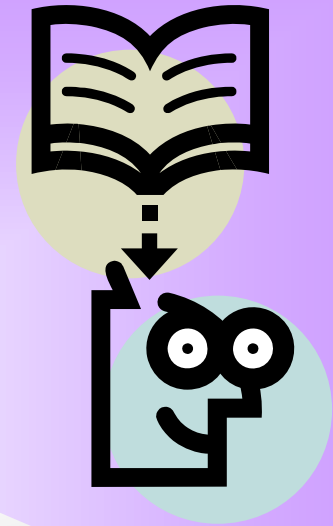


HIGHLY QUALIFIED



**SPECIAL EDUCATION
TEACHERS**

THE FEDERAL REQUIREMENT FOR SPECIAL EDUCATION TEACHERS

Special education teachers must be “highly qualified” to provide special education services and IF they teach the core academic subjects, they must be “highly qualified” In the core subjects they teach.

A new-to-the profession special education teacher in any school district who is highly qualified in language arts or math or science may teach the core subjects to SPED students and have two years from date of hire to be “HQ” in all subjects the teacher teaches through the HOUSSE process.

Newly hired special education teachers who teach the core academic subjects in qualifying rural school districts, may have up to three years to become highly qualified in all of the core subjects they teach as long as they are qualified in at least one core subject.

THE CORE ACADEMIC SUBJECTS ARE:

Language arts (including English, bilingual education, and TESOL), reading, mathematics, science, social studies (including civics, government, economics, history and geography), fine arts (including music and visual arts), and modern and classical languages, except Native American languages and cultures of New Mexico tribes and pueblos.

NM Special Education Teachers Are “Highly Qualified” By Virtue of Their NM License(s) AND Class Assignment(s) IF...

The special education teacher holds a K-12 NM special education license and provides consultation services to “highly qualified” general education teachers who teach the core subjects by adapting curricula, using behavioral support and interventions, and selecting appropriate accommodations for special education students. The special education teacher does not teach the core subjects.

