

Chalk Talk

Region
Education Service Center



News & Events for Region 12 Educators

Winter 2003

www.esc12.net/publications

News Briefs

Project 540 civic program begins

An opportunity to learn the value of "civic engagement" is the primary focus for Project 540, an initiative created to bring students, teachers, and administrators together to explore how schools can become better platforms for young people to get involved in public life and their communities.

A group of Region 12 districts will participate in the unique program, coordinated by ESC Region 12.

Read more about Project 540...

ESC Region 12, Baylor receive approximately \$1 million in history grant funds

ESC Region 12 and Baylor University recently received approximately \$1 million for a Teaching American History grant from the U.S. Department of Education, supporting professional development activities and more.

Read on...

Highly Qualified Teachers & NCLB

Topic to be the focus of Region 12 winter issue



From the Desk of Jo Dell Bland, Lead Specialist for Title I Services

No Child Left Behind (NCLB) is the landmark education reform law designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options and teaching students based on what works.

Foremost among the key principles is an insistence on stronger accountability for

results. To achieve that, states were required to develop strong accountability systems or improve those already in place, establish high standards and hold all children to the same standards. As a state, we are also required to provide instruction by highly qualified teachers, which will result in steady progress. All students must be proficient by the 2013-14 school year and all teachers must be Highly Qualified by 2005-2006.

This issue of *Chalk Talk* focuses on providing the most up-to-date

information and guidance on this important and timely subject.

Much of the information in this newsletter was collected from the Texas Education Agency's *NCLB Bulletins*. The bulletins are designed to inform and answer questions for administrators, teachers and paraprofessionals.

If you have questions on any topic associated with NCLB, contact Jo Dell Bland at (254) 297-1238 or jbland@esc12.net.

Also, please visit www.esc12.net/accountability for more information.

“Highly Qualified” Teachers

The *No Child Left Behind Act of 2001* (NCLB) requires states and LEAs to have a plan for all teachers in core academic subject areas to become “highly qualified” by the end of the 2005-2006 school year. However, teachers hired after the first day of instruction of School Year 2002-2003 who teach core academic subjects in a Title I, Part A program must be “highly qualified” when hired.

To be highly qualified under NCLB, a teacher must have: at least a bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned.

Core Academic Areas

- English
- reading or lang. arts
- mathematics
- science
- foreign languages
- civics and government
- economics
- arts
- history
- geography

Comparing “Highly Qualified” to State Teacher Certification Requirements

The NCLB definition of “highly qualified” does not completely align the current state certification structure and assignment rules. Teachers who are allowed to teach certain courses under state certification and assignment rules may not meet the definition of “highly qualified.” Also, teachers who do meet the definition of “highly qualified” may require a permit under the current state certification structure.



Waivers and Permits

Texas Education Agency (TEA) has been in close contact with the U.S. Department of Education (USDE) during the past several months regarding the use of various permits, temporary credentials, or waivers issued by the State Board for Educator Certification (SBEC), the school district, or the Commissioner of Education. TEA has been informed that teachers using any of the following teaching permits in lieu of state certification are **NOT** in compliance with the definition of “highly qualified.” (Exceptions are noted below, as applicable.)

- A teaching waiver approved by the Commissioner of Education;
- A School District Teaching Permit approved by the Commissioner of Education;
- Emergency Permits issued by SBEC to uncertified individuals (subject, grade-level, or both) for assignments in the core academic subject areas.
Exception: It is possible, for example, for an elementary teacher to meet the requirements of a “highly qualified” secondary teacher if the teacher has full state elementary certification and the required coursework (24 semester hours, 12 of which are upper-division) for demonstrating competency in the subject area being taught at the secondary level.
- Temporary Classroom Assignment Permit (TCAP) issued by the school district under SBEC rules to teach academic class periods outside of the subject area of certification in grades 6-12 for one year.
Exception: It is possible, for example, for a teacher under this permit to meet the requirements of “highly qualified” if the teacher has full state certification and the required coursework (24 semester hours, 12 of which are upper-division) for demonstrating competency in the subject area being taught that is outside the area of certification at the middle school or high school levels, as appropriate.
- A Nonrenewable Permit (NRP) issued to a teacher who holds a lifetime certification that is no longer valid in order to allow time to reactivate certification by passing a state-approved examination.
Exception: It is possible, for example, for a teacher under this permit to meet the requirements of “highly qualified” if the teacher has the required coursework (24 semester hours, 12 of which are upper-division) for demonstrating competency at the middle school or high school levels, as appropriate.
- A Nonrenewable Permit (NRP) issued to a teacher who has a baccalaureate degree and has completed all courses required for certification, including student teaching, but has not completed all certification exams.

Information pertaining to NCLB and “Highly Qualified Status” was provided courtesy of the Texas Education Agency (TEA), unless otherwise noted, and can be found at <http://www.tea.state.tx.us/nclb/bulletin.html>.

Certification Requirements for Charter Schools

Within the definition of “highly qualified,” NCLB defers to state law concerning certification requirements for charter schools.

In Texas, state law does not require a teacher employed by an open-enrollment charter school to be certified unless the teacher is assigned to teach in special education or bilingual education programs, in which case the appropriate state certification is required. The minimum qualification under state law for a teacher at an open-enrollment charter school, other than a special education or bilingual education teacher, is a high school diploma.

However, the governing body of a charter holder may set the qualifications for teachers at a standard above what state law requires. For instance, many charter holders already require teachers to have a college degree or to be certified.

