



# Ohio

**Highly Qualified Teacher Toolkit**  
**Including Every Student Succeeds Act**  
**“State Certification and Licensure Requirements”**

2017-2018

*November 2017*

## Table of Contents

Guidance Document Overview.....	3
Ensuring Excellent Educators in Ohio’s Schools.....	3
State certification and licensure requirements for teachers in ESSA.....	3
Ohio’s Model for Identifying Highly Qualified Teachers .....	4
HQT and Hiring .....	5
Frequently Asked Questions.....	6
Roles, Responsibilities and Reporting .....	9
Reporting Materials .....	10
Procedures for Completion .....	13
Form A: Grades K-6 General Education.....	16
Form A-Extended Options: Grades K-6 General Education.....	18
Form B: Grades 7-12 General Education .....	19
Form B-Extended Options: Grades 7-12 General Education.....	20
Form C: Music, Visual Arts, Dance, Drama and Foreign Language (General Education)	21
Form C-Extended Options: Music, Visual Arts, Dance, Drama and Foreign Language (General Education).....	22
Form D: Grades K-6 Special Education and Gifted Education/Intervention Specialist Teachers.....	23
Form E: Grades 7-12 Special Education and Gifted Education/Intervention Specialist Teachers.....	24
State Requirements for Instructional Paraprofessionals.....	27
Who Must Meet These Requirements? .....	27
Targeted Assistance Title I Buildings .....	27
Schoolwide Title I Buildings .....	27
Exceptions for Requirements .....	28
Ohio Educational Aide Permit.....	28
Frequently Asked Questions and Answers for Instructional Paraprofessionals.....	29

## Guidance Document Overview

The Ohio Department of Education has developed this guidance document to assist local education agencies (LEAs) as they work to meet the new federal educator qualification requirements in the Every Student Succeeds Act (ESSA) as well as Ohio's continuing requirement for highly qualified teachers. It will be key for LEAs to set forth policies and procedures to help in their efforts for ensuring educators meet qualifications.

### **Ensuring Excellent Educators in Ohio's Schools**

Since teachers are the most important school-based factor affecting student achievement (Rivkin, Hanushek, & Kain, 2005) and school leaders are second (Waters, Marzano, & McNulty, 2003), it is essential to staff Ohio's schools with excellent teacher and leaders. Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators speaks to this commitment in our state and local education agencies. Implementation of Ohio's Equity Plan moves forward to ensure poor and minority students have equitable access to excellent educators – those teachers and leaders who are effective, experienced, and properly licensed or certified.

The Every Student Succeeds Act (ESSA), also supports this effort **by requiring schools and programs receiving Title I funds to ensure that all teachers and paraprofessionals working in a program supported with these funds meet “applicable State certification and licensure requirements”** (ESSA 1112 (c)(6)). This requirement replaces former “highly-qualified teacher and paraprofessional” federal requirements under No Child Left Behind. However, even though HQT is no longer a federal requirement, Ohio law (ORC 3319.074) continues to mandate highly qualified teacher reporting.

### **State certification and licensure requirements for teachers in ESSA**

For FY18, a “state certified and licensed teacher” is an individual who holds full state certification or licensure and is teaching core academic subject courses that he or she is licensed to teach – also known as **valid/proper certification**. This means the individual teacher is teaching courses in the grade level, student population, and core academic subject area of his or her certification or license (Section 2 on HQT Forms A-E). Included in this requirement are both regular and special educators.

**For state fiscal year 2018 only**, the Ohio Department of Education has determined that the Highly Qualified Teacher Toolkit, forms, and assurance documents can be used to meet both the federal “state certified and licensed teacher and paraprofessional” requirement and the Ohio highly qualified teacher and paraprofessional requirement.

# Ohio's Model for Identifying Highly Qualified Teachers

Ohio Revised Code requires that all teachers of core academic subjects must meet the Highly Qualified Teacher (HQT) requirement. This requirement is supported in additional Ohio Revised Code concerning district report cards and proper certification for educators.

**All teachers of core academic subjects must meet the Highly Qualified Teacher requirement. If these teachers are not currently required to report their HQT status in EMIS, they should have their HQT documentation available for audit purposes.**

**There are three components to meet the HQT requirement according to Ohio Revised Code 3319.074 (A)(3):**

1. Teachers must have at least a bachelor's degree;
2. Teachers must have a certificate or license that is appropriate to the grade, subject, and students they are teaching; AND
3. Teachers must be able to demonstrate their subject area expertise in the core academic subject(s) they teach.

**If any part is missing, the teacher cannot be HQT.**

The Ohio Department of Education is providing forms included in this toolkit to help teachers determine their HQT status for their teaching assignment(s). The forms are particularly useful in helping teachers determine if they can demonstrate their subject area(s) expertise in the core academic subject(s) they teach (requirement 3 above). The forms begin on page 17.

## Licensure Requirement

**Note:** For specific requirements regarding preK-12 qualifications for teaching assignments, please refer to the [Certification and Licensure Dictionary](#).

In addition to standard teaching certificates or licenses, teachers with the following licenses will meet the requirements in section 2 of the HQT Forms for full state certification or licensure:

- A. **Alternative Resident Educator License** – A teacher making satisfactory progress in an alternative resident educator license pathway, including passing the Ohio Assessment for Educators (or previously passing a Praxis II) subject knowledge assessment and participating in a structured mentoring program.
- B. **One-Year Out-of-State Educator License** – A teacher who holds a one-year out-of-state educator license.
- C. **Supplemental License** – A teacher who is making satisfactory progress in a supplemental license pathway and is participating in a mentoring program.
- D. **Three-Year Visiting International Teacher License** – A teacher who holds a three-year visiting international teacher license.

## HQT and Hiring

State regulations require that veteran and newly hired teachers be highly qualified **at the time of hire** (ORC 3319.074 (B)).

### Intervention Specialist Hiring Information

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires that all public elementary and secondary special education teachers be highly qualified in each of the core academic subjects being taught. Per IDEA (2004), schools and school districts can hire **NEW** intervention specialists who are HQT in at least one core academic subject of their teaching assignment, and who would have two years to meet the HQT requirements in the remaining core academic subjects. To determine if a special educator is HQT in at least one core academic subject, see Form D (page 21) for grades K-6 special educators and/or Form E (page 22) for grades 7-12 special educators.

