

***Identifying “Highly Qualified” Teachers Pursuant  
to the No Child Left Behind Act of 2001***

***Kentucky’s Education Professional Standards Board***



***Revised February 2007***

*(Note: Future revisions may be necessary contingent  
upon guidance from USDOE.)*

Questions: Contact Dr. Phillip Rogers at [Phillip.Rogers@ky.gov](mailto:Phillip.Rogers@ky.gov)

## **Introductory Information**

- I. Kentucky's Education Professional Standards Board (EPSB) is the state agency/entity responsible for teacher professional standards, certification, and licensing for the Commonwealth of Kentucky under Kentucky state law. The EPSB is collaborating with the State Educational Agency – the Kentucky Department of Education (KDE) and the Kentucky Board of Education – on the state activities under No Child Left Behind (NCLB) related to “Highly Qualified (HQ)” teachers. Generally speaking, teachers who meet Kentucky's *minimum* standards for full state certification meet the federal definition of HQ.
  
- II. The EPSB issues teaching certificates at three ranks<sup>1</sup> to persons who have completed an approved teacher preparation program (traditional or alternative) and earned at least a baccalaureate degree from a regionally accredited postsecondary institution.<sup>2</sup>
  - (a) Rank III = certification at the baccalaureate level
  - (b) Rank II = certification at the master's (or its equivalent) level
  - (c) Rank I = certification at the “sixth-year,” specialist, or doctoral level

Certificates issued at the Rank II and Rank I levels are “advanced” certificates and qualify as advanced certification under NCLB if specific to the core academic subject(s) for which HQ teacher status is sought.

- III. The requirements and identification criteria established in this document refer to elementary, middle, and secondary school teachers who instruct in the “core academic subjects” as defined in 34 Code of Federal Regulations (CFR) §200.55 (c), i.e.:
  - English;
  - reading/language arts (Kentucky's “reading/writing”)\*;
  - mathematics;
  - science;
  - foreign languages;
  - civics and government (Kentucky's “political science”), economics, history, and geography (all of which fall under Kentucky's “social studies”)\*\*; and
  - arts (Kentucky's “art” and “music”)

This document does not refer to teachers of content in physical education, health education, career and technical education, or driver education; teachers collaborating in the instruction of gifted or special education students; preschool teachers; or librarians, unless they also teach a core academic subject.

\*Courses in speech, journalism, yearbook, drama, theater, and debate are not required to be taught by HQ teachers.

\*\*Courses in sociology, psychology, humanities, and debate are not required to be taught by a HQ teacher.

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<sup>1</sup> Kentucky law (KRS 161.1211) also provides for the issuance of “emergency” certification at Ranks IV and V.

<sup>2</sup> Kentucky law also allows a local school district, private contractor, the KDE, or the Kentucky Virtual University to operate a post-baccalaureate teacher preparation program with the approval of the EPSB.

- IV. Neither the EPSB nor the Commonwealth of Kentucky defines academic “major.” The EPSB identifies preparation in a standards-based format that is equivalent to a major (e.g., teaching fields, specializations). Further, the EPSB requires for certification a minimum grade point average of a cumulative 2.50 on a 4.00 scale or a 3.00 on a 4.00 scale on the last 60 hours of credit completed.
- V. The EPSB currently issues interdisciplinary certification in English and social studies at the middle and secondary school levels.<sup>3</sup> In accordance with aforementioned policy on standards-based preparation, teachers certified in these areas hold the equivalent of a major with sufficient credits in the related areas to be deemed HQ. A middle or secondary school English teacher is HQ to instruct reading/writing in addition to English at the respective grade level. A middle or secondary school social studies teacher is HQ to instruct history, political science, economics, and geography at the respective grade level.
- VI. The EPSB currently issues a one-year “emergency certificate” under KRS 161.100 and 16 KAR 2:120. This certification **does not** meet the NCLB definition of HQ because they do not represent “full state certification” as required by NCLB.
- VII. The EPSB issues a one-year “conditional certificate” under KRS 161.030 and 16 KAR 2:180 and a six-month “temporary certificate” under KRS 161.030. These certifications **do not** meet the NCLB definition of HQ because they do not represent “full State certification.”
- VIII. The EPSB issues a “provisional internship certificate” to persons who have completed traditional preservice preparation programs and are participating in the Kentucky Teacher Internship Program (KTIP), as well as to candidates participating in six of the seven alternative routes established in KRS 161.028 (1), 161.046, 161.048, and KAR Title 16, Chapter 9 (see page 4, Item XII). Six of the alternative routes meet the criteria established in 34 CFR §200.56 (a) for an alternative route to certification program. The part-time “Adjunct Instructor” route **does not** meet the criteria established in 34 CFR §200.56 (a) and it **does not** lead to a certificate meeting the NCLB definition of HQ. Further, of the six routes meeting the program criteria, the College Faculty route does not require candidates to demonstrate subject matter competency through testing prior to assuming instructional duties [34 CFR §200.56 (b)] and the Exceptional Work Experience route may not require same. However, most candidates following these two routes have a major or its equivalent in the subjects they are teaching.<sup>4</sup>

