

The No Child Left Behind Act of 2001
NCLB

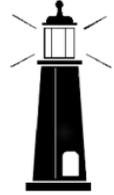


**THE MAINE MODEL
FOR
IDENTIFYING HIGHLY QUALIFIED
TEACHERS**



October 2008

**The
Maine
Department of
Education**



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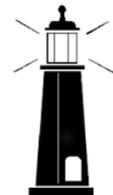
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"Highly Qualified" Teacher Forms

**Superintendent's Informational Letter # 152, dated June 7, 2006:
"Revised Requirements for Highly Qualified Teacher Identification and
Use of the HOUSSE Rubric"*

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OVERVIEW

The ***No Child Left Behind Act of 2001 (NCLB)*** represents education reform designed to improve student achievement and change the culture of America's schools.

A major objective of the ***No Child Left Behind Act (NCLB)*** is to ensure high quality teachers for all students, regardless of race, ethnicity, or income because a well-prepared teacher is vitally important to a child's education. *NCLB* places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis is supported by extensive research showing that teachers' mastery of the academic content they teach is a significant factor in raising levels of student achievement.

In recognition of the importance of having effective teachers, the ***No Child Left Behind Act*** includes provisions stating that all Kindergarten-Grade 12 teachers in core academic subjects must be "Highly Qualified" by the end of the 2005-2006 (August 31, 2006) school year. It also requires that new teachers in Title I programs or schools be "Highly Qualified" immediately.

Note: All teachers hired after the first day of the 2002-2003 school year in Title I schools or programs must be "Highly Qualified." However, in Title I targeted assistance schools, only those teachers paid with Title I funds need to be "Highly Qualified" immediately.

"Highly Qualified" is a specific term defined by *NCLB*. The law outlines a list of minimum requirements related to content knowledge that a "Highly Qualified" teacher would meet. However, recognizing the importance of state and local control of education, the law provides the flexibility for each state to develop a definition of "Highly Qualified" that is consistent with *NCLB* as well as with the unique needs of each state.

This document contains the information and forms administrators and teachers will use to determine whether teachers satisfy the definition of "Highly Qualified" based on the federal criteria for the teaching assignment.



IMPLEMENTATION: STATE AND DISTRICT ROLES

1. The Maine Department of Education's role in implementing the federal *NCLB* requirement is to provide districts with the orientation, information, training and support needed to support schools in completing "Highly Qualified" Teacher identification process; to create a state profile using the "Highly Qualified" Teacher data; and to determine the Annual Yearly Progress goals for increasing the percentage of classes taught by "Highly Qualified" Teachers.

The federal law requires that states monitor district progress toward meeting state objectives for increasing teacher quality within districts and their schools. If a district fails for two consecutive years to make progress toward meeting the annual objectives, then that district must develop an improvement plan. The improvement plan must be designed to help the district meet the state's annual measurable objectives for increasing the percentage of "Highly Qualified" teachers and must address issues that prevented the district from meeting those objectives.

An *NCLB* "Highly Qualified" Teacher tool kit of materials is available on the Department of Education's web site (<http://www.state.me.us/education>). Included in this tool kit:

- a. Reproducible PowerPoint presentations, documents, materials, forms, and "Frequently Asked Questions."
 - b. **Restrictions on the use of the HOUSSE Rubric as of August 2006**, reproducible HOUSSE Rubric, instructions for completing the HOUSSE, and HOUSSE Frequently Asked Questions.
 - c. Sample letters to parents for use and modification as deemed appropriate.
 - d. Tool Kit for teachers.
 - e. U.S. Department of Education Guidance Documents
2. The district's role in implementation of the federal requirement is to provide schools and teachers with the orientation, information, in-service and support

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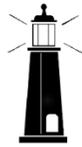


needed to complete the “Highly Qualified” Teacher identification process **including, where necessary, and allowed the Maine HOUSSE Standard***: Content Knowledge Rubric and to collect and maintain the “Highly Qualified” Teacher identification data at the district or building level.

3. Schools that receive Title I funding (including funds used for before/after school programs) must comply with the parent notification requirements under ***No Child Left Behind***. At the beginning of each school year, schools receiving Title I funds must notify all parents of their right to inquire about the qualifications of their child’s teacher(s).

In addition, schools receiving Title I funds must notify parents if any of their child’s teachers have not yet satisfied the federal definition of a “Highly Qualified” Teacher. This notification must be sent to any parent whose child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a “Highly Qualified” Teacher. Parent notification requirements apply to the entire school – whether or not the teacher is paid in whole or in part by Title I funds or teachers within a targeted assistance program.

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*



GENERAL INFORMATION “HIGHLY QUALIFIED” TEACHERS

Under *NCLB* a “Highly Qualified” teacher meets ALL of the following three criteria:

- Holds a Bachelor’s degree, **and**
- Holds full state certification as defined by the state, **and**
- Demonstrates competency, as defined by the state, in each core academic subject he or she teaches.

A “Highly Qualified” Maine teacher is one who:

- Holds a Bachelor’s degree, **and**
- Holds full state certification (Maine’s Provisional, Professional, or Master level), **and**
- Is competent to teach the subject(s) taught as demonstrated by:
 - Having a major in the content (24 semester hours), **or**
 - Having coursework equivalent to a major in the content (24 semester hours), **or**
 - Having an advanced degree in the content, **or**
 - Being National Board certified in the content, **or**
 - Having a passing score on a content test (PRAXIS II), **or**
 - Achievement of the Maine HOUSSE standard, *if eligible for its use**.

*see Appendices: Superintendent’s Informational Letter #152

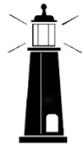
Which teachers must document that they are “Highly Qualified”?

Public school teachers with primary responsibility for direct instruction in one or more of the core academic content areas are required to demonstrate that they satisfy the federal definition of a “Highly Qualified” teacher. This includes elementary generalists who teach all subjects to a particular grade/class, special education teachers who provide direct instruction in one or more content areas, middle- and secondary-level content area instructors.

(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)

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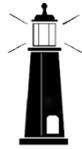


This also includes specialists who teach one or more core subjects, teachers of English as a second language (ESL), bilingual teachers, and alternative education teachers who provide direct instruction in core academic content.

NCLB identifies the following subjects as core academic content areas:

- English, Reading, or Language Arts
- Social Studies:
 - Civics/Government
 - Economics
 - History
 - Geography
- Foreign Languages
- Mathematics
- Science:
 - General
 - Life
 - Physical
- The Arts

NCLB does not recognize Elementary Curriculum as one discrete core academic subject. Teachers of Elementary Curriculum must verify competency across English, Reading or Language Arts, Mathematics, Science, and Social Studies.



TIME FRAME FOR COMPLIANCE WITH THE “HIGHLY QUALIFIED” TEACHER REQUIREMENT

Time Frame I:

Title I Schools and Programs: According to federal requirements, teachers of core academic subjects who were hired after the first day of the 2002-2003 school year and who are teaching in programs supported with Title I funds (school-wide or targeted assistance) must be “Highly Qualified” at the time of hire. This requirement that a teacher have a bachelor’s degree, be fully certified, and have already demonstrated subject-matter competency in each subject the teacher teaches through ways the law permits, applies to teachers who are new to the profession.

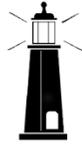
Teachers who were working in programs supported with Title I funds (school-wide or targeted assistance) prior to the start of the 2002-2003 school year and teachers who are transferring to such programs from within their district will have until the end of the 2005-2006 school year (August 31, 2006) to satisfy the federal definition of a “Highly Qualified” Teacher.

Time Frame II:

Non-Title I Schools and Programs: All teachers of core academic subjects who are teaching in programs NOT supported with Title I funds must be “Highly Qualified” by the end of the 2005-2006 school year (August 31, 2006).