### Third Grade Reading Guarantee and HQT

The Department is providing guidance to districts as they assign teachers to students who will be placed in a Grade 3-4 split classroom and retained in third grade because they did not obtain the Third Grade Reading Guarantee promotion score on the state's grade 3 English language arts test. Districts have options available to them in meeting the teacher assignment requirements of the [Third Grade Reading Guarantee](#) law. Educational Management Information System (EMIS) codes and descriptions for these options, as well as the HQT toolkit, will help districts determine if teachers meet the highly qualified teacher requirements. Find guiding documentation [here](#)

### Licensing Exams in Ohio

Ohio began using [Ohio Assessments for Educators exams](#) in 2013 for educator licensing. Teachers should take the appropriate Ohio Assessments for Educators exam(s) for HQT purposes as well as licensure. In some instances, teachers have taken the Praxis II exams even into the 2013 year; those exam results may still be valid for HQT purposes if they hold evidence of passing the exam(s).

## Frequently Asked Questions

### **1. Q: Why was the HQT Toolkit updated in the Fall of 2017?**

**A:** With the full implementation of ESSA, extended options are available to assist teachers in meeting HQT requirements. The update reflects these extended options.

### **2. Q: Who must be reported as highly qualified teachers under the ORC state definition?**

**A:** Teachers who teach in a core academic subject area must be reported. All core academic subject teachers who are assigned students in EMIS must have their HQT status reported in Initial Staff/Course Collection. All other core academic subject teachers (including tutors) must have their HQT status on file at the school.

### **3. Q: What are the core academic subjects?**

**A:** According to ORC 3319.074 (A)(1) "Core academic subject area" means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

### **4. Does state law provide flexibility to achieve HQT beyond past NCLB federal regulations?**

**A:** No. According to 3319.074 (B), no district or school that receives Title I funds shall employ any classroom teacher hired after July 1, 2002, who is not highly qualified.

### **5. Q: What is the definition of "teaching assignment"?**

**A:** Teaching assignment is the grade level and core academic subject(s) a teacher is teaching this school year.

### **6. Q: What is the expiration date of a teacher's HQT status?**

**A:** Although teachers must report their HQT status every year, they do not need to re-qualify every year. Once teachers can show they are HQT using Forms A-E, Form A-Extended Options, Form B-Extended Options, Form C-Extended Options, and/or Ohio Highly Qualified Teacher Expanded Rubric in this toolkit, they can continue to use that evidence to re-qualify every year in that same subject and grade level.

### **7. Q: On the Ohio Highly Qualified Teacher forms, what does a "clock hour" mean?**

**A:** One "clock hour" is 60 minutes of professional development (one semester hour of coursework = 15 clock hours; one quarter hour of coursework = 10 clock hours).

### **8. Q: Could someone 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, some of these classes would be counted as being taught by a highly qualified teacher and some would not.

### **9. Q: Do the state highly qualified requirements apply to career-technical teachers?**

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

### **10. Q: What master's degrees can be counted on the HQT forms (Form A-Extended Options, Form D) for teachers who teach in grades K-6?**

**A:** Possible examples of master's degrees that qualify for HQT in grades K-6 include the following areas:

- 1) Education;
- 2) Special Education;
- 3) Curriculum/Instruction;
- 4) Reading; or
- 5) Teaching.

*Master's degrees in education administration, educational leadership or school counseling do not apply.*

**11. Q: What master's degrees can be counted on the HQT forms for teachers who teach in grades 7-12? I have a master's in special education. Does that count?**

**A:** A grade 7-12 teacher must hold a master's degree in the core academic subject of his or her teaching assignment. No, a master's degree in special education does not count toward HQT in grades 7-12.

**12. 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 certificate/licensure. For example: if a teacher received an initial teaching certificate/license before September 1998, he/she may use any professional development since September 1998; if a teacher received an initial teaching certificate/license after September 1998, he/she may use any professional development since the issue date of that initial certificate or license.

**13. Q: Are teachers in alternative licensure pathways considered fully licensed or certified?**

**A:** Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3 to be highly qualified.

**14. Q: Are teachers with a supplemental, one-year out-of-state educator licenses, or three-year visiting international teacher licenses considered fully licensed or certified?**

**A:** Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3 to be highly qualified.

**15. Q: I have a professional educator license and am planning to renew this credential. I know I must request approval from my local professional development committee (LPDC) to take professional development as part of the requirements for renewal. How do I know if I have the appropriate amount and type of professional development toward the 90 clock hours required?**

**A:** To show appropriate content knowledge for your teaching assignment, you need a total of 90 clock hours of professional development. You need a minimum of 45 clock hours in the specific content area of your teaching assignment. You also may use a maximum of 45 clock hours in teaching skills or pedagogy. All clock hours may be in content knowledge.

Options	Professional Development Clock Hours in Content Area	Professional Development Clock Hours in Teaching Skills, Pedagogy, Content Standards	Professional Development Semester Hours in Content Area	Professional Development Semester Hours in Teaching Skills Pedagogy, Content Standards	Total Clock Hours
1)	90				90
2)			6 (=90 clock hours)		90
3)	45	45			90
4)	45		3 (=45 clock hours)		90
5)	45			3 (=45 clock hours)	90
6)			3 (=45 clock hours)	3 (=45 clock hours)	90

**16. Q: I currently hold a general education grades 1-8 (or K-8) license. Which forms do I need to use?**

**A:** General education educators, who hold a grade 1-8 (or K-8) license, will need to complete Form A and/or Form B, depending upon their teaching assignment. Use Form A for a teaching assignment in grades K-6 and Form B for a teaching assignment in grades 7 and 8. Each form has different requirements in Section 3 to meet the state definition of HQT.

**17. Q: I currently hold a general education license in grades 1-8 (or K-8). How do I become HQT in grades 7 and 8 for the various content areas?**

**A:** You need to look at Form B section 3. The options to show evidence of your content knowledge for each content area of your assignment are listed on the forms (only one “yes” is required). If you are unable to mark at least one “yes” in section 3, you will need to move to Form B-Extended Options.

**18. Q: Does the Department place HQT status on my license?**

**A:** No, HQT status is not added to your certificate or license. Schools must verify and report HQT status as part of annual planning. Teachers must complete HQT forms and worksheets and a district or school designee shall retain these records.

**19. Q: I hold a valid early childhood license (PreK-3) and have passed the Praxis II Early Childhood exam #0021, or the OAE Early Childhood Education exam #012. What core content areas am I highly qualified to teach?**

**A:** You are qualified to teach English language arts, reading, mathematics, science, government, civics, history, economics and geography.

[The EMIS Certification and Licensure dictionary](#) reflects the following:

Note that the general rule for elementary credentials [i.e., Kindergarten-Primary (KP), Kindergarten-Elementary (KE), Elementary (EL), Early Childhood (EC)] allows the teachers who hold these credentials to teach any course within the relevant grade range. These situations are not reflected within the [teaching certificate and license search tool](#). An exception to this rule is for those initially hired on or after July 1, 2013, to teach physical education. These teachers must be licensed in physical education and are included in this search tool.

