

**2005-2006**

**HIGHLY**

**QUALIFIED**

**TEACHER**

*How will I know if I meet the federal  
definition of a Highly Qualified Teacher?*

**REPORTING MATERIALS**

**Ohio Department of Education**

Susan Tave Zelman  
*Superintendent of Public Instruction*

Marilyn B. Troyer, *Associate Superintendent*, Center for the Teaching Profession

## INSTRUCTIONS AND BACKGROUND INFORMATION

### Highly Qualified Teacher Information for Administrators

School Administrators HQT Instruction Sheet  
Ohio's Model for Identification of HQT  
Frequently Asked Questions for HQT  
Principal's Recording Sheet for HQT

### Instructional Paraprofessional Information

Federal Requirements for Paraprofessionals  
FAQs for Paraprofessionals  
Principal's Recording Sheet for Paraprofessionals

Welcome to the 2005-2006 Academic Year! Within the left pocket you will find materials relevant for those teaching in the Core Academic Subjects as defined by the No Child Left Behind Act\* and for Instructional Paraprofessionals working in Title I School-Wide or Targeted Assistance Buildings.

\*Core Academic Subjects are defined as: English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign languages, government and civics, history, economics and geography.

# SCHOOL ADMINISTRATORS HQT INSTRUCTION SHEET

## Fall 2005

This mailing includes materials for your building to use to meet the requirements of the ESEA No Child Left Behind Act (NCLB), which took effect Jan. 8, 2002.

### This mailing includes:

- 1) Highly Qualified Teacher forms A, B, C, D and E which you will need to duplicate;
- 2) Ohio Highly Qualified Teacher Expanded Rubric;
- 3) Requirements for instructional paraprofessionals (Form F);
- 4) Sample Ohio Highly Qualified Teacher Status Sheet (for filing with EMIS);
- 5) Sample Principal's Recording Sheet for HQT status (for filing with EMIS).

### Directions for Building Administrators:

- 1) Instruct all **new** K-12 core academic subject\* teachers to complete the appropriate form(s) for their current teaching assignment (A, B, C, D or E) and the Ohio Highly Qualified Teacher Status Sheet for EMIS.
- 2) Instruct all **returning** K-12 core academic subject\* teachers to confirm the information on the Ohio Highly Qualified Teacher Status Sheet, or modify the information if changes have occurred from last year. Status sheets will be sent to principals from the district EMIS coordinator – sample included.
- 3) Instruct your staff to complete and SIGN the appropriate form and the Ohio Highly Qualified Teacher Status Sheet and return it to the building administrator for filing with the district EMIS coordinator.
- 4) Provide copies of the Ohio HQT Expanded Rubric to any teacher who does not currently meet the federal HQT definition. Teachers who record 100 points on the rubric will meet the federal HQT definition if they have also answered “yes” in Section 1 and Section 2 using Forms A, B, C, D or E.
- 5) Complete the Principal's Recording Sheet for HQT Status listing all faculty.
- 6) Have Instructional Paraprofessionals in Title I schools complete Form F. Complete the Principal's Recording Sheet for Qualified Instructional Paraprofessionals. This information will be submitted through EMIS for the October report.

### Filing Instructions for School Administrators:

- 1) The original copy of the completed Ohio Highly Qualified Teacher Status Sheet and Principal's Recording Sheet for all core academic teachers should be kept on file in your office.
- 2) Building administrators should submit a copy of the Ohio Highly Qualified Teacher Status Sheet and the Principal's Recording Sheet for HQT to the EMIS coordinator following the EMIS October report.
- 3) Submit a status report for the instructional paraprofessionals if Title I funds are received as a school-wide or targeted assistance building.

\*Core academic subjects are defined in Section 9101 of NCLB as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

If you have questions or need additional support in meeting these federal requirements, please consult the Ohio Department of Education Web site: [www.ode.state.oh.us/esea](http://www.ode.state.oh.us/esea), or contact: Louis Staffilino at (614) 466-5853; Cheri Workman at [cheri.workman@ode.state.oh.us](mailto:cheri.workman@ode.state.oh.us); or Lucy Ozvat at [lucy.ozvat@ode.state.oh.us](mailto:lucy.ozvat@ode.state.oh.us).

## OHIO'S MODEL FOR IDENTIFYING HIGHLY QUALIFIED TEACHERS

The federal No Child Left Behind Act (NCLB), which took effect in 2002 and requires that all teachers be highly qualified in the core academic content area(s) they teach, places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis grows out of the research showing that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement.

Newly hired and veteran teachers must satisfy the definition of a Highly Qualified Teacher. Veteran teachers must be HQT by the end of the 2005-2006 school year. Federal regulations require that new and newly hired teachers be highly qualified at the time of hire.

### Reporting Materials

This packet contains the forms principals need to complete the HQT requirement. New teachers, new teachers to the building or teachers with new assignments shall complete Forms A-E. Veteran teachers in the same building will receive a status sheet.

**The form(s) will be used to determine whether the teacher satisfies the definition of a Highly Qualified Teacher based on the federal criteria. Teachers who do not yet meet the requirements have until the end of the 2005-2006 to comply. All forms and status sheets will be available from the EMIS coordinator following the EMIS October report.**

### Roles and Responsibilities

The Ohio Department of Education's (ODE) role in implementing the federal requirement is to provide schools with the materials and support needed to assist schools in completing the Highly Qualified Teacher identification process; to create a state profile using the Highly Qualified Teacher and instructional paraprofessional data; and to set the annual goals for increasing the percentage of classes taught by Highly Qualified Teachers.

The school's role in implementation of the federal requirement is to provide teachers and instructional paraprofessionals with support needed to complete the Highly Qualified Teacher and Paraprofessional reporting process, to gather and maintain the data at the building level, and to submit a report to the EMIS coordinator.

