

2013–14 School Year

Highly Qualified Teacher Resource Manual

Guidelines & Workbook

Meeting the Highly Qualified Teacher
Requirements of the Elementary and
Secondary Education Act of 2001



Randy I. Dorn
State Superintendent
of Public Instruction

January 2014

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Highly Qualified Teacher Resource Manual Guidelines and Workbook 2013–14 School Year

Meeting the Highly Qualified Teacher (HQT) Requirements of the
Elementary and Secondary Education Act (ESEA) of 2001

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**Elementary and Secondary Education Act
Highly Qualified Teacher**

Guidelines

Highly Qualified Teacher Requirements

Elementary and Secondary Education Act of 2001 and Individuals with Disabilities Education Improvement Act of 2004

Overview

The Elementary and Secondary Education Act (ESEA) of 2001 (formally identified as No Child Left Behind Act of 2001) and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 contain requirements related to the qualifications of teachers. The term used in both federally legislated programs to describe teachers with this deep subject area knowledge is *highly qualified teachers* (HQT).

Highly qualified teacher requirements apply to *all teachers who provide instruction in the core academic subjects*. Core academic subjects, as defined by ESEA, are:

- Mathematics
- Science
- History
- Geography
- Civics/Government
- Economics
- Foreign Language (Designated World Languages)
- Reading
- English/Language Arts
- Music (general, choral, instrumental)
- Visual Arts
- Dance
- Theatre
- Elementary Curriculum

Special Education, Title I, Learning Assistance Program (LAP), Bilingual, English Language Learners, English as a Second Language, Highly Capable are programs serving identified students and not considered, under federal regulations, to be “core academic subjects.” However, teachers who work in these programs must meet the ESEA HQT requirements if core academic instruction is provided. The only exception is special education teachers serving in the consultative role.

All teachers must hold at least a **bachelor’s degree** and **full state certification**, and are required to **demonstrate their subject area knowledge in the core academic subject areas in which they teach**. Elementary teachers demonstrate their subject area knowledge as it relates to the elementary curriculum as a whole. Middle and high school teachers demonstrate their knowledge of each core academic subject area they are assigned to teach.

The current expectation is that **all teachers when hired or reassigned meet highly qualified requirements**. Districts are required to retain supporting documentation as teaching assignments change. Teachers **who do not meet the highly qualified requirements** must have a completed *Individual Teacher Plan for Achieving Highly Qualified Teacher Status* on file at the district office and be able to show progress towards meeting highly qualified. **Individual Teacher Plans are not an option for teachers in Title I programs.**

General Education Teachers
ESEA Highly Qualified Teacher Requirements

The ESEA definition of a highly qualified teacher is one who meets the following three criteria:

1. Holds at least a bachelor’s degree.
2. Holds full state certification.
3. Demonstrates subject matter knowledge and teaching skill in each core academic subject assigned to teach.

Pathways to Demonstrate Subject Matter Knowledge

	Teachers “New” to the Teaching Profession (Less than 180 days of teaching experience)	Teachers “Veteran” to the Teaching Profession (More than 180 days of teaching experience)
<p>Elementary Teachers</p> <p>Applies to Grades K–5/6. Teachers meet HQ through one pathway.</p>	<ul style="list-style-type: none"> • WEST-E Elementary Education* • WEST-E Early Childhood Education (P-3)* 	<ul style="list-style-type: none"> • WEST-E Elementary Education* • WEST-E Early Childhood Education (P-3)* • Points-Based HOUSSE**
<p>Secondary Teachers</p> <p>Applies to middle and high school teachers. Teachers meet HQ through one pathway for each subject area assigned to teach.</p>	<ul style="list-style-type: none"> • WEST-E Subject Area Tests* • Washington Subject Area Endorsement • Academic Major • Graduate Degree • Coursework equivalent to a major (45 quarter credits or 30 semester credits) 	<ul style="list-style-type: none"> • WEST-E Subject Area Tests* • Washington Subject Area Endorsement • Academic Major • Graduate Degree • Coursework equivalent to a major (45 quarter credits or 30 semester credits) • National Board Certification • Points-Based HOUSSE**

* WEST-E information may be found at <http://assessment.pesb.wa.gov/assessments/weste>
 ** High Objective Uniform State Standard of Evaluation

Special education teachers are required to meet the ESEA and IDEA HQT requirement. Meeting the ESEA HQT requirements is dependent on the individual teacher’s teaching assignment.

Special education teachers holding a pre-endorsement waiver (in which the teacher holds at least 24 quarter credits) are not considered to meet full state certification in special education (IDEA). **Teachers with emergency or conditional certificates in alternative route to certification programs in special education may meet ESEA HQT requirements via alternative route to certification programs.** For further information, see Question #32.

Special Education Teachers

ESEA and IDEA Highly Qualified Teacher Requirements

The IDEA definition of a highly qualified teacher is one who meets all the following criteria:

1. Holds at least a bachelor’s degree.
2. Holds full state special education certification/licensure—Washington special education endorsement or a Washington unendorsed certificate.
3. Meets ESEA highly qualified teacher requirements when teaching core academic subject areas—based on the teacher’s teaching assignment.

Teaching Assignments

Teaching Assignment	HQT Requirements
<p>Teaches <i>exclusively</i> to students who are assessed against Washington’s Alternate Achievement Standards – WAAS Portfolio (Students eligible for the WAAS are generally described as meeting the definition for most severely cognitively disabled.)</p>	<p>All special education teachers who teach exclusively students who are assessed against the WAAS must meet ESEA HQT requirements at the highest level the students are assessed. Minimum level required: Elementary</p> <p>Elementary and secondary teachers should follow ESEA criteria to meet HQT requirements.</p>
<p>Teaches <i>two or more</i> core academic subjects (Applies to secondary – middle and high school – teachers.)</p>	<p>Special education teachers who teach two or more subject areas must demonstrate subject matter knowledge in each core academic subject they teach.</p> <p>Secondary teachers should follow ESEA criteria to meet HQT requirements. Teachers not new to the teaching profession are eligible to meet HQT through a Multiple-Subjects Points-Based HOUSSE* after meeting HQT in one subject area. See Question #102 for more information.</p>
<p>Provides <i>consultative services</i></p>	<p>Special education teachers with a teaching assignment in a consultative role are not required to meet ESEA HQT requirements. A consultative role is defined as not providing direct instruction to students. Other examples include:</p> <ul style="list-style-type: none"> • Providing adjustments to the learning environment, modifications of instructional methods • Designing, monitoring, supervising and evaluating specially designed instruction • Developing student’s individual education programs (IEPs)

* High Objective Uniform State Standard of Evaluation

List of Frequently Asked Questions

ESEA Highly Qualified Teacher Requirements

1. What are the highly qualified teacher requirements of the Elementary and Secondary Education Act (ESEA)?
2. Do all teachers need to meet the ESEA highly qualified teacher (HQT) requirements?
3. What are the core academic subject areas?
4. How is social studies identified as a core academic subject area?
5. What is the timeframe for compliance with the federal HQT requirements?
6. Do all teachers meet HQT requirements through the same procedures?
7. What is the difference between “new” versus “veteran” teachers?
8. How do elementary teachers meet the ESEA HQT requirements?
9. How do middle and high school teachers meet the ESEA HQT requirements?

Accountability Requirements

10. Who is responsible to ensure teachers meet HQT requirements at the district level?
11. What financial resources are available in the district for teachers to meet the HQT requirements?
12. How can Title II, Part A program funds be used to assist teachers to meet the HQT requirements?
13. What happens if a teacher does not meet the HQT requirements?
14. What happens if a school district cannot find a teacher applicant who meets HQT requirements when filling a teaching assignment?
15. What responsibility is placed on districts to ensure all teachers meet the HQT requirements?
16. Are there additional teacher requirements that school districts and OSPI must meet?
17. What is a highly qualified teacher (HQT) plan?
18. Who in the district is responsible for completion of the HQT Plan?
19. What information do parents have the right to ask about a teacher’s professional qualifications, and what is the responsibility of districts and schools to provide this information?
20. What responsibility is placed on OSPI to ensure all teachers meet the HQT requirements by the end of the 2006–07 school year?
21. What are the auditing/paper tracking requirements for highly qualified teachers?
22. Who is the auditing authority for HQT requirements?

Teaching Assignments

General Questions

23. What WAC and HQT guidelines should be followed when hiring and placing teachers in teaching assignments?
24. Do teachers with Elementary or Social Studies endorsements automatically meet HQT requirements?
25. Must teachers teaching two or more subjects demonstrate that they are highly qualified in all the subjects they are assigned?
26. Do teachers teaching summer school or other extended learning time opportunities have to be highly qualified?
27. Do teachers in study skills classes have to meet HQT requirements?
28. Are part-time teachers required to be highly qualified?
29. Do teachers in private schools have to meet the HQT requirement?
30. Do the HQT requirements apply to teachers with conditional or emergency certificates?
31. Must teachers of a Running Start program meet the HQT requirements?

Alternative Route to Certification Teachers

32. Do teachers in Alternative Route to Certification programs meet the HQT requirements?

First People's Language Teachers

33. Are teachers holding a First People's Language/Culture certificate required to meet HQT requirements?

Middle School Teachers

34. Does a middle school teacher meet the HQT requirements with an elementary education (K-8) endorsement?
35. How can a middle school teacher meet the HQT requirements in reading?
36. How does a middle school teacher who teaches a block program meet the HQT requirements?

National Board Certified Teachers

37. Can teachers use their National Board Certification to meet the HQT requirements?

Non-immigrant Alien Exchange Teachers

38. How do non-immigrant alien exchange teachers satisfy the highly qualified provisions?

Preschool Teachers

39. Are preschool teachers required to meet HQT requirements?

Social Studies Teachers

40. How is social studies identified as a core academic subject area?
41. Will a teacher who has passed the WEST-E in social studies be counted as highly qualified in history, civics/government, economics, and geography?
42. Will a teacher who has passed the Middle Level Humanities Subtest 2: Social Studies WEST-E meet the HQT requirements in history, civics/government, economics, and geography at the middle school level?
43. How do teachers who hold an endorsement in social studies meet the HQT requirements if they have not taken and passed the WEST-E Social Studies?

Substitute Teachers

44. Are substitute teachers required to be highly qualified?

Supplemental Instruction / Intervention Teachers

45. Are general education teachers who are assigned teaching roles that provide supplemental instruction in a core academic area required to meet HQT requirements?

Programs

Alternative Education

46. Are there different types of alternative education programs?
47. Do teachers working in alternative education program settings need to meet the HQT requirements?
48. How can teachers working in alternative education programs meet the HQT requirements?
49. Is it possible for a student to have more than one highly qualified teacher?
50. Are teachers' roles different in the traditional and ALE programs, and could the difference impact which teachers are required to meet HQT requirements?
51. Must the ALE staff responsible for the development of the written student learning plan (WSLP), the weekly contacts, and the monthly progress reviews, hold a valid teaching certificate in ALE programs?
- ~~52. What are the different types of ALE programs?~~
53. What are the certification and HQT requirements of teachers in ALE programs?
54. If a highly qualified teacher is not available locally to teach a certain subject, may a district use a highly qualified teacher who is located elsewhere to teach that subject through distance learning?
55. What are the regulatory requirements for ALE programs?
56. What is the definition of a Teacher of Record in an ALE program?
57. Do contracted teachers employed by a district, an agency, or a vendor who provide core academic instruction need to meet the HQT requirements?

58. [Must teachers of online learning courses meet the HQT requirements?](#)
59. How are ALE teachers identified in the HQT Tool for OSPI reporting purposes?
60. Can a teacher count management of WSLP duties towards teaching experience for completion of a Points-Based HOUSSE?
61. Where can I find more information regarding ALE programs?

Career and Technical Education (CTE)

62. Do CTE (formerly Vocational Education) teachers need to meet the HQT requirements?
63. Which CTE classes are considered core academic classes?
64. Do teachers of CTE classes that meet credit equivalency criteria in core academic subject areas need to meet HQT requirements?

English Language Learners and Bilingual Education (ELL/ESL)

65. Must ELL/ESL and bilingual teachers meet the HQT requirements?
66. How do ESL and bilingual teachers meet ESEA HQT requirements?

Juvenile Institutions and Detention Centers

67. Do teachers in juvenile institution programs need to meet ESEA HQT requirements?

Small Rural Schools

68. Are teachers in small, rural school districts allowed flexibility that enables them to meet the HQT requirements because of their unique school district circumstances?
69. What is the criteria for REAP eligibility?

Special Education

70. How will Washington's special education teachers meet the HQT requirements?
71. What requirements must special education teachers meet when they teach exclusively to students assessed against alternate achievement standards?
72. What requirements must special education teachers meet when they teach core academic subjects?
73. What requirements must special education teachers who provide "consultative" services meet for ESEA and IDEA?
74. What are the roles and responsibilities of a special education teacher who provides consultative services?
75. What happens when a special education teacher meets the general HQT requirements of IDEA but does not meet the ESEA HQT subject area requirements? Or, in the opposite case, the teacher does not meet general IDEA HQT requirements, but does meet ESEA HQT requirements?
76. Do special education teachers who teach life skills classes need to meet the ESEA HQT requirements?

77. What core academic subject areas are considered as part of the curriculum when teaching life skills?
78. At what level of assignment must a special education teacher meet the HQT requirements when providing instruction in life skills classes for students who are all assessed at a level less than kindergarten using the WAAS?

Title I: Schoolwide and Targeted Assistance Programs

79. Must all teachers meet the HQT requirements, even if there is only a small group of teachers who teach Title I students?
80. Do teachers who work in before-and after-school programs and summer programs funded by Title I need to satisfy the HQT requirements?
81. Do Title I teachers who teach reading need a reading endorsement to meet the HQT requirements?
82. Are pre-school teachers in a Title I preschool required to meet the HQT requirements?
83. Do Title I teachers who provide services to students in private schools need to meet the HQT requirements?

Certification in Washington

84. Which Washington certificates meet the definition of “full state certification”?
85. Can a teacher be fully certified in Washington and still not satisfy the federal HQT requirements?
86. What is meant by “certified before 1987”?
87. What guidelines should teachers follow if their pre-'87 certificate is expired?
88. Which category or guidance applies to a teacher who is first certified in another state but certified in Washington after 1987?
89. What is meant by “endorsed certificate holders”?
90. How can a teacher who holds an endorsed certificate add another endorsement?
91. What is meant by a “limited” certificate?
92. Does the HQT requirement apply to teachers with conditional or emergency certificates?
93. Are out of state teachers who are teaching under an OSPI issued temporary permit deemed highly qualified?
94. Are “in-state teachers” holding a temporary permit highly qualified?
95. Is the Endorsement-Related Assignment Table valid for purposes of meeting HQT requirements?
96. How can the Endorsement-Related Assignment Table be used?

Washington Educator Skills Test - Endorsement (WEST-E)

97. What state tests are available for teachers to meet HQT requirements?
98. Which assessments should be used to meet HQT requirements—the WEST-E or the Praxis II?
99. Who receives the teacher's WEST-E test results?
100. Can teachers who have taken the Praxis II in another state use that assessment to meet Washington's requirement for demonstrating subject knowledge to fulfill the HQT requirements?

High Objective Uniform State Standard of Evaluation (HOUSSE)

101. What is a High Objective Uniform State Standard of Evaluation (HOUSSE)?
102. What is a Multiple-Subjects Points-Based HOUSSE and which teaching assignments are eligible to use it?
103. Who is eligible to use the HOUSSE to demonstrate content knowledge?
104. If a teacher has an unendorsed certificate and is using a Points-Based HOUSSE to become highly qualified, can core academic courses that the teacher completed during the time of obtaining the certificate be used in Category 3—Professional Development in Core Academic Area?
105. When completing a Points-Based HOUSSE to highly qualify a teacher in reading, how are classes on the teacher's transcript identified for points?
106. When completing a Points-Based HOUSSE, can teachers who are certificated in another country, or have taught in another country, use their teaching experience towards completion of Category 2—Teacher Experience in Core Academic Area?
107. Is it possible for teachers to count their student teaching for points in Category 2—Teaching Experience in Core Academic Area when completing a Points-Based HOUSSE?
108. Is it permissible for teachers to count their prior experience as a paraeducator for points in Category 2—Teaching Experience in Core Academic Area or Category 4—Internships and Work Experiences?
109. Will meeting the highly qualified teacher requirements under a Points-Based HOUSSE received in a prior school district deem the teacher highly qualified in the same assignment in a new district?

Frequently Asked Questions Regarding Highly Qualified Teacher (HQT) Requirements of the Elementary and Secondary Education Act (ESEA) of 2001

ESEA HQT Requirements

1. **What are the highly qualified teacher requirements of the ESEA?**

The federal definition of a highly qualified teacher is one who meets the following three criteria:

- Has earned at least a bachelor’s degree.
- Holds full state certification.
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject assigned to teach.

2. **Do ALL teachers need to meet the ESEA highly qualified teacher requirements?**

All teachers with the responsibility for instruction in one or more of the *core academic subject areas*, including the *elementary curriculum*, must meet the federal HQT requirements.