**20. Q: Are tutors required to be highly qualified when they are tutoring core academic subjects?**

**A:** Yes, per Ohio law (ORC 3319.09), tutors are considered teachers and would need to be HQT in the core academic subject(s) of their assignments.

**21. Q: How does the HQT definition pertain to special educators, gifted educators or intervention specialists?**

**A:** Special and gifted education teachers who provide instruction to students in core academic subjects must meet the highly qualified teacher requirements for each of those core academic subjects that they teach. These requirements apply whether the intervention specialist provides core academic instruction in an inclusion setting, a resource room or another setting.

**22. Q: Does a teacher of students with multiple handicaps or significant cognitive disabilities need to be highly qualified in grade 7-12 core academic content areas?**

**A:** Teachers and intervention specialists who teach students eligible for the alternate assessment in grades 7-12 need to be highly qualified in the core academic content areas of their teaching assignments. They report their HQT status on Form E. The Ohio Academic Content Standards-Extended provide access to Ohio’s Learning Standards in core academic content areas for grades K-12. For more guidance, click [here](#).

**23. Q: If an intervention specialist has taken the Teaching Reading exam and passed, is he or she eligible to be HQT in grades 7-12 English language arts?**

**A:** Yes. The appropriate exams to show content knowledge (Section 3) of intervention specialists for grades 7-12 English language arts are: Praxis II Teaching Reading Exam (#0204), Praxis II Introduction to the Teaching of Reading (#0200), or Ohio Assessments for Educators (OAE) Reading Subtest I (#038) and OAE Reading Subtest II (#039).



**28. Q: Do grades K-6 special education and gifted educators or intervention specialists need to show content knowledge (Section 3) for each core content area of their teaching assignments?**

**A:** No. They are required to pass one or more of Ohio's state licensure exams (the Ohio Assessments for Educators, Praxis II or NTE) as indicated on Form D. It is not required that they pass all exams in all content areas in their teaching assignments. Alternately, if using the 90-clock hour option for meeting HQT, only one core content area or a combination is necessary for teaching all core content areas in grades K-6.

*Ohio Assessments for Educators (*Ohio licensing exams as of Sept. 1, 2013,)	Praxis II	NTE
<ul style="list-style-type: none"> <li>▪ Early Childhood Education 012</li> <li>▪ Elementary Education (Subtest I) 018 &amp; Elementary Education (Subtest II) 019</li> <li>▪ Foundations of Reading 090</li> <li>▪ Elementary Education</li> <li>▪ Elementary Education (Subtest I &amp; II, 018 &amp; 019) &amp; Middle Grades ELA 028</li> <li>▪ Middle Grades Math 030</li> <li>▪ Middle Grades Science 029</li> <li>▪ Middle Grades Social Studies 031</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education in Elementary School 0010 (if passed before Sept 1, 1999)</li> <li>▪ Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005)</li> <li>▪ Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010)</li> <li>▪ Teaching Reading 0204 (if passed before Sept. 1, 2013)</li> <li>▪ Teacher, grades K-3 Praxis II: EYC 0021 (if passed before Sept. 1, 2013)</li> <li>▪ Teacher, grades 4-6 Praxis II: Elem. Ed. Content 0014 (if passed before Sept. 1, 2013)</li> <li>▪ Elementary Education: Curriculum, Instruction &amp; Assessment 0011 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School ELA 0049 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Math 0069 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Science 0439 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Social Studies 0089 (if passed before Sept. 1, 2013)</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Knowledge</li> </ul>

## Roles, Responsibilities and Reporting

Highly qualified teacher and qualified paraprofessional reporting occurs on an annual basis. Many stakeholders have a role in ensuring that highly qualified teacher and qualified paraprofessional reporting is accurate.

### Ohio Department of Education

The Ohio Department of Education's (ODE) role in implementing the state requirement is to:

- Provide schools with the materials and support needed to complete the Highly Qualified Teacher and Qualified Instructional Paraprofessional identification process; and
- Monitor the percentage of classes taught by highly qualified teachers.

### School Administration

The school's role in implementation of the state requirement is to:

- Provide teachers and instructional paraprofessionals with the support needed to complete the highly qualified teacher and qualified instructional paraprofessional reporting process;
- Gather and maintain the evidence and data at the building level;
- Submit the required reporting materials to the EMIS coordinator; AND
- Ensure the EMIS coordinator submits the HQT report to the Department.

## Teachers

Teachers must make sure they hold copies of evidence that they meet the highly qualified teacher requirements for their teaching assignment(s). They can use the forms provided in this toolkit (or from their district) to determine if they might meet the highly qualified teaching requirements when teaching core academic subjects.

*Principals for each targeted assistance building and each schoolwide Title I building may need to attest in writing whether the school complies. The verification should be maintained on file in the building and at the school district office. The written verification may be reviewed by the public upon request.*

## Reporting Materials

This toolkit contains samples of the forms school administrators and teachers need to complete for HQT reporting.

- Principal's HQT Instruction Sheet;
- Sample Principal's Recording Sheet for HQT Status;
- Sample Ohio Highly Qualified Teacher Status Sheet.

The Principal's Recording Sheets and Ohio Highly Qualified Teacher Status Sheets will be available from the EMIS coordinator following the Initial Staff/Course Collection.

## Principal's HQT Instruction Sheet Fall 2017

**Districts must report HQT status of all core academic subject teachers who are assigned students in EMIS. They report this in the Initial Staff/Course Collection.**

**Directions:**

- 1) Have the EMIS coordinator create the following reports from your vendor system:
  - a. Highly Qualified Teacher Status Sheets;
  - b. Principal Recording Sheet for HQT Status; and
  - c. Principal Reporting Sheet for Instructional Paraprofessionals.
  
- 2) Obtain all three reports from the EMIS coordinator following the first submission to the Initial Staff/Course Collection each school year.
  
- 3) Instruct all K-12 core academic subject **teachers** to complete the appropriate HQT forms (Form A, Form A-Extended Options, Form B, Form B-Extended Options, Form C, Form C-Extended Options, Form D, Form E, and/or the Expanded Rubric) for all current teaching assignment(s). They are to include copies of supporting documentation *and* complete the Ohio Highly Qualified Teacher Status Sheet for EMIS.
  
- 4) Instruct staff to complete, sign and date the Ohio Highly Qualified Teacher Status Sheet. The status sheets should be returned to the building administrator for filing with the district EMIS coordinator.
  
- 5) Complete the Principal's Recording Sheet for HQT Status, listing all teachers of core academic subjects and submit a copy to the EMIS coordinator.
  
- 6) Have **instructional paraprofessionals** (see pages 29-30, *Who Must Meet These Requirements* section) in Title I schools or working in Title I programs complete Form F and attach supporting documentation. Complete the Principal's Recording Sheet for Qualified Instructional Paraprofessionals. This information will be submitted through EMIS as part of the Initial Staff/Course Collection.
  