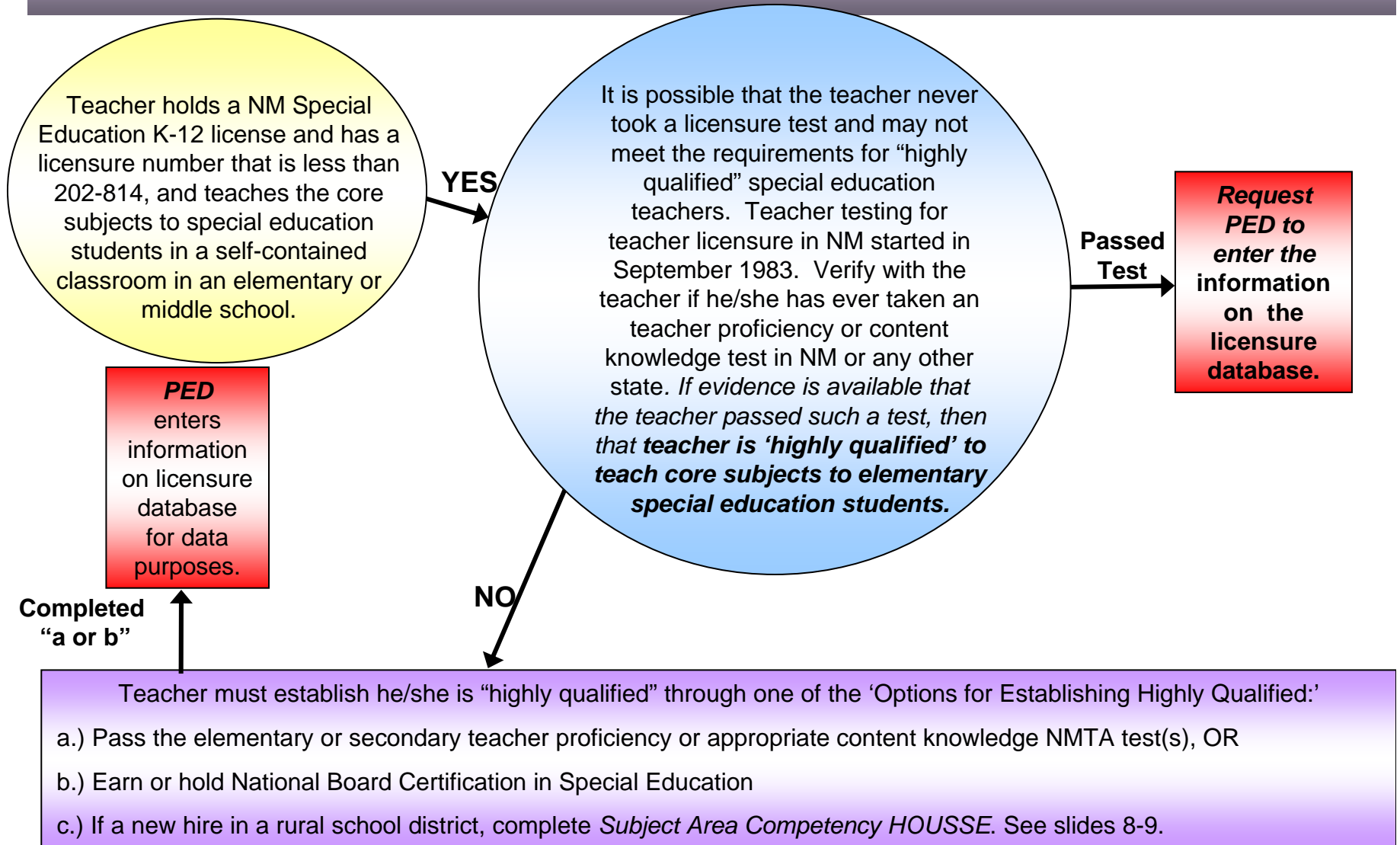
INCLUSION MODEL

The special education licensed teacher also holds a license in regular education, has passed licensure tests and teaches special education students in the core content areas at