Time Frame III:

Rural Districts: Teachers in eligible, small rural districts who are “Highly Qualified” in at least one subject will have an additional year to become “Highly Qualified” in the additional subjects they teach. They must also be provided professional development, intense supervision, or structured mentoring to become “Highly Qualified” in those additional subjects by the end of the 2006-2007 school year (August 31, 2007).



What are the basic requirements in the federal law for “Highly Qualified” Teachers in Title I schools and programs vs. “Highly Qualified” Teachers in non-Title I schools and programs?

Title I Schools and Programs

New Elementary Teachers: To satisfy the federal definition of a “Highly Qualified” Teacher, elementary teachers who are new to the profession, (in their first year of teaching) must satisfy the federal definition of “Highly Qualified” Teacher by:

- Holding at least a bachelor’s degree from a regionally accredited institution of higher education, ***and***
- Hold a full Maine teaching certificate, ***and***
- Pass a rigorous state content test (Praxis II: Elementary Content Assessment).

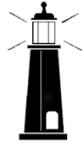
Newly Hired and Veteran Elementary Teachers: Newly hired teachers with experience (not new to the profession) and veteran elementary teachers who have been working in schools supported with Title I funds prior to the 2002-2003 school year have until August 31, 2007, to satisfy the definition of a “Highly Qualified” Teacher, using the criteria listed above.

New Middle and Secondary Teachers: To satisfy the federal definition of a “Highly Qualified” Teacher, middle and secondary teachers who are new to the profession (in their first year of teaching) must satisfy the federal definition of “Highly Qualified” Teacher by:

- Holding at least a bachelor’s degree from a regionally accredited institution of higher education, ***and***
- Holding a full Maine teaching certificate, ***and***

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- Holding an undergraduate major, or coursework equivalent to an undergraduate major, or a graduate degree, or National Board Certification, or pass a rigorous state content test (e.g., Praxis II Content Knowledge Assessment) for each core academic subject taught.

Newly Hired and Veteran Middle and Secondary Teachers: Newly hired teachers with experience (not new to the profession) and veteran middle and secondary teachers who have been working in schools supported with Title I funds prior to the 2002-2003 school year and middle and secondary teachers who are transferring to Title I schools within their districts have until the end of the 2005-2006 (August 31, 2006) school year to satisfy the definition of a “Highly Qualified” Teacher, using the criteria listed above (Option #1) or by fulfilling the Maine HOUSSSE Standard (Option #2), ***if eligible for its use****.

Non-Title I Schools

New, newly hired, and veteran teachers: To satisfy the federal definition of a “Highly Qualified” Teacher, elementary, middle, and secondary teachers must meet the federal definition of “Highly Qualified” Teacher by the end of the 2006-2007 (August 31, 2007) school year by Option #1 **OR** Option #2 HOUSSSE, ***if eligible for its use****.

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*



LEA Models for Identifying "Highly Qualified" Teachers

School districts are required to identify the teachers who meet the "Highly Qualified" definition. In administering this requirement, schools have the flexibility to design a local model that most effectively and efficiently meets their needs and serves their staff. Districts may design an administrative process that:

- Places responsibility for administration of the "Highly Qualified" teacher identification process at the building level, designating the building principal in each school the "Highly Qualified Teacher" ("HQT") Official.

or

- Delegates the "Highly Qualified" teacher identification process to the school or district teacher support team, designating the team or team chair as the "HQT" Official(s).

or

- Creates a *NCLB* coordinator position or coordinating team to manage the school or district identification process

or

- Another structure this is suitable to a district's operations.

The Department of Education will provide technical assistance to assist districts in complying with the "Highly Qualified" teacher provision of *NCLB*.



IDENTIFYING THE “HIGHLY QUALIFIED” TEACHER

Maine has some of the most qualified teachers in the country, and we are extremely proud of our teachers. The Maine Department of Education and all of Maine’s schools and school districts work very hard to assure that every class has a teacher with the appropriate qualifications for his or her teaching assignment.

Under *No Child Left Behind*, states are required to identify K-12 teachers who satisfy the federal “Highly Qualified” definition. Most Maine teachers already meet the federal definition if they meet these three federal criteria:

1. Have a Bachelor’s Degree, **and**
2. Hold full State of Maine certification (provisional, or professional, or master) and appropriate endorsement, **and**
3. Demonstrate competency to teach the core academic subject(s) they are assigned to teach in any **ONE** of the following ways:
 - a. Have a major in the content taught (24 semester hours); **or**
 - b. Have documented coursework equivalent to a major in the content taught (24 semester hours), **or**
 - c. Hold an advanced degree in the content taught, **or**
 - d. Hold National Board Certification in the content taught, **or**
 - e. Have a passing score on the appropriate PRAXIS II content knowledge test.

The identification process is a self-reporting process, whereby teachers may select how they will verify their competency (content knowledge) for the core academic subject(s) they are assigned to teach. Current teachers who can document that they meet all three of the above criteria are “Highly Qualified.”

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1. Teachers who satisfy the federal definition of “Highly Qualified” will:

Step 1: Complete the “*Highly Qualified*” *Teacher Identification Form*.

Step 2: Complete the “*Highly Qualified*” *Statement of Assurance* and attach supporting documentation.

Step 3: Complete the “*Highly Qualified*” *Teacher Verification Form*

2. For Teachers who

- a. Meet Criteria #1 (hold a Bachelor’s Degree) **AND**
- b. Meet Criteria #2 (hold full Maine certification) **BUT**
- c. **DO NOT meet Criteria #3** (content knowledge competency for teaching assignment(s))

There are two (2) options for meeting Criteria #3.

OPTION #1

There are multiple ways for experienced, fully certified and endorsed teachers to demonstrate subject matter competency. Through **OPTION #1**, a teacher must select ONE of the following to satisfy Criteria #3:

- Take additional courses to reach the equivalent of a major in the subject assigned to teach (24 credit hours), **OR**
- Complete an advanced degree, **OR**
- Achieve National Board Certification, **OR**
- Achieve a passing score on the PRAXIS II content knowledge test (*this is the only method available to elementary teachers as of August 31, 2006*).

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If Option #1 is selected:

- Step 1:** Complete the *"Highly Qualified" Teacher Identification Form*.
- Step 2:** Complete the HOUSSE Rubric ***if eligible for its use****. You may find that you easily meet Criteria #3 through the HOUSSE. If you do, you are "Highly Qualified" -- go to step 3 and step 6 (skip steps 4 and 5).
- Step 3:** Complete the *"Highly Qualified" Statement of Assurance Form* and attach supporting documentation.
- Step 4:** If you **do not** meet Criteria #3 through the HOUSSE, complete the *"Highly Qualified" Teacher Action Statement Form*, and attach this form to the *Statement of Assurance Form*. Indicate that you have selected OPTION #1, and identify the route you have selected to meet criteria #3.
- Step 5:** Review your Action Statement with the school or district "Highly Review your *Teacher Action Statement* with the school or district "Highly Qualified" Teacher" (HQT) official annually, until you satisfy the definition of "Highly Qualified" Teacher by August 31, 2006.
- Step 6:** Complete the *"Highly Qualified" Teacher Verification Form* when you satisfy the definition of "Highly Qualified" teacher.

OPTION #2 - HOUSSE

HOUSSE is the second option by which veteran teachers may demonstrate that they meet Criteria #3 of the federal "Highly Qualified" Teacher definition [content knowledge competency for the teaching assignment(s)].

*As of August 2006 all teachers must demonstrate "Highly Qualified" status using one of the approved methods, and must adhere to the **restrictions on use of the HOUSSE Rubric as explained in Superintendent's Informational Letter # 152, dated June 7, 2006 (included in the appendices of this document; excerpt follows):**

After August 31, 2006, according to this new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- *secondary school teachers teaching multiple subjects in **eligible** rural schools (who, if highly qualified in at least one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years); and*
- *those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and*
- *teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.*

All other new hires are required to demonstrate competency by meeting the 3 listed criteria in the first paragraph on page one of this letter, excluding the HOUSSE procedures.