### Alternative Educators

A candidate making satisfactory progress in an alternative educator license pathway, including the passing of the Praxis II exam and participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

## SUPPORTING RESEARCH FOR THE RUBRIC CATEGORIES

### **Years of Experience in the Teaching Assignment**

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Research indicates that teachers develop from novices to masters at different intervals over time, taking from five to eight years to master the art, science and craft of teaching. Teachers with more than three years experience are more effective than those with three years or fewer, but these differences seem to level off after five to eight years (Covino and Iwanicki, 1996; Darling-Hammond, 2001; Educational Review Office, 1998; Fetler, 1999; Haycock, 2000; Kerrins and Cushing, 1998; Neilson, 1999; Scherer, 2001; Virshup, 1997).

### **College Coursework in this Content Area**

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Strong content knowledge has been consistently identified by researchers as an essential element of effective teaching. Students perform better when teachers have majored in the subject area they are teaching. Teachers with a major or minor in a content area are associated with higher student achievement, especially in areas of secondary science and mathematics.

Several studies have indicated that teachers with greater subject matter knowledge use higher-level questioning to engage students more in discovery and have more student-centered classrooms (Berlinger, 1986; Brookhart and Loadman, 1992; Carlsen, 1987; Carlsen and Wilson, 1988; Covino and Iwanicki, 1996; Darling-Hammond, 1996; 2000-2001; Dozier and Bertotti, 2000; Druva and Anderson, 1983; Ferguson and Womack, 1993; Fetler, 1999; Goldhaber and Brewer, 2000; Holt-Reynolds, 1999; Johnson, 1997; Mitchell, 1998; Monk and King, 1994; NASSP, 1997; Rowan, Chiang, and Miller, 1997; Shellard and Protheroe, 2000; Shulman, 1987; Traina, 1999; Wenglinsky, 2000).

### **College Coursework in Pedagogy Related to the Content Area**

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Fully prepared teachers with background knowledge of pedagogy are better able to recognize individual student needs and customize instruction to increase overall student achievement. Studies have consistently found positive effects of teachers' formal education training on supervisory ratings and student learning. Teachers who completed programs of study in education consistently performed better on state licensing exams than those teachers who did not attend a program of study in education.

The more method courses in a teacher's preparation program, the more likely the teacher is to emphasize the conceptual understanding and hands-on learning techniques in the classroom. Teachers prepared in schools of education demonstrate they can better relate content to the needs and interests of students (Ashton and Crocker, 1987; Blair, 2000; Darling-Hammond, 2000, 2001; Druva and Anderson, 1983; Evertson, Hawley and Zlotnik, 1985; Hansen and Feldhusen, 1994; Matthews, 1999; Miller, McKenna and McKenna, 1998; Scherer, 2001; Shellard and Protheroe, 2000; Wise, 2000; Forham Foundation, 1999; Wenglinsky, 2000).

## FREQUENTLY ASKED QUESTIONS AND ANSWERS REGARDING HIGHLY QUALIFIED TEACHERS

**Q: *Who must be reported as highly qualified teachers under the NCLB definition?***

**A:** Teachers who teach in a core academic subject area must be reported.

**Q: *What are the core academic subjects?***

**A:** Core academic subjects, as defined in Section 9101, include English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

**Q: *When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?***

**A:** By the end of the 2005-2006 school year, all elementary, middle and secondary teachers of core academic subjects in the state are to be highly qualified.

**Q: *What are the criteria being used to determine if a teacher meets the federal definition?***

**A:** Teachers can meet the federal HQT definition in two ways:

- (1) Fulfill qualifications designated on the HQT Worksheet Form(s) A-E; or
- (2) Be fully licensed in the area they teach and achieve 100 points on the Ohio HQT Expanded Rubric.

**Q: *Do the NCLB highly qualified requirements apply to career-technical teachers?***

**A:** Yes, if those career-technical teachers are teaching a core academic content area.

**Q: *Are teachers in alternative licensure pathways considered fully licensed/certified?***

**A:** Yes. They meet the requirements of Section 2. Those teachers still must comply with Section 3 or Section 4.

**Q: *On the Ohio Highly Qualified Teacher Forms, what does a “clock hour” mean?***

**A:** One “clock hour” is 60 minutes of professional development.

**Q: *Could a teacher teaching in grades 7- 12 be partially highly qualified if he or she is teaching two different core academic subject areas?***

**A:** Yes. A teacher might meet the criteria for some of his or her teaching assignment classes, but not all; therefore, he or she would be counted as highly qualified for some classes but not others.

**Q: *What master’s degrees can be counted on the HQT Forms for teachers who teach in grades K-6?***

**A:** Teachers who teach K-6 can hold a master’s degree in one of the following areas: 1) Education; 2) Curriculum/Instruction; 3) Reading; or 4) Teaching.

**Q: *What master's degrees will meet the federal definition for Highly Qualified if the teacher teaches grades 7-12?***

**A:** A 7th-12th-grade teacher must hold a master's degree in a content area(s) related to his or her teaching assignment.

**Q: *What is the timeline for the 90 clock hours of high-quality professional development? From what point can one begin to count the 90 clock hours?***

**A:** Professional development may be counted since September 1998 and post initial licensure.

**Q: *How does the Highly Qualified Teacher definition pertain to special educators/intervention specialists?***

**A:** Special education teachers who provide instruction in core academic subjects must meet the highly qualified teacher requirements for those core academic subjects that they teach.

**Q: *How will NCLB impact instructional paraprofessionals?***

**A:** NCLB requires that paraprofessionals meet one of these three criteria:

1. Complete at least two years of study at an institution of higher education\*; **OR**
2. Obtain an associate degree from an accredited college or university; **OR**
3. Pass a rigorous state or local academic assessment.