- 7) Have **tutors** in Title I schools or working in Title I programs complete the appropriate HQT Worksheet forms for their current assignment(s) (Form A, Form A-Extended Options, Form B, Form B-Extended Options, Form C, Form C-Extended Options, Form D, Form E, and/or the Expanded Rubric) and attach supporting documentation. Since this is not reported in EMIS, it should be kept on file.
  
- 8) Keep HQT forms and documentation on file. Follow local policies and procedures for record retention.

Keep the original copy of the completed Ohio Highly Qualified Teacher Status Sheet and Principal's Recording Sheet for all core academic subject teachers on file.

## Sample Principal's Recording Sheet for HQT Status School Year 2017-2018

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

<i>District:</i>	Sample City SD	<i>District IRN</i>	111111
<i>Building:</i>	J. Doe Elementary	<i>Building IRN#</i>	222222

Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Directions:**

Indicate for each teacher whether 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 during the Initial Staff/Course Collection.

Teacher's Name	ID No.	Returned HQT Status Sheet (circle one)	
Alan, Bob	xxxxxxx	Yes	No
Burcham, Lori	xxxxxxx	Yes	No
Estelle, Darren	xxxxxxx	Yes	No
Doe, Janey	xxxxxxx	Yes	No
Doe, Johnny	xxxxxxx	Yes	No
Fife, Barney	xxxxxxx	Yes	No
Jones, Sarah	xxxxxxx	Yes	No
Jordan, Michael	xxxxxxx	Yes	No
Michaels, Al	xxxxxxx	Yes	No
Norman, Bebo	xxxxxxx	Yes	No
Overberg, John	xxxxxxx	Yes	No

Building administrators should keep this form on file within the building. They should forward a copy of this form to the EMIS coordinator for reporting compliance.

**NOTE:** If the HQT status changes at any point before your district's final Initial Staff/Course Collection EMIS submission, revise the status sheet and this form before forwarding it to your district's EMIS coordinator. He or she will update the information and report it to the Ohio Department of Education via EMIS.

## **Procedures for Completion**

All teachers of one or more of the core academic subjects as identified in ORC must meet the highly qualified teacher definition.

### **New Teachers**

New teachers, teachers new to the building or teachers in new teaching assignments must complete or provide copies of the appropriate HQT forms for their current teaching assignments.

To meet the HQT requirements, teachers must check “yes” in Section 1 and Section 2 of the appropriate forms. In addition, the teacher must check “yes” for one item in Section 3. If teachers are unable to check “yes” in Section 3, they may use the options provided in the Extended Options Forms or the Expanded Rubric for their third “yes”. The extended options are the items on Form A-Extended Options, Form B-Extended Options, Form C-Extended Options and the Ohio Highly Qualified Teacher Expanded Rubric.

Once teachers have identified how they meet the HQT requirement, they should complete, sign and return Ohio Highly Qualified Teacher Status Sheets to their building administrators. Status sheets denote teachers’ schedules, which includes the grade levels and subjects they teach by class period. Teachers indicate the criteria for meeting the state definition in each core academic subject from Section 3 of the applicable form, the extended options or the Ohio Highly Qualified Teacher Expanded Rubric.

If teachers do not currently meet the state definition for all or part of their teaching assignments, they would indicate “no” on the status sheet for the class where they are not HQT.

### **Teachers Returning to the Same Teaching Assignment**

Teachers returning to the same teaching assignments of K-12 core academic subjects will receive Ohio Highly Qualified Teacher Status Sheets. Status sheets denote teachers’ schedules, which includes the grade levels and subjects they teach by class period. Status sheets also indicate the criteria the teacher identified for meeting the state HQT definition in each core academic subject as reported last school year. Teacher will confirm, or modify the information if changes have occurred from last year’s reported data, sign and return status sheets to their building administrators.

If teachers do not currently meet the HQT state definition for all or part of their teaching assignments, they would indicate “no” on the status sheet for classes where they are not HQT.

## Sample Ohio Highly Qualified Teacher Status Sheet School Year 2017-2018

Each teacher will receive a customized status sheet from his or her EMIS coordinator or principal following the entry into the Initial Staff/Course Collection.

<i>Teacher ID:</i>	123456789	<i>Teacher Name:</i>	Doe, Janey
<i>District:</i>	Sample City SD	<i>District IRN#:</i>	111111
<i>Building:</i>	J. Doe Elementary	<i>Building IRN#:</i>	222222

Teachers of core academic subjects should review the chart below to verify meeting the state definition of a Highly Qualified Teacher. Core courses as defined by Ohio Revised Code 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 reported for the courses taught during the 2016-2017 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 the same core academic course last year, an "X" will appear in the column labeled "HQT Criteria Reported in 2016-2017"
- A new teacher MUST circle the number of the appropriate reason in the column labeled "Changes to HQT Criteria for 2017-2018."
- 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 state definition of highly qualified, the teacher must have:**

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

1. Appropriate Ohio Assessments for Educators, Praxis II or NTE license exam	7. National Board Certification
2. Academic major or equivalent in core academic subject	8. Expanded HQT rubric (100 points)
3. Appropriate master's degree	9. 90 clock hours of appropriate LPDC approvable professional development
5. Eight-year professional certificate	N – Does NOT meet HQT definition
6. Permanent teaching certificate	I – Course not evaluated for HQT

## Sample Ohio Highly Qualified Teacher Status Sheet School Year 2017-2018 (cont.)

Subject Code/Name	Student Population	Grade Low	Grade High	HQT Criteria reported in 2016-2017	Change HQT Criteria for 2017-2018 (Complete this column if there are changes.)
050104 Reading 4-6	RG	06	06	1	1 2 3 5 6 7 8 9 N
050106 Reading 7-8	RG	07	08	3	1 2 3 5 6 7 8 9 N
050156 English Language Arts	RG	07	08	N	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
<i>(Blank rows available below to add new courses)</i>					

"NO CHANGES" Checking means that there have been no changes to your HQT criteria for the courses you taught during the 2016-2017 school year.

*I hereby assure that all information presented is correct and is acceptable for reporting for state Highly Qualified Teacher requirements as stated in ORC 3319.074.*

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

Your building administrator may request that you provide backup documentation.

