

# Personnel Data: NCLB (HQT) & IDEA

Bonnie Jones and Kelly Worthington

*Office of Special Education Programs, USED*

Stacey Spivey-Blackford

*Office of Elementary and Secondary Education, USED*

Carol Bruce

*Data Accountability Center (DAC-Westat)*

Washington, DC

June 9, 2008



# Program Subject Matter Experts

Stacy Spivey-Blackford –

- NCLB (HQT policy & data collection)

Bonnie Jones

- IDEA (personnel policies)

Kelly Worthington

- IDEA data (history & use)

Carol Bruce –

- IDEA data (technical & TA)

# Goals of this session

Overview of personnel policies (IDEA & NCLB) and data collections

Open dialogue - personnel data collection and reporting issues

Identify next steps – what do we need to do before the meeting in 2009?

# HQT Definition: NCLB 9101(23)

Teachers who teach core academic subjects  
Must have full State certification;  
Hold a minimum of a bachelor's degree;  
and  
Demonstrate subject-matter competency in  
each subject taught

## HQT under IDEA –

HQT requirements vary by teacher responsibility -

- Teach core academic subjects
- Teach core academic subjects ***exclusively to students who are assessed against alternative academic standards***
- Support regular instruction (e. g., consulting teachers)
- Teach multiple core academic subjects (and new to the profession) and are highly qualified in *mathematics, language arts, or science*

# HQT and Special Education

IDEA 602(10): special education teachers ***who teach core academic subjects*** must be highly qualified. They must

- Hold a *special education certificate*
- Hold a bachelor's degree
- Demonstrate subject-matter competency in each subject taught

## HQT Special Education Teachers who *support* regular instruction

Special educators who do not directly instruct students in core academic subjects, or who provide only consultation to highly qualified teachers do not need to demonstrate subject-matter competency.

However, they must have special education certification.



# IDEA HQT Special Education flexibility

Special education teachers who teach core academic subjects ***exclusively to students who are assessed against alternative academic standards***, must be highly qualified only at a subject matter level appropriate to the content and achievement standards of the students. IDEA 602(10)(C)

# IDEA HQT Special Education flexibility

Special education teachers **new to the profession** who teach multiple core academic subjects and are highly qualified in *mathematics, language arts, or science* at the time they are hired, have two additional years to become highly qualified in other academic subjects they teach.

IDEA 602(10)(D)

# HQT data collection under NCLB

- OESE collects HQT data via the CSPR
- Unit of analysis is **classes** in core academic subjects, not teachers
- Data do not differentiate between regular and special education classes
- This data collection **does not include all special education teachers**—only those who teach core content

# HQT data collection under IDEA

- OSEP collects personnel data via Table 2 &/or EDFacts file specifications N070, N099, and N112
- States began reporting special education personnel data in SY 1976-77. HQT status was added in SY 2006-07.
- Unit of analysis: Data are reported in FTE for *Fully Credentialed Personnel serving children with IEPs*
  - Teachers - **Highly Qualified**
  - Paraprofessionals - **Qualified**
  - Related Service Personnel - **Fully Certified**

# FAQ – HQ Standards for Teachers of Preschool –Aged Children

*Are the criteria for being highly qualified under NCLB and IDEA different for teachers of children ages 3 through 5?*

If the State does not include teachers of children ages 3 through 5 in applying criteria for *highly qualified*, these personnel should be reported as being highly qualified if they meet the *fully certified* standards.

# FAQ – HQ Standards for Teachers of Multiple Core Academic Subjects

*How should states report special education teachers who are highly qualified to teach some core academic subjects but not others?*

A special education teacher must meet highly qualified requirements for every core academic subject s/he teaches (IDEA 602(10)(D)). If the teacher is not highly qualified to teach a given subject he or she teaches, then that teacher should be reported as not highly qualified for the FTE associated with teaching any such subject.



# FAQ – HQ Standards for Teachers of With No Core Academic Subjects

*How should states report special education teachers who do not teach core academic subjects? For example, this would include special education teachers who provide support instruction in the classroom.*

A special education teacher who does not teach core academic subjects is not required to demonstrate subject matter competence. However, these teachers must meet the other requirements defined in IDEA 602(10)(B) to meet the highly qualified criteria.

These criteria include full State certification as a special education teacher and a minimum of a bachelor's degree.



## Discussion

- Thoughts about personnel data collection and reporting (NCLB and/or IDEA)?
- What do you need from us?

Go to –

<http://idea.ed.gov>

## Online Resources

<http://idea.ed.gov>

[www.ideadata.org](http://www.ideadata.org)

[www.ed.gov/edfacts](http://www.ed.gov/edfacts)



Data  
Accountability  
Center