\* *An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

*If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.*

**PRINCIPAL'S RECORDING SHEET FOR HQT STATUS**  
*School Year 2005-2006*

*Principals will receive a customized reporting sheet for their building from the EMIS coordinator.*

District:            Sample City SD                            District IRN#                            044438  
 Building:           J. Doe Elementary                            Building IRN#                            003582

Principal Name: \_\_\_\_\_

**Directions:**

Indicate for each teacher whether or not he or she has reviewed and updated the Highly Qualified Teacher Status Sheet. Please provide the completed sheet to your district EMIS coordinator, or to the individual who completes the EMIS reporting for your district by mid- to late October 2005.

<u>Teacher's Name</u>	<u>ID No.</u>	<u>Returned HQT Verification Sheet</u>	
		<i>(Circle one)</i>	
ALAN, BOB	XXXXXXXX	Yes	No
BURCHAM, LORI	XXXXXXXX	Yes	No
ESTELLE, DARREN	XXXXXXXX	Yes	No
DOE, JANEY	XXXXXXXX	Yes	No
DOE, JOHNNY	XXXXXXXX	Yes	No
FIFE, BARNEY	XXXXXXXX	Yes	No
JONES, SARAH	XXXXXXXX	Yes	No
JORDAN, MICHAEL	XXXXXXXX	Yes	No
MICHAELS, AL	XXXXXXXX	Yes	No
NORMAN, BEBO	XXXXXXXX	Yes	No
OVERBERG, JOHN	XXXXXXXX	Yes	No

Building administrators should keep this form on file for each individual who teaches core courses within the building. This form will be shared with the EMIS coordinator for reporting compliance with Section 1119.

**NOTE:** *If the HQT status changes at any point before your district's final EMIS submission (Spring 2006), this form can be updated and shared with your district's EMIS coordinator in order to update the information reported to the Ohio Department of Education via the Education Management Information System (EMIS).*



# **Instructional Paraprofessional Materials**

## FEDERAL REQUIREMENTS FOR INSTRUCTIONAL PARAPROFESSIONALS

### No Child Left Behind Section 1119

To ensure that Title I schools and programs have a federally qualified instructional staff, the No Child Left Behind statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance schools or in school-wide Title I buildings.

**The new federal legislation requires that paraprofessionals meet one of three criteria to become qualified:**

1. Complete at least two years of study at an institution of higher education (*defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education\**); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (*defined as any associate degree program from an accredited institution of higher education\**); **OR**
3. Meet a rigorous standard of quality and demonstrate through a formal State or local academic assessment — (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

Note: **Only one of the three requirements is needed** for compliance.

\* *An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

*If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.*

## Who must meet these requirements?

### Targeted Assistance Title I Buildings

ESEA requirements apply only to paraprofessionals who have *instructional duties in programs supported by Title I funds*. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are funded by Title I must meet the requirements of the statute.

### School-Wide Title I Buildings

All paraprofessionals with *instructional responsibilities* in school-wide Title I buildings must meet the requirements regardless of the source of funding. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are housed in a school-wide Title I building also must meet the requirements of the statute.

*Principals for each targeted assistance building and each school-wide Title I building must attest in writing whether the school is in compliance with the requirements of Section 1119. The verification shall be maintained on file in the building and at the school district office. The written verification may be reviewed by the public upon request.*

### Exceptions for Requirements

Exceptions to federal statute for paraprofessionals in targeted assistance and school-wide Title I buildings include paraprofessionals who serve as translators for children and paraprofessionals whose sole responsibilities consist of conducting parental involvement activities.

### Timeline for Compliance

The compliance timeline for educational aides is contingent upon the date of employment:

- If employed BEFORE Jan. 8, 2002, a paraprofessional has by federal law until Jan. 8, 2006, to meet the federal requirement; however, the U.S. Department of Education has extended a waiver for paraprofessionals to meet the definition until the end of the 2005-2006 school year.
- If employed AFTER Jan. 8, 2002, a paraprofessional must meet one of the requirements upon employment.

### State Assessment for Paraprofessionals

The *Parapro Assessment*, developed by Educational Testing Service (ETS) in 2002, is the state assessment for paraprofessionals in Ohio. The *Parapro Assessment* has been piloted and validated for Ohio, **with a passing score of 456** approved by the State Board of Education on June 10, 2003. The *Parapro Assessment* has portability across school districts.

The *Parapro Assessment* is available six times a year across Ohio at selected *Praxis* test centers. In addition, ETS has developed an online version of the test. For more information about the online initialization process, or to download the *Test At A Glance* or a fact sheet about the *Parapro Assessment*, go to **[www.ets.org/parapro](http://www.ets.org/parapro)**. The Registration Bulletin for the *Parapro* is also available on the Web site for downloading. Location for test sites can be found at the ETS Web site listed above. If an institution would like to become a test site, please complete the application at the following Web site: **[www.ets.org/parapro/ippform.html](http://www.ets.org/parapro/ippform.html)**.

## **Local (District) Assessment for Paraprofessionals**

Local districts are empowered by the federal statute to develop their own assessments. The Ohio Department of Education, as the grantee from the U.S. Department of Education, has the authority to develop guidelines for these local assessments, to assure the intent and integrity of the statute is met. Local assessments will meet federal requirements but will not carry the assurance of portability across districts or states.