the grade level of the regular education license.

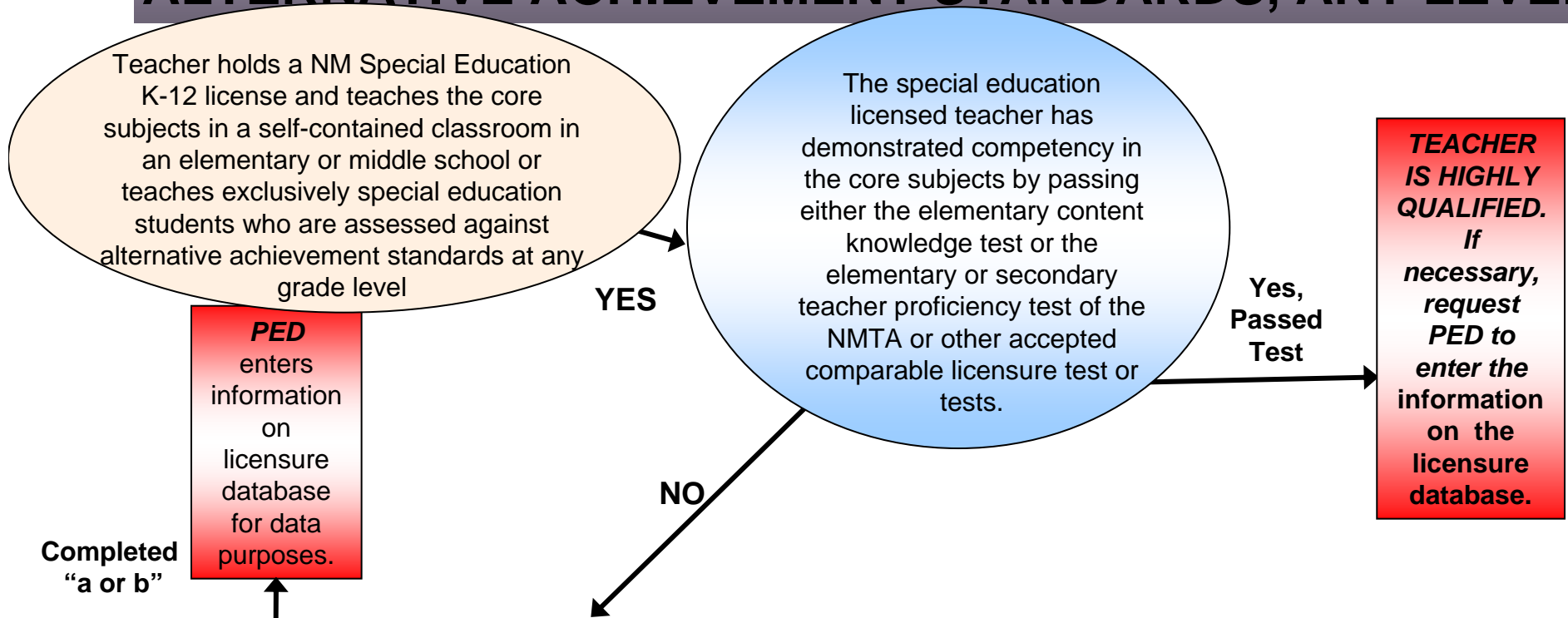
The special education licensed teacher has a core subject area endorsement on his/her SPED license and teaches in the area of that endorsement.