3. **What are the core academic subject areas?**

- Mathematics
- Science
- History
- Geography
- Civics/Government
- Economics
- Foreign Language (Designated World Languages) ¹
- Reading
- English/Language Arts
- Music (general, choral, instrumental)
- Visual Arts
- Dance
- Theatre
- Elementary Curriculum

4. **How is “social studies” identified under ESEA as a core academic subject area?**

The subject area of social studies is not considered as one core academic subject based on the ESEA definition. Rather, it is separated into four areas: history, geography, civics/government, and economics.

¹ American Sign Language (ASL) is not considered a foreign language under Designated World Languages.

5. **What is the timeframe for compliance with the federal ESEA HQT requirements?**

All teachers of core academic subjects were required to meet the highly qualified requirements by the end of the 2006–07 school year. The current expectation is that all teachers meet the ESEA HQT requirements **prior to being hired or reassigned**. Districts are required to keep supporting documentation as assignments change.

6. **Do all teachers meet HQT requirements through the same procedures?**

No. Teachers meet ESEA HQT requirements specific to whether they are “elementary or secondary” teachers and whether they are “new or veteran” to the teaching profession. The U.S. Department of Education requires teachers at the elementary level to demonstrate content knowledge as a generalist in the elementary curriculum. A middle level teacher must demonstrate a deeper subject level knowledge and at the high school level the teacher must be a specialist in the area she/he teaches.

7. **What is the difference between “new” versus “veteran” teachers?**

A “new” teacher has less than 180 days of teaching experience. A “veteran” teacher has a year or 180 days or more of teaching experience.

8. **How do elementary teachers meet the ESEA HQT requirements?**

Elementary level teachers are required to meet ESEA HQT requirements based on whether they are identified as “new” or “veteran” to the teaching profession. Also, elementary teachers meet HQT requirements as a teacher of “elementary curriculum” rather than by individual subject areas as do middle and high school teachers.

Pathways to Demonstrate Subject Matter Knowledge as an Elementary Teacher		
	“New” Teacher (Less than 180 days of teaching experience)	“Veteran” Teacher (More than 180 days of teaching experience)
Elementary Teachers Applies to Grades K–5/6. Teachers meet HQ through one pathway.	<ul style="list-style-type: none"> • WEST-E Elementary Education* • WEST-E Early Childhood Education (P-3)* 	<ul style="list-style-type: none"> • WEST-E Elementary Education* • WEST-E Early Childhood Education (P-3)* • Points-Based HOUSSE**
<p>* WEST-E information may be found at http://assessment.pesb.wa.gov/assessments/weste</p> <p>** High Objective Uniform State Standard of Evaluation</p>		

9. How do middle and high school teachers meet the ESEA HQT requirements?

Middle and high school teachers are considered secondary level teachers and, as such, the focus for HQT requirements is on the knowledge of each subject area in which the teacher is assigned to teach. Middle and high school teachers must meet HQT requirements in each subject area through one of the following pathways.

Pathways to Demonstrate Subject Matter Knowledge as an Secondary Teacher		
	“New” Teacher (Less than 180 days of teaching experience)	“Veteran” Teacher (More than 180 days of teaching experience)
<p>Secondary Teachers</p> <p>Applies to middle and high school teachers. Teachers meet HQ through one pathway for each subject area assigned to teach.</p>	<ul style="list-style-type: none"> • WEST-E Subject Area Tests* • Washington Subject Area Endorsement • Academic Major • Graduate Degree • Coursework equivalent to a major (45 quarter credits or 30 semester credits) 	<ul style="list-style-type: none"> • WEST-E Subject Area Tests* • Washington Subject Area Endorsement • Academic Major • Graduate Degree • Coursework equivalent to a major (45 quarter credits or 30 semester credits) • National Board Certification • Points-Based HOUSSE**
<p>* WEST-E information may be found at http://assessment.pesb.wa.gov/assessments/weste</p> <p>** High Objective Uniform State Standard of Evaluation</p>		

Accountability Requirements

10. Who is responsible to ensure teachers meet HQT requirements at the district level?

In most cases, Human Resource personnel—or the administrator or administrator’s designee responsible for personnel matters—is responsible for ensuring the completion of the HQT process and data reporting requirements for the district. However, it is important that principals and teachers are knowledgeable about the HQT requirements to ensure appropriate placement of teachers in a teaching assignment.

11. What financial resources are available in the district for teachers to meet the HQT requirements?

The federal ESEA Title II, Part A Teacher and Principal Quality program funds should be targeted to help teachers meet HQT requirements.

12. How can Title II, Part A program funds be used to assist teachers to meet the HQT requirements?

Financial assistance can be provided to teachers who take a state test or tests, participate in professional development, coursework, or other allowable avenues to ensure teachers meet HQT requirements. See the ESEA Title II, Part A Non-Regulatory Guidance (2006) at <http://www2.ed.gov/programs/teacherqual/guidance.pdf> for additional information.

13. **What happens if a teacher does not meet the HQT requirements?**

Nothing in the federal law requires that a teacher be dismissed for failing to meet the federal requirements. However, the following actions are applicable:

- Districts should avoid placing teachers in a building that accepts Title I funding. **In the event the district is audited, this may be a finding, even if the teacher is on an *Individual Teacher Plan for Achieving Highly Qualified Status*.** The Title I parent notification requirements apply after four weeks of instruction by a teacher who does not meet the ESEA HQT requirements (see Question #19 for additional information).
- The district may transfer the teacher to another assignment (as defined by the assignments/transfer policy in the teachers' local collective bargaining agreement) where the teacher's experience and preparation would meet the HQT requirements.
- **If the teacher is not in a building that accepts Title I funding, the teacher remains in the assignment and an *Individual Teacher Plan for Achieving Highly Qualified Status* is completed and followed to ensure the teacher meets HQT status as soon as possible.**

14. **What happens if a school district cannot find a teacher applicant who meets HQT requirements when filling a teaching assignment?**

School districts must make every effort to fill vacant teaching assignments with teachers who meet HQT requirements. Some options to consider when filling vacant teaching assignments include:

- Reassigning teachers who meet HQT requirements.
- Preparing existing teachers to fill future teaching assignments.

If no highly qualified teachers or teacher applicants are available, then districts must follow *Procedures for Hiring a Teacher that is Not Yet Highly Qualified* and complete an *Individual Teacher Plan for Achieving Highly Qualified Status*. The district must work towards getting the teacher highly qualified as quickly as possible. For detailed instructions and forms see <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx>.

15. **What responsibility is placed on districts to ensure all teachers meet the HQT requirements?**

School districts have a continuing responsibility to support and monitor teacher progress to meet the HQT goal at 100%. They are required to:

- Have a highly qualified teacher plan (as part of their iGrants Form Package 239 Title II, Part A application) and monitor progress to ensure all teachers meet the HQT requirements as quickly as possible.
- Implement procedures, including completion of the *Individual Teacher Plan for Achieving Highly Qualified Status* for each teacher who is not highly qualified to ensure HQT requirements are met as quickly as possible.
- Collect and report annual HQT data to the Office of Superintendent of Public Instruction (OSPI), Title II, Part A program office.
- Maintain HQT records at the district administrative office.

Note: For the 2013–14 school year, due to the ESEA Waiver issued by the U.S. Department of Education, districts are not required to complete and implement a HQT Improvement or Accountability Plan/Financial Agreement as outlined in Section 2141 of ESEA.

16. **Are there additional teacher requirements that school districts and OSPI must meet?**

Yes. Both school districts and OSPI must ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers (1111(b)(8)(C)). Completion and fulfillment of this requirement includes analysis of teacher placement at schools meeting these conditions.

17. **What is a HQT plan?**

The purpose of the HQT Plan is to ensure that school districts have procedures in place so all teachers meet HQT requirements. There are three types of HQT plans: (1) the HQT Plan, (2) the HQT Improvement Plan, and (3) the HQT Accountability Plan/Financial Agreement. Additionally, the requirement to ensure equitable placement of experienced and qualified teachers in high-poverty/high-minority schools and schools identified for improvement as low-poverty/low-minority schools is included in all three types of plans.

REQUIRED – HQT Plan (Section 1119) – **iGrants Form Package 239 Title II, Part A Application**

There are six components to the HQT Plan, and completion is required of all school districts regardless of whether Title I and Title II, Part A funds are accessed by the district. The HQT Plan is located in iGrants Form Package 239 Title II, Part A application. The components of the plan include:

- Teacher demographic data.
- School district procedures related to meeting HQT requirements.
- Strategies to ensure current district teachers meet highly qualified during transfers or reassignments.
- Recruitment/retention/induction strategies to build and maintain highly qualified teachers.
- Strategies to ensure equitable placement of teachers in high-poverty/high-minority schools and schools identified for improvement as in low-poverty/low-minority schools.
- Strategies related to the implementation of Title I personnel requirements.

NOT REQUIRED for the 2013-14 school year based on U.S. Department of Education Waiver – HQT Improvement Plan (Section 2141(a))

The HQT Improvement Plan is required of all school districts that do not meet HQT annual measurable objectives for two (2) consecutive years. Section 2141(b) of ESEA requires that OSPI provide technical assistance to districts to ensure HQT requirements are met. This plan is much more comprehensive in nature, and its purpose is to clarify through specific details how the district will meet and maintain HQT requirements. The plan requires the following information:

- Analysis of teacher data and the classes they teach.
- Actions and strategies to get teachers highly qualified.
- Strategies implemented to ensure that poor and minority students and students in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students.
- Strategies and actions to ensure only highly qualified teachers are hired.
- Strategies and actions to retain highly qualified teachers in the district.

NOT REQUIRED for the 2013–14 school year based on U.S. Department of Education Waiver. – HQT Accountability Plan/Financial Agreement (Section 2141(c))

The HQT Accountability Plan/Financial Agreement is the most restrictive of the three plans. Section 2141(c) of ESEA requires that school districts that do not meet HQT annual measurable objectives for three consecutive years *and* do not make AYP for three consecutive years enter into a financial agreement with OSPI on the use of the school district’s Title II, Part A funds to ensure teachers meet HQT requirements.

The agreement limits the district’s use of Title I, Part A funds to hire additional paraeducators except under specific circumstances. The circumstances include:

- replacement for a vacant position,
- significant increase in student population, or
- a need for a paraeducator to serve as a translator or provide parent activities.

18. Who in the district is responsible for completion of the HQT Plan?

The components of the HQT Plan affect several areas in a school district, thereby making the development, implementation, and monitoring of the HQT Plan a **collaborative process representing the entire school district**. However, a system-level administrator should be appointed as the single point of contact who will work directly with teachers and with OSPI staff.

19. What information do parents have the right to ask about a teacher’s professional qualifications, and what is the responsibility of districts and schools to provide this information?

Title I of the ESEA places emphasis on the **parents’ right to know** about the professional qualifications of their child’s classroom teachers. This disclosure applies to all teachers working in schools that receive Title I, Part A funds.

At the beginning of the school year, a **district** receiving Title I, Part A funds must notify parents of children enrolled in schools receiving Title I, Part A funds that they can request the following information regarding instructional staff who works with their children:

- Whether or not the child’s teacher has met state certification for the grades and subjects the teacher is teaching.
- Whether or not the teacher is working with an emergency or conditional certificate where state certification criteria has been waived.

- The baccalaureate degree major of the teacher and any other graduate certification or degree held, including field of discipline of the certificate or degree.
- If the child receives instructional services from a paraprofessional(s), the paraprofessional's qualifications.

In addition, any **school** receiving Title I funds is required to notify parents individually in a timely manner when for **four or more consecutive weeks** their child has been assigned to—or has been or will be taught by—a teacher who does not meet the HQT requirements of the ESEA.

20. **What responsibility is placed on OSPI to ensure all teachers meet the HQT requirements?**

OSPI has the responsibility under federal law to support and monitor district progress toward meeting the highly qualified teacher requirement goals. Requirements include:

- Having a HQT plan to ensure all school districts meet the highly qualified teacher requirements.
- Monitoring school districts' HQT requirements.
- Collecting school district data, analyzing and reporting aggregated and disaggregated data to the U.S. Department of Education.

21. **What are the auditing and paper tracking requirements for highly qualified teachers?**

School districts should keep HQT paperwork for seven (7) years in their central administration office for teachers no longer employed by the district. For all current teachers, records must be kept on file at the district office. School districts can use HQT forms and records from the ESEA HQT Workbook section of this document or use a variation of these forms specialized for the school district. State auditors and OSPI's Consolidated Program Review team will review paperwork when working with and/or monitoring school districts. Regardless of the documentation the district uses to record HQT, the district must provide supporting evidence that is either attached to the reporting documentation or is quickly and easily accessible for auditing and monitoring purposes.

In the 2011–12 school year, districts began the process of entering HQT documentation into the electronic certification (eCert) tool. This tool pulls teacher information from three sources:

- CEDARS
- eCert
- S-275

For more information regarding the eCert Tool and the HQT electronic process, please see the *2013–14 Highly Qualified Teacher Data Collection Tool Training Manual* located at <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx>. Districts are required to keep the HQT paperwork on file for auditing purposes.

22. **Who is the auditing and/or monitoring authority for HQT requirements?**

The authority for monitoring OSPI is the U.S. Department of Education and the authority for auditing school districts is the State Auditor's office. OSPI is the monitoring authority to ensure school districts fulfill the HQT requirements.

Teaching Assignments

General Questions

23. **What WAC and HQT guidelines should be followed when hiring and placing teachers in teaching assignments?**

State rules outlined in Washington Administrative Code (WAC) [181-82-105](#) and federal laws (HQT requirements) do not always align. Because of an occasional misalignment, the placement of teachers in assignments should follow a two-step process. First, follow the requirements of WAC. Second, proceed with meeting HQT requirements.

Example 1: The Elementary Education endorsement, as defined by WAC, indicates that a teacher may be placed in Grades K–8 without meeting any additional certification or qualifying requirements when assigned to teach in Grades 6–8. However, HQT requirements specifically state that teachers must demonstrate deeper subject area knowledge through one of the subject area pathways for secondary teachers, which includes Grade 6 at the middle school level when it is departmentalized.

Example 2: Washington issues teachers designated science endorsements in biology, chemistry, earth and space, and physics. A broad area science endorsement is also issued. According to WAC, a teacher with a biology endorsement would be assigned to teach biology. This same teacher would also meet HQT for the core academic subject area of science. However, if this same biology-endorsed teacher is assigned to teach physics, the teacher would be placed in an out-of-field endorsement assignment and the exception for teaching assignment must be followed (WAC [181-82-110](#)). Although the teacher is placed in a teaching assignment that is incongruent with his or her endorsement, the teacher would still meet HQT requirements for science.

24. **Do teachers with Elementary Education or Social Studies endorsements automatically meet HQT requirements?**

Teachers with these endorsements are now required to take the appropriate WEST-E prior to receiving the endorsement. Teachers who have passed the WEST-E Elementary Education or the WEST-E in Social Studies are automatically highly qualified in elementary curriculum or the four areas of social studies: history, civics/government, economics, and geography. Prior to 2005, teachers with these endorsements were NOT required to take a state approved test. If a teacher does not have a state test, she/he must meet the requirements through one of the approved HQT pathways, most likely, a Points-Based HOUSSE.

25. **Must teachers teaching two or more subjects demonstrate that they are highly qualified in all the subjects they are assigned?**

Yes. Middle and high school teachers must demonstrate that they satisfy the HQT requirement in each core academic subject they teach.

26. **Do teachers teaching summer school or other extended learning time opportunities have to be highly qualified?**

Teachers in summer school or other extended learning time programs, including Title I, that provide core academic subject area instruction specifically targeted for students who require additional learning time to meet state standards must meet HQ requirements.

27. **Do teachers in study skills classes have to meet HQT requirements?**

If a teacher of study skills classes is assigned to provide instruction in core academic subject areas, the teacher must meet HQT requirements.

28. **Are part-time teachers required to be highly qualified?**

Yes. The federal requirement applies to all teachers, including part-time, providing instruction in core academic subjects.

29. **Do teachers in private schools have to meet the HQT requirement?**

No. Under the federal statute, the HQT requirements apply only to public school teachers. However, **district-employed Title I teachers** who provide services to students in private schools must meet the HQT requirements.

30. **Do the HQT requirements apply to teachers with conditional or emergency certificates?**

Yes. Teachers with conditional or emergency certificates who are assigned to teach core academic subjects meet the HQT requirements when they meet **all** the following conditions:

- Have at least a bachelor's degree.
- Are enrolled in an Alternative Route to Certification program.
- Demonstrate knowledge of the subject assigned to teach (HQT pathways).
- Complete a teacher preparation program **within three years** when holding a **Conditional Certificate**.
- Complete a teacher preparation program **within one year** when holding an **Emergency Certificate**.

31. **Must teachers of a Running Start program meet the HQT requirements?**

No. Teachers in a Running Start program are employed by an institution outside the K–12 public school system.

