

TC Connections

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A publication connecting the member districts of Tri-County Special Education Association.

Director's Notes

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Disclaimer: Every possible effort has been made to include an accurate reporting of the highlights of "HIGHLY QUALIFIED" requirements in Illinois, based on the regulations passed by the ISBE at its January 2006 meeting.

Brief Review

IDEA 2004 and NCLB both address the need for teachers to be "Highly Qualified." In most cases, IDEA 2004 defers to NCLB.

ISBE took "Highly Qualified" requirements to the State Board during the week of January 16. These requirements were passed as regulations found Part 25, Certification, of the Administrative Code, Appendix D.

"Highly Qualified" is a term that denotes teacher's documentation of extensive training and/or experience in the core academic

subjects, (i.e., curricular areas) they teach.

"Teach" in this instance is described as having "primary responsibility" for instruction. Many special education teachers have primary responsibility for the instruction of students with disabilities. Now, they must also be "Highly Qualified" in the "Core Academic Subjects" (see below) they teach.

Special education teachers do NOT have primary responsibility for instruction in the general education classrooms where they co-teach. In that circumstance, their role is supplemental to that of the general education teacher when it comes to curricular content; primary when it comes to supporting the diverse learning needs of all students. Co-teaching is intentionally encouraged by NCLB and IDEA 2004.

Subjects requiring "Highly Qualified" teachers are called "Core Academic Subjects" and include the following: science, the arts, reading

or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics.

Certifications, endorsements, and approvals earned by teachers then conferred by the ISBE Certification Board remain in effect. Likewise, the personnel approval system for districts (funding) based on the match of teachers' certifications to their assignments (as defined by the disabilities of students on their caseloads) remain in effect.

Teachers, including special education teachers, may become "Highly Qualified" through several different means. HOUSSE is the acronym used to describe one method that may be used by "veteran" teachers (those who have at least one full year of teaching experience). To "build a HOUSSE," teachers accrue a total of 100 points for coursework, activities, and experiences related to the core academic subjects they teach. Really, many special education teachers will need to build multiple HOUSSEs—one for every core subject area they teach to special education students. Teachers will complete the HOUSSE-building activity on-line sometime during the spring semester of 2006 for each of the core academic subjects they are teaching. As with administrator and teacher CPDUs,

enforcement is based on random audits and the "honor system."

All Special education teachers completing IL-approved special education programs after June 30, 2002 and who have passed the APT (Assessment of Professional Teaching), are considered "Highly Qualified" in the subject area of language arts. This means that the provision described in the next paragraph applies to them.

Special education teachers who are new to the profession and who are "Highly Qualified" in one core academic subject (e.g., language arts) will be considered "Highly Qualified" in all academic subjects for a period of two years. This means new special education teachers who teach multiple subjects have two years to build a HOUSSE in each of the subject areas they teach.

HOUSSE points vary for different types of activities. Only up to 50% of points may be attributed to teaching experience. Special education teachers may count "teaching experience in special education" as experience in each core academic subject taught.

According to NCLB, districts must notify parents/community members, beginning this summer, when teachers are not "Highly Qualified" for the core academic subjects they teach. IDEA 2004 requires that this be done for special education teachers in the 2006-2007 academic year.

In Rural Schools (Lexington, Hartsburg-Emden, Chester-E. Lincoln, New Holland-Middletown, and W. Lincoln-Broadwell in Tri-County), teachers have extra time to become "HQ." Teachers employed (a) on or before 8/1/05 will have an extra year to be considered "Highly Qualified" in all subjects if "Highly Qualified" in any ONE of the subjects he/she is teaching (b) after 8/1/05 will have three years after the date of employment to become "Highly Qualified" in all areas of instruction if he/she is already "HQ" in ONE of the subjects being taught.

"Highly Qualified" requirements do not apply to

Teachers of students in Pre-K or ECSE classrooms.

Special education teachers who do not provide the primary instruction in core academic subjects. Instead,

they may (a) offer resource support only; (b) provide only consultation services; (c) co-teach only in classrooms led by a "Highly Qualified" general education teacher.

Within the context of NCLB, primary grades refers to K-5, middle grades are 6-8, and secondary refers to 9-12.

Special Education Teachers serving students in K-5 and who have primary responsibility for teaching students in core academic subjects, will be considered "Highly Qualified" through one of four means. One is to hold the appropriate certificate and to have passed the Elementary/Middle Grades Test. Another is to hold the appropriate certificate and meet HOUSSE requirements.

Special Education Teachers serving students in grades 6-8 and who have primary responsibility for teaching students in core academic subjects, if they hold the appropriate certificates for the population and grade levels of students and if for each of the core subjects taught they meet one of five requirements (including passage of the Elementary/Middle

Grades test or the content area test specific to the subject or building a HOUSSE for each subject).

Special Education Teachers at the secondary level and who have primary responsibility for teaching students in core academic subjects, will be considered "Highly Qualified" if they hold the appropriate certificates for the population and grades levels of students and, for each core subject taught, have met one of five requirements (including the specific content area tests or building a HOUSSE for each subject taught).

