

Faculty and Staff Highly Qualified Claims: Data Collection Webinar



Division of Data, Accountability, and Research
January 12, 2016

Before we get started...

- During the webinar, participants are encouraged to ask questions by typing in the question box.
- All materials will be provided on the Division of Data, Accountability, and Research's [Technical Assistance, Support, and Training Education](#) website.

Instruction Guide and Template

LEA School Leaders and HR/Data Points of Contact received the Instruction Guide and Template on Monday, Jan. 11, 2016.

This data collection will run from Jan. 11, 2016 through Feb. 11, 2016.

Purpose

The Office the State Superintendent of Education (OSSE) is required to satisfy federal and DC reporting requirements for staff that may be counted as highly qualified.

Reports prepared with this data include:

- Teacher Quality in Elementary and Secondary
- Classes taught by Highly Qualified Teachers
- Highly Qualified Teacher Ratios
- Special Education Staff: Teachers, Paraprofessionals, Support Staff
- Teacher and Principal Preparation Program
- District and School Report Cards

Some of these reports are displayed on [LearnDC.org](https://www.learnDC.org), DC's "report card" site. Learn DC currently shows the percent of courses taught by highly qualified teachers (and the percent not taught by highly qualified teachers), as well as teacher educational attainment levels, at the state, LEA and school levels.

Changes from Previous Years

District of Columbia Staffing Collaborative

- OSSE is offering a voluntary collaborative of LEAs and will partner with a research organization to collect and analyze information on teacher pipelines and the retention of great teachers.

LEAs to make initial HQ determination

- OSSE will verify these determinations
- Anomalies resolved through appeals process

Formatting & Mapping

- Restrictions on inputting data and formatting
- Provided drop down menus
- Fields necessary for HQ determinations are highlighted

Every Student Succeeds Act (ESSA)

Please also be aware that while this specific collection is still a requirement for the 2015-16 school year, it will not be required next school year and beyond because of changes in connection with the recently enacted Every Student Succeeds Act (ESSA). We will share information about any future reporting requirements on teacher qualifications as soon as it becomes available.

Work Flow

1. LEAs collect data from class scheduling and HR systems



2. LEAs upload data and HQ determinations to QuickBase Application (QB)



3. OSSE reviews LEAs HQ determinations and clarifies data



4. OSSE returns dataset to LEAs via QB; LEAs review and appeal as needed



5. OSSE performs local and federal reporting

Which staff are included?

Teachers

Paraprofessionals

Special Education Support Staff

Include long-term substitutes (in the classroom for four (4) or more weeks)

Which staff are excluded?

General Education Support Staff Roles

Administrative Roles

Volunteers

Short-term substitute teachers
(those employed for less than 4 weeks)

Vacancies

If a **contracting firm** is hired to perform certain duties, and the LEA does not pay the contractor directly.



DATA COLLECTION TEMPLATE

School and LEA Information

1. School and LEA Information

LEA Code	LEA Name	School Code	School Name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

LEA and School codes can be found on the template under the “LEA and School Codes List” tab.



Staff Member

2. Staff Member Information

Last Name	First Name	Middle Name	Suffix	Alias or Maiden Name	Local Staff ID	SSN	DOB	Ethnicity	Race	Gender
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Note: Reporting Staff

- List the following staff only **once**:

Inclusion teachers

Elementary classroom teachers*

Paraprofessionals **

Special education service providers

*List elementary classroom teachers only once, *unless* they teach a single subject (such as music, art, science) to various classrooms

** List paraprofessionals only once, *unless* an LEA splits the employee's FTE between general education and special education

Note: Reporting Staff

- Secondary teachers and teachers of elementary single-subject classes shall be listed as many times as they have classrooms that consist of different groups of students.

Example: Teacher X has three art classes, one for 9th, one for 10th and one for 11th grade students. These classes shall be listed separately.

- Students of different grade levels may be combined into one classroom.