Teachers currently qualified under HOUSSE procedures (i.e. having demonstrated content competency through use of the HOUSSE prior to this end of the current school year) should continue to be counted as Highly Qualified for that content area. Teachers operating under a "Teacher Action Statement," working toward Highly Qualified status, may continue to do so, and be reported as not Highly Qualified

What is the "High, Objective, Uniform, State Standard of Evaluation" (HOUSSE)?

This is a system by which the state can determine that an experienced teacher meets the subject matter competency requirements in the law. *NCLB* sets criteria for the state to follow for designing this system for experienced teachers.

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The *NCLB* criteria:

- Are set by the state for grade-appropriate academic subject matter knowledge and teaching skills;
- Are aligned with challenging state academic content and student achievement standards and developed in consultation with core content specialists, teachers, principals and school administrators;
- Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Are applied uniformly to all teachers in the same academic subject and the same grade level throughout the state;
- Take into consideration, but are not based primarily on, the time a teacher has been teaching the academic subject;
- Are made available to the public upon request.

The law clearly recognizes that teachers who have been in the classroom have a variety of experiences and training, which may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency.

If OPTION #2 is selected:

Step 1: Complete the *"Highly Qualified" Teacher Identification Form*.

Step 2: Complete the HOUSSE Rubric for each core academic subject assigned to teach, *if eligible for its use*¹.

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¹ **Eligible** Teachers complete the rubrics appropriate to teaching assignments.

Rubric #1: For Elementary (K-8) teachers including self-contained special education.

Rubric #2: For departmentalized middle, junior high, and high school teachers including self-contained special education

Rubric #3: For other K-12 teachers (Alternative education, ESL, Bilingual, foreign language, and visual and performing arts).

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Step 3: Achieve a total of 100 points across at least three (3) categories in the rubric.²

Step 4: Teachers who can document that they meet the “Highly Qualified” definition for all teaching assignments through HOUSSE complete the *“Highly Qualified” Statement of Assurance Form* with all necessary documentation attached, including the HOUSSE Rubric* and worksheets. If you do not achieve 100 points in the HOUSSE, complete the *Statement of Assurance Form* **AND** attach the *“Highly Qualified” Teacher Action Statement Form* indicating the action you will take, as outlined in the HOUSSE, to achieve 100 points.

Step 5: Complete the *“Highly Qualified” Teacher Verification Form* when you satisfy the definition of “Highly Qualified” teacher.

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

² Teachers must provide evidence of content knowledge in at least 3 of the five categories on the rubric:

- Years of teaching experience in the content area.
- Content area college coursework and assessment taken
- Professional development related to the content
- Service to the content area
- Content area awards, recognitions, and scholarship.



FORMS

This packet contains the forms teachers will use to determine whether they satisfy the federal definition of a “Highly Qualified” Teacher for each core academic content area teaching assignment they have. Copy forms as needed.

Detailed instructions have been designed to lead teachers through the process of completing the *Maine “Highly Qualified” Teacher* forms and the Maine HOUSSE Standard: Content Knowledge Rubric*. These forms are also available on the Department of Education (DOE) web site <http://www.maine.gov/education/hqtp/forms.htm>

All forms must be completed and submitted to the school principal or district designated “HQT” official **upon initial employment, or new core content teaching assignment.**

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

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What forms will teachers complete?

Teachers will complete five (5) forms:

A. *"Highly Qualified" Teacher Identification Form*

All teachers will complete the "Highly Qualified" Teacher Identification form.

B. *"Highly Qualified" Teacher Statement of Assurance Form*

All teachers complete the Maine "*Highly Qualified" Teacher Statement of Assurance Form*.

C. *"Highly Qualified" Teacher Action Statement Form*

Those teachers who are not yet "highly qualified" will complete the *Teacher Action Statement Form*.

D. *Plan to Become Fully Certified Form*

Teachers who do not hold full certification (e.g., conditional certificates, targeted need certificates, transitional endorsement, or waiver) **MUST** complete the "*Plan to Become a Fully Certified Teacher" Form*.

E. *"Highly Qualified" Teacher Verification Form*

All teachers will complete the "*Highly Qualified" Teacher Verification" Form* **when they satisfy the federal definition of a "Highly Qualified" teacher.**

Note: **Eligible teachers who choose Option #2 – HOUSSE, also must complete the HOUSSE Rubric and worksheets.*

(*See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document)

A. THE HIGHLY QUALIFIED" TEACHER IDENTIFICATION FORM

There are three (3) versions of the "***Highly Qualified" Teacher Identification*** form. ALL teachers complete the "*Highly Qualified" Teacher Identification* form appropriate to their teaching assignment:

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- Form #1:** Teachers of Elementary Education and Elementary Special Education (self-contained).
- Form #2:** Teachers of Middle/Secondary and Middle/Secondary Special Education (Departmentalized).
- Form #3:** Teachers of K-12 Content Areas, Visual and Performing Arts, Foreign Language, ESL, Bilingual, and Alternative Education.

*NOTE: Teachers with more than one core content area assignment must complete a separate form for **EACH** teaching assignment they have in the current year.*

B. THE HIGHLY QUALIFIED” TEACHER STATEMENT OF ASSURANCE FORM

There are two (2) versions of the Maine *“Highly Qualified” Teacher Statement of Assurance Form*. ALL teachers complete the *“Highly Qualified” Teacher Statement of Assurance Form* appropriate to their teaching assignment

1. ***Statement of Assurance for Teachers in Title I Schools and Programs.***
This is a form specific to teachers in Title I schools and programs. Record keeping and reporting requirements under NCLB make it necessary to distinguish these teachers from others who are teaching in a given district or a school.
2. ***Statement of Assurance Form for Teachers in Non-Title I Schools and Title I programs.***

C. “HIGHLY QUALIFIED” TEACHER ACTION STATEMENT FORM.

ONLY teachers who do not yet satisfy the federal definition of a “Highly Qualified Teacher” complete *the “Highly Qualified” Teacher Action Statement Form*.

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D. THE PLAN TO BECOME FULLY CERTIFIED FORM.

ONLY teachers who DO NOT HOLD FULL CERTIFICATION (conditional, targeted need, transitional, or a waiver) complete the *Plan to Become Fully Certified Form*.

E. THE “HIGHLY QUALIFIED” TEACHER VERIFICATION FORM.

ALL teachers must complete the *“Highly Qualified” Teacher Verification Form* when they have satisfied the federal definition of a “Highly Qualified” Teacher” for the subject(s) they are assigned to teach.

Who must complete the “Highly Qualified” Teacher Identification Form?

- All teachers working in elementary schools (K-8) who teach core academic content subjects. This includes all Elementary Generalists who teach all subjects to one group of students throughout the school day.
Note: Pre-K teachers are exempt from meeting the “Highly Qualified” teacher requirement unless or until that grade level is mandated as part of the State of Maine’s educational system.
- All specialists (K-12) teaching a core academic content.
- All teachers working in middle and secondary schools who teach one or more core academic content subjects. This includes middle school teachers teaching core academic subjects in departmentalized settings under elementary certificates.

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The core academic content areas are:

- Elementary (English, Reading, Language Arts, Mathematics, Science, and Social Studies)
 - Language Arts (English, Reading, Language Arts)
 - Science (General, Life, Physical)
 - Social Studies (Economics, History, Civics/Government, Geography)
 - Mathematics
 - Visual and Performing Arts
 - Foreign or World Languages
- All special education teachers who provide direct instruction in one or more core academic content areas.
 - Special education teachers working in elementary settings must satisfy the definition of a “Highly Qualified” Teacher for that setting, i.e. PRAXIS II, Elementary Education: Content Knowledge.
 - Middle (departmentalized) and secondary Special Education teachers, according to IDEA 2004, teaching core academic subjects to students who are exclusively being assessed against alternate achievement standards (PAAP) in that subject must meet the highly qualified requirements for elementary teachers and, for instruction above the elementary level have subject-knowledge appropriate to the level of instruction being provided.
 - All Bilingual and ESL teachers who provide direct instruction in one or more core academic content areas. Bilingual and ESL teachers working in departmentalized middle and secondary schools must satisfy the federal definition of a “Highly Qualified” Teacher based on the grade level(s) of the content/curriculum they teach rather than the age of the students.