## **Ohio's Educational Aide Permit**

*Currently in Ohio, the educational aide permit, valid for working with learners under the supervision of a fully licensed educator, shall be issued to an individual deemed to be of good moral character, who has a high school diploma or the equivalent, and who has been recommended by the employing school district, in accordance with Chapter 3301-25 of the Administrative Code (Teacher Education and Licensure Standards, p. 22).*

The educational aide permit will continue to be issued as defined above for instructional and non-instructional aides in Ohio. However, paraprofessionals who have instructional duties in targeted assistance schools and school-wide Title I buildings must meet the additional requirements of No Child Left Behind (effective Jan. 8, 2002).

**For more information about ESEA/No Child Left Behind, visit: [www.ode.state.oh.us/esea](http://www.ode.state.oh.us/esea).**

*If you still have questions after reviewing these materials, please contact:* Louis Staffilino at (614) 466-5853; Cheri Workman at [cheri.workman@ode.state.oh.us](mailto:cheri.workman@ode.state.oh.us); or Lucy Ozvat at [lucy.ozvat@ode.state.oh.us](mailto:lucy.ozvat@ode.state.oh.us).

## FREQUENTLY ASKED QUESTIONS AND ANSWERS FOR PARAPROFESSIONALS

### **Q: *Are all paraprofessionals required to meet the federal definition?***

**A:** No. Only those with instructional duties in Title I school-wide and/or targeted assistance buildings are required to do so.

Those **not** included:

- Playground, bus and cafeteria aides;
- Special education aides who attend only to the health care of students;
- Translators;
- Those whose sole responsibility consists of conducting parental involvement activities.

### **Q: *Who is considered an instructional paraprofessional?***

**A:** According to NCLB guidelines, an instructional paraprofessional provides one-on-one tutoring; assists with classroom management (organizing instructional and other materials); provides instructional computer assistance; provides support in a library or media center; or provides instructional services under the direct supervision of a teacher.

Requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities, or to individuals working in non-instructional roles (food service, cafeteria or playground supervision, personal care service, and non-instructional computer assistance).

### **Q: *What qualifications are required for instructional paraprofessionals?***

**A:** According to the regulations, instructional paraprofessionals who have instructional duties in Title I school-wide buildings or are paid with Title I funds in a Title I targeted assistance building are required to meet the following criteria:

- 1) Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by a college transcript from an accredited institution of higher education\*); **OR**
- 2) Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
- 3) Meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

\* *An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

*If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.*

**Q: *Will all instructional paraprofessionals hired after Jan. 8, 2002, have to meet the educational requirements or just Title I instructional paraprofessionals?***

A: NCLB requirements for instructional paraprofessionals impact only these individuals with instructional duties in any program supported by Title I funds.

**Q: *Can instructional paraprofessionals be “grandfathered in” based on years of experience?***

A: No grandfather provisions exist under NCLB.

**Q: *What form of assessment will paraprofessionals be required to take?***

A: The *Paraprofessional Assessment* focuses on one’s knowledge of, and ability to assist in instructing reading/reading readiness, writing/writing readiness, and mathematics readiness. A passing score of 456 (out of a total of 480 possible points) must be obtained on the Praxis II Parapro test, in order to meet the requirements.

**Q: *Where can I take the Praxis II Parapro Assessment?***

A: The *Parapro Assessment* is offered six times a year at *Praxis* testing centers for \$40 per participant. Online testing is available to districts as well. As the demand grows, additional sites may be added.

**Q: *If a paraprofessional does not pass the test, can the test be taken again?***

A: Candidates may take the test as many times as necessary to achieve a passing score of 456 (out of a total of 480 possible points).

**Q: *If a paraprofessional does not pass one section of the test, can that portion be taken again or must the entire test be completed?***

A: Because the *Parapro* is a single test, there is no way to “bank” scores on any single part of it; therefore, the entire test must be retaken.

**Q: *Will districts be able to provide funding for paraprofessionals to meet the new requirements?***

A: Title I and Title II funds may be provided for ongoing training and professional development for paraprofessionals.

**Q: *Does a paraprofessional in a computer lab have to meet the paraprofessional definition?***

A: The answer to this depends upon the responsibilities assigned to the paraprofessional. If the paraprofessional is an instructional aide assisting students with curricular issues, the answer is “yes.”

However, if the paraprofessional is employed in a computer lab for maintenance, mechanical assistance or security responsibilities, the paraprofessional would not be considered to be serving in an instructional role and thus would not need to meet the definition.

**PRINCIPAL'S RECORDING SHEET FOR QUALIFIED INSTRUCTIONAL PARAPROFESSIONALS**  
*School Year 2005-2006*

District: \_\_\_\_\_

District IRN# \_\_\_\_\_

Building: \_\_\_\_\_

Building IRN# \_\_\_\_\_

Principal Name: \_\_\_\_\_

**N** = Does not meet Qualified Paraprofessional Requirement

**Y** = Does meet Qualified Paraprofessional Requirement

***Directions:***

Indicate for each paraprofessional how he or she meets the designation of "qualified" under (NCLB). Please provide the completed sheet to your district EMIS coordinator, or the individual who does the EMIS reporting for your district by mid- to late October 2005.

Paraprofessional's Name (Please Print Name)	ID No. (SSN or State ID)	Does the paraprofessional meet the qualified designation of NCLB?	
		<i>(Circle one)</i>	
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y
_____	_____	N	Y

***Building administrators should keep this form on file. A copy of this form should be forwarded to the EMIS coordinator for reporting compliance with Section 1119.***

***NOTE: If the paraprofessional's status changes at any point before the final EMIS submission, this form can be completed again and shared with the EMIS coordinator in order to update the information reported to the Ohio Department of Education via the Education Management Information System (EMIS).***

**(Please photocopy this sheet if additional lines are needed)**

## PROCEDURES AND MATERIALS NEEDED FOR COMPLETION

### Distribution Materials for Teachers

Procedures for Completion  
Form A for K-6<sup>th</sup>-Grade Teachers  
Form B for 7<sup>th</sup>-12<sup>th</sup>-Grade Teachers  
Form C for Music, Visual Arts, Dance, Drama and Foreign  
Language Teachers  
Form D for K-6 Special Education/Intervention Specialist Teachers  
Form E for 7-12 Special Education/Intervention Specialist Teachers  
Ohio Highly Qualified Teacher Expanded Rubric  
Sample Copy of Ohio Highly Qualified Teacher Status Sheet

### Distribution Materials for Instructional Paraprofessionals (Title I Schools Only)

Procedures for Completion  
Form F for Paraprofessionals in Title I Buildings

Within the right pocket you will find materials to distribute to new teachers in your building and if you are a Title I School-Wide or Targeted Assistance building, any new instructional paraprofessionals.

