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Highly Qualified Teacher Toolkit 2014-2015

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Ohio Highly Qualified Teacher (HQT) Toolkit

School Year 2014-2015

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Ohio's Model for Identifying Highly Qualified Teachers

The federal *No Child Left Behind (NCLB)* Act took effect in 2002 and requires that all teachers be highly qualified in the *core academic subject(s) they teach. *NCLB* places major emphasis upon teacher quality as a factor in improving achievement for all students. This emphasis grows out of the research showing that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement.

All teachers of core academic subjects must meet the Highly Qualified Teacher requirement. If these teachers are not currently required to report their HQT status in EMIS, they should have their HQT documentation available for audit purposes.

There are **3 parts to meet the HQT requirement:**

1. Teachers must have at least a bachelor's degree;
2. Teachers must have a certificate/license that is appropriate to the grade and subject they are teaching; AND
3. Teachers must be able to demonstrate their subject area expertise in the core academic subject(s) they teach.

If any part is missing, the teacher cannot be HQT.

Newly hired and veteran teachers must satisfy the definition of a Highly Qualified Teacher (HQT). Veteran teachers must have been HQT by the end of the 2005-2006 school year. Federal regulations require that new and newly hired teachers be highly qualified at the time of hire.

Intervention Specialist Information

IDEA (2004) allow schools and school districts to hire new Intervention Specialists for a K-6th grade teaching assignment who successfully complete one of the following exams to demonstrate subject area expertise in the core academic subjects they teach:

- OAE Early Childhood Education (#012)
- OAE Specialty Area Content Test (e.g., Middle Grades ELA (#028), Middle Grades Mathematics (#030))
- OAE Elementary Education (Subtest I) # 018 **and** OAE Elementary Education (Subtest II) #019
- OAE Reading (Subtest I) #038 **and** OAE Reading (Subtest II) #039
- Praxis II: Grades K-3: Education of Young Children (#0021), if taken before Sept.1, 2013
- Praxis II: Grades 4-6: Elementary Education Content (#0014), if taken before Sept.1, 2013
- Praxis II: Elementary Education: Curriculum, Instruction & Assessment (#0011), if taken before Sept.1, 2013
- Praxis II: Specialty Area Content Test (e.g., Middle School Science (#0439), Middle School Language Arts (#0049), if taken before Sept.1, 2013
- Praxis II: Teaching Reading (#0204), if taken before Sept.1, 2013
- Praxis II: Introduction to the Teaching of Reading (#0200), if taken before Sept.1, 2013

IDEA (2004) allow schools and school districts to hire **new** Intervention Specialists for a **7th-12th grade teaching** assignment who successfully complete one of the following to demonstrate subject area expertise in the core academic subjects they teach:

A) Have an academic major in one of the following:

- Language Arts
- Science
- Math

OR

B) Per U.S. Department of Education: Pass the OAE Reading (Subtest I) #038 and OAE Reading (Subtest II) #039, or if taken before September 2013, the Praxis II Test: Teaching Reading (#0204), Introduction to the Teaching of Reading (#0200).

New intervention specialists (grades 7-12) have two years to meet the HQT requirements in the remaining core academic subjects of their teaching assignment, as needed.

***Core academic subjects are defined in Section 9101 of *NCLB* as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.**

Roles and Responsibilities

The **Ohio Department of Education's (ODE)** role in implementing the federal requirement is to:

- provide schools with the materials and support needed to complete the Highly Qualified Teacher and Qualified Instructional Paraprofessional identification process;
- create a state profile using the Highly Qualified Teacher and Qualified Instructional Paraprofessional data; AND
- monitor the percentage of classes taught by highly qualified teachers.

The **school's** role in implementation of the federal requirement is to:

- provide teachers and instructional paraprofessionals with the support needed to complete the Highly Qualified Teacher and Qualified Instructional Paraprofessional reporting process;
- gather and maintain the evidence and data at the building level;
- submit the required reporting materials to the EMIS coordinator; AND
- EMIS Coordinator submits the HQT report to ODE

The district and school Comprehensive Continuous Improvement Plan (CCIP) must include a detailed plan for meeting and maintaining the Highly Qualified Teacher and Qualified Instructional Paraprofessional requirements.

Reporting Materials

This toolkit contains samples of the forms principals need to complete for HQT reporting. **The HQT Worksheet form(s) will be used to verify and report a teacher's Highly Qualified Teacher status based on the federal criteria.** Teachers should complete the appropriate forms and supply supporting documentation to their principal or building administrator. Teachers in the same building, teaching the same grade and subject as in the previous report year, will also need to complete the annual status sheet.

The Principal's Recording Sheets and Ohio Highly Qualified Teacher Status Sheets will be available from the EMIS coordinator following the first EMIS October report submission.

In Addition to Standard Teaching Certificates/Licenses, the Following Licenses Meet the Requirements in Section 2 of the HQT Worksheets

Alternative Resident Educator License

A teacher making satisfactory progress in an alternative resident educator license pathway, including passing the Ohio Assessment for Educators (or previously passing a Praxis II) subject knowledge assessment and participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

One-Year Out-of-State Educator License

A teacher who holds a one-year out-of-state educator license meets the criteria for Section 2 of full state certification/licensure.

Supplemental License

A teacher who is making satisfactory progress in a supplemental license pathway and participating in a structured mentoring program, meets the criteria for Section 2 of full state certification/licensure.

Three-Year Visiting International Teacher License

A teacher who holds a Three-Year Visiting International Teacher License meets the criteria for Section 2 of full state certification/licensure.

Building Administrators HQT Instruction Sheet Fall 2014

Directions for Building Administrators:

- 1) Obtain the HQT Status Sheets (sample included) from the EMIS coordinator following the first submission of the EMIS October report each school year.
- 2) Instruct all K-12 core academic subject teachers to complete the appropriate HQT Worksheet form(s) (Form A, Form A-Exception, Form B, Form B-Exception, Form C, Form C-Exception, Form D and/or Form E) for all current teaching assignment(s) and include copies of supporting documentation, *and* complete the Ohio Highly Qualified Teacher Status Sheet for EMIS.
- 3) Keep HQT forms and documentation on file. Follow local policies and procedures for record retention.
- 4) Instruct staff to complete, sign and date the Ohio Highly Qualified Teacher Status Sheet. The status sheets should be returned to the building administrator for filing with the district EMIS coordinator.
- 5) Complete the Principal's Recording Sheet for HQT Status, listing all teachers of core academic subjects.
- 6) Have instructional paraprofessionals in Title I schools or working in Title I programs complete Form F and attach supporting documentation. Complete the Principal's Recording Sheet for Qualified Instructional Paraprofessionals. This information will be submitted through EMIS as part of the October reporting period.
- 7) Have tutors in Title I schools or working in Title I programs complete the appropriate HQT Worksheet form(s) for their current assignment(s) (Form A, Form A-Exception, Form B, Form B-Exception, Form C, Form C-Exception, Form D and/or Form E) and attach supporting documentation. Since this is not reported in EMIS, it should be kept on file.

