Kansas state department of Education

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HIGHLY QUALIFIED TEACHER OVERVIEW 2008-2009

General Information

No Child Left Behind (NCLB), Title II, Part A ensures that all K-12 students have teachers with subject matter knowledge and teaching skills necessary to help all students achieve high academic standards regardless of their individual learning styles or needs.

All public elementary or secondary teachers employed to teach core academic subjects should have been designated "highly qualified" by the end of the 2006-2007 academic year.

All "new" hires in a Title I school must be highly qualified prior to the first day of employment.

All general education core content teachers must be "highly qualified."

Parents of children in Title I schools must be notified if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Core Academic Subjects: Elementary, English Language Arts, Reading, Mathematics, Science, Foreign Language, Fine Arts (music, art and speech/theatre), Economics, Geography, Government, History, Special Education and English for Limited Language Learners (ELL).

To be considered Highly Qualified (HQ) a core content teacher must:

1. Have a minimum of a bachelor's degree

and

2. Have a valid license to teach in Kansas. The license must have the appropriate content and level endorsement for the teaching assignment and the requirements may not be waived on an emergency, temporary or provisional basis

and

3. Have demonstrated subject-matter competency in each of the core academic subjects the teacher teaches.

Subject-matter competency may be demonstrated by either passing a rigorous State approved academic subject test or by meeting the State approved high, objective, uniform State standard of evaluation (HOUSSE).

HOUSSE – Kansas Content Area Rubric for middle school teachers. This rubric was developed by a group of Kansas educators in 2003. The rubric allows elementary K-9 licensed teachers who teach in middle school core content classes the opportunity to demonstrate depth of content without taking the content test.

HOUSSE – Special Education and ESL/ELL Checklist for elementary and secondary teachers. This checklist was developed by a group of Kansas special education and ESL educators in 2005. The checklist allows special education and ESL teachers of core content classes the opportunity to demonstrate depth of content without adding the general education endorsement or taking the content test.