Alternative Route to Certification Teachers

32. Do teachers in Alternative Route to Certification programs meet the HQT requirements?

Yes. Teachers in Alternative Route to Certification programs who are assigned to teach core academic subjects meet the HQT requirements when they **meet all the following conditions:**

- Have at least a bachelor's degree.
- Are enrolled in an Alternative Route to Certification program.
- Demonstrate knowledge of the subject assigned to teach (HQT pathways).
- Complete a teacher preparation program **within three years** when holding a **Conditional Certificate**.
- Complete a teacher preparation program **within one year** when holding an **Emergency Certificate**.

Teachers in Alternative Route to Certification programs for **Special Education** must meet the following:

- Have at least a bachelor's degree.
- Are enrolled in an alternative route to certification program.
- Demonstrate knowledge of the subject assigned to teach (HQT pathways).
- Must pass the WEST-E in Special Education prior to being placed in an assignment.
- Complete a teacher preparation program **within three years** when holding a **Conditional Certificate**.
- Complete a teacher preparation program **within one year** when holding an **Emergency Certificate**.

Note: Special Education teachers are required to meet both ESEA and IDEA HQT requirements. Although, special education teachers meet the HQT requirements of ESEA through an alternative route program, special education teachers on conditional or emergency certificates do not have full state certification under IDEA. Districts are currently reporting ESEA requirements only.

For additional information on alternative route programs in the state of Washington see http://pathway.pesb.wa.gov/alternative_routes

First People's Language Teachers

33. Are teachers holding a First People's Language/Culture certificate required to meet HQT requirements?

First People's Language/Culture (FPLC) certificate holders meet HQT requirements when teaching a First People's Language.

- If FPLC certificate holders are teaching **enrichment classes** in subjects other than language, they are not required to meet HQT requirements.
- If FPLC certificate holders are teaching classes in a **core academic subject** area other than the First People's language for which they hold the FPLC certificate, they **are** required to meet HQT requirements.

Middle School Teachers

34. **Does a middle school teacher meet the HQT requirements with an elementary education (K-8) endorsement?**

No. The elementary education (K-8) endorsement, by itself, does not highly qualify a teacher when teaching Grades 6-8. The middle school teacher must meet HQT requirements through the pathways outlined in ESEA language for secondary teachers.

New teachers with a K-8 elementary education endorsement must take a WEST-E in the necessary middle level content to meet HQT requirements.

Veteran middle school teachers may meet the HQT requirement through one of the secondary pathways, including the completion of a Points-Based HOUSSE.

35. **How can a middle school teacher meet the HQT requirements in reading?**

Middle school teachers who have passed the WEST-E Middle Level Humanities Subtest 1: English Language Arts meet HQT requirements in English/ language arts **and** reading for the middle school level. The teacher may also take the WEST-E Reading.

36. **How does a middle school teacher who teaches a block program meet the HQT requirements?**

Middle school teachers who teach in a block program must meet highly qualified in each subject area they are assigned to teach. When a veteran teacher meets HQT requirements in at least one subject area through one of the approved pathways, then a Multiple-Subjects Points-Based HOUSSE option becomes available to meet highly qualified requirements in all remaining subject areas. See WAC [181-82-105](#)(4) and (5).

National Board Certification Teachers

37. **Can teachers use their National Board Certification to meet the HQT requirements?**

Secondary teachers holding National Board Certification that matches their subject area teaching assignment are deemed highly qualified.

Elementary teachers holding National Board Certification for the elementary level are unable to use the certification, by itself, to meet HQT requirements. ESEA law is written to allow elementary teachers only two pathways to meet HQT requirements—a state test or a Points-Based HOUSSE for experienced teachers.

Non-immigrant Alien Exchange Teachers

38. **How do non-immigrant alien exchange teachers satisfy the highly qualified provisions?**

Teachers who have been granted non-immigrant alien exchange permits under the provisions of WAC [181-79A-231](#)(5) and WAC [181-79A-270](#) can meet the highly qualified standard via any of the pathways available to regular certificate holders, **or** by possessing exceptional qualifications for their assignment (such as being a native speaker of a designated world language).

Preschool Teachers

39. **Are preschool teachers required to meet HQT requirements?**

The ESEA HQT requirements apply only to K-12 teachers. However, preschool teachers working in Title I schools need to meet the ESEA HQT requirements. See Question #82 for related information.

Social Studies Teachers

40. **How is social studies identified as a core academic subject area?**

Social studies is not considered one of the U.S. Department of Education’s defined “core academic subjects.” Teachers must demonstrate content knowledge in the four areas that make up the integrated subject of social studies: history, civics/government, economics and geography.

41. **Will a teacher who has passed the WEST-E Social Studies be counted as highly qualified in history, civics/government, economics, and geography?**

Yes. The U.S. Department of Education has accepted that passing the WEST-E Social Studies—which represents all four areas of social studies—will deem the teacher highly qualified for the middle and high school levels.

42. **Will a teacher who has passed the Middle Level Humanities Subtest 2: Social Studies WEST-E meet the HQT requirements in history, civics/government, economics, and geography at the middle school level?**

Yes. Teachers who have passed the Middle level Humanities Subtest 2: Social Studies meet the HQT requirement for history, civics/government, economics, and geography at the middle school level.

43. **How do teachers who hold an endorsement in social studies meet the HQT requirements if they have not taken and passed the WEST-E Social Studies?**

A teacher with at least one year of experience who holds a Social Studies endorsement—but has not passed the WEST-E Social Studies—needs to meet HQT requirements through the use of the Points-Based Housse or one of the other allowable HQT pathways.

Substitute Teachers

44. **Are substitute teachers required to be highly qualified?**

Substitute teachers must meet HQT requirements if they are employed for four consecutive weeks, whether or not they are in a school that receives Title I funds.

Substitute teachers may be in one of two assignment situations:

- **Substitute or emergency substitute certificate holders—certificate holders are eligible to teach in a single teaching assignment a maximum of 30 consecutive days to stay within Washington State law, but they must meet HQT if assigned 20 consecutive days.**

- A substitute certificate **meets the criteria for “full state certification” and, therefore, this teacher could meet HQT requirements during their 30-day teaching assignment.**
- An emergency substitute certificate **does not meet the criteria of “full state certification” and, therefore a teacher with this certificate would not be able to meet HQT requirements.**
- Full state certification and assigned in endorsed areas—**certificate holders must meet HQT requirements if employed 20 consecutive days.**

Supplemental Instruction / Intervention Teachers

45. **Are general education teachers who are assigned teaching roles that provide supplemental instruction in a core academic area required to meet HQT requirements?**

Yes, all teachers providing supplemental instruction in a core academic subject must be HQ.

The only exception to this requirement is when the teacher is a **special education** teacher serving in a supporting (**consultative**) role for student learning in a core academic subject area.

Programs

Alternative Education Programs

46. **Are there different types of alternative education programs?**

Yes. Alternative education programs generally fall into two categories: traditional alternative education and Alternative Learning Experiences (ALE).

Traditional alternative education programs provide alternative forms of instruction to students in *a regular public school setting*.

Alternative Learning Experience (ALE) programs include educational experiences for public school students that are primarily characterized by learning activities that occur *away from the regular public school classroom setting*. The specific requirements and expectations of these learning activities are detailed in a Written Student Learning Plan (WSLP) which is developed and supervised by a certificated public school teacher.

47. **Do teachers working in alternative education program settings need to meet the HQT requirements?**

Yes. Teachers in alternative education programs must meet HQT requirements when teaching core academic subjects.

48. **How can teachers working in alternative education programs meet the HQT requirements?**

Teachers who are assigned to teach in alternative education programs meet HQT requirements through the pathways available to all other teachers at their grade level. In addition, veteran teachers may use the Multiple-Subjects Points-Based Housse after they first meet highly qualified requirements in one subject area. See Question #102 for more information.

49. **Is it possible for a student to have more than one highly qualified teacher?**

Yes. A student may have a **highly qualified teacher for each subject area** in which the student receives instruction. One teacher may meet the highly qualified requirements for all subject areas, or the student may have different highly qualified teachers for different subject areas.

50. **Are teachers' roles different in the traditional and ALE programs, and could the difference impact which teachers are required to meet HQT requirements?**

Teachers in **traditional alternative education programs** typically provide instruction in multiple subjects in a classroom setting throughout the day. Instruction may be varied between individual, small or large group settings of students. All teachers in this educational setting are required to meet HQT requirements. See Question #58 for more information.

Teachers in **ALE programs** must follow specific WAC requirements ([WAC 392-121-182](#)) related to implementation of the program. The learning activities of students in ALE programs primarily occur away from the regular classroom setting.

Teachers in ALE programs must meet HQT requirements when teaching core academic subject area courses. Teachers who are assigned to teach such courses in an ALE program meet HQT requirements through the pathways available to all other teachers. **The “teacher of record” designation is no longer a valid pathway for meeting HQT requirements.** Veteran teachers in ALE programs may use the Multiple-Subjects Points-Based Housse after they first meet highly qualified requirements in one subject area (see Question #102 for more information).

51. **Must the ALE staff responsible for the development of the Written Student Learning Plan (WSLP), the weekly contacts, and the monthly progress reviews, hold a valid teaching certificate in ALE programs?**

Yes. The ALE rules ([WAC 392-121-182](#)) require that the Written Student Learning Plan (WSLP) be developed and supervised by a certificated teacher and that weekly contact and monthly progress reviews be conducted by a certificated teacher.

~~52. **What are the different types of ALE programs?**~~

~~With recent changes to ALE rules (November 2013), this question has been removed.~~

53. **What are the certification and HQT requirements of teachers in ALE programs?**

Teachers in ALE programs must meet HQT requirements when teaching core academic subject area courses. See the following chart for specific information.

Certification and HQT Requirements of Teachers of Core Academic Subject Areas in ALE Programs		
Teacher Role	Certification*	HQT
Involved in the development of the Written Student Learning Plan (WSLP) for the course	Required	Required
Responsible for student learning (i.e., direct instruction, progress reviews, determining grades, etc.)	Required	Required
Responsible for overall monthly progress reviews of the WSLP with the student, as per WAC 392-121-182	Required	Optional
Provide direct instruction	Required	Required
Complete weekly contact with the student	Required	Optional
Manage WSLP throughout the duration of the plan	Required	Optional
Ensure the WSLP meets the conditions of the law	Required	Optional
<p>* WAC 181-82-105(6) Upon determination by school districts that teacher have the competencies to be effective teachers in alternative settings, individuals with initial, residency, endorsed continuing, or professional teacher certificates may be assigned to teach in alternative schools.</p> <p>* WAC 181-82-105(1) Classroom teachers with standard or unendorsed continuing teacher certificates may be assigned to any grade or subject areas for which certification is required.</p> <p>* Local community members and parents are not certificated teachers and do not meet the highly qualified teacher statutory definition.</p>		

Additional information about how HQT requirements must be implemented in ALE programs can be found in OSPI memoranda [M013-13](#) (March 2013) and in a November 17, 2011 letter to school district human resource personnel, <http://www.k12.wa.us/titleiia/pubdocs/changestoHQTrequirementsforALE.pdf>

54. **If a highly qualified teacher is not available locally to teach a certain subject, may a district use a highly qualified teacher who is located elsewhere to teach that subject through distance learning?**

Yes. Highly qualified teachers may teach “virtual” classes through distance learning. For instance, rural districts might take advantage of broadband Internet connectivity to allow students to take advanced science, mathematics, or foreign language courses from highly qualified teachers throughout or outside of the state. The highly qualified teacher must be responsible for providing the direct instruction through distance learning, be accountable for monitoring student progress and assigning grades **and be reported in CEDARS and linked to the student**. Students may be assisted by on-site personnel (e.g., teacher aides, paraprofessionals, or teachers who are not highly qualified in that subject) responsible for supporting instruction provided by the highly qualified teacher.

55. **What are the regulatory requirements for ALE programs?**

The regulatory requirements for ALE are spelled out in WAC [392-121-182](#). **These rules have been in existence for many years and were last amended in November 2013.** The ALE rules are school finance rules allowing school districts to establish programs and claim basic education funding for student learning experiences that occur primarily outside the regular classroom setting. This is in contrast to the more commonly used “seat time” requirements for basic education funding, where school districts claim basic funding only for enrolled students who are expected to attend school each day for a specified number of hours. In addition to the requirements of WAC [392-121-182](#), ALE programs must comply with all other existing rules and laws governing public education in Washington state.

56. **What is the definition of a Teacher of Record in an ALE program?**

There is no longer a “Teacher of Record” model in an ALE program. For specific certification and HQT requirements, see the chart in Question #53.

57. **Do contracted teachers employed by a district, an agency, or a vendor who provide core academic instruction need to meet the HQT requirements?**

The certificated teacher responsible for providing student learning (i.e., direct instruction, progress reviews, determining grades) and development of the WSLP for the course needs to be highly qualified. **They should also be reported in CEDARS and linked to the student.**

If the contractor provides teaching staff for the ALE program, then the teaching staff must meet the same requirements as if the district were providing the teachers. All federal and state requirements, including ALE laws, must be met.

58. **Must teachers of online learning courses meet the HQT requirements?**

Yes. Teachers of online courses in core academic subject areas must meet the HQT requirements. **The only exception is for online courseware used for credit retrieval in a traditional, comprehensive high school where the teacher is not providing instruction.**

59. **How are ALE teachers identified in the HQT Tool for OSPI reporting purposes?**

When reporting teacher information in CEDARS and on the S-275, districts must include the contracted teacher's data, where applicable obtaining teacher information from contractors. Districts contracting for instruction should obtain the following teacher information in the CEDARS section below from the contractor. OSPI has notified all state-approved multi-district online providers of the data needs, and each provider should be able to produce the necessary information.

Reporting ALE Teachers in CEDARS

When reporting to CEDARS, districts should ensure that complete information about contracted teachers is accurately reported in the Staff File (F) and the Staff Schedule File (G). Districts will need to obtain the following information about their contracted teachers:

- Certification Number – reported to CEDARS in element F05
- Legal Last Name – reported to CEDARS in element F06
- Legal First Name – reported to CEDARS in element F07
- Legal Middle Name – reported to CEDARS in element F08
- Birth date – reported to CEDARS in element F09

In addition, the Staff File (F) requires the following elements that the district can produce:

- Staff ID should be the district's internal ID for this teacher and reported to CEDARS in element F03.
- Staff Type Codes are described in Appendix U of <http://www.k12.wa.us/CEDARS/pubdocs/2013-14CEDARSDataManualAppendices.pdf> and should be reported to CEDARS in element F04. Most online teachers will be 31x (elementary teacher), 32x (secondary teacher) or 63x (contractor teacher), depending on how the district chooses to represent the teacher in their S275 data.

When completing the Staff Schedule File (G), report the contracted teacher to the school that the on-line student is attending.

The CEDARS Data Manual contains complete information on the various staff files that must be submitted: <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

60. **Can a teacher count management of WSLP duties towards teaching experience for completion of a Points-Based HOUSSE?**

No. Management of Written Student Learning Plans (WSLP), by itself, does not count towards teaching experience because it is not considered to be instruction in a subject area.

61. **Where can I find more information regarding ALE programs?**

Additional information on ALE and alternative education programs is available on the OSPI Web site at <http://digitalllearning.k12.wa.us/ale/>

Career and Technical Education (CTE)

62. **Do CTE (formerly Vocational Education) teachers need to meet the HQT requirements?**

Only CTE teachers who teach core academic classes in a general education setting are required to meet the HQT requirements. Teachers assigned to teach CTE courses funded with CTE funds are exempt from meeting ESEA HQT requirements.

63. **Which CTE classes are considered core academic classes?**

It is the responsibility of the school district to identify which classes are core academic classes and others that are considered CTE classes.

64. **Do teachers of CTE classes that meet credit equivalency criteria in core academic subject areas need to meet HQT requirements?**

No. Teachers assigned to teach CTE funded credit equivalency classes do not need to meet the HQT requirements even if the student receives a graduation credit in a core content area.

Example: If a CTE teacher is teaching a CTE applied math class and the student receives a math credit, the teacher does not need to meet the highly qualified teacher requirements.

Example: If the CTE teacher is teaching algebra, a non-CTE course, and the student receives a math credit, the CTE teacher would need to meet the ESEA HQT requirements in the same way as a general education math teacher.

English Language Learners and Bilingual (ELL and ESL)

65. **Must ELL and bilingual teachers meet the HQT requirements?**

Yes. If teachers of English language learners provide instruction in core academic subjects, they need to meet the HQT requirements.

However, if the teacher is providing supplemental instruction related to the **acquisition of the English language** in the context of the core academic subject, the teacher would not need to meet HQT requirements.

66. **How do ELL and bilingual teachers meet ESEA HQT requirements?**

Teachers of ELL/bilingual programs may be highly qualified through the same options as all other teachers. In addition, veteran teachers may use the Multiple-Subjects Points-Based HOUSSE option (see Question #102 for more information).

Juvenile Institutions and Detention Centers

67. Do teachers in juvenile institution programs need to meet ESEA HQT requirements?

Yes. If the teacher is an employee of a public school or another institution identified as a local educational agency (LEA) or operating under the jurisdiction of OSPI, the teacher would follow the same pathways to meet ESEA HQT requirements as all other teachers in the same grade level. Also available to teachers in juvenile institution programs is the option of completing a Multiple-Subjects Points-Based HOUSSE (see Question #102 for more information).