Filing Instructions for Building Administrators:

- 1) The original copy of the completed Ohio Highly Qualified Teacher Status Sheet and Principal's Recording Sheet for all core academic teachers should be kept on file.
- 2) Building administrators should submit a copy of the Ohio Highly Qualified Teacher Status Sheet and the Principal's Recording Sheet for HQT to the EMIS coordinator for entry into the EMIS October report.
- 3) Submit a status report for the instructional paraprofessionals in Title I schools or working in Title I programs (see page 26, *Who Must Meet These Requirements* section).

If you have questions or need additional support in meeting these federal requirements, please consult the Ohio Department of Education website: www.education.ohio.gov

Sample Principal's Recording Sheet for HQT Status

School Year 2014-2015

Principal will receive a customized reporting sheet for their building from the EMIS coordinator.

District:	Sample City SD	District IRN#	111111
Building:	J. Doe Elementary	Building IRN#	222222

Principal's Name: _____ Date: _____

Directions:

Indicate for each teacher whether or not he or she has reviewed and updated the Highly Qualified Teacher Status Sheet. Please provide the completed sheet to your district EMIS coordinator, or to the individual who completes the EMIS reporting for your district by middle to late October 2014.

Teacher's Name	ID No.	Returned HQT Status Sheet (circle one)	
Alan, Bob	xxxxxxx	Yes	No
Burcham, Lori	xxxxxxx	Yes	No
Estelle, Darren	xxxxxxx	Yes	No
Doe, Janey	xxxxxxx	Yes	No
Doe, Johnny	xxxxxxx	Yes	No
Fife, Barney	xxxxxxx	Yes	No
Jones, Sarah	xxxxxxx	Yes	No
Jordan, Michael	xxxxxxx	Yes	No
Michaels, Al	xxxxxxx	Yes	No
Norman, Bebo	xxxxxxx	Yes	No
Overberg, John	xxxxxxx	Yes	No

Building administrators should keep this form on file within the building. A copy of this form should be forwarded to the EMIS coordinator for reporting compliance with the NCLB Act, Section 1119.

NOTE: If the HQT status changes at any point before your district's final October EMIS submission, the status sheet and this form can be revised and a copy forwarded to your district's EMIS coordinator in order to update the information reported to the Ohio Department of Education via EMIS.

Frequently Asked Questions and Answers Regarding HQT

1. Q: Who must be reported as highly qualified teachers under the NCLB definition?

A: Teachers who teach in a core academic subject area must be reported. All core academic subject teachers who are assigned students in EMIS must have their HQT status reported in the October EMIS report. All other core academic subject teachers (including tutors) must have their HQT status on file at the school.

2. Q: What are the core academic subjects?

A: Core academic subjects, as defined in Section 9101 of NCLB, include English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

3. Q: When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?

A: By the end of the 2005-2006 school year, all veteran elementary, middle and secondary teachers of core academic subjects should have been highly qualified. Newly hired teachers must be HQT upon employment.

4. Q: What is the definition of “teaching assignment”?

A: Teaching assignment is the grade level and core academic subject(s) a teacher is teaching this school year.

5. Q: What are the criteria being used to determine if a teacher meets the federal HQT definition?

A: Teachers can meet the federal HQT definition in two ways:

- (1) Be fully licensed in the area they teach and fulfill qualifications designated on the HQT Worksheet Form(s) A-E; or
- (2) Be fully licensed in the area they teach and **if eligible**, achieve 100 points on either the Ohio HQT Abbreviated or Expanded Rubric.

6. Q: What is the expiration date of a teacher’s HQT status?

A: Although teachers must report their HQT status every year, they do not need to re-qualify every year. Once a teacher is HQT in a subject and grade level, he/she is always HQT in that subject and grade level (supporting evidence should be maintained by the teacher).

7. Q: Now that the High Objective Uniform State Standard Evaluation (HOUSSE) has been phased-out, how will teachers meet the HQT requirements?

A: The HOUSSE options include the items in the Ohio HQT Rubric and the Ohio HQT Expanded Rubric. These options are no longer available for general education teachers to meet HQT. (The HOUSSE options will remain for new and newly assigned intervention specialist/special education and gifted education teachers.) However, there are circumstances when teachers may be reassigned to subjects or grade levels or when educators may be hired for teaching assignments for which they have not been required to meet HQT previously. If teachers in these circumstances meet the *HOUSSE Exception Criteria* they may have one EMIS October reporting period to report or earn HQT status using the HOUSSE options. (See *HQT Worksheets Form A-Exception, Form B-Exception, Form C-Exception.*)

8. Q: On the Ohio Highly Qualified Teacher forms, what does a “clock hour” mean?

A: One “clock hour” is 60 minutes of professional development (one semester hour of coursework = 15 clock hours; one quarter hour of coursework = 10 clock hours).

9. Q: What are the HOUSSE Exception Criteria?

A: The HOUSSE Exception Criteria may apply to teachers who are fully licensed for the teaching assignment and:

- Have not been teaching since Jan. 2002; or
- Are returning to teaching after an extended leave of at least one year within the 2002-2014 school years (i.e., military duty, reduction in force, medical disability, family care, approved leave of absence, administrator returning to the classroom, past employment in a nonpublic school, recently working as a substitute); or
- Are teaching for the first time in Ohio and were previously licensed to teach out-of-state; or
- Are teaching a **grade level** they have not taught since January 2002; or
- Are teaching a **subject** they have not taught since January 2002; or
- Are teaching for the first time in a public school.

HOUSSE Exception criteria may be used for ONLY ONE EMIS reporting period for general education teachers.