Superintendents and Principals: If you have any questions regarding the materials or procedures to follow, please feel free to contact: Lou Staffilino at (614) 466-5853; Cheri Workman at [Cheri.Workman@ode.state.oh.us](mailto:Cheri.Workman@ode.state.oh.us); or Lucy Ozvat at [Lucy.Ozvat@ode.state.oh.us](mailto:Lucy.Ozvat@ode.state.oh.us).



## PROCEDURES FOR COMPLETION

### ◆ NEW TEACHERS

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New teachers of one or more of the core academic subjects identified in the federal highly qualified teacher definition are to complete the corresponding form (A-E) appropriate for their present teaching assignment. For example, a fifth-grade teacher would complete Form A, whereas a teacher who teaches both sixth and seventh grades would need to complete both Forms A and B.

In order to meet the highly qualified teacher requirements, teachers must check yes in Section 1 and Section 2, and must check yes for one item in Section 3, or score 100 points on the Ohio HQT Rubric or the Ohio HQT Expanded Rubric. Once this has been achieved, the teacher should **complete, sign and turn in the Ohio Highly Qualified Teacher Status Sheet** to the building administrator. The Status Sheet denotes the teacher's schedule, which includes the grade level(s) and subject(s) taught by class period. Finally, the teacher indicates the criteria for meeting the federal definition in each core academic subject from Section 3.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, "no" would be indicated on the Status Sheet and then submitted to the building administrator. **Teachers have until the end of the 2005-2006 school year to meet the federal definition** and should plan accordingly through professional development opportunities or changes in teaching assignment to meet the federal definition by that time.

### ◆ RETURNING TEACHERS

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Returning teachers of K-12 core academic subjects are to confirm the information on the Ohio Highly Qualified Teacher Status Sheet or modify the information if changes have occurred from last year's reported data.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, "no" would be indicated on the Status Sheet and then submitted to the building administrator. **Teachers have until the end of the 2005-2006 school year to meet the federal definition** and should plan accordingly through professional development opportunities or changes in teaching assignment to meet the federal definition by that time.

# FORM A

# K – 6th-grade teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

### FOR REGULAR EDUCATION TEACHERS, GRADES K-6

**Section 1:** Do you have at least a bachelor’s degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching area?  Yes  No

\* One must hold at least a provisional license/certificate. Temporary, conditional or substitute licenses/certificates do not meet this requirement.

**IF YOU ANSWERED NO** TO EITHER OF THESE QUESTIONS, PROCEED NO FURTHER. RECORD THIS INFORMATION ON THE STATUS SHEET AND RETURN TO YOUR BUILDING PRINCIPAL.

### Section 3:

Did you pass **Ohio’s State Licensing Exam** (NTE or Praxis II) and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No

- Teacher, grades K-3 Praxis II: EYC (#0021)
- Teacher, grades 4-6 Praxis II: Elem. Ed. Content (#0014)
- Specialty area content test appropriate to your teaching assignment

Yes, I have earned at least 3 yes’s (one in each of the three sections above). This satisfies the federal definition of a HQT. Complete the status sheet and return it to your building administrator.

No, I have not earned 3 yes’s on the Highly Qualified Teacher Worksheet.

Teachers who did not check yes in Section 3 may use the Ohio Highly Qualified Teacher Rubric in Section 4 below to obtain 100 points and earn the third required yes to meet the federal HQT definition.

### Section 4:

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>				
*Since completion in each of these categories equals 100 points, only ONE YES is required*				
<b>MASTER’S DEGREE</b>	<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
In <b>ONE</b> of the following areas: • Education; • Curriculum/Instruction; • Reading: <b>OR</b> • Teaching	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure in: • 90 clock hours appropriate content knowledge (a maximum of 45 clock hours of teaching skills pedagogy or Ohio academic content standards may apply)
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking yes in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to obtain 100 points and earn the third required yes.

# FORM B

7th – 12th-grade teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

FOR REGULAR EDUCATION TEACHERS, GRADES 7-12

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching area?  Yes  No

\* One must hold at least a provisional license/certificate or an approved alternative educator license. Temporary, conditional or substitute licenses/certificates do not meet this requirement.

**IF YOU ANSWERED NO TO EITHER OF THESE QUESTIONS, PROCEED NO FURTHER. RECORD THIS INFORMATION ON THE STATUS SHEET AND RETURN TO YOUR BUILDING PRINCIPAL.**

**Section 3: (Only one yes is required)**

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the content area of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No

Do you have an **Academic Major** or the equivalent in the content area? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a Master's Degree in the content area of your teaching assignment?  Yes  No

Yes, I have earned at least 3 yes's (one in each of the three sections above). This satisfies the federal definition of a HQT. Complete the status sheet and return it to your building administrator.

No, I have not earned 3 yes's on the Highly Qualified Teacher Worksheet.

Teachers who did not check yes in Section 3 may use the Ohio Highly Qualified Teacher Rubric in Section 4 below to obtain 100 points and earn the third required yes to meet the federal HQT definition.