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<sup>3</sup> The EPSB and its predecessor (the State Board for Elementary and Secondary Education) previously issued secondary school certification in more discrete areas, such as “history” and “geography.” This practice ended with the adoption of the interdisciplinary certificates in 1994.

<sup>4</sup> The remaining four alternative routes (the Local District Training Program, the University-Based Alternative Program, the University Institute Alternative Route, and the Veterans of the Armed Services routes) require demonstration of subject matter competency through a state test as defined in 34 CFR §200.56 (b) prior to initial certification.

- IX. The EPSB issues several categories of “probationary certificates” to candidates who have a defined set of qualifications, including valid certification in a teaching area in Kentucky. The candidate qualifications and program requirements mirror those of the alternative routes to certification; however, probationary candidates are seeking to add a new area of certification to their existing certificate or statement of eligibility. The EPSB has aligned the probationary certificate with NCLB requirements so that it **does** meet federal guidelines for “full state certification.” However, the probationary certified teacher must have a major or its equivalent, *or* have passed the required secondary Praxis exam(s) for licensure in the core academic subject(s) being taught to be considered HQ. (See [May 2006 EPSB Action Item G.](#))
- X. The EPSB issues a “temporary provisional certificate” under KRS 161.030. This certification **may not** meet the NCLB definition of HQ teacher as it pertains to elementary school teachers (and possibly some middle or secondary school teachers) because candidates may not have demonstrated subject matter competency under 34 CFR §200.56 (b). It does, however, conform to the criteria for an alternative route to certification program under 34 CFR §200.56 (a). See pages 8 and 10 for guidelines on subject matter competency.
- XI. The EPSB’s statutory predecessor (the State Board for Elementary and Secondary Education) issued teaching certificates in Kentucky through a bi-level certification system that overlapped in the middle (e.g., grades 1-8 and grades 7-12). In 1984 this system was amended to a tri-level format that included an elementary certificate, a middle school certificate, and a secondary certificate. After its establishment in 1990, the EPSB modified the grade levels and content area requirements, but remained committed to a tri-level system that included middle school certification.<sup>5</sup> The last K-8 and 1-8 certificates were phased out in 1988. The EPSB currently issues certificates at the following grade ranges:
- (a) Elementary School = P-5
  - (b) Middle School = 5-9
  - (c) Secondary School = 8-12<sup>6</sup>
- XII. Since 1985, Kentucky law (KRS 161.030) has required the testing of new teachers and teachers seeking additional certification. In 1985, the EPSB’s statutory predecessor (the State Board for Elementary and Secondary Education) implemented tests in the areas of elementary education (for elementary and middle school certificates) and secondary education subjects (e.g., mathematics, science, English). In 1998, the “elementary education” test used for middle school certification was phased out and replaced by subject matter tests for the four core academic middle school fields: mathematics, science, social studies, and English/communications. Thus, the EPSB

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<sup>5</sup> In 1994, the EPSB further diversified its certificate array by adding an Interdisciplinary Early Childhood Education Certificate for teaching children, birth to primary. This area is not covered by NCLB.

<sup>6</sup> A teacher’s designation as “elementary,” “middle,” or “secondary” school teacher is determined by the school district’s official designation of the school’s level as reported to the KDE.

already has established a rigorous testing schema that requires demonstration of subject knowledge and teaching skills at the elementary school level, and a complete array of academic subject matter tests at both the middle and secondary school levels in compliance with 34 CFR §200.56 (b). Teacher tests and passing scores required by 16 KAR 6:010 are listed on our website at [www.kyepsb.net/assessment/](http://www.kyepsb.net/assessment/).