10. Q: How will a teacher meet HQT if they do not meet one of the HOUSSE Exception Criteria?

A: If a veteran teacher does not meet HQT and does not qualify for one of the *HOUSSE Exception Criteria* that teacher will need to meet HQT through one of the options in Section 3 of the appropriate HQT Worksheet.

11. Q: Could someone teaching in grades 7-12 be partially highly qualified if he or she is teaching two different core academic subject areas?

A: Yes. A teacher might meet the criteria for some of his or her teaching assignment classes, but not all; therefore, some of these classes would be counted as being taught by a highly qualified teacher and some would not.

12. Q: Do the NCLB highly qualified requirements apply to career-technical teachers?

A: Yes, if those career-technical teachers are teaching a core academic subject area.

13. Q: What master's degrees can be counted on the HQT forms for teachers who teach in grades K-6?

A: Teachers who teach K-6 can hold a master's degree in one of the following areas:

- 1) Education;
- 2) Curriculum/Instruction;
- 3) Reading; or
- 4) Teaching.

Master's degrees in Education Administration, Educational Leadership or School Counselor do not apply.

14. Q: What master's degrees can be counted on the HQT forms for teachers who teach in grades 7-12? I have a Master's in special education, does that count?

A: A grade 7-12 teacher must hold a master's degree in the core academic subject of his or her teaching assignment. No, a master's degree in special education does not count.

15. Q: What is the timeline for the 90 clock hours of high-quality professional development? From what point can one begin to count the 90 clock hours?

A: Professional development may be counted since September 1998 *and* post initial certificate/licensure. For example: if a teacher received an initial teaching certificate/license before September 1998, he/she may use any professional development since September 1998; if a teacher received an initial teaching certificate/license after September 1998, he/she may use any professional development since the issue date of that initial certificate or license.

16. Q: Are teachers in alternative licensure pathways considered fully licensed/certified?

A: Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3 or Section 4 to be highly qualified.

17. Q: Are teachers with a Supplemental, One-Year Out-of-State Educator License, or Three-Year Visiting International Teacher License considered fully licensed/certified?

A: Yes. They meet the requirements of Section 2 (see page 4). Those teachers still must comply with Section 3 or Section 4 to be highly qualified.

18. Q: How do I go about determining if I have the appropriate amount and type of clock hours in Section 4 (90 clock hours, professional development approvable by your LPDC since 1998 and post initial licensure)?

A: To show appropriate content knowledge for your teaching assignment you need a total of 90 clock hours of which a **minimum** of 45 clock hours in content knowledge in the subject area of your teaching assignment is needed. 45 clock hours or more are needed in the specific content area of your teaching assignment. Clock hours in teaching skills pedagogy may also be used, but can only be used for a maximum of 45 hours. 45 clock hours or less in teaching skills pedagogy can be counted. All clock hours may be in content knowledge.

Options	Professional Development Clock Hours in Content Area	Professional Development Clock Hours in Teaching Skills Pedagogy, Content Standards	Professional Development Semester Hours in Content Area	Professional Development Semester Hours in Teaching Skills Pedagogy, Content Standards	Total Clock Hours
1)	90				90
2)			6 (=90 clock hours)		90
3)	45	45			90
4)	45		3 (=45 clock hours)		90
5)	45			3 (=45 clock hours)	90
6)			3 (=45 clock hours)	3 (=45 clock hours)	90

19. Q: I currently hold a Regular Education 1-8 (or K-8) Licensure, which forms do I need to use?

A: Regular Educators, who hold a 1-8 (or K-8) License, will need to complete Form A and/or Form B, depending upon their teaching assignment (Form A for a teaching assignment in Grades K-6, and Form B for a teaching assignment in Grades 7 and 8). Each form has different requirements in Section 3 and 4 to meet the federal definition of HQT.

20. Q: I currently hold a Regular Education 1-8 (or K-8) Licensure, how do I become HQT in grades 7 and 8 for the various content areas?

A: You will need to look at Form B sections 3 and/or 4. The options to show evidence of your content knowledge for each content area of your assignment are listed on the forms. If you are unable to mark yes in section 3 (only one yes is required), you will need to move to section 4 and attempt to meet the definition through that section **if eligible**. The Housse option may be used for one EMIS reporting period.

21. Q: Does the HQT status get put onto my license?

A: HQT is verified and reported by schools. HQT forms and worksheets are to be completed by a teacher and turned in to a designee at the school and/or district. HQT status is not put onto your teaching license.

22. Q: If I am eligible to use the Housse criteria and choose the 90 clock hours option, what does “post initial licensure” mean?

A: Post initial licensure means **since the date of your initial certificate or license in your teaching area**. You may use professional development that occurred AFTER your initial certificate or license was granted.

23. Q: I hold a valid early childhood license (PK-3) and have passed the Praxis II Early Childhood exam #0021, or the OAE Early Childhood Education exam #012, what core content areas am I highly qualified to teach?

A: English language arts, reading, math, science, government, civics, history, economics, and geography but **NOT** music, visual arts, dance, drama, and foreign language.

24. Q: How does the Highly Qualified Teacher definition pertain to special educators & gifted educators /intervention specialists?

A: Special and gifted education teachers who provide instruction to students in core academic subjects must meet the highly qualified teacher requirements for each of those core academic subjects that they teach. These requirements apply whether the intervention specialist provides core academic instruction in an inclusion setting, a resource room or another setting.

25 Q: Does a teacher of multi-handicapped students or significantly cognitively disabled students need to be highly qualified in all 7th-12th grade core academic content areas?

A: A teacher whose students are eligible to be assessed against the alternate achievement standards may meet HQT requirements as they apply to a K-6th grade intervention specialist (Form D) for the 2014-2015 school year. **For the 2016-2017 school year, teachers will need to be highly qualified in 7th-12th grade core academic content areas of their teaching assignment as it applies for 7th-12th grade intervention specialist (Form E). The Ohio Academic Content Standards-Extended provide access to Ohio's New Learning Standards in core academic content areas for grades K-12. For more guidance, click [here](#).**

26. Q: If an intervention specialist has taken the Teaching Reading exam and passed, are they eligible to be HQT in ELA in Grades 7-12?

