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2009 NCLB HIGHLY QUALIFIED TEACHER UPDATE

Office of Professional Preparation Services
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WEB ADDRESSES

A new, direct link is now available for ESEA/NCLB and Highly Qualified information:

- www.michigan.gov/mde-hq

Information regarding teacher certification may still be located at:

- www.michigan.gov/teachercert

The direct link to the Teacher Certification Verification website is:

- <https://mdoe.state.mi.us/teachercert/>

CONTINUATION OF HOUSSE

The Michigan Department of Education (MDE) approves the continued use of the High Objective Uniform State Standards of Evaluation (HOUSSE) options for special education teachers, alternative education teachers or general education teachers facing reassignment.

HOUSSE OPTION CLARIFICATIONS

Key Points to remember regarding the use of HOUSSE options:

- HOUSSE #1 may be utilized for multiple subject areas.
- HOUSSE #2 is subject specific and may not be used for more than one subject per attempt.
- HOUSSE #3 is a local performance evaluation (portfolio). Districts must determine which portfolio model to make available to teachers and submit that model to the MDE prior to implementation. Teacher questions regarding the completion of the portfolio must be directed to the school district and/or the designated portfolio review committee.

- A model for the HOUSSE #3 "observation" has not been submitted by any school district in Michigan and is therefore not currently an option.

MAJOR EQUIVALENT

A major for the purposes of NCLB and Highly Qualified has been determined to be equal to 30 semester credit hours. When determining if a teacher has a major in a specific subject area, credit from undergraduate and graduate course work may be counted. Credit does not need to be on one transcript.

HIGHLY QUALIFIED DOCUMENTATION

The Official Michigan Highly Qualified Teacher Report forms are available on the MDE website (www.michigan.gov/mde-hq) This documentation must be maintained by the local district. It is the teacher's responsibility to provide evidence to support this documentation.

During visits conducted for the Michigan Technical Assistance Project (MiTAP) common errors when reviewing these forms included:

- Multiple check marks/selections
- Non-core subject area(s) listed at the top
- More than one core subject area listed
- Incorrect form used (i.e. grade level)

MTTC DOCUMENTATION

Teachers who completed their Michigan *teacher preparation programs* after 1992 were required by Michigan law to take and pass the appropriate subject area test for

each of their subject areas. MDE originally utilized that date, however, due to the five-year window of time that is available for teachers to seek recommendation for certification, the only "safe" date to utilize for verification of testing is 1997. If a teacher's initial Michigan Provisional certificate was issued after 1997, they should be considered Highly Qualified for the areas listed on their Michigan teaching certificate. An official score report is not required to be kept in the teacher's personnel file at the district.

MiTAP & ACTION PLANS

MDE will continue to provide technical assistance as a part of the Michigan Technical Assistance Project (MiTAP).

Each submission of the Registry of Educational Personnel (REP) will be reviewed for Highly Qualified Teacher (and paraprofessional) data. Districts reporting non-Highly Qualified Teachers will be required to submit a corrective action plan for those teachers or revise previous plans submitted for those teachers. These plans must include information on the Four-Week Notification letter sent to parents. A sample of this letter is available on the MDE website.

IDEA FLEXIBILITY FOR SPECIAL EDUCATION TEACHERS

IDEA provides an additional flexibility for special education teachers. A new special education teacher who teaches multiple subjects and who is Highly Qualified in mathematics, English/language arts, or science, may demonstrate competence in the other core academic subjects not later than **two years after the date of employment.**

While the teacher must be reported as not Highly Qualified in the REP, there will be no action taken during the two-year time frame.

For additional guidance, please contact: Krista D. Ried, Teacher Quality Coordinator 517-373-0699 or riedk@mi.gov

CERTIFICATION VS. HIGHLY QUALIFIED

A teacher who does not hold the appropriate certificate, endorsement, or authorization (permit or "all subjects" designation) for an assignment in a position **cannot** gain Highly Qualified status. The first step in gaining Highly Qualified status must be appropriate state authorization, via certification, to teach the grade level and subject area.

A district or public school academy that assigns teachers to classes for which they do not have the appropriate authorization is out of compliance with Michigan School Code and will be subject to State Aid penalties.

Regarding the teaching for high school credit, three things are being tied together that should not necessarily be...

- Graduation credit requirements and what classes may count for credit (as it pertains to the Michigan Merit Curriculum, typically) are student related issues; students receive the credit, not teachers.
- Certification requirements are teacher related issues. There is no state mandate that stipulates a student must be denied course credit if his/her teacher is not appropriately state certificated or authorized.
- Highly Qualified requirements are also teacher related issues. There is no state or federal mandate that stipulates a student must be denied course credit if his/her teacher is not Highly Qualified based upon ESEA/NCLB definition.

With respect to certification and Highly Qualified, remember the three "Cs" (NCLB Update 2008):

- Class title
- Content of course
- Certification of teacher

The title of the class must accurately reflect the content/subject matter taught in that class; and the teacher must be appropriately certificated for that teaching assignment.