Are any teachers exempt from the “Highly Qualified” requirement?

The following teachers are exempt unless teaching a core academic subject – in which case the teacher must be “Highly Qualified” in that subject.

- Teachers who provide instruction in:
 - Health and Physical Education
 - Industrial Technology
 - Gifted and Talented
 - Business and Technology
 - Vocational Education
 - Career Education, Family, Consumer Science and Life Skills (Practical Arts)
- Educational Service Personnel (i.e., speech teachers, guidance counselors, child study team members, librarians, nurses, career educators, vocational teachers, occupational and physical therapists).
- Teachers in private secondary schools that enroll 60% public tuition students (“60% schools”)
- Pre-K teachers

A. How does the “Highly Qualified” Teacher Identification Form work?

The “Highly Qualified” Teacher Identification Form allows teachers to determine whether they satisfy the federal definition of a “Highly Qualified” Teacher as outlined in the No Child Left Behind legislation.

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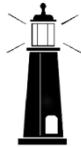
- Teachers at the elementary level answer one question about [1] passing a state test.
- Teachers at the middle and secondary levels answer five questions (for EACH core academic content area teaching assignment they have) about [1] undergraduate major, [2] coursework equivalent to a major, [3] advanced degrees, [4] National Board Certification, [5] passing a state test.
- Teachers of K-12 content and Visual and Performing Arts; Foreign Language; ESL; Bilingual; and Alternative Education) answer five questions (for EACH core academic content area teaching assignment they have) about [1] undergraduate major, [2] coursework equivalent to a major, [3] advanced degrees, [4] National Board Certification, [5] passing a state test.

Information for Elementary Teachers

1. Did you pass an exam in the content area (Praxis II Elementary Education: Content Knowledge Test)?
2. Teachers coming from other states may have had to pass an elementary content knowledge test (Praxis II) to obtain their certification. If you have passed such a test in any other state, you may be asked to attach a copy of your score report to show that you satisfy the federal definition of a "Highly Qualified" teacher. Tests vary from State to State. Maine's required PRAXIS II may not match that of another State's, thus another State's test may or may not meet the requirements set by Maine.
3. Teachers who answered YES to the question of whether they passed a state test satisfy the federal definition of a "Highly Qualified" Teacher.

*(*See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

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Information for Middle and Secondary Teachers

- 1. Did you pass the Praxis II content knowledge test for the grade level and subject(s) that you teach?** The Praxis II: Content Knowledge tests are required for initial certification. Teachers coming from other states may have had to pass a content knowledge test to obtain their certification. If you have passed such a test in any other state, you may be asked to attach a copy of your score report to show that you satisfy the federal definition of a “Highly Qualified” Teacher. Tests vary from State to State. Maine’s required PRAXIS II may not match that of another State’s, thus another State’s test may or may not meet the requirements set by Maine.
- 2. Do you have an academic major in the content area(s) you teach?** The major must match the teaching certificate in order to satisfy the federal definition of a “Highly Qualified” Teacher. Your transcript, on file in your district and kept in your own records, serves as documentation. Examples of qualifying degrees/majors include: Bachelor of Arts: English; Bachelor of Science: Chemistry; Bachelor of Arts: History; Bachelor of Fine Arts: Music.
- 3. Do you have 24 college credits in the content area(s) you teach?** If your degree reads Bachelor of Arts: Education; or Bachelor of Science: Education; you must review your transcript and count the number of applicable content hours. Teacher education, generic teaching methods and educational psychology courses cannot be counted toward the 24 credit content requirement. Your transcript, on file in your district and kept in your own records, serves as documentation.

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

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Additional guidance on counting 24 credits:

Middle/Secondary Teachers should identify the content courses and count the number of semester hours appropriate for **each** of the content area(s) they are teaching. If you have 24 or more semester hours in the content area(s) you are teaching, and meet the other “HQT” criteria, you satisfy the federal definition of a “Highly Qualified” teacher.

K-12 Content, Foreign Language, Visual and Performing Arts, Bilingual Education, ESL, and Alternative Education Teachers who provide direct instruction in one or more core academic content areas as the middle/secondary content level should follow the directions given above for middle/secondary teachers.

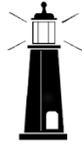
Special Education Teachers who provide direct instruction to students with disabilities in one or more core academic content areas at the middle/secondary content level should follow the directions given above for middle/secondary teachers or for elementary teachers if their students are being assessed *exclusively* at alternate assessment standards (i.e. PAAP).

How to Count Content Courses: Approved Maine programs within the broad content definition (i.e., language arts, science, social studies) usually require content course work in multiple areas. A biology program would probably require a course in chemistry and a course in physics. A history program would require other types of social science courses, such as economics or political science. ***Courses within the broad definition of the certificate should be counted as appropriate content.***

- 4. Do you have a graduate degree in the content area(s) you teach?** If you have an advanced degree (i.e., Master of Arts: History; Master of Science: Biology; Master of Fine Arts: Dance) in the content area aligned with your assignment, you satisfy the federal definition of a “Highly Qualified” Teacher.

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If your graduate degree is in education (e.g., Master of Arts: Teaching; Master of Arts: Curriculum and Instruction; or Administration) you may count content-specific coursework in the HOUSSE (Column B) *if eligible for its use**. These advanced degrees are not content appropriate as a whole, and will not satisfy the federal definition of a “Highly Qualified” Teacher. However, such education related degrees are recognized in the HOUSSE (Column E). Your transcript, on file in your district and kept in your own records, serves as documentation.

5. Do you have National Board certification in the content area of your current teaching assignment?

Middle and secondary teachers who hold National Board Certification in the content assigned to teach, and meet the other criteria for “HQT”, satisfy the federal definition of a “Highly Qualified” teacher.

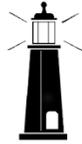
Information for K-12 Content, Foreign Language, Visual and Performing Arts, Bilingual Education, ESL, and Alternative Education Teachers.

These teachers should refer to the information provided for elementary teachers regarding how to use *the “Highly Qualified” Teacher Identification Form*, and/or the information provided for middle and secondary school teachers. Depending upon your teaching assignment and grade level, either or both of these instructions apply.

For EACH content area teaching assignment: Teachers who answered **YES** to **ANY** of the five questions, and meet the other two “HQT” requirements, satisfy the federal definition of a “Highly Qualified” Teacher for that content area assignment. They do not need to complete a Maine HOUSSE Rubric for that content area.

For EACH content area teaching assignment: Teachers who answered **NO** to **ALL** of the five questions, and meet the other two “HQT” requirements, may opt to complete the Maine HOUSSE Rubric, *if eligible for its use**.

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B. How does the “Highly Qualified” Teacher Statement of Assurance Form work?

All teachers must complete the “Highly Qualified” Statement of Assurance Form (including those who do not hold full certification). This form is used to record:

1. those teachers who meet the federal definition of “HQT”,
2. those teachers who meet the “HQT” definition through HOUSSE,
3. those teachers who do not yet meet the definition of “HQT” and will need to provide a “Highly Qualified” Teacher Action Statement Form, and
4. those teachers who are not yet fully certified and ineligible to be “HQT.”

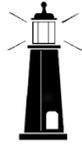
C. How does the “Highly Qualified” Teacher Action Statement Form work?

Any teacher who does not satisfy the federal definition of “Highly Qualified” Teacher (Remember that all newly hired teachers in Title I schools or programs must be “Highly Qualified” at the time of hire, and are not eligible for this option.) will complete a “Highly Qualified” Teacher Action Statement Form. All other forms completed must be attached to this form (Identification and Assurance forms, and, if appropriate, the HOUSSE Rubric and worksheets). The “Highly Qualified” Teacher Action Statement Form outlines the actions the teacher will take in order to become “Highly Qualified”.