Small Rural Schools and REAP Flexibility

68. Are teachers in small, rural school districts allowed flexibility that enables them to meet the HQT requirements because of their unique school district circumstances?

No. Teachers in REAP eligible school districts are no longer allowed flexibility to meet the HQT requirements.

69. What is the criteria for REAP eligibility?

The criteria for REAP eligibility stipulates that the district has: (1) no more than 600 students in average daily attendance, (2) a Locale Code of 7 or 8 for all buildings in the district, or (3) be located in a county with fewer than ten people per square mile. See <http://www.k12.wa.us/ruraleducationachievement/default.aspx> for more information.

Special Education

70. How do Washington's special education teachers meet the HQT requirements?

Special education teachers meet IDEA highly qualified requirements through the following:

- Hold at least a bachelor's degree.
- Obtain full state special education certification/licensure.
 - Pre-'87 Standard (unendorsed) teaching certificate or
 - Special Education endorsement
- Meet ESEA HQT requirements when directly teaching core academic subjects.

IDEA (2004) requires all special education teachers to be highly qualified using the same procedures and deadlines as ESEA. Although special education teachers who directly teach core academic subjects must meet the ESEA HQT requirements, there are three teaching assignments identified under IDEA:

- Teaching exclusively to students who are assessed against alternate achievement standards (most severely cognitively disabled students).
- Teaching two or more core academic subjects (see Question #102 for more information).
- Providing consultative services.

71. **What requirements must special education teachers meet when they teach exclusively to students assessed against alternate achievement standards?**

Special education teachers who teach *exclusively* to students who are assessed against an alternate achievement standard must meet the special education requirements of at least a bachelor's degree and full state certification *and* ESEA HQT at the highest level the students are assessed. Washington's alternate achievement standard is the Washington Alternate Assessment System (WAAS), using the WAAS Portfolio.

72. **What requirements must special education teachers meet when they teach core academic subjects?**

Special Education teachers who teach core academic subjects must meet ESEA and IDEA requirements. Teachers need to meet the requirements at the **age appropriate level** of the student(s) unless all students in the class are assessed using the WAAS portfolio.

Example: If a student is 15 years old, age appropriate of a 10th grader, and she/he is reading at a 3rd grade level (ability level), the special education teacher needs to meet the ESEA HQT requirements at the high school level (age appropriate level).

Example: All students on a teacher's caseload are assessed on the WAAS portfolio. The students are varied ages (10–17 years of age), functioning at the pre-kindergarten level. The special education teacher is required to meet the ESEA HQT requirements at the elementary level.

73. **What requirements must special education teachers who provide “consultative” services meet for ESEA and IDEA?**

If a special education teacher is assigned a consultative role (not providing direct instruction in the core subject areas), the teacher must meet only the IDEA requirements below:

- Hold at least a bachelor's degree.
- Obtain full state special education certification/licensure.
 - Pre-'87 Standard (unendorsed) teaching certificate or
 - Special Education endorsement (post 1987)

74. **What are the roles and responsibilities of a special education teacher who provides consultative services?**

The services this teacher might provide could include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions, and/or supporting a general education teacher in the classroom. The special education teacher would still be responsible for designing, monitoring, supervising, and evaluating the specially designed instruction provided to the special education students that is delivered by a highly qualified general education teacher. The special education consultative teacher would continue to be responsible for developing students' individualized education programs (IEPs), but this teacher is not required to meet highly qualified in the core academic areas.

75. **What happens when a special education teacher meets the general HQT requirements of IDEA, but does not meet the ESEA HQT subject area requirements?**

The special education teacher would be reported as **not** meeting HQT requirements. An *Individual Teacher Plan for Achieving Highly Qualified Status* should be completed and implemented.

Example: A teacher has a special education endorsement (her only endorsement) and is providing direct instruction to elementary students. This is not a “consultative” role. The teacher would not meet ESEA HQT requirements. She would need to pass the WEST-E in Elementary Education or demonstrate content knowledge through a Points-Based HOUSSE if she has more than one year of teaching experience.

76. **Do special education teachers who teach life skills classes need to meet the ESEA HQT requirements?**

Yes. All special education teachers who teach life skill classes must meet all IDEA and ESEA HQT requirements. Although the class may be titled “Life Skills” the content taught is typically core academic content (English language arts, reading, mathematics and possibly science).

77. **What core academic subject areas are considered as part of the curriculum when teaching life skills?**

Mathematics, reading, English language arts and possibly science are considered core academic subjects when teaching life skills.

Consideration should be given to the appropriate age level of the students when teaching life skills. If the teacher is providing instruction *exclusively* to students who are assessed against WAAS portfolio, the teacher would meet HQT for the elementary curriculum. If 100% of the students are not assessed on the WAAS portfolio, then the teacher must meet the requirements at the age appropriate level of the student.

78. **At what level of assignment must a special education teacher meet the HQT requirements when providing instruction for students who are all assessed at a level less than kindergarten using the WAAS portfolio?**

If all the teacher’s students are assessed against the WAAS portfolio, the special education teacher must meet the HQT requirements at the elementary level.

Title I — Schoolwide and Targeted Assistance

79. **Must all teachers meet the HQT requirements, even if there is only a small group of teachers who teach Title I students?**

All teachers who teach core subject area classes, whether or not they teach in a Title I program, are required to meet HQT requirements. Title I teachers who are providing supplemental instruction in a core academic subject area are required to meet the HQT requirements.

80. **Do teachers who work in before-and after-school programs and summer programs funded by Title I need to satisfy the HQT requirements?**

Yes. Teachers working in before-and after-school programs and summer school programs funded by Title I must meet the HQT requirements.

81. **Do Title I teachers who teach reading need a reading endorsement to meet the HQT requirements?**

Not necessarily. A teacher who meets HQT for the elementary level would be highly qualified to teach reading in the elementary grades. However, a teacher assigned to teach only reading at the elementary level could also meet HQT through a reading endorsement as a specialist.

When a middle school or high school teacher is teaching a class identified as reading, that teacher must meet the HQT requirements in reading in one of the allowable HQT pathways, including a reading endorsement.

82. **Are preschool teachers in a Title I preschool required to meet the HQT requirements?**

Yes. Teachers in Title I preschools are required to meet the HQT requirements.

83. **Do Title I teachers who provide services to students in private schools need to meet the HQT requirements?**

Yes. Title I teachers who provide services to students in private schools are employed by the public school district, and therefore, need to meet the HQT requirements.

Certification in Washington

For detailed information related to certificates and endorsements see the following Web sites:

- Professional Educators Standards Board (PESB), <http://www.pesb.wa.gov/>
- OSPI's Certification, <http://www.k12.wa.us/certification/TeacherMain.aspx>

84. **Which Washington certificates meet the definition of “full state certification”?**

The explanation of “full state certification” is described by the U.S. Department of Education as “determined under state law and policy to mean that the teacher has fully met state requirements that apply to the years of experience the teacher possesses. For example, these requirements may vary for first-year teachers and for teachers not new to the profession. In addition, it means that the teacher must not have had certification or licensure requirements waived on an emergency, temporary or provisional basis” (*Non-Regulatory Guidance* August 2005). See the following table for detailed information.

Certificate Name	Meets definition of “Full State Certification”
Unendorsed Certificate (Pre-87 Certificate, Continuing Unendorsed, Continuing Elementary & Secondary Teacher, Standard)	Yes
Endorsed Certificate (Continuing Teacher, Initial Teacher, Residency Teacher, Professional Teacher)	Yes
First Peoples’ Language/Culture Certificate	Yes
Transitional Certificate	Yes
Non-immigrant Alien Exchange Teacher Certificate	Yes
Substitute Certificate	Yes
Conditional Certificate	Yes, when enrolled in a teacher preparation program and scheduled to complete in 3 years. May be extended in certain circumstances.*
Emergency Certificate	Yes, when enrolled in a teacher preparation program and scheduled to complete in 1 year.
Emergency Substitute Certificate	No
Intern Substitute Teacher Certificate	No
Temporary Permits	Yes

* See WAC [181-79A-231](#) (Limited certificates.)

85. Can a teacher have “full state certification” in Washington and still not satisfy the federal HQT requirements?

Yes. In addition to holding a bachelor’s degree, being certified, and following state assignment rules, highly qualified secondary teachers must demonstrate subject knowledge in each core academic subject to which they have been assigned. Teachers at the elementary level must demonstrate knowledge of the elementary curriculum.

86. What is meant by “certified before 1987”?

For purposes of Washington’s highly qualified definition, “certified before 1987” means the teacher was first certified before 1987 and holds a valid lifetime **unendorsed** Washington certificate (standard or continuing) such as:

- Standard Elementary Teacher
- Standard Secondary Teacher
- Standard Elementary & Secondary Teacher
- Standard General Elementary & Secondary Teacher
- Continuing Elementary & Secondary Teacher

Note: An expired certificate issued before 1987, such as the Provisional Teacher, is no longer valid and may not be used for meeting the HQT requirements.

87. **What guidelines should teachers follow if their pre-'87 certificate is expired?**

Use the “Endorsed Certificate Holders” guidelines. A teacher who held a provisional certificate (which has expired), but was not issued a lifetime certificate such as the standard or continuing, is not considered under the “certified before 1987” guidelines.

88. **Which category or guidance applies to a teacher who is first certified in another state but certified in Washington *after* 1987?**

Use the guidance under the title “Endorsed Certificate Holders.” Only teachers with a valid Washington certificate issued before 1987 may use the “certified before 1987” guidelines.

89. **What is meant by “endorsed certificate holders”?**

Washington certificates issued since 1987 carry specific subject or grade level endorsements. Such certificates include:

- Initial Teacher or Initial Teacher (renewal)
- Continuing Teacher
- Residency Teacher
- Professional Teacher

These certificates also carry endorsements such as elementary education, special education, mathematics, and social studies.

90. **How can a teacher who holds an endorsed certificate add another endorsement?**

OSPI’s Adding an Endorsement web page, <http://www.k12.wa.us/certification/teacher/Endorsement.aspx> contains requirements for endorsements, including testing, endorsement competencies, guidance on assignment of teachers based on their endorsement, and guidance for prospective teachers, applicants from out-of-state, and existing teachers interested in adding endorsements to their certificate. Depending on the endorsements a teacher already holds, there are also two pathways to add endorsements in areas that are related to endorsements already held based on content knowledge testing, or content knowledge testing and assessment of teaching skill.

91. **What is meant by a “limited” certificate?**

A limited certificate as described in WAC [181-79A-231](#) indicates a certificate which imposes restrictions or conditions on scope or length of assignment. Most limited certificates are identified as meeting full state certification.

Certificate	Full State Certification
Conditional	Yes, with conditions (see Question #84)
Substitute	Yes
Emergency	Yes, with conditions (see Question #84)
Emergency Substitute	No
Non-immigrant Alien Exchange Teacher	Yes
Intern Substitute Teacher	No
Transitional	Yes

92. **Does the HQT requirement apply to teachers with conditional or emergency certificates?**

Yes. Teachers with conditional or emergency certificates who are assigned to teach core academic subjects meet the HQT requirements when they **meet all the following conditions:**

- Have at least a bachelor’s degree.
- Are enrolled in an alternative route to certification program.
- If enrolled in alternative route to certification program for Special Education, must pass the WEST-E in Special Education prior to being placed in an assignment.
- Demonstrate knowledge of the subject assigned to teach (HQT pathways).
- Complete a teacher preparation program **within three years** when holding a **Conditional Certificate**.
- Complete a teacher preparation program **within one year** when holding an **Emergency Certificate**.

93. **Are out-of-state teachers who are teaching under an OSPI-issued temporary permit deemed to be highly qualified?**

A temporary permit is legally considered equivalent to a certificate for employment or assignment purposes and meets the criteria for full state certification. Under WAC [181-79A-128](#), the permit is issued to teacher candidates who have filed an application for certification and appear, based on a review, to meet all requirements for certification. To meet HQT, the teacher candidate must still demonstrate subject area knowledge.

Out-of-state teachers may use their HQT status from their originating state to meet HQT requirements in Washington. The teacher’s HQT status is valid for one year using this

process and will align with the time parameters of the teacher's temporary permit. It is the responsibility of the teacher to provide HQT verification to school districts from their originating state.

If the teacher does not meet highly qualified in another state and does not have at least 180 days of teaching experience in order to use a Points-Based HOUSSE, the teacher must be reported as not highly qualified until they demonstrate knowledge in the subject areas they are assigned to teach.

94. **Are in-state teachers holding a temporary permit highly qualified?**

Yes, if they have demonstrated content knowledge in the core subject area they are teaching.

95. **Is the Endorsement-Related Assignment Table valid for purposes of meeting HQT requirements?**

No.

96. **How can the Endorsement-Related Assignment Table be used?**

The Endorsement-Related Assignment Table can be used under **state assignment rules** (WAC [181-82-105\(11\)](#)) to place a teacher in a teaching assignment that is similar in nature to the teacher's endorsement area. Although the table can be used as a guide (under state rules) for placement of teachers, **it is not valid to identify a teacher as highly qualified** under ESEA federal law. The Endorsement-Related Assignment Table is included in the Appendix and available online at <http://www.k12.wa.us/certification/pubdocs/EndorsementRelatedAssignmentTable.doc>

Washington Educator Skills Test – Endorsement (WEST-E)

97. **What state tests are available for teachers to meet HQT requirements?**

Beginning September 1, 2010 the Washington Educator Skills Test - Endorsement (WEST-E) is the only test that state of Washington accepts as meeting the HQT requirements. Districts may use the Praxis II series result for teachers who have passed the Praxis II series test prior to September 1, 2010.

A list of the WEST-E assessments, frequently asked questions about the test, and additional preparation materials may be found at <http://assessment.pesb.wa.gov/assessments/weste>

98. **Which assessments should be used to meet HQT requirements—the WEST-E or the Praxis II?**

Teacher must take the WEST-E. The Praxis II in no longer an option to meet the requirements in Washington state.

99. **Who receives the teacher's WEST-E test results?**

A score report is provided to the teacher and the information is reported electronically to OSPI. This score report can be used as documentation that a teacher has passed a state

test in a subject area to meet HQT status. The original score report should remain with the teacher and a copy maintained in HQT documentation at the district office.

WEST-E results are also available to districts electronically via the eCert system.

Note: In some cases the eCert system is not capturing all of the test results. This is an issue OSPI continues to address. If a teacher is able to provide her/his original test results, accept this as valid documentation.

100. Can teachers who have taken the Praxis II in another state use that assessment to meet Washington’s requirement for demonstrating subject knowledge to fulfill the HQT requirements?

Out-of-state teacher candidates are required to take a WEST-E teacher assessment to be issued a Washington State certificate. However, if the out-of-state teacher has passed a Washington State approved Praxis II prior to September 1, 2010 and meets the required passing score, the Praxis II can be used to meet HQT requirements.

High Objective Uniform State Standard of Evaluation (HOUSSE)

101. What is a High Objective Uniform State Standard of Evaluation (HOUSSE)?

ESEA law allows each state to use a HOUSSE to evaluate a teacher’s subject area knowledge. The HOUSSE, which takes several criteria into consideration, is a state defined process for teachers to use instead of the statutory pathways as stated in ESEA.

Points-Based HOUSSE

The Points-Based HOUSSE is available and recommended for all teachers regardless of whether they hold an unendorsed or endorsed certificate. This process:

- Is completed **one time** for **each** subject area.
- Demonstrates subject matter knowledge through the accumulation of 100 points in a combination of at least two of the following six categories:
 - Coursework
 - Teaching experiences
 - Professional development
 - Internships/work experiences
 - Professional leadership
 - Awards/honors/publications

102. What is a Multiple-Subjects Points-Based HOUSSE and which teaching assignments are eligible to use it?

The Multiple-Subjects Points-Based HOUSSE is designed to accommodate secondary teachers whose teaching assignment requires that they teach two or more subjects in programs such as special education, middle school block, ELL/bilingual, alternative education, juvenile institutions and Open Doors 1418 Reengagement Schools in order to meet HQT requirements in each core academic subject after HQ is met in one subject area. Although elementary teachers are assigned to teach multiple core academic

subjects, they are required to meet HQT requirements through processes representing the elementary curriculum.

The **Multiple-Subjects Points-Based HOUSSE may only be used** in the following assignments:

- Special Education
- Middle School Block
- ELL/Bilingual
- Alternative Education
- Juvenile Institutions
- Open Doors 1418 Reengagement Schools

103. Who is eligible to use the Points-Based HOUSSE to demonstrate content knowledge?

All teachers with one year or more (180 days) of teaching experience are eligible to use a HOUSSE.

104. If a teacher has an unendorsed certificate and is using a Points-Based HOUSSE to become highly qualified, can core academic courses that the teacher completed during the time of obtaining the certificate be used in Category 3—Professional Development in Core Academic Area?

Only if the courses were not part of the required coursework leading to certification for which points are already claimed in Category 1. In other words, no “double dipping” or double counting of the same courses is allowed.