**Section 4:**

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>			
*Since completion in each of these categories equals 100 points, only ONE YES is required*			
<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure in: • 90 clock hours appropriate content knowledge (a maximum of 45 clock hours of teaching skills pedagogy or Ohio academic content standards may apply)
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking yes in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required yes.

# FORM C Music, Visual Arts, Dance, Drama and Foreign Language Teachers

## HIGHLY QUALIFIED TEACHER WORKSHEET

FOR REGULAR EDUCATION MUSIC, VISUAL ARTS, DANCE, DRAMA AND FOREIGN LANGUAGE TEACHERS

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching area?  Yes  No

\* One must hold at least a provisional license/certificate or an approved alternative educator license. Temporary, conditional or substitute licenses/certificates do not meet this requirement.

**IF YOU ANSWERED NO TO EITHER OF THESE QUESTIONS, PROCEED NO FURTHER. RECORD THIS INFORMATION ON THE STATUS SHEET AND RETURN TO YOUR BUILDING PRINCIPAL.**

**Section 3: (Only one yes is required)**

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the content area of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No

Do you have an **Academic Major** or the equivalent in the content area? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a Master's Degree in your teaching assignment?  Yes  No

Yes, I have earned at least 3 yes's (one in each of the three sections above). This satisfies the federal definition of a HQT. Complete the status sheet and return it to your building administrator.

No, I have not earned 3 yes's on the Highly Qualified Teacher Worksheet.

Teachers who did not check yes in Section 3 may use the Ohio Highly Qualified Teacher Rubric in Section 4 below to obtain 100 points and earn the third required yes to meet the federal HQT definition.

**Section 4:**

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>				
*Since completion in each of these categories equals 100 points, only ONE YES is required*				
<b>MASTER'S DEGREE</b>	<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
K-6 ONLY	K-6 ONLY	K-6 ONLY	K-6 AND 7-12	K-6 AND 7-12
In <b>ONE</b> of the following areas: <ul style="list-style-type: none"> <li>• Education;</li> <li>• Curriculum/Instruction;</li> <li>• Reading; <b>OR</b></li> <li>• Teaching</li> </ul>	Appropriate to your teaching assignment <div style="background-color: #cccccc; text-align: center; padding: 2px;">7-12</div> Eight-year professional certificate appropriate to your teaching assignment with at least 30 semester/45 quarter hours in your assignment in <b>any</b> of the following areas: <ul style="list-style-type: none"> <li>• Grade appropriate subject matter knowledge;</li> <li>• Teaching skills;</li> <li>• Ohio academic content standards</li> </ul>	Appropriate to your teaching assignment <div style="background-color: #cccccc; text-align: center; padding: 2px;">7-12</div> Appropriate to your teaching assignment with at least 30 semester/45 quarter hours in your assignment in <b>any</b> of the following areas: <ul style="list-style-type: none"> <li>• Grade appropriate subject matter knowledge;</li> <li>• Teaching skills;</li> <li>• Ohio academic content standards</li> </ul>	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure in: <ul style="list-style-type: none"> <li>• 90 clock hours appropriate content knowledge (a maximum of 45 clock hours of teaching skills pedagogy or Ohio academic content standards may apply)</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking yes in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required yes.

# FORM D

## K – 6th-grade Special Education/Intervention Specialist Teachers

### HIGHLY QUALIFIED TEACHER WORKSHEET

FOR SPECIAL EDUCATION/INTERVENTION SPECIALISTS, GRADES K-6

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching area?  Yes  No

\* One must hold at least a provisional license/certificate or an approved alternative educator license. Temporary, conditional or substitute licenses/certificates do not meet this requirement.

**IF YOU ANSWERED NO TO EITHER OF THESE QUESTIONS, PROCEED NO FURTHER. RECORD THIS INFORMATION ON THE STATUS SHEET AND RETURN TO YOUR BUILDING PRINCIPAL.**

### Section 3:

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No

- Teacher, grades K-3 Praxis II: EYC (#0021)
- Teacher, grades 4-6 Praxis II: Elem. Ed. Content (#0014)
- Specialty area content test appropriate to your teaching assignment

Yes, I have earned at least 3 yes's (one in each of the three sections above). This satisfies the federal definition of a HQT. Complete the status sheet and return it to your building administrator.

No, I have not earned 3 yes's on the Highly Qualified Teacher Worksheet.

Teachers who did not check yes in Section 3 may use the Ohio Highly Qualified Teacher Rubric in Section 4 below to obtain 100 points and earn the third required yes to meet the federal HQT definition.

### Section 4:

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>				
*Since completion in each of these categories equals 100 points, only ONE YES is required*				
<b>MASTER'S DEGREE</b>	<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
In <b>ONE</b> of the following areas: • Education; • Curriculum/Instruction; • Reading; <b>OR</b> • Teaching	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure in: • 90 clock hours appropriate content knowledge (a maximum of 45 clock hours of teaching skills pedagogy or Ohio academic content standards may apply)
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking yes in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required yes.

# FORM E

## 7th – 12th-grade Special Education/Intervention Specialist Teachers

### HIGHLY QUALIFIED TEACHER WORKSHEET

FOR SPECIAL EDUCATION/INTERVENTION SPECIALISTS, GRADES 7-12:

*Teachers in a Teaching Assignment ~ Special Education or Intervention Specialist Grades 7-12*

**Section 1:** Do you have at least a bachelor's degree?  Yes  No

**Section 2:** Do you hold full\* state certification/licensure in your teaching area?  Yes  No

\* One must hold at least a provisional license/certificate or an approved alternative educator license. Temporary, conditional or substitute licenses/certificates do not meet this requirement.