*Disclaimer: Teachers can use this chart of codes to complete their status sheets.*

1. Appropriate Ohio Assessments for Educators, Praxis II or NTE license exam	7. National Board Certification
2. Academic major or equivalent in core academic subject	8. Expanded HQT rubric (100 points)
3. Appropriate master's degree	9. 90 clock hours of appropriate LPDC approvable professional development
5. Eight-year professional certificate	N – Does NOT meet HQT definition
6. Permanent teaching certificate	I – Course not evaluated for HQT

## HQT Forms

School districts will use the HQT form(s) to verify and report a teacher's Highly Qualified Teacher status based on the state criteria. **Teachers should complete the appropriate forms and supply supporting documentation to their principals or building administrators.**

This section provides highly qualified teacher forms for school and teacher use:

- Form A: Grades K-6 General Education
- Form A-Extended Options: Grades K-6 General Education
- Form B: Grades 7-12 General Education
- Form B-Extended Options: Grades 7-12 General Education
- Form C: Music, Visual Arts, Dance, Drama and Foreign Language General Education
- Form C-Extended Options: Music, Visual Arts, Dance, Drama and Foreign Language General Education
- Form D: Grades K-6 Special Education and Gifted Education/Intervention Specialist Teachers
- Form E: Grades 7-12 Special Education and Gifted Education/Intervention Specialist Teachers
- Ohio Highly Qualified Teacher Expanded Rubric

The forms outline how teachers can meet highly qualified requirements for specific teaching positions. To be HQT a teacher must meet all three of the following requirements:

Section 1: Hold at least a bachelor's degree;

Section 2: Hold a valid, Ohio license appropriate to the teaching assignment(s); **and**

Section 3: Hold evidence of content knowledge in the core academic subject(s) of the teaching assignment(s).

**If any one of the three requirements is missing, a teacher is not HQT.**



# Form A: Grades K-6 General Education

<b>Name:</b> <b>Teaching Assignment:</b> <b>Date:</b>		
<b>Section 1: Do you have at least a bachelor's degree?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Section 2: Do you hold *full state certification or licensure in your teaching assignment?</b> <i>*Substitute licenses do not meet this requirement.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.</b>		
<b>Section 3: Do you have evidence that you have passed one or more of the following Ohio's State Licensure Exams (OAE, Praxis II, or NTE)?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Ohio Assessment for Educators (OAE) Current Ohio Licensing Exams as of September 1, 2013</b> <ul style="list-style-type: none"> <li>▪ Early Childhood Education 012</li> <li>▪ Reading (Subtest I) 038 &amp; Reading (Subtest II) 039</li> <li>▪ Elementary Education (Subtest I) 018 &amp; Elementary Education (Subtest II) 019</li> <li>▪ Foundations of Reading 090</li> <li>▪ Middle Grades ELA 028</li> <li>▪ Middle Grades Math 030</li> <li>▪ Middle Grades Science 029</li> <li>▪ Middle Grades Social Studies 031</li> </ul>	<b>Praxis II</b> <ul style="list-style-type: none"> <li>▪ Education in Elementary School 0010 (if passed before Sept 1, 1999)</li> <li>▪ Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005)</li> <li>▪ Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010)</li> <li>▪ Teaching Reading 0204 (if passed before Sept. 1, 2013)</li> <li>▪ Teacher, grades K-3 Praxis II: EYC 0021 if passed before Sept. 1, 2013)</li> <li>▪ Teacher, grades 4-6 Praxis II: Elem. Ed Content 0014 (if passed before Sept. 1, 2013)</li> <li>▪ Elementary Education: Curriculum, Instruction &amp; Assessment 0011 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School ELA 0049 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Math 0069 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Science 0439 (if passed before Sept. 1, 2013)</li> <li>▪ Middle School Social Studies 0089 (if passed before Sept. 1, 2013)</li> </ul>	<b>NTE</b> <ul style="list-style-type: none"> <li>▪ General Knowledge</li> </ul>
<b>Successful completion of one test covers for all core academic subjects applicable to grades K-6</b> <i>The following tests <b>DO NOT APPLY</b> for Section 3: Praxis II Principles of Learning &amp; Teaching, Praxis II Special Education tests or OAE Assessments of Professional Knowledge, Ohio Assessments for Educators OAE special education tests.</i>		
<b>If you answered 'yes' to Sections 1, 2 and 3, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you have answered 'no' to Section 3, proceed to Form A-Extended Options (page 18) for further instruction.</b>		

## Form A-Extended Options: Grades K-6 General Education

**Name:**  
**Teaching Assignment:**  
**Date:**

If you answered YES to sections 1 and 2 but NO to section 3 in Form A, proceed to the options below.

<b>Only one yes is required:</b>		
Do you have a <b>master's degree</b> in your teaching assignment: (e.g., Education, Special Education, Curriculum/Instruction, Reading or Teaching)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you hold a <b>permanent certificate</b> appropriate to your teaching assignment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you hold <b>National Board Certification</b> appropriate to your teaching assignment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you have <b>90 clock hours of professional development</b> approvable by an LPDC since 1998 AND post initial licensure in the content area(s) and grade band you are seeking HQT? <i>90 clock hours in content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy or academic content standards appropriate to the content area (45 clock hours = 3 semester hours). Professional development may be in one or more of the core academic subject areas.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Successful completion of one item above covers for all core academic subjects applicable to grades K-6.</b>		
<b>If you were able to mark 'yes' to one of the options above, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you can't meet Form A-Extended Options, proceed to the Ohio Highly Qualified Expanded Rubric (page 25).</b>		

## Form B: Grades 7-12 General Education

Complete one form for each \*core academic subject area of your teaching assignment

<b>Name:</b> <b>Teaching Assignment:</b> <b>Date:</b>		
<b>Section 1: Do you have at least a bachelor's degree?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Section 2: Do you hold *full state certification or licensure in your teaching assignment?</b> <i>*Substitute licenses do not meet this requirement.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered NO to section 1 and/or 2 proceed no further.</b> You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
<b>Section 3: Only one "yes" in Section 3 is required</b>		
<b>Do you have evidence that you have passed Ohio's State Licensure Exams (OAE, Praxis II, or NTE) in the <u>core academic subject</u> of your teaching assignment?</b> <small>The following tests DO NOT APPLY for Section 3: Praxis II Principles of Learning &amp; Teaching, Praxis II Special Education tests, Praxis II Education of Young Children, Praxis II Elementary Education Content, Praxis II Elementary Education: Curriculum, Instruction &amp; Assessment, or OAE Assessments of Professional Knowledge, OAE Special Education tests, OAE Elementary Education Subtests, OAE Early Childhood Education.</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have an <b>academic major</b> or the equivalent in the <b>core academic subject</b> of your teaching assignment?</b> <small>(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have a <b>master's degree</b> in the core academic subject of your teaching assignment?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered 'yes' to Sections 1, 2 and 3, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you have answered 'no' to Section 3, proceed to Form B-Extended Options (page 20) for further instruction.</b>		

\*ORC 3319.074 (A)(1) "Core academic subject area" means reading and English language Arts, mathematics, science, foreign language, government, economics, fine arts, history and geography."