Example: Algebra 101 has 10th and 11th grade students. LEA shall list this class only once.

Highly Qualified Determination

3. HQ Determination Section

Q	R	S	T	U	V	W	X	Y	Z
Federal Role	Teacher of Record	Class Section ID	Class Name	Class Subject	Grade(s) taught in this section	Curriculum	Core Class Indicator	HQ Rules Used	Proof of Knowledge Subject Matter

Columns in **pink** have drop down menus.

The **Yellow** column auto-populates.

Note: Class Subject

- Teachers who teach in languages other than English will be reported according to the subject they teach

Example: Bilingual Math is a math Class

- SPED and ESL resource teachers should be listed with SPED or ESL when they are operating as teachers in a pull-out or inclusion capacity

Example: Resource Math taught to special education students is a math class

- Course content, not method of delivery or students served, determines an appropriate match

Example: Self-contained Special Education, Grades 1-3 is an Elementary Education class

Experience and Education

4. Experience and Education

Years exp or year began	Years at LEA or year	Years at school or year	Associate' s Year Awarded	Associate' s Institut	Associate' s Major	Bachelor' s Year Award	Bachelor' s Institu	Bachelor' s Major	Master's Year Award	Master's Institutio n	Master's Major	PhD Year Awarded	PhD Institutio n	PhD Major



Years of experience must be completed if using HOUSSE to claim HQ status.

LEAs HQ Determination

5. LEAs HQ Determination

AP
LEAs HQ Determination

New addition to the template. LEAs are to make a HQ determination and update column.

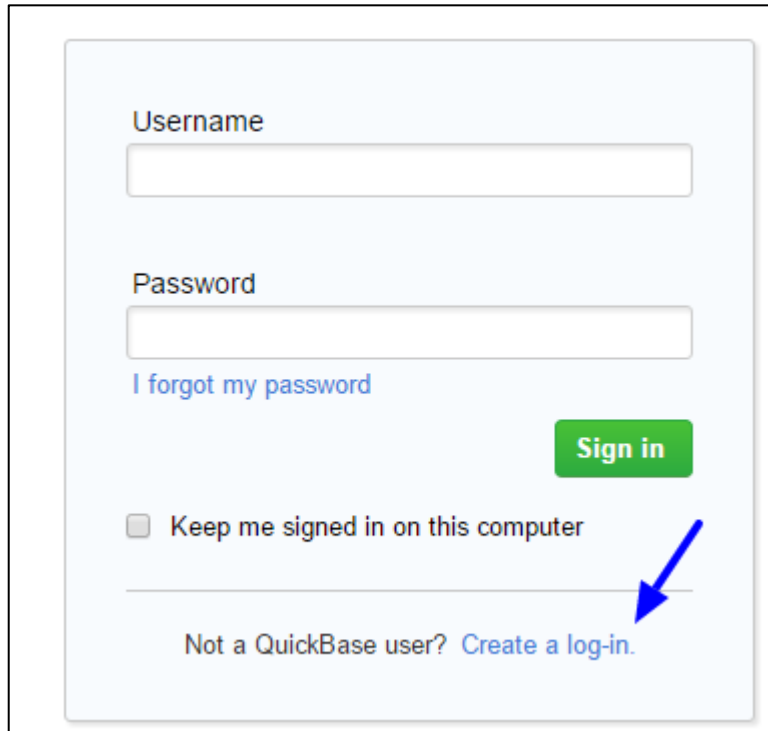
For guidance on making HQ determinations, see [SY 2014-15 Highly Qualified Resource Guidebook](#).



