

HQTP Fact Sheet

June, 2006

US DOE submitted following timeline on March 21, 2006:

- **By May 15, 2006:** *The Department will notify the States, in writing, of the results of the assessment of their HQT progress and will request the States, as appropriate, to submit revised plans. Maine was determined to have shown good-faith effort in meeting HQT goal but a revised plan is required. All states were asked to submit a revised plan.*
- **July 7, 2006:** *States' revised plans are due to the Department of Education.*
- **July 10 – August 4, 2006:** *The Department reviews the revised plans that States submit.*
- **August 2006 and thereafter:** *The Department begins a new cycle of monitoring to ensure that States are implementing their revised plans.*

New mandate on use of HOUSSE Rubric:

Deputy Secretary of Education Henry L. Johnson recently announced that the use of the HOUSSE Rubric for veteran teachers, except in certain situations, should be completed by the end of the 2005-06 school year, to achieve conformity with the deadline by which teachers of core subjects must be highly qualified. Commissioner Gendron has designated August 31, 2006 as the official end of Maine's 2005-2006 school year.

After August 31, 2006, according to this new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- secondary school teachers teaching multiple subjects in eligible rural schools (who, if highly qualified in at least one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years). Eligible rural schools are those classified as “rural small schools” and are REAP-Flex eligible under NCLB. The list of these schools in Maine can be found at http://www.maine.gov/education/nclb/reap/small_rural/srshome.htm; and
- those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and

- teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.

All other new hires are required to demonstrate competency by meeting the following criteria:

- Holding a Bachelor’s degree or higher; and
- Holding full Maine State Teaching Certification (Provisional, Professional, or Master); and
- Having a major, or coursework equivalent to a major (24 semester hours), from an accredited four-year college(s) or university in the assigned core content area; or holding an advanced degree in that content area; or holding National Board Certification in that content area; or having passed the PRAXIS II in that content area.

Teachers currently qualified under HOUSSE procedures (i.e. having demonstrated content competency through use of the HOUSSE prior to the end of the current school year) should continue to be counted as Highly Qualified for that content area.

Teachers operating under a “Teacher Action Statement,” working toward Highly Qualified status, may continue to do so, and be reported as not Highly Qualified.

At present, as has been the case in the past, there are no legally required employment consequences for not being Highly Qualified, there are only reporting requirements to parents, and to the State, in the yearly Highly Qualified Teacher data collection process.

Maine’s Highly Qualified Teacher Data Summary:

Percentage of Core Academic Classes Taught by Highly Qualified Teachers in Maine

| | <i>National Average 04-05</i> | <i>Gap</i> | <i>Maine 04-05</i> | <i>Gap</i> | <i>Maine 03-04</i> | |
|--------------------------|-------------------------------|------------|--------------------|------------|--------------------|-------|
| All Schools | 03-04: 86.2% | 90.7% | +2.3 | 93% | +2.9% | 90.1% |
| Elem. High Poverty | 89.6% | +3.6 | 93.2% | | N/A | |
| Elem. low Poverty | 94.9% | +1 | 95.9% | | N/A | |
| All Elem. Schools | 93% | +1.77 | 94.77% | +2.17 | 92.6% | |
| Secondary High Poverty | 84.1% | +6.78 | 90.88% | | N/A | |
| Secondary Low Poverty | 91.9% | +2.17 | 94.07% | | N/A | |
| All Secondary Schools | 89.1% | +3.38 | 92.48% | +3.38% | 89.1% | |
| High Poverty All Schools | 86.9% | +5.14 | 92.04 % | +1.44% | 90.6% | |
| Low Poverty All Schools | 93.4% | +1.58 | 94.98% | +3.98% | 91% | |