- XIII. The EPSB issues certificates with titles containing the term “provisional,” but which do not reflect any less qualified status under the requirements of NCLB. All Kentucky teachers, whether coming through a traditional or an alternative route to certification, are issued a “provisional internship certificate,” designating that they are participating in the first-year induction program, KTIP, required in KRS 161.030 and established in 16 KAR 7:010. (Candidates participating in the university-based or institute alternative programs are issued a “temporary provisional certificate,” and participate in KTIP during their first, second, or third year of teaching.) Successful completion of KTIP is required for second-tier licensure in Kentucky (i.e., a “professional certificate”). Both provisional and professional certificates are considered “full State certification.”
- XIV. The EPSB convened a committee of educators to develop Kentucky’s “high, objective uniform state standard of evaluation” (HOUSSE) established in this Act. The committee identified current state practices that conform to the federal “HOUSSE” definition and developed the Kentucky “HOUSSE” definition that is incorporated herein and is part of the “walk-through” instrument referred to in item XV below. [Please see September 2006 letter from US Secretary of Education](#). Upon the directive of the USDOE, the EPSB will eliminate the use of HOUSSE. We strongly encourage teachers who are using internship as a means for obtaining HQ status to explore collaborative models and/or successfully complete the Praxis test(s) for their content area(s). See also Frequently Asked Questions page for more information about HOUSSE.
- XV. The EPSB developed a “walk-through” instrument that teachers and administrators may use to guide them in deciding whether individual Kentucky teachers meet the NCLB HQ definition.
- XVI. The EPSB may continue to issue and renew certificates under state law that may not meet the NCLB definition of “HQ.”
- XVII. Kentucky has no charter schools and there is no legislation specifically establishing a charter school format.<sup>7</sup> (Reference 34 CFR §200.56 (a)(3).

**TEACHERS NEW TO THE PROFESSION<sup>8</sup>**

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<sup>7</sup> Kentucky law does establish a school-based decision making (SBDM) model that is similar to the “charter school” format, but the SBDM model does not provide for the waiver of state teacher certification requirements.

**A HQ (as defined in NCLB) elementary teacher who is *new* to the profession shall:**

(1) Hold at least a baccalaureate-level degree;

**AND**

(2) Hold full Kentucky certification for a teacher *new to the profession*, i.e.:

(a) A “provisional internship certificate,” **OR**

(b) A “temporary provisional certificate” (university-based alternative route);

**AND**

(3) Have passed the state certification tests for subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the elementary school curriculum. Teacher tests and passing scores required by 16 KAR 6:010 are listed on our website at [www.kyepsb.net/assessment/](http://www.kyepsb.net/assessment/).

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<sup>8</sup> Kentucky public school teachers who hold a “provisional internship certificate” or a “temporary provisional certificate” and do not hold a base certificate in another teaching area are considered “new to the profession.” All other teachers are considered “not new to the profession.”

<sup>9</sup> A school qualifies as an “elementary school” for NCLB purposes on the basis of how it is reported to the Kentucky Department of Education. An “elementary school” may contain any combination of grades P-8.

A HQ (as defined in NCLB) **middle or secondary teacher**<sup>10</sup> who is *new* to the profession shall:

- 1) Hold at least a baccalaureate-level degree;

**AND**

- (2) Hold full Kentucky certification for a teacher *new to the profession*, i.e.:

- (a) A one-year “provisional internship certificate,” **OR**
- (b) A three-year “temporary provisional certificate” (university-based alternative route);

**AND**

- (3)
  - (a) Have passed the state certification test(s) in each core academic subject the teacher teaches in accordance with 16 KAR 6:010 (PRAXIS II), **OR**
  - (b) Have completed an undergraduate major in each core academic subject the teacher teaches as shown on the face of the college or university transcript, **OR**
  - (c) Have completed a graduate degree in each core academic subject the teacher teaches as shown on the face of the college or university transcript, **OR**
  - (d) Have completed coursework equivalent to an undergraduate major in each core academic subject the teacher teaches as verified by the EPSB and printed on the face of the teacher’s state certificate.

<sup>10</sup> A school qualifies as a “middle school” or “secondary school” for NCLB purposes on the basis of how it is reported to the Kentucky Department of Education.