D. How does the Plan to Become Fully Certified Form work?

Teachers who do not hold full certification will complete the *Plan to Become Fully Certified Form* with the LEA “Highly Qualified Teacher” Official (Remember that all newly hired teachers in Title I schools or programs must be “Highly Qualified” at the time of hire, and are not eligible for this option.). This Plan should describe how and when the teacher will satisfy certification requirements as identified by the Maine Department of Education, AND outline the support to be provided the teacher by the LEA. Attach the *Statement of Assurance* form to this plan.

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E. *How does the “Highly Qualified” Teacher Verification Form work?*

All teachers will complete the “*Highly Qualified*” *Teacher Verification Form* upon satisfying the federal definition of “Highly Qualified” Teacher. For some, this will be immediately after completing the “*Highly Qualified*” *Teacher Identification Form*. For others, this form will be completed upon satisfying the requirements of their “*Highly Qualified*” *Teacher Action Statements*, or reaching 100 points on HOUSSE, if eligible*.

What are the Requirements for Teachers Teaching on Emergency Certificates?

Teachers who hold a Conditional Certificate, a Targeted Need Certificate or who are teaching on a Waiver are not eligible to become “Highly Qualified” until full certification (provisional or professional) is acquired.

These teachers must complete **only** the *Statement of Assurance Form* **and** attach the Plan to Become Fully Certified Form, which details the teacher actions to be taken and professional development, mentoring and/or support to be provided by the school district.

*NOTE: The NCLB regulations also clarify that a teacher who holds less than full certification (conditional, transitional, or targeted need) **AND** is participating in an alternative certification program will have a maximum of three years in which to be considered “Highly Qualified” without being in violation of the “Highly Qualified” requirements regarding full certification. This allowance is made **ONLY** for a teacher in an alternative certification program who is receiving high quality professional development, intensive supervision, and making satisfactory progress toward full certification. Programs may be provided by the school district through the teacher support teams or other school or district mentoring and induction programs **in partnership with the University of Maine System or other appropriate alternative certification program approved by the Department of Education**. These teachers may be reported as “Highly Qualified” for up to three years if the conditions outlined above are met.*

(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)

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Additionally Maine LEAs may refer to State of Maine Regulation, Chapter 114 for the definition of an “approved Alternate Route to Certification Program” and the requirements for establishing such a program. Following is an excerpt from Chapter 114 describing an “Alternate Route to Certification”:

2.1 Unit Standard One - 19: Alternate Route Programs

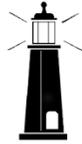
Alternate route programs are organized, performance-and standard-based professional preparation and support systems delivered through units (as defined under option A or B – See § 1.2 for definitions of “unit”) leading to initial teacher certification. Participants in such programs have appropriate undergraduate degrees. Alternate route programs prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Standards and Procedures. Alternate route programs are designed to prepare new teachers-of-record in P-12 schools who have a degree but lack prerequisites for initial teacher certification as specified in Regulation Chapter 115.

The full Regulation may be accessed at:

<http://www.maine.gov/sos/cec/rules/05/071/071c114.doc>

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What documentation may be requested by districts to verify that teachers satisfy the definition of a “Highly Qualified” Teacher?

- Copies of college transcripts (need not be official transcripts). These are on file in your school district and/or in your personal file.
- Copies of score reports for state tests (Praxis II)
- Copies of National Board Certificate(s)
- Statements of employment
- Teacher action plans used for certification renewal
- Resumes
- Copies of certificates/endorsements
- Letters of recognition
- Acknowledgements of participation
- Other documents that are acceptable by the LEA

When and how often must I complete these forms?

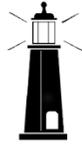
Teachers of core academic subjects must complete the appropriate Maine “*Highly Qualified*” *Teacher Identification Form(s)* once for each core content area teaching assignment. Teachers may need to complete the HOUSSE Rubric annually if they select Option #2 HOUSSE (**if eligible for its use***), until they have satisfied the federal definition of a “Highly Qualified” Teacher for each core academic subject teaching assignment. Teachers will need to complete additional forms if they have a change in their teaching assignment(s).

What happens once the forms have been completed?

Gather all completed forms and documentation and review them with the school district “HQT” official. Complete the *Statement of Assurance Form* jointly with the “HQT” official. Educators should keep a copy of the forms and the documentation for their own records. Return completed forms and copies of documentation along with the signed *Statement of*

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*Assurance Form and the Verification Form, Action Statement Form, and/or the Plan to Become Fully Certified Form to the "HQT" official. **These records will be kept on file at the building or district level and will be subject to the regular state NCLB Monitoring process.** They will also be used to compile data about "Highly Qualified" Teachers for district and state reporting purposes as required by NCLB.*

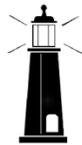
What if my teaching assignment changes next year?

You will need to complete all of the forms again for the new teaching assignment if it is a core academic subject different from the subject you are currently teaching and if it is a subject different from the one for which you previously have been designated as "Highly Qualified."

Does my "Highly Qualified" Teacher designation follow me if I change employment to another school district?

Once you have achieved the "Highly Qualified" Teacher designation for a core academic subject, you remain "Highly Qualified" for that subject if you teach in Maine. *Educators should keep a copy of the forms and the documentation for their own records.*

There is no guarantee that another state will accept your Maine "Highly Qualified" status. You may be requested to complete that state's Identification and Assurance forms. Therefore, it is important to keep personal copies of all completed documents and forms including the HOUSSE (if this was your option) and *Action Statement*.



MAINE HOUSSE – GENERAL INSTRUCTIONS

Who must complete the Maine HOUSSE Standard: Content Knowledge Rubric?

Teachers who complete the Maine “Highly Qualified” Teacher Identification Form(s) and do not satisfy the federal definition of a “Highly Qualified” Teacher in one or more core academic content areas for which they have teaching assignments may opt to complete the Maine HOUSSE Rubric, **if eligible for its use** *. *After August 31, 2006, according to this new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:*

- *secondary school teachers teaching multiple subjects in eligible rural schools (who, if highly qualified in at least one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years); and*
- *those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and*
- *teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.*

All other new hires are required to demonstrate competency by meeting the 3 listed criteria in the first paragraph on page one of this letter, excluding the HOUSSE procedures.

- **Elementary and secondary teachers certified prior to 2005** are not required to take a state certification exam (i.e., Praxis II Elementary Education Content Knowledge Test) in order to renew certification, but may be required to pass PRAXIS II to demonstrate “Highly Qualified” status.
- **Middle/Secondary teachers who do not satisfy one of the criteria outlined in the federal definition may complete the HOUSSE Rubric, if eligible for its use*** to determine which option, Option #1 or Option #2, they will take. Teachers from outside Maine who took a content area licensure exam to obtain certification in

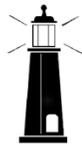
another state may present their passing score as evidence that they satisfy the federal definition of a “Highly Qualified” Teacher.

- **Middle school teachers (grades 5-8) with an elementary (K-8) certificate who are teaching one or more core academic subjects.** Middle school teachers who hold elementary certificates may not satisfy the federal definition of a “Highly Qualified” Teacher of core academic content for the upper grades if their training did not include 24 credits in the academic content they are teaching. This is even truer for people teaching multiple content areas (i.e., science and language arts or math and social studies). The Maine HOUSSE Rubric provides an option for rural middle school teachers to demonstrate that they are “Highly Qualified” to teach middle-level core academic content to students in grades 5-8, **if eligible for its use***, or they may opt to take the Praxis II Content Knowledge test.