## Form B-Extended Options: Grades 7-12 General Education

Complete one form for each core academic subject area of your teaching assignment.

Name	Teaching Assignment	Date

If you answered YES to sections 1 and 2 but NO to section 3 in Form B, proceed to the options below.

<b>Only one yes is required:</b>		
Do you have a <b>master's degree</b> in the core academic subject of your teaching assignment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you hold a <b>permanent certificate</b> appropriate to your teaching assignment with at least 30 semester hours/45 quarter hours in the academic subject you teach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you hold <b>National Board certification</b> in the academic subject you teach?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p><b>Do you have 90 clock hours of professional development</b> approvable by an LPDC since 1998 AND post initial licensure in the content area(s) and grade band you are seeking HQT?</p> <p>90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours).</p> <p>*If the teacher is seeking HQT in multiple core academic subject areas, then 90 clock hours of evidence must be provided for <u>each</u> core academic subject area.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p><b>If you were able to mark 'yes' to one of the options above, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you can't meet Form B-Extended Options, proceed to Ohio Highly Qualified Teacher Expanded Rubric (page 25).</b></p>		

## Form C: Music, Visual Arts, Dance, Drama and Foreign Language (General Education)

<b>Name:</b> <b>Teaching Assignment:</b> <b>Date:</b>		
<b>Section 1:</b> Do you have at least a bachelor's degree?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Section 2:</b> Do you hold *full state certification or licensure in your teaching assignment? <i>* Substitute licenses do not meet this requirement.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered NO to section 1 and/or 2 proceed no further.</b> You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
<b>Section 3:</b> Only <i>one</i> "yes" in Section 3 is required.		
Do you have evidence that you have passed <b>Ohio's State licensure exams</b> (OAE, Praxis II, NTE or, for world languages, the <i>Oral Proficiency Interview(OPI)</i> and the <i>Writing Proficiency (WPT)</i> through the American Council on the Teaching of Foreign Languages) in the core academic subject of your teaching assignment? <small>The following tests <b>DO NOT APPLY</b> for Section 3: Praxis II Principles of Learning and Teaching, Praxis II Special Education tests, or OAE Assessments of Professional Knowledge, OAE Special Education tests.</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you have an <b>academic major</b> or the equivalent in the core academic subject of your teaching assignment? <small>(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you have a <b>master's degree</b> in the *core academic subject of your teaching assignment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered 'yes' to Sections 1, 2, and 3 you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you have answered 'no' to Section 3, proceed to Form C-Extended Options (page 22) for further instruction.</b>		

## Form C-Extended Options: Music, Visual Arts, Dance, Drama and Foreign Language (General Education)

<b>Name</b>	<b>Teaching Assignment</b>	<b>Date</b>
-------------	----------------------------	-------------

If you answered YES to sections 1 and 2 but NO to section 3 in Form C, proceed to the options below.

<b>Only one yes is required in this rubric:</b>															
<b>Master's Degree</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 Only			K-6 and 7-12			
<b>In one of the following areas:</b> Education; Curriculum/Instruction; Reading; OR Teaching			Appropriate to your teaching assignment.			Appropriate to your teaching assignment.			<b>90 clock hours of high-quality professional development approvable by an LPDC since 1998 AND post initial licensure in the core academic subject(s) and grade band you are seeking HQT:</b> 90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or academic content standards appropriate to the content area (45 clock hours = 3 semester hours).						
			<b>7-12 Only</b>			<b>7-12 Only</b>						<b>7-12 Only</b>			
			Appropriate to your teaching assignment, with at least 30 semester hours/45 quarter hours in the academic subject you teach.			In the core academic subject of your teaching assignment.									
Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		
<b>If you were able to mark 'yes' to one of the options above, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you can't meet Form C-Extended Options, proceed to Ohio Highly Qualified Teacher Expanded Rubric (page 25).</b>															

## Form D: Grades K-6 Special Education and Gifted Education/Intervention Specialist Teachers

<b>Name:</b>			
<b>Teaching Assignment:</b>			
<b>Date:</b>			
<b>Section 1: Do you have at least a bachelor's degree?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Section 2: Do you hold *full state certification or licensure in your teaching assignment?</b> <i>*Substitute licenses do not meet this requirement.</i>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered NO to section 1 and/or 2, proceed no further.</b> You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.			
<b>Section 3: Only one "yes" in Section 3 is required.</b>			
<b>Do you have evidence that you have passed one or more of the following Ohio's State Licensure Exams (OAE, Praxis II, or NTE)?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Ohio Assessment for Educators (OAE) Current Ohio Licensing Exams as of 9/1/2013</b>	<b>Praxis II</b>	<b>NTE</b>	
<ul style="list-style-type: none"> <li>• Early Childhood Education 012</li> <li>• Reading (Subtest I) 038 &amp; Reading (Subtest II) 039</li> <li>• Elementary Education (Subtest I) 018 &amp; Elementary Education (Subtest II) 019</li> <li>• Foundations of Reading 090</li> <li>• Middle Grade ELA 028</li> <li>• Middle Grades Math 030</li> <li>• Middle Grades Science 029</li> <li>• Middle Grades Social Studies 031</li> </ul>	<ul style="list-style-type: none"> <li>• Education in Elementary School 0010 (if passed before Sept. 1, 1999)</li> <li>• Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005)</li> <li>• Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010)</li> <li>• Teaching Reading 0204 (if passed before Sept. 1, 2013)</li> <li>• Teacher, grades K-3 Praxis II: EYC 0021 (if passed before Sept. 1, 2013)</li> <li>• Teacher, grades 4-6 Praxis II: Elem. Ed. content 0014 (if passed before Sept. 1, 2013)</li> <li>• Elementary Education: Curriculum, Instruction &amp; Assessment 0011 (if passed before Sept. 1, 2013)</li> <li>• Middle School ELA 0049 (if passed before Sept. 1, 2013)</li> <li>• Middle School Math 0069 (if passed before Sept. 1, 2013)</li> <li>• Middle School Science 0439 (if passed before Sept. 1, 2013)</li> <li>• Middle School Social Studies 0089 (if passed before Sept. 1, 2013)</li> </ul>	<ul style="list-style-type: none"> <li>• General Knowledge</li> </ul>	
Successful completion of one test covers for all core academic subjects applicable to grades K-6 The following tests <b>DO NOT APPLY</b> for Section 3: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests or OAE Assessments of Professional Knowledge, OAE Special Education tests.			
<b>Do you have a master's degree in the teaching assignment (e.g., education, Curriculum/Instruction, Reading, Teaching, or Special Education)?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you hold a permanent certificate appropriate to your teaching assignment?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you hold National Board Certification appropriate to your teaching assignment?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have 90 clock hours of professional development</b> approvable by an LPDC since 1998 AND post initial licensure in the content area(s) and grade band you are seeking HQT? <i>90 clock hours in content knowledge, of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy or academic content standards appropriate to the content area (45 clock hours = 3 semester hours). Professional development may be in one or more of the core academic subject areas.</i>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answer 'yes' to Sections 1-3 above, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you have answered 'no' to Section 3, proceed to Ohio Highly Qualified Teacher Expanded Rubric (page 25) for further instruction.</b>			