105. When completing a Points-Based HOUSSE to highly qualify a teacher in reading, how are classes on the teacher’s transcript identified for points?

Generally, if the classes can be identified as contributing to the five (5) areas of research-based reading programs and strategies—phonics, phonemic awareness, fluency, vocabulary, comprehension—the classes can be counted for points. Another strategy that may be used to identify if classes are eligible to count as points is to align the classes with the reading endorsement competencies. Competencies for all endorsements can be viewed at <http://program.pesb.wa.gov/endorsements/endorsement-forms/forms>

106. When completing a Points-Based HOUSSE, can teachers who are certificated in another country—or have taught in another country—use their teaching experience towards completion of Category 2—Teacher Experience in Core Academic Area?

Yes. Points in Category 2 are allowed for teachers who have taught in other countries and/or other states.

107. Is it possible for teachers to count their student teaching for points in Category 2—Teaching Experience Core Academic Area when completing a Points-Based HOUSSE?

No. Student teaching is a requirement for obtaining a teaching certificate and therefore, not eligible to use as teaching experience points in Category 2.

108. Is it permissible for teachers to count their prior experience as a paraeducator for points in Category 2—Teaching Experience, or Category 4—Internships and Work Experiences?

No. The role of a paraeducator is to “assist with instruction.”

109. Will meeting the highly qualified teacher requirements under a Points-Based HOUSSE received in a prior school district deem the teacher highly qualified in the same assignment in a new district?

Yes. If the teacher meets highly qualified through a Points-Based HOUSSE, that highly qualified designation only needs to be met one time for each subject area or the elementary curriculum. A copy of the documentation may be provided by the teacher or the former district to the new employer.

**Elementary and Secondary Education Act
Highly Qualified Teacher**

Workbook

Introduction

The HQT Workbook section of this document outlines procedures and provides forms to ensure teachers of core academic subject areas meet the ESEA highly qualified teacher requirements. Although the use of OSPI’s forms and worksheets is at the district’s discretion, **districts are required to keep records that provide evidence they are in compliance with meeting ESEA requirements.** HQT forms and worksheets are posted at <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx> and may be used by districts “as is” or as an example.

This workbook also contains documentation forms for special education teachers who are required to meet the ESEA and IDEA highly qualified teacher requirements.

Documenting Highly Qualified Teacher Status	
Step 1	<p>Identify if the teacher has a bachelor’s degree.</p> <ul style="list-style-type: none"> • If no, the teacher is not eligible to meet the HQT requirements. An exception to this requirement is a teacher who holds a First People’s Language Certificate.
Step 2	<p>Identify if the teacher holds full state certification.</p> <ul style="list-style-type: none"> • If yes, proceed to the next step. • If no, does the teacher have a conditional or emergency certificate? <ul style="list-style-type: none"> ○ If yes, the teacher holds an emergency or conditional certification, is she/he enrolled in a teacher preparation program and scheduled to complete the requirements in three years for a conditional or one year if an emergency certificate? ○ If no, the teacher is not eligible to meet HQT requirements.
Step 3	<p>Identify the teacher’s teaching assignment.</p> <ul style="list-style-type: none"> • If the teacher is assigned to teach at least one core academic subject or the elementary curriculum, the teacher must meet ESEA HQT requirements. • If the teacher is not assigned to teach at least one core academic subject or the elementary curriculum, the teacher does not need to meet ESEA HQT requirements. No additional steps are taken.
Step 4	<p>Complete an identification form if the teacher is teaching a core academic subject.</p> <ul style="list-style-type: none"> • If the teacher meets the HQT requirement in the assignment using the identification form, no additional steps are taken. Attach supporting documentation. Keep on file. • If the teacher does not meet the HQT requirement using only the identification form, and if the teacher has at least one year of experience (180 days), proceed to a Points-Based HOUSSE procedure. • If the teacher does not have at least 180 days teaching experience and the teacher is not deemed highly qualified, an <i>Individual Teacher Plan for Achieving Highly Qualified Teacher Status</i> must be completed. For more details, see http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx.
Step 5	<p>Complete a Points-Based HOUSSE worksheet for each teaching assignment.</p>

ESEA Points-Based HOUSSE—Forms and Worksheets

Teachers with one year (180 days) or more of teaching experience are eligible to meet HQT requirements through a Points-Based HOUSSE.

Points-Based HOUSSE

The Points-Based HOUSSE is an inventory of education, experience, professional development, and other qualifying factors in the teacher’s background. Completion of this process ensures the teacher permanently meets the HQT requirements for this subject area teaching assignment or elementary curriculum.

The Points-Based HOUSSE worksheets are used to tally points (100 point system) earned towards meeting the HQT requirements:

- Category 1—College credit coursework for certification
- Category 2—Teaching experience
- Category 3—Professional development
- Category 4—Internships and work experiences
- Category 5—Leadership
- Category 6—Awards/honors/publications

Note: For more information regarding each category, please reference the Washington Points-Based HOUSSE Content Knowledge Matrix on pages 56-62.

Multiple-Subjects Points-Based HOUSSE

Teachers who are assigned to teach *multiple subject areas* in the following programs are eligible to use the “Multiple Subjects Assignment – At least one other subject already meets HQ” in Category 1 of the Points-Based HOUSSE:

- Special Education
- ESL/ELL/Bilingual
- Alternative Education
- Middle School Block
- Juvenile or Correctional Institutions
- Open Doors 1418 Reengagement Schools

To take advantage of this option, **a teacher must first meet HQT status in at least one subject area through a standard process**. If the teacher is teaching additional subjects areas, the district may use the “Multiple Subject Assignment– At least one other subject already meets HQ” points in Category 1 on Worksheet 2B (if middle school) or Worksheet 2C (if high school) for each additional content area and then proceed through the remaining categories of the Points-Based HOUSSE.

Quick Reference Sheet

HQT Identification Forms and HOUSSE Worksheets

Identification Forms A-D are optional. OSPI created these forms to assist districts with the documentation process. A district may or may not choose to complete these forms.

Identification Forms	
Form Name	Description of Form
Identification Form A	General education teachers—elementary level
Identification Form B	General education teachers—middle & high school level
Identification Form C	Special education teachers—elementary level
Identification Form D	Special education teachers—middle & high school level
Points-Based HOUSSE Forms (one-time completion, permanent process for each teaching assignment area)	
Form Name	Description of Form
Washington Points-Based HOUSSE Content Knowledge Matrix— Form 2	Reference document for completion of Points-Based HOUSSE worksheets.
Points-Based HOUSSE Worksheet 2A	General and special education teachers—elementary level
Points-Based HOUSSE Worksheet 2B	General and special education teachers—middle level (can also be used for K-8 content area specialists)
Points-Based HOUSSE Worksheet 2C	General and special education teachers—high school and K-12 content area specialists
Points-Based HOUSSE Worksheet 2D	Social studies teachers—middle and high school level (general and special education)
Affidavit	Used to document background and experience claimed in the ESEA Points-Based HOUSSE if other documentation is not available. One signed affidavit required for each core academic subject.

IDENTIFICATION FORM A
**Washington State ESEA Highly Qualified Teacher (HQT)
 General Education Teachers at the Elementary Level**

Name: _____ Certificate Number _____

School Building: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes No

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

Early Childhood (P-3)

Elementary Education Endorsement (K-8)

Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Content Area Teaching Assignment (check all that applies):

Elementary Curriculum (includes core content subjects of the elementary level curriculum)

Other* – List Subject Area

Other* – List Subject Area(s)

* Note: If assigned to teach only K-12 content area specialties (music, art, reading, etc.) use Identification Form B

Grade-level Assignment (check all that apply):

K-5

Grade 6 – Self-contained - 6th grade classroom (same teacher with the same students)

There are two statutory routes for teachers of elementary grades to meet highly qualified – a state test or HOUSSE:

Part III – Teacher passed West-E Elementary Education (005/006)?

Yes No

K-3 assignment only: Teacher passed West-E Early Childhood Education (001)?

Yes No

Yes – Teacher meets the ESEA definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (>1 yr) may meet ESEA highly qualified teacher requirements through the Points-Based HOUSSE.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

IDENTIFICATION FORM B

**Washington State ESEA Highly Qualified Teacher (HQT)
General Education Teachers at Middle & High School Level
& K-12 Content Area Specialists (Reading, Music, Visual Arts, Theatre Arts, Dance)**

Name: _____ Certificate Number _____

School Building: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes No

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

Early Childhood (P-3)

Elementary Education Endorsement (K-8)

Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Subject Area: Check all that applies (multiple sections of the same course count as one assignment).

Science

Mathematics Visual Arts

English Language Arts

Reading

World Languages (specify) _____

Music (General, choral, instrumental)

Economics

Theatre Arts

Dance

History

Civics/Government

Geography

Grade-Level Assignment: Check all that apply

Grade 6 (departmentalized)

Grade 7

Grade 8

Grade 9 - part of middle or junior high

Grade 9 – part of high school

Grade 10

Grade 11

Grade 12

Elementary Level (Content Area Specialists)

Part III - Content Areas:

Passed the West-E or Praxis II test*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a Washington endorsement*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have an academic major*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a graduate degree*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have National Board Certification*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have 45 quarter credits*?	Y	N	Y	N	Y	N	Y	N	Y	N

* in this content area. Classes must be at 100 level and above. Only one "Yes" answer is needed per content area to meet the HQT requirement.

HIGHLY QUALIFIED Yes No Yes No Yes No Yes No Yes No

Yes – Teacher meets the ESEA definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (> 1yr) may meet ESEA highly qualified teacher requirements through the Points-Based HOUSSE.

Signature of Person Completing Form _____ Date _____

Title of Person Title of Person Completing Form _____

IDENTIFICATION FORM C

Washington State ESEA Highly Qualified Teacher (HQT)
Special Education Teachers at Elementary Level

Name: _____ Certificate Number _____

School Building: _____ Grade Level: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes [] No []

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

[] K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

[] Early Childhood (P-3)

[] Elementary Education Endorsement (K-8)

[] Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s): _____

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Content Area Teaching Assignment (check all that applies):

[] Elementary Curriculum (includes multiple core content subjects of the elementary level curriculum)

[] Other - List Subject Area _____

Grade-level Assignment:

[] P-3

[] K-5

[] K-6

[] Teaching exclusively students assessed against alternate achievement standards (WAAS—Portfolio)

Indicate level performance of students _____

There are two statutory routes for teachers of elementary grades to meet highly qualified - WEST-E Elementary Education or a Points-Based HOUSSE process:

Part III - Teacher passed West-E Elementary Education (005/006)?

Yes [] No []

K-3 assignment only: Teacher passed West-E Early Childhood Education (001)? Yes [] No []

Yes - Teacher meets the ESEA definition of a Highly Qualified Teacher. Attach appropriate documentation.

No - Experienced teacher (> 1yr) may meet ESEA highly qualified teacher requirements through the Points-Based HOUSSE.

Part IV - Teacher holds either a K-12 Certificate (Unendorsed) or a Special Education Endorsement? Yes [] No []

Yes - Teacher meets the IDEA definition of a Highly Qualified Special Education Teacher.

No - Teacher does not meet the IDEA definition of a Highly Qualified Special Education Teacher.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

IDENTIFICATION FORM D

Washington State ESEA Highly Qualified Teacher (HQT) Special Education at Middle Level and High School Level

Name: _____ Certificate Number _____
 School Building: _____ Grade Level: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes No

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

Early Childhood (P-3)

Elementary Education Endorsement (K-8)

Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Subject Area: Check all that apply (multiple sections of the same course count as one assignment).

- | | | |
|--|--|--|
| <input type="checkbox"/> Science | <input type="checkbox"/> Music (General, choral, instrumental) | <input type="checkbox"/> History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Economics |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Theatre Arts | <input type="checkbox"/> Civics/Government |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Dance | <input type="checkbox"/> Geography |
| <input type="checkbox"/> World Languages (specify) _____ | | |

Grade-Level Assignment: Check all that apply

- | | | |
|---|--|---|
| <input type="checkbox"/> Grade 6 (departmentalized) | <input type="checkbox"/> Grade 9 – part of high school | <input type="checkbox"/> Teaching exclusively to students assessed against Washington Alternate Achievement Standards |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 10 | |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 11 | |
| <input type="checkbox"/> Grade 9 - part of middle or junior high school | <input type="checkbox"/> Grade 12 | |

Part III - Content Areas:

Passed the West-E or Praxis II test*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a Washington endorsement*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have an academic major*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a graduate degree*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have National Board Certification*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have 45 quarter credits*?	Y	N	Y	N	Y	N	Y	N	Y	N

* in this content area. Classes must be at 100 level and above. Only one "Yes" answer is needed per content area to meet the HQT requirement.

HIGHLY QUALIFIED Yes No Yes No Yes No Yes No Yes No

Yes – Teacher meets the ESEA definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (> 1yr) may meet ESEA highly qualified teacher requirements through the Points-Based HOUSSSE.

Part IV - Teacher holds either a K-12 Certificate (Unendorsed) or a Special Education Endorsement? Yes No

Yes – Teacher meets the IDEA definition of a Highly Qualified Special Education Teacher.

No – Teacher does not meet the IDEA definition of a Highly Qualified Special Education Teacher.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

The Washington Points-Based HOUSSE Content Knowledge Matrix

Directions:

1. A total of 100 points is required on the Washington Points-Based HOUSSE Content Knowledge Matrix to meet NCLB highly qualified teacher requirements.
2. Steps to complete the Washington Points-Based HOUSSE process
 - a. Determine the grade level worksheet aligned with the teacher’s assignment
 - b. Identify and record college credit coursework applicable to teacher’s assignment on worksheet in Category 1
 - c. Proceed to Category 2 and document years of teaching experience on worksheet
 - d. Total points in first two categories. Continue through the remaining categories until a total of 100 points is reached. When 100 points are reached, stop point accumulation process and complete bottom of worksheet.
 - e. Attach worksheet to the teacher’s identification form. Retain forms at the district office for seven years for auditing purposes. Provide a copy of the completed identification form and any worksheets to teacher.

Category 1: College Credit Coursework for Certification – <i>Maximum Points 90</i>		
Successful completion of a credit course or courses in a core academic area from an accredited community college, college or university <ul style="list-style-type: none"> • Course(s) may be taken in person or on-line • Course(s) may be taken in or outside Washington • Education course(s) are not eligible to be counted unless they are specifically connected to academic content • Only one point designation/criterion can be used in Category 1. 		
<i>Category 1 Elementary Level</i>	<i>Criteria</i>	<i>Points</i>
For teachers of <ul style="list-style-type: none"> • Elementary Grades* (General Education, Special Education), or • Elementary Level Content (Special Education) for students assessed by WAAS at the elementary level Grade 6 – Self-contained 6th grade classroom use Elementary Level HOUSSE (same teacher, same students) Departmentalized classroom use Category I Middle Level	<ul style="list-style-type: none"> • Special Education Endorsement, <i>or</i> • Early Childhood Special Education, <i>or</i> • ESL/ELL Endorsement, <i>or</i> • Bilingual Endorsement, <i>or</i> <p>Documentation: <i>Washington State Certificate</i></p>	<p>45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed</p>
	<ul style="list-style-type: none"> • Early Childhood Endorsement (P–3), <i>or</i> <p>Documentation: <i>Washington State Certificate</i></p>	<p>When teacher’s assignment is aligned with the age band (K–3) of the Early Childhood Certificate, the point value counts 90 points.</p> <p>If teacher’s assignment does not align with the age band of the Early Childhood Certificate, then the point value counts 60 points.</p>
	<ul style="list-style-type: none"> • National Board Certification: Generalist Early Childhood Certificate for students ages 3 through 8, <i>or</i> • National Board Certification: Generalist Middle Childhood Certificate for students ages 7 through 12, <i>or</i> <p>Documentation: <i>National Board Certificate</i></p>	<p>When National Board Certification is aligned with the teacher’s age band teaching assignment, the point value counts 90 points.</p> <p>When National Board Certification does not align with the teacher’s age band teaching assignment, (at the elementary level), the point value counts 60 points.</p>