**TEACHERS NOT NEW TO THE PROFESSION**<sup>11</sup>

**A HQ (as defined in NCLB) elementary teacher who is *not new* to the profession shall:**

(1) Hold at least a baccalaureate-level degree;

**AND**

(2) Hold full Kentucky certification, issued for at least Rank III, for a teacher *not new to the profession*, i.e.:

(a) A “professional certificate,” **OR**

(b) A “provisional certificate” or “standard certificate” issued prior to 2000<sup>12</sup>;

**AND**

(3) (a) Have passed the state certification tests for subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the elementary school curriculum in accordance with 16 KAR 6:010 (PRAXIS II), **OR**

(b) Have met the HOUSSE requirements (see below).

**HOUSSE:** The EPSB established a “high, objective uniform State standard of evaluation” (HOUSSE) as authorized in 34 CFR §200.56 (c) to enable teachers to demonstrate competency in each academic subject they teach. Elementary teachers who *do not* meet #3a above will nevertheless be HQ (as defined in NCLB) if they:

(a) Have successfully completed KTIP at the elementary level, **OR**

(b) Hold Rank II or Rank I Kentucky certification in elementary education (or P-12 in the core academic subject[s] they teach), **OR**

(c) Hold valid National Board for Professional Teaching Standards (NBPTS) certification in early or middle childhood education, **OR**

(d) Accumulate at least 90 points on the HOUSSE Index for Elementary Teachers (The HOUSSE Index on page 9 is provided as a general guide. The electronic version is located at [www.kepsb.net](http://www.kepsb.net) ).

**HOUSSE INDEX FOR ELEMENTARY TEACHERS**

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<sup>11</sup> Kentucky public school teachers who hold certification other than the “provisional internship certificate” or the “temporary provisional certificate” are considered “not new to the profession.”

<sup>12</sup> “Provisional certificates” and “standard certificates” issued prior to January 1, 2000 are equivalent to the current “professional certificate.”

Kentucky's Education Professional Standards Board  
 Identifying HQ Teachers Pursuant to The No Child Left Behind Act of 2001

NAME: \_\_\_\_\_

SSN: \_\_\_\_\_

Current teaching assignment(s) (check all that apply):

K-5 \_\_\_\_ K-8 \_\_\_\_ Foreign language \_\_\_\_ Reading/Writing \_\_\_\_ Art \_\_\_\_ Music \_\_\_\_

Teaching assignment for this form: \_\_\_\_\_ (one form per teaching assignment checked above)

<b>College-Level Coursework</b>	<b>Teaching Experience</b>	<b>Professional Development Activities</b>	<b>Achievements/Awards</b>
<i>Must be documented by official college transcript and specific to the teaching assignment listed above. Must be coursework in core content – i.e., not pedagogy. May be coursework taken prior to or after initial certification.</i>	<i>Must be in the teaching assignment listed above and in an accredited school.</i>	<i>Must be consistent with the definition of “high quality professional development” delineated in Section 9101 of NCLB (see HQ Calculator on <a href="http://kyepsb.net">kyepsb.net</a> for link to legislation).</i>	<i>Must be specific to the teaching assignment listed above (e.g., department chair; cooperating teacher for student teacher; KTIP resource teacher; documented student learning as demonstrated via state/national test scores; teaching awards).</i>
<i>3 points per credit hour earned Maximum: 87 Points</i>	<i>3 points per year Maximum: 45 points</i>	<i>5 points per documented activity during the past 10 years Maximum: 45 points</i>	<i>5 points per documented activity during the past 10 years Maximum: 35 points.</i>
<b>Total Points:</b>	<b>Total Points:</b>	<b>Total Points:</b>	<b>Total Points:</b>
<b><i>If the index total for all four columns is 90 or more, you are HQ (as defined in NCLB).</i></b>			<b><i>Index Total Points:</i></b>

Whether a teacher meets the requirements for being "highly qualified" as defined in the NCLB is subject to federal audit. If the HOUSSE indicates that a teacher is "highly qualified," the teacher or district is responsible for providing documentation that supports the teacher's HQ status (i.e. transcripts, awards, certificates, etc.). This form should be kept on file, together with sufficient documentation for all points claimed, in case of a federal audit.

I certify that the information contained herein is accurate.