## Form E: Grades 7-12 Special Education and Gifted Education/Intervention Specialist Teachers

<b>Name:</b> <b>Teaching Assignment:</b> <b>Date:</b>		
<b>Complete one form for each *core academic subject area of your teaching assignment</b>		
<b>Section 1: Do you have at least a bachelor's degree?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Section 2: Do you hold *full state certification or licensure in your teaching assignment? *Substitute licenses do not meet this requirement.</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answered NO to section 1 and/or 2 proceed no further.</b> You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
<b>Section 3: Only one "yes" in Section 3 is required.</b>		
<b>Do you have evidence that you have passed Ohio's State Licensure Exams (Ohio Assessments for Educators [OAE], Praxis II or NTE) in the <u>core academic subject</u> of your teaching assignment? Tests that COULD apply:</b> <ul style="list-style-type: none"> <li>• <b>For English language arts:</b> OAE Reading Subtest I and II; OAE Foundations of Reading; OAE Middle Grades English Language Arts; or previously passed Praxis II Teaching Reading, Praxis II Middle School English Language Arts, Praxis II Introduction to the Teaching of Reading</li> <li>• <b>For math:</b> OAE Middle Grades Mathematics; or previously passed Praxis II Middle School Mathematics</li> <li>• <b>For science:</b> OAE Middle Grades Science; or previously passed Praxis II Middle School Science</li> <li>• <b>For social studies:</b> OAE Middle Grades Social Studies, or previously passed Praxis II Middle School Social Studies</li> </ul> <p style="font-size: small; margin: 5px 0;">The following tests <b>DO NOT APPLY</b> for Section 3: Praxis II Principles of Learning &amp; Teaching, Praxis II Special Education tests, Praxis II Education of Young Children, Praxis II Elementary Education Content, Praxis II Elementary Education: Curriculum, Instruction, &amp; Assessment, or OAE Assessments of Professional Knowledge, OAE Special Education tests, OAE Elementary Education Subtests, OAE Early Childhood Education.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have an <b>academic major</b> or the equivalent in the core academic subject of your teaching assignment?</b> <small>(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have a <b>master's degree</b> in the core academic subject of your teaching assignment?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you hold a <b>permanent certificate</b> appropriate to your teaching assignment with at least 30 semester hours/45 quarter hours in the academic subject you teach?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you hold <b>National Board Certification</b> in the academic subject you teach?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Do you have <b>90 clock hours of professional development</b> approvable by an LPDC since 1998 AND post initial licensure in the content area(s) and grade band you are seeking HQT?</b> <small>90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours).          *If the teacher is seeking HQT in multiple core academic subject areas, then he or she must provide 90 clock hours of evidence for <u>each</u> core academic subject.</small>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you answer 'yes' to Sections 1-3 above, you meet the HQT requirement in this teaching assignment. You do not need to proceed any further. If you have answered 'no' to Section 3, proceed to Ohio Highly Qualified Teacher Expanded Rubric (page 25) for further instruction.</b>		



## Ohio Highly Qualified Teacher Expanded Rubric

Teachers should complete this rubric for each teaching assignment in which they do not meet the highly qualified requirements as determined by the HQT Worksheet (Forms A-E) or Forms A-Extended Options, Form B-Extended Options or Form C-Extended Options. Teachers who hold a Bachelor's degree and are fully licensed in the areas they teach and who earn **100 points on the Ohio Highly Qualified Teacher Expanded Rubric** meet the state HQT definition. **Teachers should submit to their building administrators this completed form along with the completed applicable Form A, Form A-Extended Options, Form B, Form B-Extended Options, Form C, Form C-Extended Options, Form D or Form E.** You may need your college transcripts, documentation of professional development activities since 1998, 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>	Please indicate the number of years of experience in teaching this core academic subject and grade level as a fully certificated or 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. (Short-term substitute teaching, long-term substitute teaching, student teaching, teaching under a conditional permit or temporary license and summer school do not count.)	3 points per year up to 8 years (24 points maximum)
		Your points:
<b>College Coursework in this Content Area</b>	Use your college transcripts to report the courses that you have completed that are in the core academic subject of the teaching assignment. List all content courses that are directly related to the teaching assignment.	1 point per semester hour, up to 27 hours (27 points maximum)
		Your Points:
<b>College Coursework in Pedagogy Related to the Content Area</b>	Using your college transcripts, list all pedagogical courses that relate to this core academic subject. 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.	1 point per semester hour, up to 27 hours (27 points maximum)
		Your Points:
<b>Professional Development in the Content Area</b>	List all professional development activities related directly to the core academic subject of the teaching assignment taken since 1998.	3 points per professional development activity (24 points maximum)
		Your Points:

*The HQT Expanded Rubric is continued on the next page.*

## 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 that document knowledge and skill in this core academic subject. The activities should provide clear evidence of expertise in this core academic subject and demonstrate advancing professional practice.	5 points per professional activity, up to 5 activities (25 points maximum)
		Your Points:
<b>Recognition in Content Area</b>	<p>Report any state or national teacher award received, or any publication authored that meets the following requirements:</p> <p><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 the core academic subject of your teaching assignment. Do not include district awards.</p> <p><b>Publications</b> Research articles accepted for publication in a juried journal in the core academic subject.</p>	2 points per recognition, up to 3 recognitions (6 points maximum)
		Your Points:
Your <b>total points</b> need to be <b>100</b> to meet the state definition of a Highly Qualified Teacher.		<b>Your Total Points:</b>

## State Requirements for Instructional Paraprofessionals

Ohio Revised Code requires that instructional paraprofessionals must hold an Educational Aide Permit as well as meet one of the following criteria to be designated as 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 instruction of – reading, writing and mathematics; or (ii) knowledge of – and the ability to assist in determining 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. An accrediting agency recognized by the U.S. Secretary of Education determines accreditation for higher education institutions.*

*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

The federal Elementary and Secondary Education ACT (ESEA) Sec.1111 (a)(2)(J) 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.

#### Schoolwide Title I Buildings

*All paraprofessionals with instructional responsibilities* in schoolwide Title I buildings must meet the requirements for qualified status regardless of the source of funding for the position.

Aides who serve only 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 for qualified status.

