

Middle & High School Teachers

Federal definition of highly qualified middle level or secondary teacher new to the profession:

A middle or secondary school teacher who is new to the profession must hold an eligible license by the state (see definitions on p. 4 above); hold at least a bachelor's degree and either must demonstrate a high level of subject-matter competency in each of the core academic subjects in which the teacher teaches by passing a rigorous state test OR has successfully completing an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major or advanced certification or credentialing.

Oregon definition of highly qualified middle level (grades 7-8) teacher new to the profession:

1. Must hold basic, initial, Preliminary or Approved NCLB Alternative Route teaching license; **or**
2. Must hold Bachelor's Degree; **and**
3. Must have passed the Praxis Test in each core academic subject in which the teacher teaches; **or**
4. Must have successfully completed in each core academic subject in which the teacher teaches either:
 - a. An undergraduate major;
 - b. A graduate degree;
 - c. Coursework equivalent to an undergraduate major; **or**
 - d. Advanced certification or credentialing;^{1[22]} **and**
5. Must hold the appropriate endorsement for proper assignment in the subject-matter area^{2[23]}; and
6. Must be properly assigned.^{3[24]}

Oregon definition of highly qualified secondary (grades 9-12) teacher new to the profession:

1. Must hold basic, initial or preliminary, or Approved NCLB Alternative Route teaching license; **and**
 2. Must hold Bachelor's Degree; **and**
 3. Must have passed the Praxis subject-matter test in each core academic subject in which the teacher teaches; **or**
 4. Must have successfully completed in each academic subject in which the teacher teaches either:
 - a. An undergraduate major;
 - b. A graduate degree;
 - c. Coursework equivalent to an undergraduate major; **or**
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- d. Advanced certification or credentialing;^{4[25]} **and**
5. Must hold the appropriate endorsement for the subject-matter area; **and**
6. Must be properly assigned.^{5[26]}

Federal definition of highly qualified middle level or secondary teacher not new to the profession:

A middle or secondary school teacher who is not new to the profession must also hold at least a bachelor's degree and either must demonstrate a high level of subject-matter competency in each of the core academic subjects in which the teacher teaches by: passing a rigorous state test; or has successfully completed an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major or advanced certification or credentialing; or demonstrate subject matter competency based on a high, objective, uniform State standards of evaluation (HOUSSE).

Oregon definition of highly qualified middle level teacher not new to the profession:

1. Must hold basic, standard, initial, continuing Preliminary or five-year secondary teaching license; **and**
2. Must hold Bachelor's Degree; **and**
3. Must have passed the Praxis Test in each academic core subject in which the teacher teaches; **or**
4. Must have successfully completed in each academic subject in which the teacher teaches either:
 - a. An undergraduate major;
 - b. A graduate degree;
 - c. Coursework equivalent to an undergraduate major; **or**
 - d. Advanced certification or credentialing; **or**
5. Must satisfy the HOUSSE requirements set forth below; **and**
6. Must be properly assigned.^{6[27]}

High Objective Uniform State Standard of Evaluation (HOUSSE) requirements for middle-level and secondary teachers not new to the profession (grades 7-12):

1. Teachers may use a combination of coursework, professional development and experience to acquire points on a one-hundred (100) point scale to meet the federal definition of Highly Qualified Teacher (HQT) through Oregon's High Objective Uniform State Standard of Evaluation (HOUSSE).
 2. To qualify for the HOUSSE, a total of one hundred (100) points of combined coursework, professional development and experience must be earned. Experience may not count for more than 50 points.
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3. “Teaching Off License in the Core Academic Subjects”: Teachers who are conditionally assigned to teach the core academic subject more than 10 hours per week must apply for a conditional assignment permit (CAP) pursuant to rules in Division 36 or Division 60 and must add the endorsement to teach the assignment for more than three years. Unless the teacher meets the federal definition for HQT in the core academic subject, the district may not report the teacher as being highly qualified.
 - a. If the educator meets the federal definition for HQT under any circumstances, then the district may report the teacher as HQT for purposes of that core academic subject even if the teacher does not immediately qualify to add the endorsement to the teaching license and even if the teacher is teaching under a conditional assignment permit (CAP).
 - b. If the educator meets the federal definition for HQT and is teaching less than 10 hours per week in the core academic subject, the district may report the teacher as highly qualified and the teacher does not have to add the core academic endorsement to the license.
4. Experience: Experience may not exceed more than fifty (50) points in the HOUSSE calculation. Generally, the educator will be given ten (10) points of credit for each full academic year as defined by the district's contracted teacher year. Experience will be valued under the following conditions:
 - a. One (1) instructional day is one (1) period or more teaching the core academic subject.
 - b. The subject must have been taught at grade 4 or above.
 - c. One full instructional year equals 10 points.
 - d. Partial instructional years will be calculated as the number of instructional days teaching the subject divided by the number of contracted days in one full instructional year times 10. [Example: 150 days taught/180 days in full instructional year = $(5/6 \times 10) = 8.3$ points.]
 - e. An educator must have taught at least five complete school years in order to earn the full fifty (50) points.
5. Academic Coursework in the Core Academic Subject: There is no limit to the number of points that may be obtained through academic coursework related to the core academic subject.
 - a. Core academic coursework must be college transfer level or graduate credit and must have a course number of 100 or greater;
 - b. Transcripts for core academic coursework must be from a regionally accredited college or university;
 - c. Core academic coursework will be valued as follows:
 - A. One (1) quarter hour of credit equals three (3) points.
 - B. One (1) semester hour of credit equals four and one-half (4.5) points.
6. Professional Development: Professional Development directly related to the core academic credit may be counted toward the one hundred (100) points needed to meet the state's HOUSSE. Professional Development points will be valued under the following conditions:
 - a. One (1) hour of core academic professional development is equal to 0.15 points.

- b. School district personnel authorized to certify professional development must verify that the professional development is directly relevant to the core academic subject in which the teacher is seeking to meet the definition of being "highly qualified." "Directly relevant" means that upon scrutiny, the professional development is more content related than pedagogy related.

TSPC is developing new middle-level endorsements for teachers new and not new to the profession.

1. If the teacher is new to the profession, until middle-level tests are adopted, a major or coursework equivalent to a major will qualify the teacher for a middle-level endorsement.
2. If the teacher is not new to the profession, teaching the subject 3 years or more and having 24 hours of coursework related to the subject-matter will qualify the teacher for a middle-level endorsement.
3. Only TSPC may grant the middle-level endorsement needed to be highly qualified (e.g. it may not be obtained until the educator is already licensed.) [Contact TSPC for details if you have not yet obtained a license.]

Oregon definition of highly qualified secondary teacher not new to the profession:

1. Must hold basic, standard, initial, preliminary, continuing or five-year secondary teaching license; **and**
 2. Must hold Bachelor's Degree; **and**
 3. Must have passed the Praxis Test in each academic core subject in which the teacher teaches; **or**
 4. Must have successfully completed in each academic subject in which the teacher teaches either:
 - a. An undergraduate major;
 - b. A graduate degree;
 - c. Coursework equivalent to an undergraduate major;
 - d. Advanced certification or credentialing; **or**
 5. Must satisfy the HOUSSE requirements set forth above; **and**
 6. Must be properly assigned.^{7[28]}
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