**IF YOU ANSWERED NO TO EITHER OF THESE QUESTIONS, PROCEED NO FURTHER. RECORD THIS INFORMATION ON THE STATUS SHEET AND RETURN TO YOUR BUILDING PRINCIPAL.**

**Section 3: (Only one yes is required)**

Did you pass **Ohio's State Licensing Exam** (NTE or Praxis II) in the content area of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later?  Yes  No

Do you have an **Academic Major** or its equivalent in the content area? (Major or equivalent = 30 semester hours/45 quarter hours)  Yes  No

Do you have a Master's Degree in the content area of your teaching assignment?  Yes  No

Yes, I have earned at least 3 yes's (one in each of the three sections above). This satisfies the federal definition of a HQT. Complete the status sheet and return it to your building administrator.

No, I have not earned 3 yes's on the Highly Qualified Teacher Worksheet.

Teachers who did not check yes in Section 3 may use the Ohio Highly Qualified Teacher Rubric in Section 4 below to obtain 100 points and earn the third required yes to meet the federal HQT definition.

**Section 4:**

OHIO HIGHLY QUALIFIED TEACHER RUBRIC <span style="float: right;">[Abbreviated Version]</span>			
*Since completion in each of these categories equals 100 points, only <b>ONE YES</b> is required*			
<b>8-YEAR PROFESSIONAL CERTIFICATE</b>	<b>PERMANENT CERTIFICATE</b>	<b>NATIONAL BOARD CERTIFICATION</b>	<b>90 CLOCK HOURS</b>
Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment, with at least 30 semester/45 quarter hours in the academic subject you teach	Appropriate to your teaching assignment	Professional development approvable by your LPDC since 1998 and post initial licensure in: • 90 clock hours appropriate content knowledge (a maximum of 45 clock hours of teaching skills pedagogy or Ohio academic content standards may apply)
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes=100 points	Yes=100 points	Yes=100 points	Yes=100 points

Yes, I have earned 100 points on the Ohio HQT Rubric, in addition to checking yes in Section 1 and Section 2, to meet the federal HQT definition.

No, I have not earned 100 points on the Ohio HQT Rubric to meet the federal HQT definition.

Teachers who have checked **NO** for Section 4 may use the Ohio Highly Qualified Teacher Expanded Rubric in the reporting packet to earn 100 points and earn the third required yes.

## OHIO HIGHLY QUALIFIED TEACHER EXPANDED RUBRIC

This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheet (Forms A-E). Teachers who are fully licensed in the area they teach and who earn **100 points on the Ohio Highly Qualified Teacher Expanded Rubric** meet the federal HQT definition. Use the chart below to reflect your work experience, coursework, and professional development and activities. **This completed form should be submitted along with your completed Form A, B, C, D or E to your building administrator.** You may need your college transcripts, documentation of professional development activities since 1995, any awards, recognition and/or presentations to complete this Ohio Highly Qualified Teacher Expanded Rubric.

Category	Criteria	Credit
<b>Years of Experience in the Teaching Assignment</b>	<p>Please indicate the number of years of experience that you will have in this teaching assignment as a fully certificated/licensed teacher by the end of the current year. Increments of less than a year should be expressed in tenths, based on a 10-month school year, i.e., four years and six months is 4.6.</p> <p>(Short-term substitute teaching, long-term substitute teaching, student teaching, teaching under a conditional permit or temporary license, and summer school do <u>not</u> count.)</p>	<p>3 points per year up to 8 years (24 points maximum)</p> <hr/> <p>Your Points (24 points maximum)</p>
<b>College Coursework in this Content Area</b>	<p>Use your college transcripts to report the courses that you have completed that are in the content area of the teaching assignment. List all content courses that are directly related to the teaching assignment</p>	<p>1 point per semester hour, up to 27 hours</p> <hr/> <p>Your Points (27 points maximum)</p>
<b>College Coursework in Pedagogy Related to the Content Area</b>	<p>Using your college transcripts, list all pedagogical courses that relate to the teaching assignment. Education classes in methods in the teaching assignment, special education courses that deal with differentiating instruction, courses in assessment, and reading/literacy courses count; all other education courses not directly related to the content of the teaching assignment do not count.</p>	<p>1 point per semester hour, up to 27 hours</p> <hr/> <p>Your Points (27 points maximum)</p>
<b>Professional Development in the Content Area</b>	<p>List all professional development activities related directly to the content of your teaching assignment that you have taken since 1995.</p>	<p>3 points per PD activity (24 points maximum)</p> <hr/> <p>Your Points (24 points maximum)</p>

## OHIO HIGHLY QUALIFIED TEACHER EXPANDED RUBRIC

...Continued from previous page

Category	Criteria	Credit
<b>Professional Activities in the Teaching Assignment</b>	Report any professional activities in which you have participated that document your knowledge and skill in this content area. The activities should provide clear evidence of your expertise in this content area and demonstrate leadership of advancing professional practice.	5 points per professional activity, up to 5 activities (25 points maximum)
		<hr/> Your Points (25 points maximum)
<b>Recognition in Content Area</b>	Report any state or national teacher award received, or any publication that you have authored, that meets the following requirements:  <b>Awards</b> State or National Teacher of the Year; Milken Foundation; Presidential Awards for Excellence; Outstanding Educator Awards from content professional organizations; Martha Holden Jennings Scholar; other regional awards that are based on knowledge and skill in your teaching assignment. <u>District awards do not count.</u>  <b>Publications</b> Research articles accepted for publication in a juried journal in the content area.	2 point per recognition, up to 3 recognitions (6 points maximum)
		<hr/> Your Points (6 points maximum)
<b>Your total points need to be 100 to meet the federal definition of a Highly Qualified Teacher.</b>		<hr/> <b>TOTAL POINTS</b>



