

# Highly Qualified General Education Teacher Under The Individuals With Disabilities Education Improvement Act of 2004

## SUMMARY

No Child Left Behind places a major emphasis upon teacher quality as a factor in improving student achievement. The Elementary Secondary Education Act (ESEA) stipulates in Performance Goal Three (3) that ALL students be taught by highly qualified teachers in core academic subjects.

## DEFINITIONS

From West Virginia Board of Education Policy 5202:  
§126-136-8. Highly Qualified Teacher.

8.1. Effective with the 2002-2003 school year, all persons newly hired in Title I schools must meet the definition of highly qualified as defined in the Reauthorization of the Elementary and Secondary Education, otherwise known as the No Child Left Behind Act (NCLBA) of 2001. By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLBA definition of highly qualified teacher.

8.2. Definitions.

8.2.1. Core Academic Subjects. – The core academic subjects include the arts, reading/language arts, English, foreign language, mathematics, science, civics and government, economics, geography, and history. West Virginia defines the arts as dance, music, theatre, and visual art.

8.2.2. Highly Qualified Teacher.

a. Highly Qualified Teacher – State Definition. – A West Virginia public school teacher is considered highly qualified if s/he:

A. has a bachelor's degree or higher; AND

B. meets state certification requirements, including those certified through WVBE-approved alternative route to certification program, with an endorsement(s) in the core academic subject(s) being taught; AND

C. demonstrates subject matter competency by:

(a) passing the state competency test in the content area(s) as identified in Appendix B; OR

(b) having an academic major or advanced credential(s) in the subject taught as defined in §126-

136-4.3 and §126-136-4.5, respectively; OR

(c) satisfying West Virginia's HOUSSE definition as defined in §126-136-4.34.

4.34. High Objective Uniform State Standard of Evaluation (HOUSSE). – HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher who is not new to the profession in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. 126CSR13 Policy 5310, Performance Evaluation of School Personnel, that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A teacher not new to the profession may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form (WVBE Policy 5310) to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content area for that year.

4.3. Academic Major. - At least 21 semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.4 taken in a single content area as identified on the diploma and/or official seal-bearing transcript or verified by the institution of higher education from which the individual received his/her degree. The 21 semester hours of coursework must count toward completion of the degree and shall not include any hours reflecting remedial coursework.

4.5. Advanced Credential. - Certification by the National Board for Professional Teaching Standards, hereinafter NBPTS, in the content area and/or a master's degree or doctorate in the content area.