*(*See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

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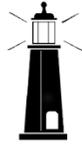


- **Special education teachers.** Special education teachers who provide direct instruction of core academic content must satisfy the federal definition of a “Highly Qualified” Teacher as outlined below:
 - Special education teachers with primary responsibility for direct instruction of core academic content in elementary grades and self-contained classes in middle (5-8) grades must meet the same requirement as the Elementary Generalist.
 - Special education teachers with primary responsibility for direct instruction of core academic content in middle and secondary grades must meet the requirement based on the academic level of the students they are teaching rather than the chronological age of the students. For example, a special education teacher responsible for math instruction for a class of high school students with developmental disabilities who is teaching an elementary-level curriculum could satisfy the federal definition of a “Highly Qualified” Teacher as an Elementary Generalist. If this same teacher also has an assignment to teach algebra to a class of high school students with learning disabilities, he or she must also be qualified at the secondary level in mathematics content in order to satisfy the federal definition of a “Highly Qualified” Teacher. In this case, the teacher would need to be “Highly Qualified” as both an elementary generalist and “Highly Qualified” to teach secondary level mathematics.

Reminder: those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years);

*(*See Superintendent’s Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

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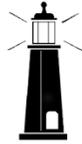
How does the HOUSSE Rubric work?

The HOUSSE Rubric allows teachers to demonstrate content competency in each core academic subject they teach through a variety of options arranged in five categories. The categories are as follows:

- a. Years of teaching experience in the content area
- b. College level coursework in the content area and content assessments
- c. Professional development activities related to the content taught
- d. Service to the content area and presentations.
- e. Awards, recognition, and scholarship in content area.

How many HOUSSE Rubric forms must I complete?

Teachers **who are eligible for its use*** and select the HOUSSE option complete one Rubric for **EACH** core academic content area teaching assignment for which they do not meet the federal definition of a “Highly Qualified” Teacher. This is determined by completing a Maine *“Highly Qualified” Teacher Identification Form* for each core academic area teaching assignment. Elementary generalists and special education teachers who teach all subjects to one group of students during the school day complete **ONE** form. Remember that all newly hired teachers in Title I schools or programs must be “Highly Qualified” at the time of hire, and are not eligible for this option..



What happens after I complete the HOUSSE Rubric?

Attach the appropriate documentation and complete the *Statement of Assurance Form*. Your principal or district "HQT" official must review and sign the *Statement of Assurance Form*. Return all forms (*"Highly Qualified" Teacher Identification Form* and Maine HOUSSE Rubric) to the "HQT" official to be kept on file at the building or district level.

If you document 100 points on the HOUSSE, you must complete the *"Highly Qualified" Teacher Verification Form* and submit this along with all other forms and the HOUSSE documents. These forms will be subject to the regular state monitoring process and used to compile state-level data for *NCLB*.

If you have not achieved 100 points on the HOUSSE Rubric, you must complete the *"Highly Qualified Teacher Action Statement Form* with details describing the actions you will take to achieve 100 points and become "Highly Qualified" by the end of the school year.

Must I complete the HOUSSE Rubric even if I know that I want to do Option #1 to verify my content knowledge competency?

No. Though most do so and treat it as a checklist to identify the extent of study and professional development acquired over your career that has contributed to your content knowledge for the subject(s) you teach. You may very well easily achieve the standard through HOUSSE. If so, you are ""Highly Qualified"" and do not need to select Option #1, **if you are eligible for use of the HOUSSE***.

*(*See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document)*

APPENDICES

THE MAINE MODEL FOR IDENTIFYING HIGHLY QUALIFIED TEACHERS



Maine State Board of Education

Resolution

Adopted: March 10, 2004

WHEREAS, the Maine State Board of Education has authority to establish rules for teacher certification and is committed to enhancing teacher quality in Maine; and

WHEREAS, federal *law* requires implementation of (1) a process by which currently certified teachers can meet the federal “highly qualified” requirement and, (2) for those who do not meet such requirements, implementation of an alternative process by which teachers can demonstrate their subject area competence; and

WHEREAS, the attached *Maine Definition of “Highly Qualified” Teacher* explains who is considered to be “highly qualified” under federal mandates; and

WHEREAS, the Maine State Board of Education wishes to acknowledge the service of its many highly qualified teachers and other school personnel who are dedicated to the education of Maine students,

THEREFORE, BE IT RESOLVED that the Maine State Board of Education approves the Maine Model and confirms that this Maine Model includes the development of a “high objective uniform state standard of evaluation” to be operational not later than August 31, 2006.

NCLB Highly Qualified Teachers and Paraprofessionals Regional Info Meeting Schedule

The Maine Department of Education in cooperation with the Maine School Superintendents' Association, the Maine Education Association, and the University of Maine System Regional Teacher Development Centers held regional meetings on the topic of the NCLB Highly Qualified Teacher and Paraprofessional Requirements. One meeting was held in each of the nine Superintendents' Regions.

- Mid Coast Region
Belfast – April 26, 2004, Hutchinson Center
- York County
Sanford – April 27, 2004, Sanford High School Cafeteria
- Washington County
University of Maine Machias – April 29, 2004, Science Building 102
- Aroostook County
University of Maine Presque Isle – May 3, 2004, Weiden Auditorium
- Kennebec Valley Region
University of Maine Augusta – May 4, 2004, Jewett Hall Auditorium
- Western Maine Region
University of Maine Farmington – May 5, 2004, Thomas Auditorium
- Penquis Region
MSAD # 48, Newport – May 6, 2004, Nokomis High School Cafeteria
- Cumberland County
University of Southern Maine – May 10, 2004, 10 Bailey Hall
- Hancock County
Bucksport Schools – May 13, 2004, Bucksport Middle School Auditorium
- 95th Annual
Superintendent's Conference
Bar Harbor, Maine – June 26, 2006, Harborside Hotel

Time Line

April 2004-May 2004	LEAs Orient Staff to NCLB
April 2004-May 2004	Maine D.O.E. Conducts Regional Information Meetings
April 2004-June 2004	LEAs Identify Highly Qualified Teachers
June 30, 2004	LEAs Report Baseline Data to Maine D.O.E.
September 1, 2004	Maine D.O.E. Reports Data and Plan to U.S.D.O.E.
September 2004-October 2004 (and annually)	LEAs Issue Title I Parent Notice
Fall 2004 (and annually)	LEAs Report Data to Maine D.O.E.
Annually	Maine D.O.E. Reports Data and Updated Plan to U.S.D.O.E.
January 8, 2006	All Title I Paraprofessionals are Highly Qualified
June 7, 2006	<i>Superintendent's Informational Letter # 152, dated June 7, 2006: "Revised Requirements for Highly Qualified Teacher Identification and Use of the HOUSSE Rubric"</i>
August 31, 2006	All Teachers, both Title I and Non-Title I, are Highly Qualified
August 31, 2007	All Teachers in Rural Districts, both Title I and Non-Title I, are Highly Qualified

Resources

HOW CAN I LEARN MORE?

More information on the new law and teacher quality is located at:

<http://www.ed.gov/teachers/nclbguide/index2.html>

<http://www.ed.gov/programs/teacherqual/guidance.doc>

<http://www.ed.gov/admins/landing.jhtml?src=pn>

<http://www.ed.gov/nclb/>

<http://www.ed.gov/about/offices/list/oese/legislation.html>

A Parent's Guide to No Child Left Behind is located at:

<http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html>

**Highly Qualified
Teacher
Identification
Form 1**



**For Teachers of Elementary Education
and Elementary Special Education (Self-Contained)**

Name: _____

School District: _____ School Building: _____

Title of Teaching Certificate: _____

Directions: Complete this form for the teaching assignment you have this year.