The special education licensed teacher has passed teacher proficiency or elementary content licensure test and teaches special education students in the core content areas in a self-contained classroom in an elementary or middle school.

SCENARIO 1: ESTABLISHING THAT AN EXPERIENCED ELEMENTARY SPED TEACHER WHO HAS NOT PASSED LICENSURE TESTING IS “HIGHLY QUALIFIED”



SCENARIO 2: ESTABLISHING THAT AN EXPERIENCED SPED TEACHER IS “HIGHLY QUALIFIED” TO TEACH CORE SUBJECTS IN A SELF-CONTAINED ELEMENTARY OR MIDDLE SCHOOL CLASSROOM OR TO TEACH EXCLUSIVELY STUDENTS ASSESSED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS, ANY LEVEL



Completed
"a or b"

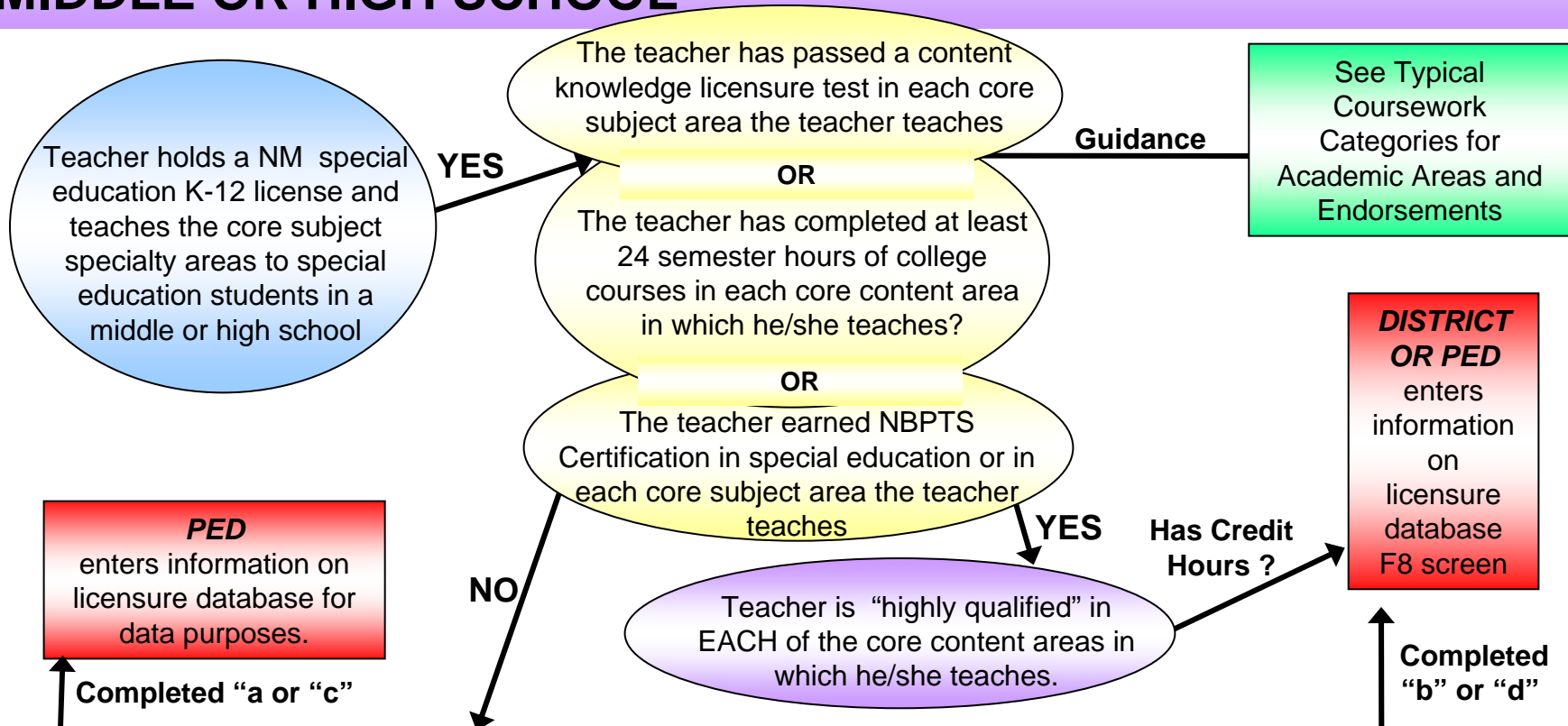
PED
enters
information
on
licensure
database
for data
purposes.

**TEACHER
IS HIGHLY
QUALIFIED.**
If
necessary,
request
PED to
enter the
information
on the
licensure
database.

Teacher must establish he/she is “highly qualified” through one of the ‘Options for Establishing Highly Qualified:’

- a.) Pass the elementary or secondary teacher proficiency or elementary content knowledge NMTA test, OR
- b.) Earn or hold National Board Certification in Special Education, OR
- c.) If a new hire in a rural school district, complete *Subject Area Competency HOUSSE*. See slides 8-9.

SCENARIO 3: ESTABLISHING THAT AN EXPERIENCED SPECIAL EDUCATION TEACHER IS “HIGHLY QUALIFIED” TO TEACH THE CORE SUBJECTS SPECIALTY AREAS IN A MIDDLE OR HIGH SCHOOL



Teacher must establish he/she is “highly qualified,” for each core content area he/she teaches, through one of the ‘Options for Establishing Highly Qualified:’

- a.) Pass the appropriate content knowledge test of the NMTA for each core content areas the teacher teaches, OR
- b.) Complete an undergraduate academic major of 24 semester hours upper or lower division, or graduate degree in each of the core content areas the teacher teaches, OR
- c.) Earn National Board Certification in special education K-12 or in each core content area the teacher teaches, OR
- d.) If a new hire in a rural school district, complete *Subject Area Competency HOUSSE*. See slides 8-9.

SUBJECT AREA COMPETENCY HOUSSE (NCLB: HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION)

Path One

VETERAN TEACHERS NEWLY HIRED IN RURAL SCHOOL DISTRICTS

- 1) Teacher has successful annual evaluations for past two school years.
- 2) Teacher has two complete school years of teaching experience.
- 3) Complete HOUSSE within 3 years of date of hire

NEW TEACHERS

- 1) New-to-the-profession special education teachers who are “highly qualified” in language arts or math or science may teach all the core subjects and have two years from date of hire to be highly qualified in all other subjects he/she teaches
- 2) Complete HOUSSE within 2 years of date of hire

Complete credit hours in the core academic subjects as follows:

- a) For K-12 special education teachers teaching in a self-contained classroom in an elementary or middle school, 24 hrs, lower or upper division, in the core curriculum with at least 6 hrs each in language arts, social studies, math, and science.
- b) For K-12 special education teachers teaching core subjects as specialty areas in middle school or high school, 18 hrs, lower or upper division, in each core subject the teacher teaches.

