

Personnel

Teacher Qualifications under the No Child Left Behind Act

Definitions

Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (20 USC [7801](#))

Teacher new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. (5 CCR [6100](#))

Teacher not new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR [6100](#))

Teacher Qualifications

To meet the teacher qualification requirements of the federal No Child Left Behind (NCLB) Act for staff newly hired to teach core academic subjects in Title I programs, and all staff teaching core academic subjects by the end of the 2005-06 school year, a teacher shall meet all of the following conditions: (20 USC [6319](#), [7801](#); 5 CCR [6101](#), [6104](#), [6110](#))

1. Hold at least a bachelor's degree
2. Hold a credential or be currently enrolled in an approved intern program for less than three years
3. Demonstrate subject matter competency in accordance with the applicable requirements below

Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession:

1. An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC). (5 CCR [6102](#))
2. An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR [6103-6104](#))
 - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes
 - b. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher
3. A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR [6111](#))
 - a. A validated statewide subject matter examination certified by the CTC
 - b. University subject matter program approved by the CTC
 - c. Undergraduate major in the subject taught
 - d. Graduate degree in the subject taught
 - e. Coursework equivalent to the undergraduate major
4. A middle or high school special education teacher who is new to the profession, holds a special education credential or is currently enrolled in an approved special education intern program for less than three years, and has demonstrated subject matter competence in mathematics, language arts, or science in accordance with item #3 above, may demonstrate competence in other core academic subjects through the HOUSSE, as described below. The HOUSSE shall be completed not later than two years after the date of employment. (20 USC [1401](#); 5 CCR [6111](#))

5. A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject currently assigned: (5 CCR [6112](#))
- a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes
 - b. University subject matter program approved by the CTC
 - c. Undergraduate major in the subject taught
 - d. Graduate degree in the subject taught
 - e. Coursework equivalent to the undergraduate major
 - f. Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards
 - g. The HOUSSE option, as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher

To determine a teacher's fulfillment of the HOUSSE option as described in items #2, #4 and #5 above, the Superintendent or designee shall complete the following steps in the manner prescribed by the California Department of Education: (5 CCR [6104](#))

1. The Superintendent or designee shall summarize the teacher's years of experience in the grade span or subject, core academic coursework in the assigned grade span or subject, in-depth standards-aligned professional development, and service to the profession in the relevant core academic content area.
2. If this summation does not identify sufficient experience, coursework, professional development, or service to demonstrate subject matter competency, the evaluation shall include direct observation and portfolio assessment in the grade span or subject taught. The observation and portfolio assessment shall be used to determine whether the teacher meets Standard 3 (understanding and organizing subject matter for student learning) and Standard 5.1 (establishing and communicating learning goals for all students) of the California Standards for the Teaching Profession.
3. If the teacher does not satisfactorily meet Standards 3 and 5.1 of the California Standards for the Teaching Profession, subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers pursuant to Education Code [44500-44508](#) or other individualized professional development plan pursuant to Education Code [44664](#) aimed at assisting the teacher to meet Standards 3 and 5.1. (5 CCR [6104](#))

A teacher who holds a supplementary authorization or is employed on a local teaching assignment shall meet the teacher qualification requirements of NCLB if he/she holds a California teaching credential and has demonstrated subject matter competency for the grade span and subject matter taught. (5 CCR [6116](#))

A teacher who has been determined by another school district in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. (5 CCR [6120](#))

A teacher who has been determined to meet the subject matter competency requirements outside of California shall be considered to have met those subject matter requirements for the particular subject and/or grade span in California. The date of issuance of a valid out-of-state teaching credential shall be used to identify a teacher as "new" or "not new" to the profession. (5 CCR [6125](#))

A teacher prepared in a country other than the United States shall be considered to have met the NCLB teaching requirements if he/she: (5 CCR [6126](#))

1. Holds a degree from a foreign college or university that is at least equivalent to a bachelor's degree offered by an American institution of higher education
2. Has completed a teacher preparation program that meets CTC requirements for out-of-country trained teachers
3. Demonstrates subject matter competency for the grade span and subjects taught through the same or equivalent processes and methods required of California teachers
4. Holds a California teaching credential

A teacher shall not meet the teacher qualification requirements of the NCLB for the core academic subject taught if he/she is teaching with a short-term staff permit, a provisional internship permit, or a state or local waiver for the grade or subject taught. (5 CCR [6115](#), [80021](#), [80021.1](#))

Certification of Compliance

All teachers teaching core academic subjects shall complete and sign a certificate of compliance and attach appropriate documentation. The Superintendent or designee shall verify the information and retain the signed original copy.

The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with federal requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (20 USC [6319](#))

District Plan for Highly Qualified Teachers

Within the district's Title I plan, the Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements no later than the end of the 2005-06 school year. (20 USC [6312](#), [6319](#))

As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet the NCLB requirements. (20 USC [6319](#))

Parent Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher, including but not limited to: (20 USC [6311](#))

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications

In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC [6311](#); 34 CFR [200.61](#))

The notice and information provided to parents/guardians shall be in an understandable and uniform format, and to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC [6311](#))