A: Yes. The Praxis II Teaching Reading Exam (#0204), Praxis II Introduction to the Teaching of Reading (#0200), or OAE Reading Subtest I (#038) and OAE Reading Subtest II (#039), would be considered the appropriate exam to show content knowledge (Section 3) for Intervention Specialists Grades 7-12 ELA per U.S. Department of Education (see Page 3).

27. Q: Does a K-6 special education & gifted education/intervention specialist need to show content knowledge (Section 3) for each core content area of their teaching assignment?

A: No. If they have taken and passed one or more of the following Ohio's State Licensure Exams (OAE, Praxis II or NTE), one test covers for all core content areas for grades K-6:

*OAE	Praxis II	NTE
<ul style="list-style-type: none"> Early Childhood Education 012 Reading (Subtest I) 038 & Reading (Subtest II) 039 Elementary Education (Subtest I) 018 & Elementary Education (Subtest II) 019 Middle Grades ELA 028 Middle Grades Math 030 Middle Grades Science 029 Middle Grades Social Studies 031 <p>(*current licensing exams as of Sept. 1, 2013)</p>	<ul style="list-style-type: none"> Education in Elementary School 0010 (if passed before Sept 1, 1999) Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005) Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010) Teaching Reading 0204 (if passed before Sept. 1, 2013) Teacher, grades K-3 Praxis II: EYC 0021 (if passed before Sept. 1, 2013) Teacher, grades 4-6 Praxis II: Elem. Ed. Content 0014 (if passed before Sept. 1, 2013) Elementary Education: Curriculum, Instruction & Assessment 0011 (if passed before Sept. 1, 2013) Middle School ELA 0049 (if passed before Sept. 1, 2013) Middle School Math 0069 (if passed before Sept. 1, 2013) Middle School Science 0439 (if passed before Sept. 1, 2013) Middle School Social Studies 0089 (if passed before Sept. 1, 2013) 	<ul style="list-style-type: none"> General Knowledge

Or if they meet the 90 clock hour option through Section 4, only one core content area (or a combination) is necessary to apply to all core content areas in grades K-6.

Procedures for Completion

All teachers of one or more of the core academic subjects as identified in the federal *NCLB* must meet the highly qualified teacher definition.

New Teachers

New teachers, teachers new to the building, or teachers in a new teaching assignment must complete or provide copies of the appropriate HQT Worksheet form(s) for their current teaching assignment.

In order to meet the HQT requirements, teachers must check “yes” in Section 1 and Section 2 of the appropriate form(s). In addition, the teacher must check “yes” for one item in Section 3 or Section 4. Or, if a teacher meets one of the *HOUSSE Exception Criteria*, he/she may use the HOUSSE options for their third “yes” for one EMIS reporting period if the teacher is in general education. The HOUSSE options are the items on Form A-Exception, Form B-Exception and Form C-Exception and the Ohio Expanded Rubric.

Once the teacher has identified how they meet the HQT requirement, they should complete, sign and return the Ohio Highly Qualified Teacher Status Sheet to the building administrator. The status sheet denotes the teacher’s schedule, which includes the grade level(s) and subject(s) taught by class period. The teacher indicates the criteria for meeting the federal definition in each core academic subject from Section 3, the HOUSSE options or the Ohio Expanded Rubric.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, “no” would be indicated on the status sheet for the class where the teacher is not HQT.

Teachers Returning to the Same Teaching Assignment

Teachers returning to the same teaching assignment of K-12 core academic subjects will receive the Ohio Highly Qualified Teacher Status Sheet. The status sheet denotes the teacher’s schedule, which includes the grade level(s) and subject(s) taught by class period. The status sheet also indicates the criteria the teacher identified for meeting the federal definition in each core academic subject as reported last school year. The teacher will confirm, or modify the information if changes have occurred from last year’s reported data, sign and return the Ohio Highly Qualified Teacher Status Sheet to the building administrator.

If the teacher does not currently meet the federal definition for all or part of his or her teaching assignment, “no” would be indicated on the status sheet for the class where the teacher is not HQT.

Important Updates on Highly Qualified Teachers

Intervention Specialists 7-12 teaching students eligible for alternate assessments

The 2013-2014 HQT Toolkit stated in the frequently asked questions section (#26) in the 2014-2015 school year multi-handicapped intervention specialists will need to be highly qualified in 7th – 12th grade core academic content areas of their teaching assignment, using Form E in the HQT Toolkit. ODE worked internally to provide a no or low cost way for teachers to meet this new requirement with a transition or phase-in period for full implementation by **2016-17 school year**. Utilizing Ohio's Academic Content Standards-Extended new online content modules as the foundation along with additional online resources and professional learning communities or study groups teachers can meet HQT clock hour requirements for content and pedagogy in each content area of their teaching assignment.

By the beginning of 2016-2017 school year, intervention specialists in grades 7-12 teaching students eligible for alternate assessments will need to annually document how they meet highly qualified teacher status on Form E. More information such as guidance documents and resources for teachers and those looking to provide professional development for these teachers can be found [here](#).

Third Grade Reading Guarantee and HQT

In order to assist districts in assigning teachers to students who will be placed in a Grade 3-4 split classroom and retained in third grade solely due to a state reading test score of 391 or below, the Ohio Department of Education is providing new Educational Management Information System (EMIS) codes. Districts have four options available to them in meeting the teacher assignment requirements of the Third Grade Reading Guarantee law and the new EMIS codes identify that these teachers meet the highly qualified teacher requirements. Guiding documentation can be found [here](#).

Licensing Exams in Ohio

Beginning in 2013, Ohio began using [Ohio Assessment for Educator exams](#) for educator licensing. Teachers should be signing up and taking the appropriate Ohio Assessment for Educator exams for HQT purposes as well. In some instances, teachers have taken the Praxis II exams even into the 2013 year; those exam results may still be valid for HQT purposes if they hold evidence of passing the exam(s). Teachers should be signing up for the Ohio Assessment for Educator exams for HQT purposes for the 2014-2015 school year and beyond as Praxis II exams will no longer have qualifying scores to provide to candidates indicating a passing or failing score for most licensing exams.