IDEA 2004 clearly mandates that teachers on emergency certificates may not be considered "Highly Qualified." Teachers need not have Standard or Master Certificates to be considered "Highly Qualified." They may have Initial certificates.

Snapshot of HOUSSE—or Determining that Experienced Teachers are "Highly Qualified" 100 Points/subject.

- Teaching experience, 12.5 points/semester up to total of 50.

- College courses (as far back as undergraduate studies, 5 pts. per semester hour.
- Participation in conference sessions, workshops, seminars, etc., 1 pt./hour.
- Presenting at above, 8 points or 3 points.
- Work experience (non-teaching), 10 points/year, up to 50.
- Supervising student teacher in subjects taught (ALL SUBJECTS), 10 point/student teacher.
- Peer review or coaching, up to 11 points per semester.
- Mentoring a new teacher in subject area, up to 11 points/semester.
- Participation in site-based management or decision making teams, SIP committees, 8 or 11 points.
- Teaching a college course, 20 points.
- Teacher to teacher consultation, 1 point per hour of interaction with "HQ" teacher up to a maximum of 50 points. Consultations may be via technology.
- Other: action research, curriculum development, internship, study group, travel.
- Completion of major or approved program in special education with at least 15

points in each core academic subject taught; 75 points for a special ed. teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

"Highly Qualified" Work Sessions

March 7	4:00	Bloomington Tri-County Office
March 8	3:45	Lincoln Central School
March 15	3:30	Clinton Jr. High

What Information Do I Collect to Document "Highly Qualified"

- All college transcripts
- Evidence of workshops/conferences
- Evidence of Supervision of Student Teachers
- Committees on which you have served (i.e. textbook selection, curriculum mapping, scope & sequence)
- Grade Level Meetings
- Co-Teaching Experiences
- Participation in Study Groups
- Teacher to teacher consultation time

"Highly Qualified"

Questions & Answers

1. Does being "Highly Qualified" mean the same thing as being "certified"?

No, these terms are not synonyms.

2. Does being "Highly Qualified" mean the same thing as being an excellent teacher?

No. "The use of the term "Highly Qualified" should not be construed as an evaluation of the professional teaching abilities of the teacher." (ISBE June 2003)

3. Is "Highly Qualified" a requirement of NCLB and IDEA 2004?

Yes. Both laws contain language specific to "Highly Qualified".

4. Do "Highly Qualified" requirements apply to Early Childhood? No

5. What is HOUSSE?

HOUSSE stands for the State's "High Objective Uniform State Standard of Evaluation"

I Am a Teacher & I Am Competent!!!

**Upcoming In-service
Opportunities**

March 9 (4:30 - 6:00)
ISU SEAT Center
Freeware, Part II (need not have attended part I)

March 21 (4:30 - 6:00)
ISU SEAT Center
Creative Uses of Kidspiration & Inspiration
To register:
www.coe.ilstu.edu/seat/hiliapassport

March 10 (8:30-11:00)
Heartland Community College
ECSE Student Progress Data Reporting

April 7 (8:30-11:30)
Spring Speech-Language In-Service

May 22- July21
Online Autism Training
Contact: Kris Dean
kdean@tcsea.k12.il.us

June 7&8 (9:00 - 3:00)
Metamora, IL
Universally Designed Instruction: Strategies for Enhancing Access to the Curriculum & Achievement
To register:
Contact: Kris Dean

Inservice Cont.

June 6, 7, 8
Be looking for more information regarding HILIA sponsored summer workshops.

Tri-County Library Materials:
Please return any items borrowed from the Tri- County Library by the end of the year.

Annual Review Checklist

With annual reviews fast approaching please keep a few items in mind:

1. Please double check your IEPs for accuracy.
2. Remember to include a parent report. Send a form home prior to the IEP meeting to get input. This can help eliminate putting the parent "on the spot" at the IEP meeting.
3. Consider sending a proposed IEP home prior to the IEP meeting.
4. Document three attempts to get the parent to attend the meeting.

The next page provides a quick checklist for proofing your IEPs.

Double Check on IEP

Page 1-

- Conference Date
- Mark box referring to Reports towards goals sent at each grading period
- Total minutes, start/end date
- Classes, you may list classes that require inclusion services
- Conference Information
- 3 parent notifications

Page 2-3

- Parent report
- Strengths: list these as task the student is able to complete (good computation skills, knows sight words, able to fill in assignment book, etc.)
- Needs: list those areas that they need assistance in. (Needs help deciding operation to use in math application problems. Support with vocabulary in science/social studies etc.) Please avoid just listing test scores.
- Goal #'s
- Impact of disability on general curriculum

Goal Pages-

- Present level performance
- Check goal dates

Page 5-

- Behavior management plan if needed (if student is BD, must do FA/BMP)
- Accommodations for testing
- ISAT and local assessments
- Classroom accommodations

Page 6-

- Least restrictive Environment
- Total number of instructional minutes in school week (use pull down menu)
- Extended school year- Use guideline when needed
- Transition services
- Justification of Placement

Page 7-

Most of what is on page seven does not apply to most students

- Age of majority (if appropriate age 17)
- Check if Re-evaluation decision guide is done at annual review
- Check appropriate Procedural Safeguards: Usually box 2, 3, 8 (BIG Policy)