QUICKBASE APPLICATION

QuickBase Application

Completed spreadsheets are to be uploaded to the QuickBase application. To access QuickBase, see the instructions below:

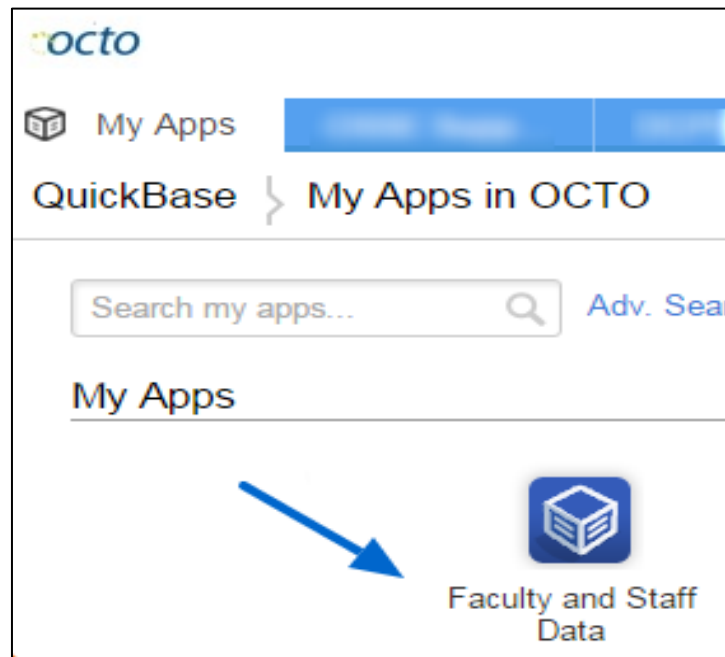


A screenshot of the QuickBase login page. It features a light blue background with a white border. At the top, the word "Username" is followed by a white input field. Below that, the word "Password" is followed by another white input field. Under the password field, there is a blue link that says "I forgot my password". To the right of the password field is a green button with the text "Sign in" in white. Below the "Sign in" button is a checkbox with the text "Keep me signed in on this computer". At the bottom of the form, there is a horizontal line, and below it, the text "Not a QuickBase user? [Create a log-in.](#)". A blue arrow points from the right side of the form towards the "Create a log-in." link.

Log-in to [QuickBase](https://octo.quickbase.com) at <https://octo.quickbase.com> with your username and password