Form A Grades K-6 Regular Education

Section 1: Do you have at least a bachelor's degree?	[] Yes	[] No
Section 2: Do you hold *full state certification/licensure in your teaching assignment? <i>*Substitute licenses do not meet this requirement.</i>	[] Yes	[] No
If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
Section 3: Did you receive initial certification/licensure in Ohio in 1991 or later, and pass one or more of the following Ohio's State Licensure Exams (OAE, Praxis II, NTE)? <small>The following tests DO NOT APPLY here: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests or OAE Assessments of Professional Knowledge, OAE Special Education tests.</small>	[] Yes	[] No
Ohio Assessment for Educators (OAE) Current Ohio Licensing Exams as of September 1, 2013 <ul style="list-style-type: none"> ▪ Early Childhood Education 012 ▪ Reading (Subtest I) 038 & Reading (Subtest II) 039 ▪ Elementary Education (Subtest I) 018 & Elementary Education (Subtest II) 019 ▪ Middle Grades ELA 028 ▪ Middle Grades Math 030 ▪ Middle Grades Science 029 ▪ Middle Grades Social Studies 031 	Praxis II <ul style="list-style-type: none"> ▪ Education in Elementary School 0010 (if passed before Sept 1, 1999) ▪ Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005) ▪ Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010) ▪ Teaching Reading 0204 (if passed before Sept. 1, 2013) ▪ Teacher, grades K-3 Praxis II: EYC 0021 (if passed before Sept. 1, 2013) ▪ Teacher, grades 4-6 Praxis II: Elem. Ed. Content 0014 (if passed before Sept. 1, 2013) ▪ Elementary Education: Curriculum, Instruction & Assessment 0011 (if passed before Sept. 1, 2013) ▪ Middle School ELA 0049 (if passed before Sept. 1, 2013) ▪ Middle School Math 0069 (if passed before Sept. 1, 2013) ▪ Middle School Science 0439 (if passed before Sept. 1, 2013) ▪ Middle School Social Studies 0089 (if passed before Sept. 1, 2013) 	NTE <ul style="list-style-type: none"> ▪ General Knowledge
Successful completion of one test covers for all *core academic subjects applicable to grades K-6		
Did you answer "yes" in Section 1, 2, AND 3 above? If "yes" this satisfies the federal definition of a HQT. If "no," proceed to Section 4 below.		
Section 4: Did you previously report HQT status <i>in this teaching assignment</i> by using the Ohio HQT rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007, with supporting documentation available?	[] Yes	[] No
Read below and proceed to Form A-Exception, IF applicable.		
<p>Teachers who have checked YES for Section 4 do not need to use the HOUSSE Exception Criteria. You continue to be a HQT in that subject and grade level. Resubmit this form and supporting documentation to building administrator.</p> <p>The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.</p> <p>Teachers who have checked NO for Section 3 and Section 4 should review Form A-Exception. If a teacher can meet one of the HOUSSE Exception Criteria they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required "yes" to meet the federal HQT definition.</p>		

Core academic subjects are defined in Section 9101 of NCLB as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

Form A- Exception: Grades K-6 Regular Education

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have one EMIS October reporting period to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form A**.

HOUSSE Exception Criteria (Only one of the criterion is required to move to the rubric):

<input type="checkbox"/> Fully licensed but not teaching since Jan. 2002
<input type="checkbox"/> Fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2014 school years (e.g., military leave, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
<input type="checkbox"/> First year teaching in Ohio, previously taught out-of-state
<input type="checkbox"/> Fully licensed but have not taught in this grade since Jan. 2002 (e.g., taught grade 8 Language Arts, now teaching grade 5)
<input type="checkbox"/> Fully licensed but have not taught this subject since Jan. 2002 (e.g., taught 5 th grade music now teaching 5 th grade science)
<input type="checkbox"/> First year teaching in a public school
If you were able to mark one of the criterions above, move to the rubric below.

Ohio Highly Qualified Teacher Rubric (Abbreviated Version)

****Since completion in each of these categories equals 100 points, only one YES is required****

Master's Degree	8-Year Professional Certificate	Permanent Certificate	National Board Certification	90 Clock Hours
In one of the following areas: Education (e.g., special education); Curriculum/Instruction; Reading; OR Teaching	Have or ever have had an eight-year professional certificate appropriate to your teaching assignment.	Appropriate to your teaching assignment.	Appropriate to your teaching assignment.	90 clock hours of high quality professional development approvable by an LPDC since 1998 AND post initial licensure in the content area(s)* and grade band you are seeking HQT: 90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours). *Professional development may be in one or more of the core academic subject areas.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points
<input type="checkbox"/> Yes, I have earned 100 points on the Ohio HQT rubric, in addition to checking "yes" in Section 1, and Section 2, to meet the federal HQT definition. <input type="checkbox"/> No, I have not earned 100 points on the Ohio HQT rubric to meet the federal HQT definition. Teachers who have checked NO may use the Ohio Highly Qualified Teacher Expanded Rubric (see pages 21-22) to obtain 100 points and earn the third required "yes".				

Form B: Grades 7-12 Regular Education

Complete one form for each *core academic subject area of your teaching assignment

Section 1: Do you have at least a bachelor's degree?	[] Yes	[] No
Section 2: Do you hold *full state certification/licensure in your teaching assignment? <i>*Substitute licenses do not meet this requirement.</i>	[] Yes	[] No
<p>If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.</p>		
Section 3: Only one "yes" in Section 3 is required		
Did you pass Ohio's State Licensure Exams (OAE, Praxis II, NTE) in the core academic subject of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later? <small>The following tests DO NOT APPLY here: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests, Praxis II Education of Young Children, Praxis II Elementary Education Content, Praxis II Elementary Education: Curriculum, Instruction, & Assessment, or OAE Assessments of Professional Knowledge, OAE Special Education tests, OAE Elementary Education Subtests, OAE Early Childhood Education.</small>	[] Yes	[] No
Do you have an Academic Major or the equivalent in the core academic subject of your teaching assignment? <small>(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)</small>	[] Yes	[] No
Do you have a Master's Degree in the *core academic subject of your teaching assignment?	[] Yes	[] No
<p>Did you answer "yes" in Section 1, 2 and 3 above? If "yes," this satisfies the federal definition of a HQT. If "no," proceed to Section 4.</p>		
Section 4: Did you previously report HQT status <i>in this teaching assignment</i> by using the Ohio HQT rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007, with supporting documentation available?	[] Yes	[] No
Read below and proceed to Form B-Exception, IF applicable.		
<p>Teachers who have checked YES for Section 4 do not need to use the HOUSSE Exception Criteria. You continue to be a HQT in that subject and grade level. Resubmit this form and supporting documentation to building administrator.</p> <p>The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.</p> <p>Teachers who have checked NO for Section 3 and Section 4 should review Form B-Exception. If a teacher can meet one of the HOUSSE Exception Criteria they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required "yes" to meet the federal HQT definition.</p>		

*Core academic subjects are defined in Section 9101 of *NCLB* as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

Form B- Exception: Grades 7-12 Regular Education

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have *one EMIS October reporting period* to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form B**.