## Exceptions for Requirements

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

## State Assessment for Paraprofessionals

The *ParaPro Assessment*, administered by Educational Testing Service (ETS), is the state assessment for paraprofessionals in Ohio. The State Board of Education approved a passing score of 456 for the *ParaPro Assessment*, which has portability across school districts.

The *ParaPro Assessment* is computer-based and available across Ohio at selected *Praxis* test centers. The paper and pencil version of the *ParaPro* test is no longer available. For more information about the *ParaPro Assessment*, visit <http://www.ets.org/parapro>. The Registration Bulletin and locations for the *ParaPro Assessment* also are available online. Institutions interested in serving as test sites should complete the application at the following website: [http://www.ets.org/parapro/administrators/about/ibt\\_application](http://www.ets.org/parapro/administrators/about/ibt_application)

## Local (District) Assessment for Paraprofessionals

Local districts are empowered by the state 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 state requirements but will not carry the assurance of portability across districts or states.

## Ohio Educational Aide Permit

*Currently in Ohio, the Ohio Department of Education issues educational aide permits to individuals deemed to be of good moral character, who have high school diplomas or the equivalent as well as recommendations from their employing school districts in accordance with Chapter 3301-25 of the Ohio Administrative Code (Teacher Education and Licensure Standards). Educational aides must work with learners under the supervision of fully licensed educators.*

The Department issues educational aide permits as defined above for instructional and non-instructional aides in Ohio. However, paraprofessionals who have instructional duties in targeted assistance schools and schoolwide Title I buildings must meet the additional requirements of the Elementary and Secondary Education Act (see above). The term “ESEA Qualified” may be added to the educational aide permit for individuals who have successfully completed the paraprofessional requirement of the exam for paraprofessionals prescribed by the State Board of Education; or, an associate’s degree (or higher) from an accredited institution of higher education; or, at least two years of study at an accredited institution of higher education.

If you have questions after reviewing these materials, please e-mail: [hqt@education.ohio.gov](mailto:hqt@education.ohio.gov)

## Frequently Asked Questions and Answers for Instructional Paraprofessionals

### **1. Q: Are all paraprofessionals required to meet the state definition?**

**A:** Individuals who must comply are providing instruction through Title I or schoolwide Title I programs that are paid for, or targeted for support from, Title I funding.

Those who are **not** included are:

- 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;
- Those working in non-instructional roles (i.e. non-instructional computer assistance).

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

**A:** 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).

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

**A:** Instructional paraprofessionals who have instructional duties in Title I schoolwide buildings or are paid with Title I funds in Title I targeted assistance buildings must meet the following criteria:

- a. 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**
- b. 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**
- c. Meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment the: (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. An accrediting agency*

recognized by the U.S. Secretary of Education determines accreditation for higher education institutions.

**4. Q: Do all instructional paraprofessionals have to meet the educational requirements or just Title I instructional paraprofessionals?**

**A:** Education requirements impact only instructional paraprofessionals with instructional duties in a schoolwide Title I building or in any program supported by Title I funds.

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

**A:** No, there is no provision that exempts instructional paraprofessionals from federal requirements.

**6. Q: What form of assessment are paraprofessionals required to take?**

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

**7. Q: Where can I take the ParaPro Assessment?**

**A:** Praxis testing centers offer the *ParaPro Assessment*. To register for the computer-based *ParaPro Assessment*, visit the Educational Testing Service website at <http://www.ets.org/parapro/>. Online testing is available to districts as well.

**8. Q: If a paraprofessional does not pass the test, can the individual take the test 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).

**9. Q: If a paraprofessional does not pass one section of the test, can the individual take that portion again or must he or she retake the entire test?**

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

**10. Q: Are districts able to provide funding for paraprofessionals to meet the requirements?**

**A: Yes**, districts may use Title I and Title II funds for ongoing training and professional development for paraprofessionals. However, other grants may apply such as IDEA, School Improvement, etc.

**11. Q: Does a paraprofessional who works in a computer lab have to meet the paraprofessional requirements?**

**A:** This depends upon the responsibilities assigned to the paraprofessional. If the paraprofessional has an instructional role, assisting students with academic content, they must meet the paraprofessional requirements for Title I schoolwide and targeted assistance buildings.

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 would not need to meet the requirements.

**Principal's Recording Sheet for Instructional Paraprofessionals  
School Year 2017-2018**

District:		District IRN:	
Building:		Building IRN:	
Principal Name:			

**Directions:**

Indicate for each instructional paraprofessional whether he or she meets the designation of "qualified." Please provide a copy of the completed recording sheet to your district EMIS coordinator, or the individual who does the EMIS reporting for your district during Initial Staff/Course Collection.

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

**Y** = Does meet Qualified Paraprofessional Requirement

Paraprofessional's Name (Please print name)	ID No. (SSN or State ID)	Does the paraprofessional meet the qualified designation? (Circle One)	
		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 and forward a copy to the EMIS coordinator for reporting compliance.**

**NOTE:** If a paraprofessional's status changes at any point before the final "Initial Staff/Course Collection" EMIS submission, a district administrator can complete this form again and send a copy to the EMIS coordinator, who will 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 for Form F Completion

Instructional paraprofessionals in Title I schoolwide or targeted assistance buildings who are Title I-funded should complete Form F. Once completed, they should turn in the form to the building administrator, who will review and then submit it to the EMIS coordinator for the Initial Staff/Course Collection of Qualified Paraprofessionals. **Non-instructional paraprofessionals and paraprofessionals in non-Title I buildings/programs do not need to complete Form F.**

## Form F: Instructional Paraprofessionals (For Instructional Paraprofessionals in Title I Schoolwide or Targeted Assistance Buildings)

To ensure that Title I schools and programs have state licensed and qualified instructional staff, the Elementary and Secondary Education Act (ESEA) statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance Title I programs or in schoolwide Title I buildings. Paraprofessionals must hold the Educational Aide Permit and meet **one of three criteria** to be 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; **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.

<b>Section 1: Do you hold an Educational Aide Permit?</b>	[ <input type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No
<b>If you answered “no” to section 1, you cannot meet the requirement in this assignment. Record “no” on status sheet below. If you answered yes above, continue down to section 2.</b>	
<b>Section 2. Only one “yes” is required:</b> Two (2) Years of Study at an Institution of Higher Education (48 Semester or 72 Quarter Hours)	[ <input type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No
An Associate (or higher) Degree from an Accredited Institution of Higher Education	[ <input type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No
Passing the Test for Paraprofessionals	[ <input type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No
Passing a Local Academic Assessment	[ <input type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No

[  ] **Yes**, I meet the definition of a highly qualified paraprofessional.

[  ] **No**, I currently do not meet the guidelines of 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 ESEA through the EMIS coordinator and should keep this form on file for each instructional paraprofessional within the building.

Name (please print)	Signature	Date