\_\_\_\_\_  
 Signature of Teacher

\_\_\_\_\_  
 Date

A HQ (as defined in NCLB) middle or secondary teacher who is *not new* to the profession shall:

- (1) Hold at least a baccalaureate-level degree;

**AND**

- (2) Hold Kentucky certification, issued for at least Rank III, for a teacher *not new to the profession*, i.e.:
- (a) A “professional certificate,” **OR**
  - (b) A “provisional certificate” or “standard certificate” issued prior to 2000 (see footnote #12, page 8);

**AND**

- (3) (a) Have passed the state certification test(s) in each core academic subject the teacher teaches in accordance with 16 KAR 6:010 (PRAXIS II), **OR**
- (b) Have completed an undergraduate major in each core academic subject the teacher teaches as shown on the face of the college or university transcript, **OR**
- (c) Have completed a graduate degree in each core academic subject the teacher teaches as shown on the face of the college or university transcript, **OR**
- (d) Have completed coursework equivalent to an undergraduate major in each core academic subject the teacher teaches as verified by the EPSB and printed on the face of the teacher’s certificate, **OR**
- (e) Hold a Rank II or Rank I Kentucky certificate in the core academic subject(s) the teacher teaches, **OR**
- (f) Hold valid National Board for Professional Teaching Standards certification in middle childhood, early adolescence, or adolescence and young adulthood education, **OR**
- (g) Have fulfilled one of the HOUSSE options (see below).

**HOUSSE:** The EPSB established a “high, objective uniform State standard of evaluation” (HOUSSE) as authorized in 34 CFR §200.56 (c) to enable teachers to demonstrate competency in each academic subject they teach. Middle or secondary teachers who *do not* meet any of #3a-f above will nevertheless be HQ (as defined in NCLB) if they:

- (a) Have successfully completed KTIP at the middle or secondary level in the core content the teacher teaches, **OR**
- (b) Accumulate at least 90 points on the HOUSSE Index for Middle/Secondary Teachers. The HOUSSE Index on page 11 is provided as a general guide. The electronic version is located at [www.kyepsb.net](http://www.kyepsb.net).

#### **HOUSSE INDEX FOR MIDDLE/SECONDARY TEACHERS**

Kentucky's Education Professional Standards Board  
 Identifying HQ Teachers Pursuant to The No Child Left Behind Act of 2001

NAME: \_\_\_\_\_

SSN: \_\_\_\_\_

Current teaching assignment(s) (check all that apply):

English \_\_\_\_ Reading/Writing \_\_\_\_ Mathematics \_\_\_\_ Science \_\_\_\_ Music \_\_\_\_ Art \_\_\_\_

Foreign language \_\_\_\_ Social Studies (i.e., civics and government (Kentucky's "political science"), economics, history, and geography) \_\_\_\_

Teaching assignment for this form: \_\_\_\_\_ (one form per assignment checked)

<b>College-Level Coursework</b>	<b>Teaching Experience</b>	<b>Professional Development Activities</b>	<b>Achievements/Awards</b>
<i>Must be documented by official college transcript and specific to the teaching assignment listed above. Must be coursework in core content – i.e., not pedagogy. May be coursework taken prior to or after initial certification.</i>	<i>Must be in the teaching assignment listed above and in an accredited school.</i>	<i>Must be consistent with the definition of "high quality professional development" delineated in Section 9101 of NCLB (see HQ Calculator on <a href="http://kyepsb.net">kyepsb.net</a> for link to legislation).</i>	<i>Must be specific to the teaching assignment listed above (e.g., department chair; cooperating teacher for student teacher; KTIP resource teacher; student learning as demonstrated via state/national test scores; teaching awards)</i>
<i>3 points per credit hour earned Maximum: 87 Points</i>	<i>3 points per year Maximum: 45 points</i>	<i>5 points per documented activity during the past 10 years Maximum: 45 points</i>	<i>5 points per documented activity during the past 10 years Maximum: 35 points.</i>
<b>Total Points:</b>	<b>Total Points:</b>	<b>Total Points:</b>	<b>Total Points:</b>
<b><i>If the total for all four columns is 90 or more, you are HQ (as defined in NCLB).</i></b>			<b><i>Index Total Points:</i></b>

Whether a teacher meets the requirements for being "highly qualified" as defined in the NCLB is subject to federal audit. If the HOUSSE indicates that a teacher is "highly qualified," the teacher or district is responsible for providing documentation that supports the teacher's HQ status (i.e. transcripts, awards, certificates, etc.). This form should be kept on file, together with sufficient documentation for all points claimed, in case of a federal audit.

I certify that the information contained herein is accurate.

\_\_\_\_\_  
 Signature of Teacher

\_\_\_\_\_  
 Date