HOUSSE Exception Criteria (Only one of the criterion is required to move to the rubric):

<input type="checkbox"/> Fully licensed but not teaching since Jan. 2002
<input type="checkbox"/> Fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2014 school years (e.g., military leave, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
<input type="checkbox"/> First year teaching in Ohio, previously taught out-of-state
<input type="checkbox"/> Fully licensed but have not taught in this grade since Jan. 2002 (e.g., taught grade 6 Language Arts, now teaching grade 7)
<input type="checkbox"/> Fully licensed but have not taught this subject since Jan. 2002 (e.g., taught 8 th grade math now teaching 8 th grade science)
<input type="checkbox"/> First year teaching in a public school
If you were able to mark one of the criterions above, move to the rubric below.

Ohio Highly Qualified Teacher Rubric (Abbreviated Version)

****Since completion in each of these categories equals 100 points, only one YES is required****

8-Year Professional Certificate	Permanent Certificate	National Board Certification	90 Clock Hours
Have or ever have had an eight-year professional certificate appropriate to your teaching assignment. With at least 30 semester hours/45 quarter hours in the academic subject you teach.	Appropriate to your teaching assignment, with at least 30 semester hours/45 quarter hours in the academic subject you teach.	In the core academic subject of your teaching assignment.	90 clock hours of high quality professional development approvable by an LPDC since 1998 AND post initial licensure in the content area(s)* and grade band you are seeking HQT: 90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours). *If the teacher is seeking HQT in multiple core subject areas, then 90 clock hours of evidence must be provided for <u>each</u> content area.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points
<input type="checkbox"/> Yes, I have earned 100 points on the Ohio HQT rubric, in addition to checking "yes" in Section 1, and Section 2, to meet the federal HQT definition. <input type="checkbox"/> No, I have not earned 100 points on the Ohio HQT rubric to meet the federal HQT definition. Teachers who have checked NO may use the Ohio Highly Qualified Teacher Expanded Rubric (see pages 21-22) to obtain 100 points and earn the third required "yes".			

Form C: Music, Visual Arts, Dance, Drama and Foreign Language Regular Education

Section 1: Do you have at least a bachelor's degree?	[] Yes	[] No
Section 2: Do you hold *full state certification/licensure in your teaching assignment? <i>*Substitute licenses do not meet this requirement.</i>	[] Yes	[] No
If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
Section 3: Only one "yes" in Section 3 is required.		
Did you pass Ohio's State Licensure Exams (OAE, Praxis II, NTE or, for World Languages, the <i>Oral Proficiency Interview(OPI)</i> and the <i>Writing Proficiency (WPT)</i> through the American Council on the Teaching of Foreign Languages) in the <u>core academic subject</u> of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later? <small>The following tests DO NOT APPLY here: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests, or OAE Assessments of Professional Knowledge, OAE Special Education tests.</small>	[] Yes	[] No
Do you have an Academic Major or the equivalent in the core academic subject of your teaching assignment? <small>(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)</small>	[] Yes	[] No
Do you have a Master's Degree in the *core academic subject of your teaching assignment?	[] Yes	[] No
Did you answer "yes" in Section 1, 2 and 3 above? If "yes," this satisfies the federal definition of a HQT. If "no," proceed to Section 4.		
Section 4: Did you previously report HQT status <i>in this teaching assignment</i> by using the Ohio HQT rubric or the Ohio Highly Qualified Teacher Expanded Rubric prior to Jan. 31, 2007, with supporting documentation available?	[] Yes	[] No
Read below and proceed to Form C-Exception, IF applicable.		
<p>Teachers who have checked YES for Section 4 do not need to use the HOUSSE Exception Criteria. You continue to be a HQT in that subject and grade level. Resubmit this form and supporting documentation to building administrator.</p> <p>The High Objective Uniform State Standard of Evaluation (HOUSSE) has been phased out for all general education teachers. The HOUSSE (the Ohio HQT Rubric and the Ohio HQT Expanded Rubric) is no longer available for veteran teachers to meet HQT after Jan. 31, 2007. However, there may be some exceptional circumstances whereby a teacher can still use the HOUSSE to meet HQT.</p> <p>Teachers who have checked NO for Section 3 and Section 4 should review Form C-Exception. If a teacher can meet one of the HOUSSE Exception Criteria they may use the Ohio Highly Qualified Teacher Rubric or the Ohio Highly Qualified Teacher Expanded Rubric to earn 100 points and meet the third required "yes" to meet the federal HQT definition.</p>		

***Core academic subjects are defined in Section 9101 of NCLB as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.**

Form C-Exception: Music, Visual Arts, Dance, Drama and Foreign Language Regular Education

If you have previously demonstrated Highly Qualified Teacher (HQT) status in your current subject and grade level, you do not need to use the *HOUSSE Exception Criteria*. You continue to be HQT in that subject and grade level.

Teachers who are fully licensed in the area they teach and meet one of the *HOUSSE Exception Criteria* may have one *EMIS October reporting period* to use the Ohio Highly Qualified Teacher Rubric or Ohio Highly Qualified Teacher Expanded Rubric to meet HQT in their teaching assignment. This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheets for regular education teachers who report on **Form C**.

HOUSSE Exception Criteria (Only one of the criterion is required to move to the rubric):

<input type="checkbox"/> Fully licensed but not teaching since Jan. 2002
<input type="checkbox"/> Fully licensed and returning to teaching after an extended leave of at least one year within the 2002-2014 school years (e.g., military leave, reduction in force, medical, approved leave of absence, disability, family care leave, administrator returning to the classroom, previously taught in a nonpublic school, recently working as a substitute)
<input type="checkbox"/> First year teaching in Ohio, previously taught out-of-state
<input type="checkbox"/> Fully licensed but have not taught in this grade since Jan. 2002 (e.g., taught grade 5 Spanish, now teaching grade 8)
<input type="checkbox"/> Fully licensed but have not taught this subject since Jan. 2002 (e.g., taught 5 th grade music now teaching 5 th grade drama)
<input type="checkbox"/> First year teaching in a public school
If you were able to mark one of the criterions above, move to the rubric below.