Category 1: College Credit Coursework for Certification – Maximum Points 90		
		College coursework relevant to the teaching assignment may be claimed in Category 3.
	Pre-'87 (Unendorsed) Certificate – K–12, or Documentation: Washington State Certificate	75 Points
	<ul style="list-style-type: none"> • Middle Level (Primary) Endorsement, or • Elementary Education Endorsement, or • Major or degree in Elementary Education, or Documentation: <i>Washington State Certificate or transcript</i>	90 Points
Elementary Level (continued)	<p>Core academic coursework reflecting the subject areas of the elementary curriculum, including:</p> <ul style="list-style-type: none"> • English Language Arts • Reading • Science • Mathematics • Social Studies (History, Geography, Economics, Civics/Government) • Arts (Music, Theatre Arts, Visual Arts, Dance) Documentation: <i>Copy of transcripts – undergraduate and graduate level college coursework in core academic subjects</i>	<ul style="list-style-type: none"> • 2 points per quarter credit, or • 3 points per semester credit <p>Up to 90 Points</p>
Category 1 Middle Level	Criteria	Points
<p>For teachers of</p> <ul style="list-style-type: none"> • Middle Level – Grades 6–8* (General Education, Special Education, Alternative Education) or • Junior High – Grades 7–8 • Middle Level Content (Special Education) <p>Points can be accrued by using a K–8 Endorsement and/or coursework credit relevant to subject area assignment – whichever</p>	<ul style="list-style-type: none"> • Pre-'87 Certificate (Unendorsed Cert) – Standard Certificate or Documentation: <i>Washington State Certificate</i>	45 points
	<ul style="list-style-type: none"> • Special Education Endorsement, or • ESL/ELL Endorsement, or • Bilingual Endorsement, or Documentation: <i>Washington State Certificate</i>	45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed
	<ul style="list-style-type: none"> • Elementary Education Endorsement (K–8), or • Major or degree in elementary education, or Documentation: <i>Washington State Certificate or transcript</i>	60 points College coursework beyond credits used for the K–8 endorsement and relevant to the teaching assignment may be claimed in Category 3.
	<ul style="list-style-type: none"> • Middle Level (Primary) Endorsement, or Documentation: <i>Washington State Certificate</i>	75 points

<p>provides the greater number of points relevant to the teaching assignment.</p> <p>* Grade 6—<i>Departmentalized</i> classroom use Middle Level HOUSSE;</p>	<p>Core academic area coursework relevant to teaching assignment:</p> <ul style="list-style-type: none"> • English Language Arts • Reading • Science • Mathematics • History • Geography • Economics • Civics/Government • World Languages • Music • Theatre Arts • Visual Arts • Dance 	<ul style="list-style-type: none"> • 2 points per quarter credit, or • 3 points per semester credit <p style="text-align: center;">Up to 90 Points</p>
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Category 1: College Credit Coursework – Maximum Points 90

<p>HOUSSE (same teacher, same students)</p>	<p>Documentation:</p> <p><i>Copy of transcripts – undergraduate and graduate level college coursework in core academic subject relevant to teaching assignment.</i></p>	
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<i>Category 1 High School Level</i>	<i>Criteria</i>	<i>Points</i>
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<p>For teachers of</p> <ul style="list-style-type: none"> • High School (General Education, Special Education, Alternative Education) 	<ul style="list-style-type: none"> • Special Education Endorsement, <i>or</i> • ESL Endorsement, <i>or</i> • Bilingual Endorsement, <i>or</i> <p>Documentation: <i>Washington State Certificate</i></p>	<p>45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed</p>
	<ul style="list-style-type: none"> • Pre-'87 Certificate (Unendorsed), <i>or</i> <p>Documentation: <i>Washington State Certificate</i></p>	<p style="text-align: center;">45 points</p>
	<ul style="list-style-type: none"> • Middle Level (Primary) Endorsements, <i>or</i> <p>Documentation: <i>Washington State Certificate</i></p>	<p>75 points <i>(Available to be applied for use at the 9th grade level only. If teacher's assignment is at the 10th through 12th grade, this endorsement may not be used for points.)</i></p>
	<p>Core academic area coursework representing core academic area teaching assignment:</p> <ul style="list-style-type: none"> • English Language Arts • Reading • Science • Mathematics • History • Geography • Economics • English Language Arts • Reading • Science • Mathematics • History • Geography • Economics <p>Documentation: <i>Copy of transcripts – undergraduate and graduate level college coursework in core academic subject relevant to teaching assignment.</i></p>	<ul style="list-style-type: none"> • 2 points per quarter credit, or • 3 points per semester credit <p style="text-align: center;">Up to 90 Points</p>

Category 2: Teaching Experience in the Core Academic Area – Maximum Points 49	
<i>Criteria</i>	<i>Credits</i>
<p>Teaching experience as a certificated teacher at a K–12 public school, private school or an Educational Service District (ESD) in the elementary curriculum or core academic area specified as the teaching assignment. Experience may be “in-state” or “out-of-state.”</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Employment records</i> 	<p>Per School Year – 10 Points or For less than a complete school year: Every 18 days = 1 point</p>
<p>Substitute teaching experience</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Employment records</i> 	<p>Every 18 days = 1 point</p>

Category 3: Professional Learning Experiences in the Core Academic Area Beyond Certification – Maximum Points 90	
<i>Criteria</i>	<i>Credits and/or Points</i>
<p>College coursework beyond that required for certification or endorsements claimed in Category 1.</p> <p>Participate in professional development designed to advance teachers’ understanding and use of core academic area content (minimum 3 hours total learning for each activity).</p> <ul style="list-style-type: none"> • Conference participation in content area • Formalized study group in content area • Content Workshops • Professional development for text adoptions in content area, • Professional development as a mentee, including participating in the Teacher Assistance Program • Professional growth in content area • Self-study in an organized and/or formalized process <p>Conference attendance and other professional development participation are limited to content specific to teaching assignment.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Certificate or documentation of completion from institution such as college, school district, content area organization</i> • <i>Clock hour transcript and/or records and/or other records documenting completion of professional development</i> <p><i>Includes clock hours, non-clock hours, Continuing Education Credits – CEUs</i></p>	<p>College Credits</p> <ul style="list-style-type: none"> • 2 points per quarter credit, or • 3 points per semester credit <p>Clock Hour Points 3 Clock Hour Minimum 3 clock hours = 0.6 point 4 clock hours = 0.8 point 5 clock hours = 1.0 point 6 clock hours = 1.2 points 7 clock hours = 1.4 points 8 clock hours = 1.6 points 9 clock hours = 1.8 points 10 clock hours = 2 points</p> <p>Non-clock Hour Points 3 Hour Minimum 3 hours = 0.6 point 4 hours = 0.8 point 5 hours = 1.0 point 6 hours = 1.2 points 7 hours = 1.4 points 8 hours = 1.6 points 9 hours = 1.8 points 10 hours = 2.0 points</p>

Category 4: Internships & Work Experiences in the Core Academic Area outside the School Setting – Maximum Points 30	
<i>Criteria</i>	<i>Credits and/or Points</i>
Internships in the core academic area in a business, industry, or government environment Documentation: <ul style="list-style-type: none"> • <i>Certificate of completion</i> 	40 clock hours of participation = 1 quarter credit = 2 points Per Calendar Year – 4 Points – Not to exceed maximum of 15 quarter credits (30 points) over multiple years.
Work experience in a core academic area—includes paid or unpaid experience. (Includes paid or unpaid work experience that reflects the content of the core academic subject area) Documentation: <ul style="list-style-type: none"> • <i>Certificate of completion</i> • <i>Employment records</i> 	Points 12 hours = 0.6 point 16 hours = 0.8 point 20 hours = 1.0 point 24 hours = 1.2 points 28 hours = 1.4 points 32 hours = 1.6 points 36 hours = 1.8 points 40 hours = 2.0 points

Category 5: Professional Leadership in the Core Academic Area – Maximum Points 30	
<i>Criteria</i>	<i>Credits and/or Points</i>
Section A Mentoring role in the elementary curriculum or core academic area relevant to the teacher’s current teaching assignment <ul style="list-style-type: none"> • Mentor teacher • Mentor teacher in alternative route program • Cooperating and/or supervising teacher for student Documentation: <ul style="list-style-type: none"> • <i>Copy of district and/or building documentation (such as contract or letter of appointment) or documentation from institution of higher education</i> 	Per school year: 10 Points
Section B Instructional Coach, Subject Area/Content Coach, Teacher on Special Assignment in a Subject Area/Content, teacher providing model teaching demonstrations in core academic area Documentation: <ul style="list-style-type: none"> • <i>Copy of district and/or building documentation (such as contract or letter of appointment)</i> 	Per school year: 10 Points
Section C Core academic area teaching experience at an accredited community	Credits per class: 5 points per quarter credit

<p>college, college or university</p> <ul style="list-style-type: none"> • Courses may be given in person or on-line • Courses may be given in or outside Washington • Education courses are not eligible to be counted unless they are specifically connected to academic content. <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of contract from institution granting credit for class or course taught</i> 	<p style="text-align: center;">or 7.5 points per semester credit</p>
<p>Section D Presenter or facilitator of professional development in a core academic area (multiple presentations of the same program count once)</p> <ul style="list-style-type: none"> • Conferences at regional, state, national or international • In-service program at district and/or building level <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of presenter contract or letter of appointment</i> 	<p style="text-align: center;">Per presentation: 2 Points</p>
<p>Section E Department, team chair or teacher leader assignment related to a core academic area</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of letter of appointment</i> 	<p style="text-align: center;">Per assignment, per school year: 5 Points</p>
<p>Section F Core Academic Area Committee Chairperson</p> <ul style="list-style-type: none"> • Content standards • Content curriculum • Content Assessment • Textbook adoptions <p>Documentation</p> <ul style="list-style-type: none"> • <i>Copy of verifying documentation (example: minutes) from appointing or supervising administrator of committee</i> 	<p style="text-align: center;">Per committee, per school year: 5 Points</p>
<p>Section G Service on a core academic area committee to develop, select, validate, and evaluate local, state and/or national</p> <ul style="list-style-type: none"> • Content standards • Content curriculum • Content Assessment • Textbook adoptions <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of verifying documentation (example: minutes) from appointing or supervising administrator of committee</i> 	<p style="text-align: center;">Per committee, per school year: 3 Points</p>

Category 6: Awards, Honors, Publications – Maximum Points 10	
<i>Criteria</i>	<i>Credits and/or points</i>
<p>Publish an article addressing core academic content knowledge and/or core academic content-specific pedagogy in state, national or international professional journal (Article published in multiple sources may only be counted once)</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of published article</i> 	<p>Per article: 5 Points</p>
<p>Awards: annual educational/professional awards including school, district, regional, state, national</p> <p>Documentation:</p> <ul style="list-style-type: none"> • <i>Copy of official documentation indicating award</i> 	<p>Per award, per level: 2 Points</p>

**General and Special Education Teachers at the Elementary Level
K-5 and 6th Grade (Self-Contained Classroom)**

Teacher Name _____
Building _____

Certificate # _____
Content Area _____

Category 1: College Credit Coursework – Select One (Max. 90 pts) Total Category _____ pts

- A. SPED/ECSE/ESL/ELL/Bilingual (and teaching eligible students) (**45** pts);
- B. **or** Early Childhood Education Endorsement (age-aligned-**90** pts or not aligned-**60** pts);
- C. **or** NBPTS Generalist Early Childhood or Middle Childhood (age-aligned-**90** pts; unaligned-**60** pts)
- D. **or** Pre-'87 Unendorsed Certificate – Standard (**75** pts);
- E. **or** Pre-'87 with Major or degree in Elementary Education (**90** pts);
- F. **or** Middle Level (Primary) Endorsement Issued dates between 2000-2003 (**90** pts);
- G. **or** Elementary Education Endorsement (K-8) (**90** pts);
- H. **or** Core Academic Coursework relevant to assignment

of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.) Total Category _____ pts

- A. Years completed _____ (x 10 pts/yr) _____ pts Document is attached or at _____
- B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is attached or at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts) Total Category _____ pts

- A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits x 3 = _____ points
- B. **plus** # of Total Clock Hours _____ **or** _____ pts Document is attached or at _____
- C. **plus** # of Total Non-clock Hours _____ **or** _____ pts Document is attached or at _____

Category 4: Internships & Work Experiences (Max. 30 pts.) Total Category _____ pts

- A. # 40-hr Internships _____ (x 2 pts)..... _____ pts Document is attached or at _____
- B. **plus** # Hours of Work Experience _____ _____ pts Document is attached or at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts) Total Category _____ pts

- A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is attached or at _____
- B. **plus** # of Years Coaching _____ (x 10 pts)..... _____ pts Document is attached or at _____
- C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching. _____ pts Document is attached or at _____
- D. **plus** # of Presentations _____ (x 2 pts)..... _____ pts Document is attached or at _____
- E. **plus** # of Years _____ (x 5 pts) _____ pts Document is attached or at _____
- F. **plus** # of Committees (Chair) _____ (x 5 pts)..... _____ pts Document is attached or at _____
- G. **plus** # of Committees _____ (x 3 pts)..... _____ pts Document is attached or at _____

Category 6: Awards, Honors, Publications (Max. 10 pts) Total Category _____ pts

- A. # Articles published _____ (x 5 pts) _____ pts Document is attached or at _____
- B. **plus** # of Awards received _____ (x 2 pts)..... _____ pts Document is attached or at _____

All categories (1-6)..... Total #: _____ pts

Highly qualified requirements met..... Yes No

Prepared by _____ Title _____ Date _____

Signature _____ Employee signature (Optional) _____

**General and Special Education Teachers at the Middle Level
6th Grade (Middle Configuration) plus 7th/8th Grade & Content Area Specialists (K-8 level)**

Teacher Name _____
Building _____

Certificate # _____
Content Area _____

Category 1: College Credit Coursework – Select One (Max. 90 pts) Total Category _____ pts

- A. Pre-'87 Unendorsed Certificate – Standard (**45** pts);
- B. **or** SPED/ESL/ELL/Bilingual (and teaching eligible students) (**45** pts);
- C. **or** Multiple Subjects Assignment – At least one other subject already meets HQ (**50** pts);
- D. **or** Elementary Education Endorsement (K-8) (**60** pts);
- E. **or** Pre-'87 with Major or degree in Elementary Education (**60** pts);
- F. **or** Middle Level (Primary) Endorsement Issued dates between 2000-2003 (**75** pts);
- G. **or** Social Studies Endorsement (only if teaching History or Geography or Civics/Govt or Economics) (**90** pts);
- H. **or** Core Academic Coursework relevant to assignment
of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.) Total Category _____ pts

- A. Years completed _____ (x 10 pts/yr) _____ pts Document is attached or at _____ pts
- B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is attached or at _____ pts

Category 3: Professional Development in Core Academic Area (Max. 90 pts) Total Category _____ pts

- A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
- B. **plus** # of Total Clock Hours _____ pts Document is attached or at _____
- C. **plus** # of Total Non-clock Hours _____ pts Document is attached or at _____

Category 4: Internships & Work Experiences (Max. 30 pts) Total Category _____ pts

- A. # 40-hr Internships _____ (x 2 pts) _____ pts Document is attached or at _____
- B. **plus** # Hours of Work Experience _____ _____ pts Document is attached or at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts) Total Category _____ pts

- A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is attached or at _____
- B. **plus** # of Years Coaching _____ (x 10 pts) _____ pts Document is attached or at _____
- C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching. _____ pts Document is attached or at _____
- D. **plus** # of Presentations _____ (x 2 pts) _____ pts Document is attached or at _____
- E. **plus** # of Years _____ (x 5 pts) _____ pts Document is attached or at _____
- F. **plus** # of Committees (Chair) _____ (x 5 pts) _____ pts Document is attached or at _____
- G. **plus** # of Committees _____ (x 3 pts) _____ pts Document is attached or at _____

Category 6: Awards, Honors, Publications (Max. 10 pts) Total Category _____ pts

- A. # Articles published _____ (x 5 pts) _____ pts Document is attached or at _____
- B. **plus** # of Awards received _____ (x 2 pts) _____ pts Document is attached or at _____

All categories (1-6)..... Total #: _____ pts

Highly qualified requirements met..... Yes No

Prepared by _____ Title _____ Date _____

Signature _____ Employee signature (Optional) _____

**General and Special Education Teachers at the High School Level
Grades 9–12 & K–12 Content Area Specialists**

Teacher Name _____
Building _____

Certificate # _____
Content Area _____

Category 1: College Credit Coursework – Select One (Max. 90 pts) Total Category _____ pts

- A. Pre-'87 Unendorsed Certificate – Standard (**45** pts);
- B. **or** SPED/ESL/ELL/Bilingual (and teaching eligible students) (**45** pts);
- C. **or** Multiple Subjects Assignment – At least one other subject already meets HQ (**50** pts);
- D. **or** Middle Level (Primary) Endorsement Issued dates between 2000-2003 - **9th grade only** (**75** pts);
- E. **or** Social Studies Endorsement (only if teaching History or Geography or Civics/Govt or Economics)(**90**pts);
- F. **or** Core Academic Coursework relevant to assignment
of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.) Total Category _____ pts

- A. Years completed _____ (x 10 pts/yr) _____ pts Document is attached or at _____
- B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is attached or at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts) Total Category _____ pts

- A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
- B. **plus** # of Total Clock Hours _____ _____ pts Document is attached or at _____
- C. **plus** # of Total Non-clock Hours _____ _____ pts Document is attached or at _____

Category 4: Internships & Work Experiences (Max. 30 pts.) Total Category _____ pts

- A. # 40-hr Internships _____ (x 2 pts) _____ pts Document is attached or at _____
- B. **plus** # Hours of Work Experience _____ _____ pts Document is attached or at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts) Total Category _____ pts

- A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is attached or at _____
- B. **plus** # of Years Coaching _____ (x 10 pts) _____ pts Document is attached or at _____
- C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching. _____ pts Document is attached or at _____
- D. **plus** # of Presentations _____ (x 2 pts) _____ pts Document is attached or at _____
- E. **plus** # of Years _____ (x 5 pts) _____ pts Document is attached or at _____
- F. **plus** # of Committees (Chair) _____ (x 5 pts) _____ pts Document is attached or at _____
- G. **plus** # of Committees _____ (x 3 pts) _____ pts Document is attached or at _____