Content Teaching Assignment:

Elementary Generalist

Special Education

Grade Level Assignment:

Elementary (specify grades): _____

Elementary Special Education (specify grades): _____

Grade 7-12 (Special Education)

Did you pass the Praxis II Elementary Content Test? *	
<input type="checkbox"/> YES	<input type="checkbox"/> NO

Check here if you answered **YES** to the question above. If you have at least a bachelor's degree and "full" state certification and endorsement, you satisfy the definition of a Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance Form and the Verification Form with your principal or designated district "HQT" official. **Maintain copies of all forms and documentation for your records.**

Check here if you answered **NO** to the question. *If you meet the eligibility criteria for use of the HOUSSE Rubric (See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document), advance to the Maine HOUSSE Standard: Content Knowledge Rubric to determine whether you satisfy the definition of a Highly Qualified Teacher under the Maine HOUSSE Standard for this content area assignment. **Attach this form to the HOUSSE Rubric***

**Highly Qualified
Teacher
Identification
Form 2**



**For Teachers of Middle/Secondary and
Middle/Secondary Special Education (Departmentalized)**

Name: _____

School District: _____ School Building: _____

Title of Teaching Certificate: _____

Directions: Complete this form for **each** teaching assignment you have this year (multiple sections of the same course count as one assignment).

Content Teaching Assignment (check ONE content area assignment per form):

- Language Arts** (English, Reading, Language Arts) **Mathematics**
 Social Studies: History, Civics/Government, Geography, Economics (includes all)
 History **Civics/Government** **Geography** **Economics**
Science: **General Science** **Life Science** **Physical Science**
Grade Level Assignment: Special Education Middle (6-8) Secondary (9-12)

Do you have an undergraduate major in this content?	Do you have 24 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?	Did you pass the Praxis II test in this content?*
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO			

- Check here if you answered **YES** for **ANY** question above. If you have at least a bachelor's degree and "full" state certification and endorsement, you satisfy the definition of a "Highly Qualified Teacher for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance Form and the Verification Form with your principal or designated district "HQT" official and return all forms and documentation to your building principal or designated district "HQT" official. **Maintain copies of all forms and documentation for your record.**
- Check here if you answered **NO** for **ALL** questions above. *If you meet the eligibility criteria for use of the HOUSSE Rubric (See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document),* advance to the Maine HOUSSE Rubric to determine whether you satisfy the definition of a Highly Qualified Teacher under the Maine HOUSSE Standard for this content area assignment. **Attach this form to HOUSSE Rubric #2**

**Highly Qualified
Teacher
Identification
Form 3**



**For Teachers of K-12 Content Area, Visual and Performing Arts
Foreign Language, ESL, Bilingual, and Alternative Education**

Name: _____

School District: _____ School Building: _____

Title of Teaching Certificate: _____

Directions: Complete this form for **each** teaching assignment you have this year (multiple sections of the same course count as one assignment).

Content Teaching Assignment (check ONE content area assignment per form):

- Language Arts** (English, Reading, Language Arts) **Mathematics**
- Visual and Performing Arts** **Foreign/World Languages (specify):** _____
- Social Studies:** History, Civics/Government, Geography, Economics (includes all)
- History** **Civics/Government** **Geography** **Economics**
- Science:** **General Science** **Life Science** **Physical Science**
- Grade Level Assignment:** **Elementary** **Middle (6-8)** **Secondary (9-12)**

Do you have an undergraduate major in this content?	Do you have 24 college credits in this content?	Do you have a graduate degree in this content?	Are you a National Board Certified teacher in this content?	Did you pass the Praxis II Content test or the ACTFL Oral Proficiency Interview in this content?*
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO			

**Elementary Specialists must pass PRAXIS II; Elementary Content exam if teaching core content.*

- Check here if you answered **YES** for **ANY** question above. If you have at least a bachelor's degree and "full" state certification and endorsement, you satisfy the definition of a "Highly Qualified Teacher" for this content area assignment. Attach appropriate documentation to verify your status. Complete any additional forms needed for other assignments you have or certificates you hold. Sign the Statement of Assurance Form and the Verification Form with your principal or designated district "HQT" official and return all forms and documentation to your building principal or designated district "HQT" official. **Maintain copies of all forms and documentation for your record.**
- Check here if you answered **NO** for **ALL** questions above. *If you meet the eligibility criteria for use of the HOUSSE Rubric (See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document), advance to the Maine HOUSSE Rubric to determine whether you satisfy the definition of a Highly Qualified Teacher under the Maine HOUSSE Standard for this content area assignment. **Attach this form to HOUSSE Rubric #3.***

Highly Qualified Teacher Statement of Assurance Title I



For Teachers in Title I Schools and Programs

Teacher's Name: _____

School District: _____ School Building: _____

Certification(s) Held:

- | | |
|--|---|
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher of ESL |
| <input type="checkbox"/> Middle (Content Area(s): _____) | <input type="checkbox"/> Teacher of Bilingual |
| <input type="checkbox"/> Secondary (Content Area(s): _____) | <input type="checkbox"/> Teacher of Alternative Education |
| <input type="checkbox"/> K-12 (Content Area(s): _____) | <input type="checkbox"/> Teacher of Special Education |
| <input type="checkbox"/> Emergency Certified (Not eligible to become Highly Qualified until full certification is acquired): | |
| <input type="checkbox"/> Conditional | <input type="checkbox"/> Targeted Need |
| | <input type="checkbox"/> Waiver |

1. According to the attached **Maine Highly Qualified Teacher Identification Form(s)**, I have satisfied the federal definition of a Highly Qualified Teacher for any teaching assignment(s).

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Social Studies (Includes all: Civics/Government, History, Geography, Economics) | <input type="checkbox"/> Foreign Language (specify): _____ |
| <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> Civics/Government <input type="checkbox"/> Geography | |
| <input type="checkbox"/> Language Arts (English, Reading, & Language Arts) | <input type="checkbox"/> Visual & Performing Arts (specify): _____ |
| <input type="checkbox"/> Science (specify) <input type="checkbox"/> General <input type="checkbox"/> Life <input type="checkbox"/> Physical | |

2. According to the attached **Maine HOUSSE Standard: Content Knowledge Rubric(s)**, upon determining I am **eligible for its use** (See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document), I have satisfied the definition of a Highly Qualified Teacher for my teaching assignments in content area(s). (Check ALL that apply).

- | | |
|---|--|
| <input type="checkbox"/> Mathematics | |
| <input type="checkbox"/> Social Studies (Includes all: Civics/Government, History, Geography, Economics) | <input type="checkbox"/> Foreign Language (specify): _____ |
| <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> Civics/Government <input type="checkbox"/> Geography | |
| <input type="checkbox"/> Language Arts (English, Reading, & Language Arts) | <input type="checkbox"/> Visual & Performing Arts (specify): _____ |
| <input type="checkbox"/> Science (specify) <input type="checkbox"/> General <input type="checkbox"/> Life <input type="checkbox"/> Physical | |

According to federal requirements, teachers of core academic subjects who were hired after the first day of the 2002-2003 school year and who are teaching in programs supported with Title I funds (school-wide or targeted assistance) must be "Highly Qualified" at the time of hire.

I assure that the information presented on this and all attached forms is complete and accurate.

Signature of Teacher: _____ Date: _____

Signature of School Official: _____ Date: _____

Highly Qualified Teacher Statement of Assurance Non-Title 1



For Teachers in Non-Title I Schools or Programs

Teacher's Name: _____

School District: _____ School Building: _____

Certification(s) Held:

- | | |
|--|---|
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher of ESL |
| <input type="checkbox"/> Middle (Content Area(s): _____) | <input type="checkbox"/> Teacher of Bilingual |
| <input type="checkbox"/> Secondary (Content Area(s): _____) | <input type="checkbox"/> Teacher of Alternative Education |
| <input type="checkbox"/> K-12 (Content Area(s): _____) | <input type="checkbox"/> Teacher of Special Education |
| <input type="checkbox"/> Emergency Certified (Not eligible to become Highly Qualified until full certification is acquired): | |
| <input type="checkbox"/> Conditional | <input type="checkbox"/> Transitional |
| <input type="checkbox"/> Targeted Need | <input type="checkbox"/> Waiver |

1. According to the attached **Maine Highly Qualified Teacher Identification Form(s)**, I have satisfied the federal definition of a Highly Qualified Teacher for any teaching assignment(s).