In order for a charter school teacher to be considered “highly qualified” under NCLB, the teacher must meet the state certification requirements as they apply to charter schools, as well as the NCLB requirements related to the bachelor’s degree and the demonstration of competency. Charter school teachers have the same options for demonstrating competency as teachers in regular public schools.

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NCLB Bulletins

Visit the links below for more information!

Volume 1, Issue 1

General Definitions
Elementary Teachers
Secondary Teachers
Waivers & Permits
Special Circumstances
Charter Schools
Alternative Certification
Implementation Timeline
Title 1, Part A Requirements
Title 1, Part A Paraprof. Requirements

Volume 1, Issue 2

A Review of General Information
HOUSE for Elementary Teachers and Q&A
HOUSE for Secondary Teachers and Q&A
Other Frequently Asked Questions
Clarification and Follow-up
Questions and Comments Invited

Definitions under NCLB

New Teacher:

A “new” teacher is a teacher who has never taught elementary, middle, or high school.

Existing Teacher:

An “existing” teacher is a teacher who has previously taught elementary, middle, or high school for a minimum of 90 days.

Core Academic Subject Areas:

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, theater arts, dance, music, and art, history, and geography.

Allowable Fund Sources for Meeting “Highly Qualified” Teacher and Paraprofessional Qualification Requirements

The major federal formula program fund sources that may be used by school districts to meet the “highly qualified” teacher requirements and paraprofessional qualifications include but are not limited to:

- Title I, Part A—Improving Basic Programs Operated by LEAs

[Note: In school years 2002-2003 and 2003-2004, school districts must use 5% but not more than 10% of its Title I, Part A allocation, unless a lesser amount is needed, for meeting the “highly qualified” teacher requirements under NCLB. These funds may also be used for training and support to paraprofessionals to meet the NCLB paraprofessional qualifications.]

- Title II, Part A—Teacher and Principal Training and Recruiting Fund
- Title V, Part A—Innovative Programs

LEAs should encourage all teachers, new and existing, to participate in relevant, **subject-specific** professional development to ensure teachers remain current in their respective content areas and to enhance their ability to align the curriculum to the Texas Essential Knowledge and Skills (TEKS).

Counselor's council scheduled through 2004

Workshops, meetings provide valuable support and information

By Christina Ramirez, Communications Intern

The Counselor's Council will continue to host trainings, workshops and monthly meetings during the 2004 school year.

Participating school counselors can expect topics in career development, conflict resolution, developing resiliency in students, and workplace ethics with guest presenters at each event.

Education Service Center (ESC) Region 12 created the Counselor's Council in January 2003 to serve as a support effort and facilitate the changing needs of school counselors. Through the Council,

area counselors receive the guidance and information they need to effectively work with students at all grade levels.

The Council provides professional growth opportunities, information and assistance in developing guidance programs, and training and technical assistance for GEAR UP. Counselors have the opportunity to collaborate with education specialists in Special Education, Safe and Drug Free Schools, ESL, CATE, Title I, Service Learning, Parental Involvement, Accountability, and Core Curriculum.

The Counselor's Council offers continuing education credits for all

participants and LPC credit hours for Licensed Professional Counselors for the purpose of license renewal.

Any non-member counselor or administrator can attend sessions of the Counselor's Council by paying a registration fee for the workshop they choose to attend.

For more information or a list of complete services for counselors, including upcoming Counselor's Council dates and workshop titles visit www.esc12.net/counselors.

Education Specialist for Counseling Services, Mary Ann Marak, is available for assistance and questions. Mary Ann can be contacted at 254/297-1124 or mamarak@esc12.net.

More Info

- The deadline for the Highly Qualified Teacher Survey has been extended from December 15, 2003, to January 30, 2004, to enable districts to complete the voluntary survey.
- ESC Region 12 has created worksheets to assist campuses in determining the "Highly Qualified" status of their teachers. [View now!](#)
- See a flowchart for determining the "Highly Qualified" Status.
- View a comparison chart of the Federal and State Accountability System.

Past Issues of Chalk Talk

"Highly Qualified" Clarification and Follow-up

This section deals with additional information related to several items discussed in Issue 2 of the *NCLB Bulletin* and with recently received clarification concerning parent notification requirements.

"Highly Qualified" Teachers and Special Education. Guidance related to "highly qualified" teachers and Special Education has not yet been issued by the U.S. Department of Education. It is likely that concerns related to this topic will not be fully addressed until the reauthorization of the Individuals with Disabilities Education Act (IDEA) has been completed.

Parent Notification Requirements. Any campus that receives Title I, Part A funds must provide to each individual parent timely notice in the event that the parent's child **has been assigned, or has been taught for four or more consecutive weeks** by a teacher who is currently required to meet the "highly qualified" requirements but who is not yet "highly qualified" (i.e. teachers who were hired after the first day of instruction of the 2002-2003 school year to teach a core academic subject in a Title I program). LEAs are **NOT** required to apply this requirement to teachers who have until the end of the 2005-2006 school year to meet the "highly qualified" requirements. This is a change from previously issued guidance.

Reporting Requirements. The Agency will conduct a voluntary data collection survey for the 2002-2003 school year in the fall of 2003. If an LEA chooses not to submit data by the survey deadline, the Agency will issue LEA and campus report cards for that LEA based solely on certification data available at the state level. Because these data include only teachers who have state certification and have passed the appropriate subject-specific tests, the initial number of teachers reported as "highly qualified" will be underestimated for those LEAs who do not participate in the survey. LEAs participating in the survey will receive LEA and campus reports based on survey results.