Category 6: Awards, Honors, Publications (Max. 10 pts) Total Category _____ pts

- A. # Articles published _____ (x 5 pts) _____ pts Document is attached or at _____
- B. **plus** # of Awards received _____ (x 2 pts) _____ pts Document is attached or at _____

All categories (1–6) Total #: _____ pts

Highly qualified requirements met Yes No

Prepared by _____ Title _____ Date _____

Signature _____ Employee signature (Optional) _____

Social Studies Teachers at the Middle Level and High School Level Grades 6–12

Teacher Name _____
 Building _____

Certificate # _____
 Content Area _____

Category 1: College Credit Coursework (Max. 90 pts) **Total Category _____ pts**

- A. Social Studies:
 If teacher holds **Social Studies** endorsement/major: History & Geography & Economics & Civics/Govt=**90** pts
 If **History** is already HQ:..... Geography=**80** pts Economics=**80** pts ...Civics/Govt=**80** pts
 If **Geography** is already HQ: History=**70** pts Economics=**70** pts ...Civics/Govt=**70** pts
 If **Economics** is already HQ: Geography=**60** pts History=**60** pts.....Civics/Govt=**60** pts
 If **Civics/government** is already HQ: Geography=**70** pts Economics=**70** pts...History=**70** pts
- B. or Pre-'87 Unendorsed Certificate – Standard (**45** pts)
- C. or Middle Level (Broad) Endorsement Issued in 2000-2003 - **9th grade only (75** pts)
- D. or Core Academic Coursework relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.) **Total Category _____ pts**

- A. Years completed _____ (x 10 pts/yr) _____ pts Document is: attached or at _____
- B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is: attached or at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts) **Total Category _____ pts**

- A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
- B. **plus** # of Total Clock Hours _____ pts Document is: attached or at _____
- C. **plus** # of Total Non-clock Hours _____ pts Document is: attached or at _____

Category 4: Internships & Work Experiences (Max. 30 pts.) **Total Category _____ pts**

- A. # 40-hr Internships _____ (x 2 pts)..... _____ pts Document is: attached or at _____
- B. **plus** # Hours of Work Experience _____ pts Document is: attached or at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts) **Total Category _____ pts**

- A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is attached or at _____
- B. **plus** # of Years Coaching _____ (x 10 pts)..... _____ pts Document is attached or at _____
- C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching. _____ pts Document is attached or at _____
- D. **plus** # of Presentations _____ (x 2 pts)..... _____ pts Document is attached or at _____
- E. **plus** # of Years _____ (x 5 pts) _____ pts Document is attached or at _____
- F. **plus** # of Committees (Chair) _____ (x 5 pts)..... _____ pts Document is attached or at _____
- G. **plus** # of Committees _____ (x 3 pts)..... _____ pts Document is attached or at _____

Category 6: Awards, Honors, Publications (Max. 10 pts) **Total Category _____ pts**

- A. # Articles published _____ (x 5 pts) _____ pts Document is: attached or at _____
- B. **plus** # of Awards received _____ (x 2 pts)..... _____ pts Document is: attached or at _____

All categories (1–6)..... **Total #: _____ pts**
 Highly qualified requirements met..... Yes No

Prepared by _____ Title _____ Date _____

Signature _____ Employee signature (Optional) _____

Affidavit

NAME: _____

CERTIFICATE #: _____

This form may be used to document background and experience claimed in the NCLB Points-Based HOUSSE in Washington state if other documentation is not available. Statements should provide details to include dates, place, and circumstances (# years, employer, agency, as applicable) for the events cited. Prepare one signed affidavit for each core academic subject.

Subject Area: Core academic subject (check one per statement)

- | | | |
|---|--|--|
| <input type="checkbox"/> Science | <input type="checkbox"/> Music (General, choral, instrumental) | <input type="checkbox"/> History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Economics |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Theatre Arts | <input type="checkbox"/> Civics/Government |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Dance | <input type="checkbox"/> Elementary Curriculum |
| <input type="checkbox"/> Foreign Language (specify) | <input type="checkbox"/> Geography | |

STATEMENT

Points-Based Matrix Categories: (Identify and Explain. See Points-Based Matrix for category descriptions)

- Category 2: Teaching Experience _____

- Category 3: Professional Learning _____

- Category 4: Internship & Work Experience _____

- Category 5: Professional Leadership Section A Section B Section C Section D Section E Section F Section G

- Category 6: Awards, Honors, Publications _____

AFFIDAVIT

I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing and all information included in this document is true and correct.

Signature

Date

City/State

Witness:

Signature

Date

City/State

School District Procedures For Hiring a Teacher that is Not Yet Highly Qualified

The Elementary and Secondary Education Act (ESEA) Section 1119(a) requires that 100% core academic subject classes be taught by teachers who meet highly qualified teacher requirements.

The goal of having all core academic subject teachers “highly qualified” can be a challenge for school districts when no highly qualified applicants are available. In this case, school districts may need to hire a teacher who has not yet demonstrated core academic subject knowledge. This action places the district out of compliance with Section 1119. The Office of Superintendent of Public Instruction (OSPI) has developed a set of procedures to follow if this situation happens.

The school district must:

- Use Title II, Part A funds to assist the teacher in getting highly qualified as soon as possible.
- Retain documents related to announcing the teaching position, efforts to recruit highly qualified candidates for the position, applications and resumes received, and notes from the interview and selection process.
- Ensure that the teacher receives support and assistance related to content knowledge and teaching skills needed for the teaching assignment, including high-quality teacher mentoring and professional development.
- Complete the *Individual Teacher Plan for Achieving Highly Qualified Teacher Status* for **each teacher** who does not meet the highly qualified requirements. See <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx> for this document.
- Retain the *Individual Teacher Plan for Achieving Highly Qualified Teacher Status* on file for review during OSPI’s Consolidated Program Monitoring or other auditing processes.

Questions? Contact the Title II, Part A program office at title2quality@k12.wa.us or (360) 725-6340.

School District Procedures Individual Teacher Plan for Achieving Highly Qualified Teacher Status

For each teacher not deemed highly qualified, the school district must develop an individual plan for each core academic subject teacher. The *Individual Teacher Plan for Achieving Highly Qualified Teacher Status* must be jointly developed as a written agreement between the teacher and the district, and describe specific actions scheduled to get the teacher highly qualified as soon as possible.

Each district shall establish its own administrative procedures for (1) scheduling meetings with teachers, (2) developing and securing commitments and signatures for teacher plans, and (3) periodically monitoring implementation progress. It is required, however, that the procedures provide for clear and direct communication between the district administrative office and each teacher for whom a plan will be developed.

The plan serves two purposes: (1) assist districts in helping teachers meet highly qualified teacher (HQT) requirements; and (2) assist districts in helping teachers who are not properly certified to meet full state certification.

The *Individual Teacher Plan for Achieving Highly Qualified Teacher Status* requires the following information:

1. A statement identifying the teacher's certification and baccalaureate status.*
2. A statement indicating the teacher is not yet highly qualified.
3. Identification of the option the teacher will use to achieve highly qualified teacher status. Information about options to meet HQT requirements is available on the OSPI Web site at www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx.
4. A description and timeline of *teacher* actions to become highly qualified.
5. A description and timeline of *district* actions to facilitate accomplishment of the highly qualified teacher requirements. The central office administrator responsible for working with the teacher and the source(s) and amount(s) of fiscal support that will be used for this purpose must be identified.
6. A statement indicating the district's understanding that OSPI will provide technical assistance for district actions.
7. The date of the agreement and signatures of the school district superintendent or his/her authorized designee and the teacher.

* If the teacher does not hold full state certification and at least a bachelor's degree, the plan must also include, in addition to 1-7 above, a list, description, and timeline of district and teacher actions that will be implemented to ensure that the teacher meets these qualifications.



Individual Teacher Plan for Achieving Highly Qualified Teacher Status

Complete this form for each subject area in which the teacher must meet highly qualified teacher requirements and, when applicable, full state certification including a bachelor’s degree.

Cannot be used for teachers in Title I schools.

Teacher’s Name _____

School District _____ School Name _____

Teaching Assignment _____ Subject and Grade(s) _____

Certificate Type _____

Valid Period _____

Endorsement (when applicable) _____

Copy the information above from the teacher’s certificate or from the e-cert screen.

Check one of the following:

Holds full state certification and at least a bachelor’s degree.

Does not hold full state certification and at least a bachelor’s degree.

As of the date assigned to the current teaching assignment, this teacher has **not** demonstrated core academic subject knowledge and teaching skills to meet Elementary and Secondary Education Act highly qualified teacher requirements. During the school year, the following option(s) to become highly qualified will be completed per agreement between the teacher and the school district representative signing this form.

(Check the option the teacher will use to achieve highly qualified status.)

Elementary Grades Checklist (K–5 and Grade 6 when self-contained classroom)

_____ WEST-E Elementary Education

_____ WEST-E Early Childhood Education—Grades K–3 only

Middle/Secondary Grades Checklist (Grade 6 when departmentalized and Grades 7–12)

_____ Subject-specific, state-approved WEST-E test specific to middle, junior high, or high school grades

(Subject area: _____ WEST-E Test Code #: _____)

For specific test information, visit: <http://assessment.pesb.wa.gov/assessments/weste>

_____ Washington State subject area endorsement

_____ Undergraduate academic major in the subject area

_____ Graduate degree in the subject area

_____ Coursework equivalent to a major (30 semester credits/45 quarter credits) in the subject area

_____ Points-Based HOUSSE

Note: The Points-Based HOUSSE option is not available to teachers with less than 180 days of teaching experience.

The teacher will complete the following action(s) to accomplish the option identified above.

List and Describe Action(s)

Completion Date

The district, through the leadership of _____, will complete the following actions and provide resources to assist the teacher in meeting highly qualified teacher requirements.

List and Describe Action(s)

List Fund Source(s) & Amount(s)

Completion Date

The district and the teacher understand that the Office of Superintendent of Public Instruction will provide oversight and monitoring for implementation of school district and teacher plans to ensure teachers meet highly qualified teacher requirements.

_____/_____
District Authorized Signature *Date* *Teacher Signature* *Date*



Actions to Obtain Full State Certification and/or a Bachelor's Degree

The teacher will complete the following actions to obtain full state certification and/or a bachelor's degree.

List and Describe Action(s)

Completion Date

The district will complete the following actions to assist the teacher in meeting qualifications.

List and Describe Action(s)

Completion Date

_____/_____
District Authorized Signature *Date* *Teacher Signature* *Date*

Appendix

Definitions and Terms

Certified Before 1987—Certificate holder holds a valid lifetime Washington certificate identified as a standard or continuing certificate. This certificate enables a teacher to teach any subject, grades K-12, under state assignment rules and does not carry a specific subject or grade level endorsement.

Continuing Certificate—Washington certificate issued pre-1987 (see “Certified before 1987”)

Core Academic Subjects—at the middle and high school levels, includes English/language arts, reading, mathematics, science, foreign language (designated world languages), civics and government, economics, geography, history, music, dance, theatre and visual arts.

Core academic subjects for Grades K–5/6 are designated as the elementary curriculum.

Elementary Curriculum—Self-contained elementary classes are counted as one class for purposes of data collection. The elementary curriculum, defined for HQT, includes the arts, English language arts, reading, math, science, history, civics/government, economics, and geography.

Elementary and Secondary Education Act of 2001 (ESEA)—is the reauthorized federal program of the Elementary Secondary Education Act of 1965. ESEA is the federal act that provides funding to states to supplement the educational needs of the state’s students and teachers.

ESEA Highly Qualified Teacher—Federal definition that applies to teachers of core academic subjects who meet *all three* criteria:

- Holds at least a bachelor’s degree
- Holds full state teacher certification
- Demonstrates knowledge of subject matter and skill in the core academic subject area assigned to teach

Endorsed Certificate Holder—Washington certificate holder issued a certificate after 1987 that carries specific subject or grade level endorsements.

Equivalent to a Major—30 semester or 45 quarter credits in the core academic subject area.

Full State Certification—*No conditions are waived* for teacher certification. See table on page 41 for more information regarding which certificates meet “full state” certification.

HOUSSE—High Objective Uniform State Standard of Evaluation is a federal definition associated with the highly qualified teacher (HQT) requirement of ESEA. HOUSSE is a method in which states establish a process or processes for evaluating teacher subject knowledge and ability in the core academic subjects they are assigned to teach.

Elementary, middle and high school teachers who have taught at least 180 school days are eligible to meet the HQT requirements through the Points-Based HOUSSE. Teachers with less than one year of teaching experience are not eligible to use this pathway.

Note: A *Multiple-Subjects* Points-Based HOUSSE procedure is available for teachers who teach two or more core subjects in teaching assignments such as:

- Special Education
- ESL/ELL/Bilingual

- Alternative Education
- Middle School Block
- Juvenile or Correctional Institutions
- Open Door 1418 Reengagement Schools

Individuals with Disabilities Education Act of 2004 (IDEA)—ensures that children with disabilities and the families of such children have access to a free appropriate public education (FAPE). IDEA is focused on improving educational results for children with disabilities.

IDEA Highly Qualified Teacher—Federal definition that applies to special education teachers who meet the following criteria:

- Hold at least a bachelor’s degree, and
- Obtain full state special education certification/licensure. In Washington this translates to a Pre-’87 Standard (unendorsed) teaching certificate or a Special Education endorsement.
- Special education teachers, who directly teach core academic subjects, must also meet ESEA highly qualified teacher requirements **based on the special education teacher’s teaching assignment.**

Itinerant Teachers—Specialists, such as music teachers, may teach in more than one building and at more than one grade level grouping such as elementary, middle and high school.

New Teacher—A teacher who has less than one year (180 school days) of teaching experience.

Praxis II—The Praxis II series test was required for all teacher candidates receiving an endorsement beginning September 2005. The Praxis II series test is no longer accepted in Washington state. As of September 1, 2010, teachers are required to take the WEST-E assessments to add an endorsement and to meet the HQT requirements.

Professional Educators Standards Board (PESB)—Establishes policies and requirements for the preparation and certification of education professionals, ensuring that they:

- Are competent in the professional knowledge and practice for which they are certified.
- Have a foundation of skills, knowledge, and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals.
- Are committed to research-based practice and career-long professional development.

The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure. See <http://www.pesb.wa.gov/home> for additional information.

Resource Teacher, Elementary Special Education—A special education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher. Special education resource teachers who provide additional instruction to students or assist the general education teacher with the special education student’s instruction are required to meet the ESEA highly qualified teacher requirements.

Resource Teacher, Middle /Junior and High School Level Special Education—A special education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher. Special education resource teachers who provide additional instruction to students or assist the general education teacher with the special education student’s instruction are required to meet the ESEA highly qualified teacher requirements.

Standard Certificate—Certificate issued pre-1987 (see “Certified before 1987”).

Summer School and Extended Learning Day Classes—School districts must ensure that core academic classes are taught by teachers who meet the highly qualified teacher requirements when Title I funds are involved.

Title I— Title I, Part A is a federal program that provides financial assistance to local educational agencies and public schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Title I, Part A is a formula grants program for "improving the academic achievement of the disadvantaged." See <http://www.k12.wa.us/TitleI/default.aspx> for additional information.

Title I Schoolwide Program—High poverty school, with 40% or more students from low-income families, are eligible to adopt schoolwide programs to raise the achievement of struggling students by improving instruction throughout the entire school, thus using Title I funds to serve all children.

Title I Targeted Assistance Program—Schools that are not eligible for, or do not choose to operate schoolwide programs must use Title I funds to provided targeted services to specifically identified low-achieving students.

Title II, Part A—Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Unendorsed Certificate Holder—Certified Before 1987—Certificate holder holds a valid lifetime Washington state certificate identified as a standard or continuing certificate. This certificate enables a teacher to teach any subject, Grades K–12 and does not carry a specific subject or grade level endorsement.

Veteran Teacher—A teacher who has at least one-year (180 school days) of teaching experience.

Washington Administrative Code (WAC)—Regulations of executive branch agencies are issued by authority of statutes. Like legislation and the Constitution, regulations are a source of primary law in Washington State. The WAC codifies the regulations and arranges them by subject or agency.

WEST-E (Washington Educator Skills Tests - Endorsements) Subject area teacher assessments adopted by the Professional Educator Standards Board to replace the Praxis II series tests. The WEST-E also the only assessment that meets the federal ESEA requirements for highly qualified. For additional information visit the PESB’s assessment Web site at <http://assessment.pesb.wa.gov/assessments/weste>.