QuickBase Application

Once logged-in, click on the “**Faculty and Staff Data**” application

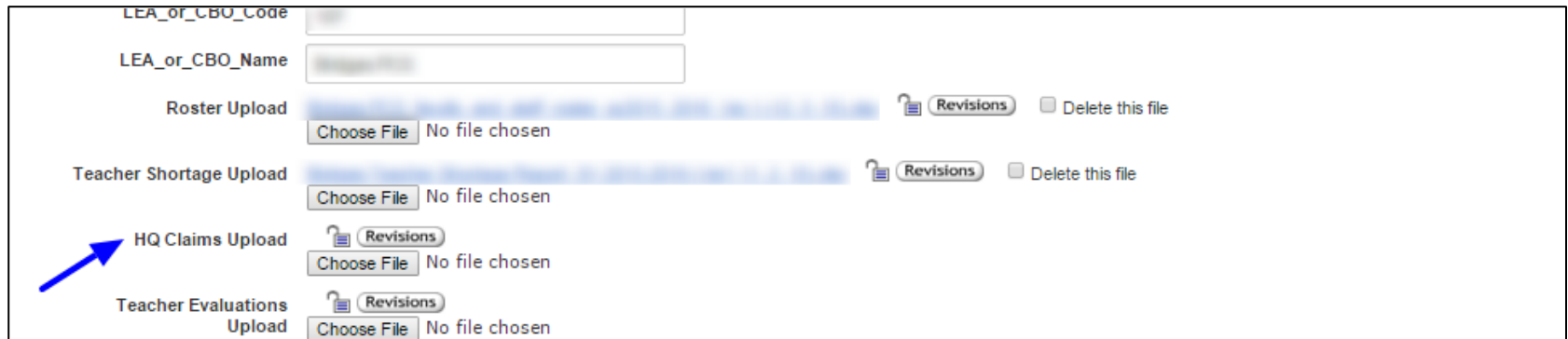


QuickBase Application

Click on the Edit icon, represented by a pencil icon to the left of the record



Click **“Choose File”** next to **“HQ Claims Upload”**

A screenshot of a QuickBase form. At the top, there are two input fields: "LEA_of_CBO_Code" and "LEA_or_CBO_Name". Below these are four upload sections: "Roster Upload", "Teacher Shortage Upload", "HQ Claims Upload", and "Teacher Evaluations Upload". Each section has a "Choose File" button, a "Revisions" button, and a "Delete this file" checkbox. A blue arrow points to the "Choose File" button for the "HQ Claims Upload" section.

QuickBase Application

Browse through your system to identify the file to upload and then click on that file

Click **“Open”** or double-click on the file name

Click **“Save”** (the record should now appear for your review)



The screenshot displays the QuickBase application interface for editing a staff record. The top navigation bar includes icons for Home, Users, documents, staff_table, and New Table. The main content area shows the 'Edit staff_record #61' form, which includes fields for 'LEA_or_CBO_Code' and 'LEA_or_CBO_Name', and a 'Roster Upload' section with a 'Choose File' button and the text 'No file chosen'. A green 'Save' button with a dropdown arrow is highlighted with a blue circle, and a 'Cancel' button with a red 'x' icon is visible to its right.



HIGHLY QUALIFIED DETERMINATIONS

Who must be HQ under ESEA?

- Elementary and Secondary teachers of **core subject areas**
- SPED teachers (self-contained and SPED resource)
- ELL teachers (self-contained and ELL resource)
- Instructional Paraprofessionals
- Long-term Substitute Teachers serving in core content classes for 4 weeks or more.

Teacher Highly Qualified Criteria

- Baccalaureate Degree
- State Licensure (if applicable)
- Subject Proficiency
 - Praxis II content exam (Elementary and Secondary)
 - Undergraduate major or major equivalent in the content area (Secondary)
 - Advanced degree major in the content area (Secondary)
 - National Board Certification in the content area (Elementary and Secondary for veteran teachers only)
 - High Objective Uniform State Standard of Evaluation (HOUSSE) process (Elementary and Secondary for veteran teachers only)

Self-Contained SPED Teachers

Self-Contained SPED Elementary and Core Subject Teachers of Record are not considered as SPED teachers per the state's HQ definition.

- They must meet the content knowledge (HQ) requirements for the core subject(s) being taught.
- New, SPED teachers may also use the HOUSSE to meet HQT requirements in another core subject area they teach if:
 - They are the sole deliverer of instruction in a core content area; and
 - They are HQ in either English or Language Arts, Math or Science.

Inclusion SPED Teachers

- Inclusion or resource teachers pull-out, push-in, and/or provide collaborative/consulting services to the content teacher for SPED students must hold a valid teaching license in Special Education (DCPS only).
- Public Charter School SPED Inclusion Teachers must have a baccalaureate degree.

Self-Contained ELL Teachers

Self-Contained ELL Teachers must:

- Have a valid teaching license in English as a Second Language (DCPS only);
- Demonstrate knowledge in the core subjects being taught as outlined in the HQT definition;
- Charter school ELL teachers must possess a baccalaureate degree.

Inclusion ELL Teachers

U.S. Department of Education guidance requires that ELL Resource teachers have expertise in teaching ELL students.