Ohio Highly Qualified Teacher Rubric (Abbreviated Version)

Since completion in each of these categories equals 100 points, only one YES is required

Master's Degree	8-Year Professional Certificate	Permanent Certificate	National Board Certification	90 Clock Hours
K-6 Only	K-6 Only	K-6 Only	K-6 Only	K-6 and 7-12
In one of the following areas: Education; Curriculum/Instruction; Reading; OR Teaching	Have or ever have had an eight-year professional certificate appropriate to your teaching assignment.	Appropriate to your teaching assignment.	Appropriate to your teaching assignment.	90 clock hours of high quality professional development approvable by an LPDC since 1998 AND post initial licensure in the content area(s)* and grade band you are seeking HQT: 90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours).
	7-12 Only Have or ever have had an eight-year professional certificate appropriate to your teaching assignment. With at least 30 semester hours/45 quarter hours in the academic subject you teach.	7-12 Only Appropriate to your teaching assignment, with at least 30 semester hours/45 quarter hours in the academic subject you teach.	7-12 Only In the core academic subject of your teaching assignment.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points
<input type="checkbox"/> Yes, I have earned 100 points on the Ohio HQT rubric, in addition to checking "yes" in Section 1, and Section 2, to meet the federal HQT definition. <input type="checkbox"/> No, I have not earned 100 points on the Ohio HQT rubric to meet the federal HQT definition.				
Teachers who have checked NO may use the Ohio Highly Qualified Teacher Expanded Rubric (see pages 21-22) to obtain 100 points and earn the third required "yes."				

Form D: Grades K-6 Special Education and Gifted Education/Intervention Specialist Teachers

Section 1: Do you have at least a bachelor's degree?	[] Yes	[] No
Section 2: Do you hold *full state certification/licensure in your teaching assignment? *Substitute licenses do not meet this requirement.	[] Yes	[] No
If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.		
Section 3: Did you receive initial certification/licensure in Ohio in 1991 or later, and pass one or more of the following Ohio's State Licensure Exams (OAE, Praxis II, NTE)? The following tests DO NOT APPLY here: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests or OAE Assessments of Professional Knowledge, OAE Special Education tests.	[] Yes	[] No
Ohio Assessment for Educators (OAE) Current Ohio Licensing Exams as of Sept. 1, 2013 <ul style="list-style-type: none"> ▪ Early Childhood Education 012 ▪ Reading (Subtest I) 038 & Reading (Subtest II) 039 ▪ Elementary Education (Subtest I) 018 & Elementary Education (Subtest II) 019 ▪ Middle Grades ELA 028 ▪ Middle Grades Math 030 ▪ Middle Grades Science 029 ▪ Middle Grades Social Studies 031 	Praxis II <ul style="list-style-type: none"> ▪ Education in Elementary School 0010 (if passed before Sept. 1, 1999) ▪ Teacher, grades K-3 Praxis II: ECE 0020 (if passed before Sept. 1, 2005) ▪ Introduction to the Teaching of Reading 0200 (if passed before Sept. 1, 2010) ▪ Teaching Reading 0204 (if passed before Sept. 1, 2013) ▪ Teacher, grades K-3 Praxis II: EYC 0021 (if passed before Sept. 1, 2013) ▪ Teacher, grades 4-6 Praxis II: Elem. Ed. Content 0014 (if passed before Sept. 1, 2013) ▪ Elementary Education: Curriculum, Instruction & Assessment 0011 (if passed before Sept. 1, 2013) ▪ Middle School ELA 0049 (if passed before Sept. 1, 2013) ▪ Middle School Math 0069 (if passed before Sept. 1, 2013) ▪ Middle School Science 0439 (if passed before Sept. 1, 2013) ▪ Middle School Social Studies 0089 (if passed before Sept. 1, 2013) 	NTE <ul style="list-style-type: none"> ▪ General Knowledge
Successful completion of one test covers for all core academic subjects applicable to grades K-6		
Did you answer "yes" in Section 1, 2, AND 3 above? If "yes" this satisfies the federal definition of a HQT. If "no," proceed to Section 4 below.		

Section 4: Ohio Highly Qualified Teacher Rubric (Abbreviated Version)

Since completion in each of these categories equals 100 points, only one YES is required

Master's Degree	8-Year Professional Certificate	Permanent Certificate	National Board Certification	90 Clock Hours
In one of the following areas: Education (e.g., special education); Curriculum/Instruction; Reading; OR Teaching	Have or ever have had an eight-year professional certificate appropriate to your teaching assignment.	Appropriate to your teaching assignment.	Appropriate to your teaching assignment.	90 clock hours of high quality professional development approvable by an LPDC since 1998 AND post initial licensure in the content area(s)* and grade band you are seeking HQT: 90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours). *Professional development may be in one or more of the core academic subject areas.
[] Yes [] No	[] Yes [] No	[] Yes [] No	[] Yes [] No	[] Yes [] No
Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points
[] Yes, I have earned 100 points on the Ohio HQT rubric, in addition to checking "yes" in Section 1, and Section 2, to meet the federal HQT definition. [] No, I have not earned 100 points on the Ohio HQT rubric to meet the federal HQT definition.				
Teachers who have checked NO may use the Ohio Highly Qualified Teacher Expanded Rubric (see pages 21-22) to obtain 100 points and earn the third required "yes".				

Form E: Grades 7-12 Special Education and Gifted Education/Intervention Specialist Teachers

Complete one form for each *core academic subject area of your teaching assignment

Section 1: Do you have at least a bachelor's degree?

☐ Yes ☐ No

Section 2: Do you hold *full state certification/licensure in your teaching assignment?

☐ Yes ☐ No

**Substitute licenses do not meet this requirement.*

If you answered NO to section 1 and/or 2 proceed no further. You cannot meet the HQT requirement in this teaching assignment. Record "no" on the status sheet and return it to your building principal. If you answered "yes" to both, proceed to Section 3.