Washington State Certificate Types		
Certificate Name	Brief Description	Full State Certification
Unendorsed Certificates	Issued prior to 1987 Grades K–12 All subject areas – includes special education, bilingual education	
Continuing Elementary & Secondary Teacher	Official name when first issued	Yes
Golden Certificate	Nickname	Yes
K–12 Certificate	Nickname	Yes
Lifetime Certificate	Nickname	Yes
Pre-'87 Certificate	Nickname	Yes
Provisional Teacher Certificate	Official name when first issued pre-1987. The certificate, which had an expiration date in the 1980s, is no longer available. A teacher with this certificate would have been granted a “lifetime” certificate for continued certification.	No
Standard Certificate	Unofficial name	Yes
Standard Elementary & Secondary Teacher	Official name when first issued	Yes
Standard Elementary Teacher	Official name when first issued	Yes
Standard General Elementary & Secondary Teacher	Official name when first issued	Yes
Standard Secondary Teacher	Official name when first issued	Yes
Unendorsed Certificate	Unofficial name	Yes
Unendorsed Continuing Certificate	Official name when first issued	Yes
Endorsed Certificates	Issued beginning in 1987–88 Grade level specific Must include endorsement area – subject and/or program specific	
Continuing Teacher	Official name	Yes
Endorsed Certificate	Unofficial name	Yes
Endorsed Continuing	Unofficial name	Yes
First Peoples' Language/ Culture Certificate	Official name	Yes
Initial Teacher or Initial Teacher (renewal)	Official name	Yes
Professional Teacher	Official name	Yes
Residency Teacher	Official name	Yes

Miscellaneous Certificates	Brief Description	Full State Certification
Conditional Certificate	<p>Official name under WAC 181-79A-231 for Limited Certificates. Issued to an individual, upon request of the district, who has exceptional knowledge, skills and experience in subject areas where teacher shortages exist or the opportunity to secure the services of unusually talented individuals. Conditions to meet during this certificate:</p> <ul style="list-style-type: none"> • Written plan of assistance will be developed within 20 working days from the commencement of the assignment • Completion of 60 clock hours (6 quarter credits/4 semester credits) of coursework in pedagogy and child/adolescent development appropriate to the assigned grade level within first 60 working days <p>Valid for two years or less and only for activity specified. Reissued for two years and for two-year intervals thereafter upon application by the employing district and verification of completion of coursework upon issuance of most recent certificate.</p>	Yes – ONLY under specific conditions, including holding at least a bachelor’s degree
Emergency Certificate	<p>Official name under WAC 181-79A-231 for Limited Certificates. Issued to an individual, upon request of the district, who has appropriate degree and has substantially completed a Washington teacher preparation program. Certificate holder is scheduled to complete teacher preparation program within one year or less. Granted when no regular certificated teacher is available or when the position is essential and circumstances warrant consideration of issue of an emergency certificate.</p>	Yes – ONLY under specific conditions, including holding at least a bachelor’s degree
Emergency Substitute Certificate	<p>Official name under WAC 181-79A-231 for Limited Certificates. Qualified substitutes not available. Certificate holders are not fully qualified for regular Substitute Certificate. Valid for 3 years or less.</p>	No
Intern Substitute Teacher Certificate	<p>Official name under WAC 181-79A-231 for Limited Certificates. Valid for one year or less, granted to student teachers for use in absence of the classroom teacher where the student teacher/intern is assigned. Must be enrolled in teacher prep program and serves as substitute only in absence of certificated teacher.</p>	No
Non-immigrant Alien Exchange Permit	<p>Official name under WAC 181-79A-231 for Limited Certificates. Valid for one year, may be renewed once. Issued to exchange teachers.</p>	Yes
Substitute Certificate	<p>Official name under WAC 181-79A-231 for Limited Certificates. Teaching assignment not to exceed 30 consecutive school days during the school year. Valid for life. Issued to teachers, educational staff associates or administrators whose regular certificates have expired, or persons who have completed state approved preparation programs and baccalaureate degrees at universities for certificates, or persons applying as out of state applicants who qualify for certification pursuant to WAC 181-79A-257 (1)(c) and (d).</p>	Yes

Permit (Residency, Initial, Continuing)	Official name under WAC 181-79A-128 . The permit is issued to teacher candidates who have filed an application for certification and who appear to meet all the requirements for certification. However, some documentation is not finalized—in many cases this is the successful completion of a state test. The permit is valid for 180 consecutive calendar days, unless prior to the expiration date it is deemed the applicant is ineligible to receive a valid certificate or endorsement. Temporary permits may be reissued once and only upon demonstration that the applicant has made a good faith effort to secure the missing documentation.	Yes
Transitional Certificate	Official name under WAC 181-79A-231 for Limited Certificates. Issued to teachers whose continuing certificate has lapsed. Issued for a period of two years in which the teacher is required to complete continuing certification reinstatement requirements. The certificate is not renewable and may not be reissued.	Yes

Washington State Endorsements

Endorsement Title	Meets HQT Requirements	HQT Grade Level
Early Childhood Education	Elementary Curriculum (Early Grades) – Must have passed a state test to meet HQ or may be used in Category 1 as points for a Points-Based HOUSSE.	Grades P–3
Elementary Education K-8	Elementary Curriculum (K-5/6) – Must have passed a state test to meet HQ or may be used in Category 1 as points for a Points-Based HOUSSE.	Grades K–5/6
Middle Level - Primary	May be used for 75 points in Category 1 on Worksheet 2B of the Points-Based HOUSSE for middle level teachers or 90 points in Category 1 on Worksheet 2A of the Points-Based HOUSSE for elementary (Grades K–5/6) level teachers.	Grades 4–9
Middle Level Humanities	Subtest 1: English/Language Arts Subtest 2: Social Studies (History, Civics/Government, Geography, Economics)	Grades 4–9
Middle Level Mathematics	Mathematics	Grades 4–9
Middle Level Science	Science	Grades 4–9
Biology	Science	Grades 5–12
Earth & Space Science	Science	Grades 5–12
Chemistry	Science	Grades 5–12
Physics	Science	Grades 5–12
Science	Science	Grades 5–12
English/Language Arts	English, Language Arts	Grades 5–12
English	English, Language Arts	Grades 5–12
Speech	NA (Unless offered under English, Language Arts)	Grades 5–12
Economics	Economics	Grades 5–12
Geography	Geography	Grades 5–12
History	History	Grades 5–12
Social Studies	History, Civics/Government, Geography, Economics (ONLY if WEST-E is taken and Washington score is met)	Grades 5–12
Political Science	Civics/Government	Grades 5–12
Anthropology	Coursework may be used for Points-Based HOUSSE	
Art	Visual Arts	Grades P–12
Choral Music	Music	Grades P–12
General Music	Music	Grades P–12
Instrumental Music	Music	Grades P–12
Dance	Dance	Grades P–12
Theatre Arts	Theatre Arts	Grades P–12
Visual Arts	Visual Arts	Grades P–12

Reading	Reading	Grades P–12
World Languages	Specific World Languages	Grades P–12
Special Education	NA to ESEA HQT – Required for IDEA; may be used for 45 points in Category 1 of the Points-Based HOUSSE	
Early Childhood Special Education	NA to ESEA HQT – Required for IDEA; may be used for 45 points in Category 1 of the Points-Based HOUSSE	
Health/fitness	NA to ESEA HQT Requirements	
Psychology; Sociology; Philosophy	Coursework may be used for Points-Based HOUSSE	
Comparative Religion	Coursework may be used for Points-Based HOUSSE	
Instructional Technology	NA to ESEA HQT Requirements	
Library Media	NA to ESEA HQT Requirements	
Learning Resources	NA to ESEA HQT Requirements	
Deaf Education	NA to ESEA HQT Requirements	
Bilingual Education	NA to ESEA HQT Requirements; may be used for 45 points in Category 1 of the Points-Based HOUSSE	
ELL (English as a Second Language)	NA to ESEA HQT Requirements; may be used for 45 points in Category 1 of the Points-Based HOUSSE	
Career & Technical Education (CTE) Agricultural Education Business Education Family and Consumer Sciences Ed Marketing Education Technology Education	NA to ESEA HQT Requirements Coursework may be used towards Points-Based HOUSSE	

Endorsement-Related Assignment Table

Reference: WAC [181-82-105](#) (11)

Endorsement	May Be Assigned to Teach Courses with Content Related to:	
Bilingual	No other appropriate content assignments	
Designated Arts:		
Dance	No other appropriate content assignments	
Music: Choral	No other appropriate content assignments	
Music: General	Instrumental Music	Choral Music
Music: Instrumental	No other appropriate content assignments	
Theatre Arts	No other appropriate content assignments	
Visual Arts	Computer Graphics*	
Designated CTE:		
Agriculture Education	Environmental Science	Horticultural Science
Business Education	Information Technology Network Systems Technical writing	Web Development Digital media
Family and Consumer Sciences Education	Nutrition*	
Marketing Education	No other appropriate content assignments	
Technology Education	No other appropriate content assignments	
Designated Science:		
Biology	Life Science Nutrition* General Mathematics Environmental science	Pre-algebra Algebra Integrated Sciences (incorporation of other sciences with biology)
Chemistry	Basic Mathematics Pre-algebra Algebra Pre-calculus Calculus Physical Science Environmental Science	Safety, Storage, Disposal of hazardous waste products Integrated Sciences (incorporation of other sciences with chemistry) Basic Physics Genetics
Earth Science	Basic Mathematics Pre-algebra	Oceanography Environmental Science

Endorsement-Related Assignment Table

Reference: WAC [181-82-105](#) (11)

Endorsement	May Be Assigned to Teach Courses with Content Related to:	
	Algebra Geology	Meteorology Astronomy
Physics	Basic Mathematics Pre-algebra Algebra Pre-calculus	Calculus Environmental Science Physical Science
English language arts	Literature (history, theory, elements) Language acquisition and development History of English language Grammar; Speech; Drama Creative writing/composition	Journalism Poetry Technical writing Media
ESL	English composition and Grammar	Linguistics
Designated World Language	No other appropriate content assignments	
Early Childhood Education	No other appropriate content assignments	
Early Childhood Special Ed	No other appropriate content assignments	
Elementary Education	No other appropriate content assignments	
Health/Fitness	Anatomy and Physiology Nutrition* Safety/First Aid/CPR Disease Prevention	Substance Abuse Family Life* Human Sexuality Adaptive PE
History	Political Science Geography	Civics
Library Media	No other appropriate content assignments	
Mathematics	No other appropriate content assignments	
Middle Level- Humanities	Social Studies History Geography Civics Economics English Language Arts Political Science	Anthropology Sociology Psychology Literature Journalism Technical Writing Media Speech
Middle Level-Math	No other appropriate content assignments	

Endorsement-Related Assignment Table

Reference: WAC [181-82-105](#) (11)

Endorsement	May Be Assigned to Teach Courses with Content Related to:		
Middle Level-Science	No other appropriate content assignments		
Reading	No other appropriate content assignments		
Science	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Integrated Science Life Science Biology Chemistry Physics Physical Science Earth Science Environmental Science Ecology </td> <td style="width: 50%; border: none;"> General mathematics Pre-Algebra Algebra Pre-calculus Calculus Astronomy Meteorology Oceanography Geology </td> </tr> </table>	Integrated Science Life Science Biology Chemistry Physics Physical Science Earth Science Environmental Science Ecology	General mathematics Pre-Algebra Algebra Pre-calculus Calculus Astronomy Meteorology Oceanography Geology
Integrated Science Life Science Biology Chemistry Physics Physical Science Earth Science Environmental Science Ecology	General mathematics Pre-Algebra Algebra Pre-calculus Calculus Astronomy Meteorology Oceanography Geology		
Social Studies	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> History Geography Political Science Sociology </td> <td style="width: 50%; border: none;"> Economics Anthropology Civics Psychology </td> </tr> </table>	History Geography Political Science Sociology	Economics Anthropology Civics Psychology
History Geography Political Science Sociology	Economics Anthropology Civics Psychology		
Special Education	No other appropriate content assignments		
Traffic Safety	No other appropriate content assignments		

*Note: These subjects may be assigned in a general education classroom, but are usually associated with career and technical education (CTE) curriculum. Any courses involving use of CTE (vocational) funds require that the teacher hold a CTE certificate.

Washington Educator Skills Tests—Endorsements (WEST–E)

<http://www.west.nesinc.com/index.asp>

Endorsement/Test Name and Test Code	Important Information
Agriculture Education (037)	
Bilingual Education (050)	
Biology (022)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Business and Marketing Education (038)	
Chemistry (023)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Dance (031)	
Deaf Education (072)	
Designated World Languages (100)	
Designated World Languages: Latin (101)	This test is offered only on the November, February, April, and July test dates.
Early Childhood Education (001)	
Early Childhood Special Education (071)	
Earth and Space Science (024)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Elementary Education Subtest 1: Mathematics, Science, Health/Fitness (005) Subtest 2: English Language Arts, Social Studies, the Arts (006)	You may take one or both subtests at a given administration. Offered on computer only, beginning in November 2011. See " Computer-Based Testing " for more information.
English Language Arts (020)	Offered on computer only, beginning in November 2011. See " Computer-Based Testing " for more information.
English Language Learners (051)	
Family and Consumer Sciences Education (041)	
Health/Fitness (029)	Offered on computer only, beginning in November 2011. See " Computer-Based Testing " for more information.
History (027)	
Library Media (042)	
Mathematics (026)	Offered on computer only, beginning in November 2011. See " Computer-Based Testing " for more information.

Middle Level Humanities Subtest 1: English Language Arts and Reading (010) Subtest 2: Social Studies (011)	You may take one or both subtests at a given administration.
Middle Level Mathematics (012)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Middle Level Science (013)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Music: Choral (035)	This test includes a recorded component.
Music: General (034)	This test includes a recorded component.
Music: Instrumental (036)	This test includes a recorded component.
Physics (025)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Reading (030)	
Science (021)	Scientific calculators are provided at the test site. See " Scientific Calculators " below for models provided.
Social Studies (028)	Offered on computer only, beginning in November 2011. See " Computer-Based Testing " for more information.
Special Education (070)	
Technology Education (040)	
Theatre Arts (032)	
Traffic Safety (043)	
Visual Arts (033)	

Which WEST-E Should a Teacher Take to Meet the ESEA HQT Requirements?

Core Academic Subject Taught	Appropriate WEST - E
Dance	<p><u>Level: High and Middle School</u> WEST-E Dance (031)</p>
Elementary Curriculum	<p><u>Level: K-5/6</u> WEST-E Elementary Education Subtest 1: Mathematics, Science, Health/Fitness (005) Subtest 2: English Language Arts, Social Studies, the Arts (006) Must pass both subtests to meet HQT requirements for Elementary Education. <u>Level K-3</u> WEST-E Early Childhood (001)</p>
English / Language Arts	<p><u>Level: High and Middle School</u> WEST-E English Language Arts (020) <u>Level: Middle School Only</u> WEST-E Humanities Subtest 1: English Language Arts and Reading (010)* *Note: This will also HQ the teacher for Reading at the middle school level</p>
Foreign (World) Languages	<p><u>Level: High, Middle, and Elementary School</u></p> <ol style="list-style-type: none"> 1. Pass the WEST-E test in the designated world language, and 2. ACTFL Writing Proficiency Test (WPT*) at the Advanced-Low level in a world language area, and 3. ACTFL Oral Proficiency Interview (OPI**) at the Advanced-Low level in a world language area <p>*WPT is administered by booklet or computer **OPI is administered by telephone interview. For some languages, this is available by computer. (OP1c)</p>
Mathematics	<p><u>Level: High and Middle School</u> WEST-E Mathematics (026) <u>Level: Middle School Only</u> WEST-E Middle Level Mathematics (012)</p>

<p>Music</p>	<p><u>Level: High, Middle, and Elementary School</u> WEST-E Music: Choral (035) WEST-E Music: General (034) WEST-E Music: Instrumental (036)</p>
<p>Reading</p>	<p><u>Level: High, Middle, and Elementary School</u> WEST-E Reading (030)</p> <p><u>Level: Middle and Elementary Level</u> WEST-E Humanities Subtest 1: English Language Arts and Reading (010)* *Note: This will also HQ the teacher for English Language Arts at the middle school level</p>
<p>Science</p>	<p><u>Level: High and Middle School</u> WEST-E Science (021)</p> <p><u>Level: Middle School Only</u> Middle Level Science (013)</p>
<p>Social Studies*</p> <ul style="list-style-type: none"> • History • Civics • Economics • Geography <p>*Note: Social Studies is not a core academic subject identified by the U.S. Department of Education under ESEA HQ requirements. Instead Social Studies is identified as four separate core academic subjects: History, Civics, Economics, and Geography.</p>	<p><u>Level: High and Middle School</u> WEST-E Social Studies (028) – Test will HQ a teacher in all four areas: History, Civics, Economics and Geography</p> <p><u>Level: Middle School Only</u> WEST-E Middle Level Humanities Subtest 2: Social Studies (011) - Test will HQ a teacher in all four areas: History, Civics, Economics and Geography</p> <p><u>Level - High and Middle School</u> WEST-E History (027) – History Only</p>
<p>Theatre</p>	<p><u>Level: High and Middle School</u> WEST-E Theatre Arts (032)</p>
<p>Visual Arts</p>	<p><u>Level: High, Middle, and Elementary School</u> WEST-E Visual Arts (033)</p>