DISTRICT enters information on licensure database F8 screen in HOUSSE column to report data to PED.

SUBJECT AREA COMPETENCY HOUSSE (NCLB: HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION)

Path Two

VETERAN TEACHERS NEWLY HIRED IN RURAL SCHOOL DISTRICTS

- 1) Teacher has successful annual evaluations for past two school years.
- 2) Teacher has two complete school years of teaching experience.
- 3) Complete HOUSSE within 3 years of date of hire

Complete lower or upper division credit hours in the core academic subjects as follows:

- a) For K-12 special education teachers teaching in a self-contained classroom in an elementary or middle school, 12 hrs across the core content curriculum in language arts, social studies, math and science.
- b) For K-12 special education teachers teaching core subjects as specialty areas in a middle school or high school, 12 hrs in any single subject, 15 hrs in two subjects (at least 6 in each one), 18 hrs in three subjects (6 in each one), or 24 hrs in four subjects (6 in each one).
- c) Demonstrate competence in the content areas to a local panel of "highly qualified" teachers following the rules in 6.69.4.9 D (4) NMAC

NEW SPED TEACHERS IN ANY DISTRICT

- 1) New-to-the-profession special education teachers who are "highly qualified" in language arts or math or science may teach all the core subjects and have two years from date of hire to be highly qualified in all other subjects he/she teaches
- 2) Complete HOUSSE within 2 years of date of hire

DISTRICT enters information on licensure database F8 screen in HOUSSE column to report data to PED.

NCLB IMPLEMENTATION FLEXIBILITY FOR RURAL SCHOOL DISTRICTS

A new hire who teaches in the core academic subjects in a rural school district may have up to three years from the date of hire to become “highly qualified” in all subjects the teacher teaches if he/she is highly qualified in at least core one subject.

DISTRICTS THAT QUALIFY FOR RURAL DISTRICT IMPLEMENTATION FLEXIBILITY

ANIMAS	ELIDA	LAKE ARTHUR	PENASCO
CAPITAN	ESTANCIA	LOGAN	QUEMADO
CARRIZOZO	FLOYD	LOVING	QUESTA
CHAMA VALLEY	FORT SUMNER	MAGDALENA	RESERVE
CIMARRON	GRADY	MAXWELL	ROY
CLAYTON	HAGERMAN	MELROSE	SAN JON
CLOUDCROFT	HONDO VALLEY	MESA VISTA	SPRINGER
CORONA	HOUSE	MORA	TATUM
CUBA	JAL	MOSQUERO	TEXICO
DES MOINES	JEMEZ MOUNTAIN	MOUNTAINAIR	VAUGHN
DORA	JEMEZ VALLEY	PECOS	WAGON MOUND
DULCE			

REPORTING SPECIAL EDUCATION TEACHER ASSIGNMENTS IN STARS

1) Special education teachers who teach in self contained classrooms K-8 should be reported teaching First Grade Class, Third Grade Class, Seventh Grade Class, as applicable.

If the special education teacher teaches the same students all of the core subjects in a middle school, be sure to report this way. If you report each subject separately (Language Arts, Math, Social Studies etc), the teacher must be highly qualified in each subject. Of course, teachers must be reported in individual content areas if their teaching assignment in a middle school is not an elementary school model of the self-contained classroom.

2) Special education teachers in high schools who are the ONLY teachers for the core subject must be equally highly qualified as regular education teachers.

3) Inclusion classrooms in middle and high schools should be reported with the regular education teacher as the primary teacher (with content expertise) and the special education teacher as a co-teacher.