served and passed Elementary/Middle Grades test; or
2. Holds either elementary or special K-12 certificate valid for subject taught and endorsed for student population served, and passed content-area test applicable to subject taught; or
3. Through Grade 3 only, holds early childhood certificate valid for primary grades and for early childhood special education, or holds special preschool — age 21 certificate endorsed for student population served, and passed Early Childhood test of Early Childhood Special Education test; or
4. Holds elementary or special preschool-age 21 certificate endorsed for student population served, or early childhood certificate valid for primary grades and qualifies with 100 points under Illinois HOUSSE, if applicable.

**Sp. Ed. [Middle Grades (6-8)]**

A teacher who has primary responsibility for teaching content in core academic subjects is considered HQ if he/she holds special preschool-age 21 certificate endorsed for student population served, or holds elementary, secondary, or special K-12 certificate that is valid for grade level(s) of assignment and subject(s) taught and endorsed for student population served; and, for each core subject area taught:

1. Has passed either Elementary/Middle Grades test or content-area test specific to subject taught; or completed major or course equivalent to a major; or
2. Holds master's or higher degree in field directly related to area of assignment; or
3. Holds NBPTS certification or Illinois master certificate; or
4. Qualifies with 100 points under Illinois HOUSSE, if applicable.

Sp. Ed. [Middle-Grades Teachers Providing Instruction at the Primary Level]

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate achievement standards considered HQ if they meet criteria for either new or veteran special education teachers at either primary or middle-grade level, whether teacher is a veteran or new to profession.

Sp. Ed. [Secondary Grades (9-12)]

A teacher who has primary responsibility teaching content in core academic subjects is considered HQ if he/she holds a special preschool-age 21 certificate endorsed for student population served or elementary, secondary, or special K-12 certificate, as applicable to grade levels of assignment and endorsed for student population served; and, for each core subject area taught:

1. Has passed a content-area test specific to subject taught; or
2. Has completed a major or coursework equivalent to major; or
3. Holds a master's or higher degree in a field directly related to the area of assignment; or
4. Holds NBPTS certification or an Illinois master certificate; or qualifies with 100 points under Illinois HOUSSE, if applicable.

Sp. Ed. [Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level]

A teacher who provides instruction at primary level or middle-grades level to students of secondary school age whose performance is assessed against alternate achievement standards is considered HQ if he/she meets criteria for either new or veteran special education teachers at the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

*Helping You to Understand the Requirements for Being Highly Qualified As a Teacher.***Points Available Under the Illinois HOUSSE**

Activities shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity, other than teaching experience, may be counted only if it relates to a core academic subject taught rather than special education as the "area of assignment":

- A. Teaching experience in subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (a special education teacher may count teaching experience in special education as experience in each core academic subject taught.)
- B. Completion of college coursework in core academic subject area of assignment: 5 points per semester hour.
- C. Possession of NBPTS certification or Illinois master certificate in early childhood education or elementary education: 100 points for general education teacher in grades below 6 or a special education teacher.
- D. Completion of required content-area coursework within context of completing Illinois approved preparation program in elementary education, or approved out-of-state elementary education program offered by institution accredited by NCATE at the time: 75 points for teacher in a self-contained general education classroom through Grade 8.
- E. Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events directly related to area of teaching assignment: 1 point per full hour of participation.
- F. Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points.
- G. Work experience (non-teaching) directly related to area of teaching assignment (e.g., experience in chemical laboratory on the part of individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.
- H. Supervising student teacher in subject area of assignment: 10 points per student teacher, applicable to all subjects.
- I. Peer review or peer coaching that meets requirements: 5, 8, 9, or 11 points per semester.
- J. Mentoring new teacher in subject area of assignment, provided mentoring arrangement conforms to the law (www.isbe.net/board/meetings/nov02meeting/part25rules.pdf): 9 or 11 points per semester.
- K. Participation in site-based management or decision-making teams, relevant committees, boards, or task forces

directly related to school improvement plans and focused on core academic subject of assignment: 8 or 11 points per semester.

- L. Teaching college course directly related to subject area of assignment: 20 points.
- M. Participating in action research and inquiry projects directly related to subject area of assignment: 8 or 11 points per semester.
- N. Approved travel related to area of teaching assignment and meeting requirements: 12 or 15 points per year.
- O. Participation in study group directly related to area of teaching assignment: 6 or 8.
- P. Participation in internship directly related to area of teaching assignment: Points in relation to contact hours per semester.
- Q. Participation in curriculum development or assessment activities directly related to subject area of assignment: 8 or 11 points per semester.
- R. Publication of educational articles, columns, or books directly related to subject area of assignment: points in accordance with the law (www.isbe.net/board/meetings/nov02meeting/part25rules.pdf).
- S. Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques/strategies aligned: 1 point per hour, up to a maximum of 50 points.
- T. Possession of NBPTS certification or an Illinois master teaching certificate in area other than in area of assignment: 15 points.
- U. Possession of Illinois standard teaching certificate in area other than in area of assignment: 10 points.
- V. Completion of major or approved program in special education with at least 15 points in each core academic subject taught: 75 points for special education teacher who teaches two or more academic subjects exclusively to children with disabilities in primary or middle grades.

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