- **DCPS** - ELL Resource teachers must hold a valid English as a Second Language teaching license.
- **PCS** – ELL Resource teachers must demonstrate expertise in ESL through one of the following:
 - Having a DC license in ESL
 - Passing the ESL Praxis Specialty Test
 - Completion of coursework required for ESL licensure in DC

Instructional vs. Non-Instructional Paraprofessionals

YES

Instructional Paraprofessionals:

- Provide one-on-one tutoring;
- assist with classroom management;
- provide instructional assistance in a computer laboratory;
- provide instructional support in a library or media center;
- act as a translator; or
- provide instructional support services under the direct supervision of a highly qualified teacher. *[Title I, § 1119(g)(2)]*

NO

Non-Instructional Paraprofessionals:

- Who only serve as translators or who only conduct parental involvement activities must have a secondary school diploma or its equivalent.
- In addition, individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered instructional paraprofessionals under Title I, Part A.

Testing and Documentation for Paraprofessionals

- Highly Qualified Paraprofessionals must have a high school diploma or GED; **and**
- Possess an Associate's degree from an accredited college/university; **or**
- Have completed two years of full-time study (minimum of 48 credit hours) at an accredited college/university; **or**
- Have successfully completed the ETS ParaPro Assessment with a passing score of 461.

What is the HOUSSE and Who is Eligible?

- Created for use in determining the level of subject proficiency for teachers who are not new to the profession.
- HOUSSE is available only to teachers not new to the profession and those hired prior to the first day of the 2002-2003 school year.
- Designed to evaluate content area expertise by awarding points for teaching experience and professional practices.
- Included criteria:
 - years taught in the content area;
 - college coursework completed in the content area;
 - participation in additional content enrichment activities;
 - service to the profession; and
 - professional awards received.

Scoring the HOUSSE Rubric

Column 1 – Years of Experience	<ul style="list-style-type: none">• 5 points per year Maximum = 50 points
Column 2 – College Level Course Work	<ul style="list-style-type: none">• 3 points per credit hour
Column 3 – Activities Related to Content	<ul style="list-style-type: none">• 2 points per documented activity• 20 points per completion of all National Board Certification assessments
Column 4 – Service Related to Content	<ul style="list-style-type: none">• 2 points per year for documented activity
Column 5 – Awards, Presentations, Publications	<ul style="list-style-type: none">• 2 points per documented activity

Proper Documentation of Subject Proficiency

- Primarily, there are four (4) types of documents that are accepted to demonstrate satisfactory evidence of subject matter proficiency. These document types include the following:
 1. A “valid” D.C. Regular I or Regular II teaching credential
 2. Official transcripts issued from an accredited college or university located in the United States
 3. Official foreign credential evaluation report(s) issued by an evaluation agency recognized by OSSE for individuals who completed their education at institutions outside of the U.S.
 4. Copies of all pages of the teacher’s examinee score report(s) verifying passing scores for applicable subject content exams required by the District of Columbia

Parental Notification Requirements

Two LEA parental notification requirements regarding teacher and paraprofessional qualifications:

1. Annual notification to all parents regarding their right to request information regarding a teacher or paraprofessional's qualifications. Can be in the form of:
 - Letter mailed to parents
 - Page on LEA's website
 - Part of parent handbook
 - Included in other parental involvement information provided to parents by LEA
2. Notification to parents of students being taught by a non-highly qualified teacher for four weeks.
 - Must be sent four weeks after the beginning of the school year or any time during the year that a new hire or teacher assignment change results in a core content class being taught by a non-HQT for four consecutive weeks.
 - The LEA must maintain copies of letters sent to parents as documented evidence of compliance with parental notification requirements.

Special Education Service Providers

LEAs report HQ status of Special Education Support Staff based on education level and/or licensure, regardless of the class content.



For further guidance on which support staff are required to have a license, see the instruction guide and the template.

Thank you

If you need assistance with QuickBase, or with the data elements and processes for this data collection, please contact

Data Elements and Processes

Division of Data, Accountability, and Research

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If you need assistance with making Highly Qualified Determinations, please contact

Highly Qualified Determinations

Educator Quality and Effectiveness, Teaching and Learning Unit

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If you are interested in participating in the staffing collaborative, please contact

DC Data Staffing Collaborative

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