**OHIO HIGHLY QUALIFIED TEACHER STATUS SHEET**  
***School Year 2005-2006***

*Each teacher will receive a customized sheet from their EMIS coordinator or principal.*

Teacher ID: 123456789  
District IRN: 111111  
Building IRN: 222222

Teacher Name: Doe, Janey  
District Name: Sample City SD  
Building Name: Sample Elementary

Teachers of core academic subjects should review the chart below to verify meeting the federal definition of a Highly Qualified Teacher. Core courses as defined by the No Child Left Behind Act include the following: English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

Please review the HQT criteria that were reported for the courses you taught during the 2004-2005 school year. If there are NO changes to this information, sign the form and check the blank indicating "NO CHANGES." If there are changes, please circle the number in the "Change HQT Criteria" column next to each course, and sign the form.

- If the teacher is new to the district or was not teaching a core academic course last year, an "X" will appear in the column labeled "HQT Criteria Reported in 2004-2005."
- A new teacher MUST circle the number of the appropriate reason in the column labeled "Changes to HQT Criteria for 2005-2006."
- If a teacher does not meet the definition for a particular course, circle "N" next to that course.

If this report shows a course that you are not teaching, draw a line through the information. Additionally, if you are teaching a course that is missing from the list, write the course name on the form and complete the column "Change HQT Criteria" using numbers 1 - 9 or "N."

**To meet the federal definition of Highly Qualified the teacher must have:**

- A. A minimum of a bachelor's degree;
- B. Full state certification/licensure in the teaching area; and
- C. One of the following:

- |  |  |
|--|--|
| 1 NTE/Praxis II - State Lic. Exam              | 7 National Board Certification (100 points)                                |
| 2 Academic Major or 30 Hrs in Content Area     | 8 Expanded HQT Rubric-scored (100 points)                                  |
| 3 Master's Degree (100 points)                 | 9 90 Completed and Approved Clock Hours of Professional Development (LPDC) |
| 5 8-year Professional Certificate (100 points) | N Does NOT meet HQT definition   |
| 6 Permanent Certificate (100 points)           |  |

**OHIO HIGHLY QUALIFIED TEACHER – STATUS SHEET**  
**School Year 2005-2006**

...Continued from previous page

Subject Code/Name	Course Type	Grade Low	Grade High	HQT Criteria reported in 04-05	Change HQT Criteria for 05-06 <i>(Complete this column only if there are changes)</i>
110301 Algebra I	R00	09	10	1	1 2 3 5 6 7 8 9 N
I110300 Integrated Math III	X01	09	10	1	1 2 3 5 6 7 8 9 N
110010 Integrated Math II	R00	09	10	1	1 2 3 5 6 7 8 9 N
110301 Algebra II	R00	09	10	1	1 2 3 5 6 7 8 9 N
110301 Algebra I	D01	09	10	1	1 2 3 5 6 7 8 9 N
110301 Algebra I	R00	09	10	1	1 2 3 5 6 7 8 9 N
110301 Algebra I	R00	09	10	1	1 2 3 5 6 7 8 9 N
110301 Algebra I	R00	09	10	1	1 2 3 5 6 7 8 9 N
<i>(blank rows available below to add new courses)</i>					

\_\_\_ “NO CHANGES.” Checking this blank means that there have been no changes to your HQT criteria for the courses you taught during the 2004-2005 school year.

*I hereby assure that all information presented is correct and is acceptable for reporting for No Child Left Behind highly qualified teacher requirements as stated in Section 1111, 1119 and 9101.*

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Your building administrator may request that you provide backup documentation.

# **Instructional Paraprofessional Materials**

## PROCEDURES FOR COMPLETION

### **Instructional Paraprofessionals:**

Instructional Paraprofessionals in Title I school-wide or targeted assistance buildings complete Form F. Once completed, the form is submitted to the building administrator for submission to the EMIS coordinator for the October report of instructional paraprofessionals. Non-instructional paraprofessionals and **paraprofessionals in non-Title I buildings/programs do not need to complete the form.**

If the instructional paraprofessional in a Title I school-wide or targeted assistance building does not meet the definition, they have by federal law until Jan. 8, 2006, to meet the federal requirement; however, the U.S. Department of Education has extended a waiver for paraprofessionals to meet the definition until the end of the 2005-2006 school year.

# FORM F

## Instructional Paraprofessionals

### QUALIFIED INSTRUCTIONAL PARAPROFESSIONAL WORKSHEET

#### *For Instructional Paraprofessionals in Title I School-Wide or Targeted Assistance Buildings*

To ensure that Title I schools and programs have a qualified instructional staff, the No Child Left Behind statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance schools or in school-wide Title I buildings.

The new federal legislation requires that paraprofessionals meet one of three criteria to become qualified:

1. Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
3. Meet a rigorous standard of quality and demonstrate, through a formal State or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

Only one yes is required

<u>Two (2) Years of Study at an Institution of Higher Education (48 Semester or 72 Quarter Hours)</u>	<u>An Associate (or higher) Degree from an Accredited Institution of Higher Education</u>	<u>Passing the Praxis II Test for Paraprofessionals</u>	<u>Passing a Local Academic Assessment</u>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Yes**, I meet the federal definition for being a highly qualified paraprofessional.

**No**, I currently do not meet the federal definition for being a highly qualified paraprofessional.

Please sign and submit a copy of this form to your building administrator. Building administrators should use this form for reporting compliance with Section 1119 through the EMIS coordinator and should keep this form on file for each instructional paraprofessional within the building.

Name \_\_\_\_\_  
Instructional Paraprofessional

Signature \_\_\_\_\_  
Instructional Paraprofessional