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Social Studies (Includes all: Civics/Government, History, Geography, Economics) | <input type="checkbox"/> Foreign Language (specify): _____ |
| <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> Civics/Government <input type="checkbox"/> Geography | _____ |
| <input type="checkbox"/> Language Arts (English, Reading, & Language Arts) | <input type="checkbox"/> Visual & Performing Arts (specify): _____ |
| <input type="checkbox"/> Science (specify) <input type="checkbox"/> General <input type="checkbox"/> Life <input type="checkbox"/> Physical | _____ |

2. According to the attached **Maine HOUSSE Standard: Content Knowledge Rubric(s)**, upon determining I am **eligible for its use** (See Superintendent's Informational Letter # 152, dated June 7, 2006 and page 31 this document), I have satisfied the definition of a Highly Qualified Teacher for my teaching assignments in content area(s). (Check ALL that apply).

- | | |
|---|--|
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Foreign Language (specify): _____ |
| <input type="checkbox"/> Social Studies (Includes all: Civics/Government, History, Geography, Economics) | _____ |
| <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> Civics/Government <input type="checkbox"/> Geography | _____ |
| <input type="checkbox"/> Language Arts (English, Reading, & Language Arts) | <input type="checkbox"/> Visual & Performing Arts (specify): _____ |
| <input type="checkbox"/> Science (specify) <input type="checkbox"/> General <input type="checkbox"/> Life <input type="checkbox"/> Physical | _____ |

3. According to the attached **Maine HOUSSE Standard: Content Rubric(s)**, I DO NOT YET satisfy the definition of a Highly Qualified Teacher for my teaching assignment(s). (Check ALL that apply)

- | | |
|---|--|
| <input type="checkbox"/> Elementary Generalist | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Social Studies (Includes all: Civics/Government, History, Geography, Economics) | <input type="checkbox"/> Foreign Language (specify): _____ |
| <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> Civics/Government <input type="checkbox"/> Geography | _____ |
| <input type="checkbox"/> Language Arts (English, Reading, & Language Arts) | <input type="checkbox"/> Visual & Performing Arts (specify): _____ |
| <input type="checkbox"/> Science (specify) <input type="checkbox"/> General <input type="checkbox"/> Life <input type="checkbox"/> Physical | _____ |

I have attached my Action Statement for satisfying the federal definition of a Highly Qualified Teacher.

I assure that the information presented on this and all attached forms is complete and accurate.

Signature of Teacher: _____ Date: _____

Signature of School Official: _____ Date: _____

Maine Highly Qualified Teacher Action Statement



I understand that I have not yet met the definition of a “highly qualified” teacher for my current teaching assignment(s).

Assignment(s) _____

Options I will pursue:

Option #1	Specific activity to be undertaken	Timeline
a. Take appropriate Praxis II Exam		
b. Take additional coursework to achieve 24 credits		
c. Complete a masters degree in the content area		
d. Achieve National Board Certification		
Option #2		
Continue work through the appropriate HOUSSE, if eligible for its use:		
a. Planned coursework		
b. Participate in professional development activities		
c. Participate in service to the content area		
d. Achieve awards, recognition and engage in scholarship		

Teacher Signature _____ Date _____

HQT Official _____ Date _____

**Highly Qualified
Teacher
Plan to Become a
Fully Certified Teacher**



I understand that I am not eligible to meet the definition of a ‘Highly Qualified’ teacher because I do not hold full teacher certification (provisional, professional or master level) in the state of Maine. Once I acquire full certification, I will be eligible to satisfy the “Highly Qualified” Teacher definition. I currently hold a:

- | | |
|--|---|
| <input type="checkbox"/> Targeted Need certificate | <input type="checkbox"/> Transitional certificate |
| <input type="checkbox"/> Conditional certificate | <input type="checkbox"/> Waiver |

My plan to acquire full certification follows:

Moving from current certificate to :	Specific action to be undertaken	Timeline

Signature: _____ **Date:** _____
Teacher

Signature: _____ **Date:** _____
HQ Official

**Highly Qualified
Teacher
Verification
Form**



Name: (print) _____ SS# _____

School District: _____

School: _____

School Address: _____

School Telephone: _____

I hereby verify that I have satisfied the federal definition of "Highly Qualified" teacher for the following core academic subjects I am assigned to teach.

Assignment(s):

Subject _____ Grade _____

Subject _____ Grade _____

Subject _____ Grade _____

Subject _____ Grade _____

I, assure _____ that
Name of School District

the attached information is correct and accurate.

(Attach all NCLB "Highly Qualified" Forms, Plans and Supporting Documentation)

Teacher (print name) _____ Date _____

Teacher signature _____

"HQT" official (print name) _____ Date _____

"HQT" official signature _____

INFORMATIONAL LETTER: 152
POLICY CODE: GCFC/GDA

TO: Superintendents of Schools and School Principals

FROM: Susan A. Gendron, Commissioner

DATE: June 7, 2006

RE: **PRIORITY: HIGHLY QUALIFIED TEACHER REQUIREMENTS**

Revised Requirements for Highly Qualified Teacher Identification and Use of the HOUSSE Rubric

Please be advised that Local Education Agencies (LEAs) responsible for determining veteran teachers' Highly Qualified status after August 31, 2006 may be subject to new rules as to the use of the HOUSSE Rubric. At present, in order to be considered Highly Qualified, a veteran teacher must demonstrate content area competency by:

1. Holding a Bachelor's degree or higher; and
2. Holding full Maine State Teaching Certification (Provisional, Professional, or Master); and
3. Having a major, or coursework equivalent to a major (24 semester hours), from an accredited four-year college(s) or university in the assigned core content area; or holding an advanced degree in that content area; or holding National Board Certification in that content area; or having passed the PRAXIS II in that content area; or having achieved 100 points in at least 3 columns, on Maine's HOUSSE Rubric in that content area.

Recent guidance from the United States Department of Education indicates that the use of the HOUSSE may be curtailed after this year. **LEAs may want to apply the HOUSSE procedure, before August 31, 2006, to all veteran teachers who have not yet demonstrated Highly Qualified status and are eligible for the HOUSSE, or are anticipated to transfer teaching assignment into another content area in which they do not meet the other criteria listed in # 3 above.** The reasons for this are detailed in the remainder of this letter.

We are advising that ***all veteran teachers*** (teachers with at least one year of teaching experience) to use HOUSSE to determine their highly qualified status in all possible core academic subjects. Once HOUSSE is phased out for veteran teachers, the only means of demonstrating highly qualified status in a subject will be to: 1) pass the PRAXIS II; 2) earn a major, or 24 credits in the subject or; 3) earn an advanced degree in a subject or an advanced certificate in a subject.

Deputy Secretary of Education Henry L. Johnson recently announced that the use of the HOUSSE Rubric for veteran teachers, except in certain situations, should be completed by the end of the 2005-06 school year, to achieve conformity with the deadline by which teachers of core subjects must be highly qualified. I have designated August 31, 2006 as the official end of Maine's 2005-2006 school year.

After August 31, 2006, according to this new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- secondary school teachers teaching multiple subjects in eligible rural schools (who, if highly qualified in at least one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years); and
- those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and
- teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.

All other new hires are required to demonstrate competency by meeting the 3 listed criteria in the first paragraph on page one of this letter, excluding the HOUSSE procedures.

Teachers currently qualified under HOUSSE procedures (i.e. having demonstrated content competency through use of the HOUSSE prior to this end of the current school year) should continue to be counted as Highly Qualified for that content area. Teachers operating under a "Teacher Action Statement," working toward Highly Qualified status, may continue to do so, and be reported as not Highly Qualified. At present, as has been the case in the past, there are no legally required employment consequences for not being Highly Qualified, there are only reporting requirements to parents, and to the State, in the yearly Highly Qualified Teacher data collection process.

If you have questions, or if we can assist you further, please contact Daniel J. Conley, at 207-624-6639, or by e-mail to dan.conley@maine.gov.