Section 3: Only one "yes" in Section 3 is required.

Did you pass Ohio's State Licensing Exam (e.g. OAE, Praxis II in core subject area or appropriate AYA core academic subject tests) in the core academic subject of your teaching assignment and receive initial certification/licensure in Ohio in 1991 or later?

☐ Yes ☐ No

The following tests DO NOT APPLY here: Praxis II Principles of Learning & Teaching, Praxis II Special Education tests, Praxis II Education of Young Children, Praxis II Elementary Education Content, Praxis II Elementary Education: Curriculum, Instruction, & Assessment, or OAE Assessments of Professional Knowledge, OAE Special Education tests, OAE Elementary Education Subtests, OAE Early Childhood Education.

Tests that COULD apply:

For ELA: OAE Reading Subtest I and II; OAE Middle Grades ELA; or previously taken and passed Praxis II Teaching Reading, Praxis II Middle School ELA, Praxis II Introduction to the Teaching of Reading

For Math: OAE Middle Grades Math; or previously taken and passed Praxis II Middle School Mathematics

For Science: OAE Middle Grades Science; or previously taken and passed Praxis II Middle School Science

For Social Studies: OAE Middle Grades Social Studies, or previously taken and passed Praxis II Middle School Social Studies

Do you have an Academic Major or the equivalent in the core academic subject of your teaching assignment?

☐ Yes ☐ No

(Major or equivalent = 30 semester hours/45 quarter hours in Undergraduate and/or Graduate courses)

Do you have a Master's Degree in the *core academic subject of your teaching assignment?

☐ Yes ☐ No

Did you answer "yes" in Section 1, 2 and 3 above? If "yes," this satisfies the federal definition of a HQT. If "no," proceed to Section 4.

Section 4:

Ohio Highly Qualified Teacher Rubric (Abbreviated Version)

Since completion in each of these categories equals 100 points, only one YES is required

8-Year Professional Certificate	Permanent Certificate	National Board Certification	90 Clock Hours
Have or ever have had an eight-year professional certificate appropriate to your teaching assignment. With at least 30 semester hours/45 quarter hours in the academic subject you teach.	Appropriate to your teaching assignment, with at least 30 semester hours/45 quarter hours in the academic subject you teach.	In the core academic subject of your teaching assignment.	<p>90 clock hours of high quality professional development approvable by an LPDC since 1998 AND post initial licensure in the content area(s)* and grade band you are seeking HQT:</p> <p>90 clock hours in appropriate content knowledge; of which up to a maximum of 45 clock hours may be in teaching skills, pedagogy, or Academic Content Standards appropriate to the content area (45 clock hours = 3 semester hours).</p> <p>*If the teacher is seeking HQT in multiple core subject areas, then 90 clock hours of evidence must be provided for <u>each</u> content area.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Yes = 100 points	Yes = 100 points	Yes = 100 points	Yes = 100 points
<p><input type="checkbox"/> Yes, I have earned 100 points on the Ohio HQT rubric, in addition to checking "yes" in Section 1, and Section 2, to meet the federal HQT definition.</p> <p><input type="checkbox"/> No, I have not earned 100 points on the Ohio HQT rubric to meet the federal HQT definition.</p> <p>Teachers who have checked NO may use the Ohio Highly Qualified Teacher Expanded Rubric (see pages 21-22) to obtain 100 points and earn the third required "yes".</p>			

***Core academic subjects are defined in Section 9101 of NCLB as English, language arts, reading, science, mathematics, arts (including music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.**

Ohio Highly Qualified Teacher Expanded Rubric

This rubric should be completed for each teaching assignment in which the teacher does not meet the highly qualified requirements, as determined by the HQT Worksheet (Forms A-E). Teachers who are fully licensed in the area they teach and who earn **100 points on the Ohio Highly Qualified Teacher Expanded Rubric** meet the federal HQT definition. Use the chart below to reflect your work experience, coursework, and professional development and activities. **This completed form should be submitted along with your completed Form A, Form A-Exception, Form B, Form B-Exception, Form C, Form C-Exception, Form D or Form E to your building administrator.** You may need your college transcripts, documentation of professional development activities since 1998, any awards, recognition and/or presentations to complete this Ohio Highly Qualified Teacher Expanded Rubric.

Category	Criteria	Credit
Years of Experience in the Teaching assignment	Please indicate the number of years of experience that you will have teaching this core academic subject and grade level as a fully certificated/licensed teacher by the end of the current year. Increments of less than a year should be expressed in tenths, based on a 10-month school year, i.e., four years and six months is 4.6. (Short-term substitute teaching, long-term substitute teaching, student teaching, teaching under a conditional permit or temporary license, and summer school do not count.)	3 points per year up to 8 years (24 points maximum)
		Your Points:
College Coursework in this Content Area	Use your college transcripts to report the courses that you have completed that are in the core academic subject of the teaching assignment. List all content courses that are directly related to the teaching assignment.	1 point per semester hour, up to 27 hours (27 points maximum)
		Your Points:
College Coursework in Pedagogy Related to the Content Area	Using your college transcripts, list all pedagogical courses that relate to this core academic subject. Education classes in methods in the teaching assignment, special education courses that deal with differentiating instruction, courses in assessment, and reading/literacy courses count; all other education courses not directly related to the content of the teaching assignment do not count.	1 point per semester hour, up to 27 hours (27 points maximum)
		Your Points:
Professional Development in the Content Area	List all professional development activities related directly to the core academic subject of your teaching assignment that you have taken since 1998.	3 points per PD activity (24 points maximum)
		Your Points:

The HQT Rubric is continued on the next page.

Ohio Highly Qualified Teacher Expanded Rubric

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Category	Criteria	Credit
Professional Activities in the Teaching Assignment	Report any professional activities in which you have participated that document your knowledge and skill in this core academic subject. The activities should provide clear evidence of your expertise in this core academic subject and demonstrate leadership of advancing professional practice.	5 points per professional activity, up to 5 activities (25 points maximum)
		Your Points:
Recognition in Content Area	Report any state or national teacher award received, or any publication that you have authored, that meets the following requirements: Awards State or National Teacher of the Year; Milken Foundation; Presidential Awards for Excellence; Outstanding Educator Awards from content professional organizations; Martha Holden Jennings Scholar; other regional awards that are based on knowledge and skill in the core academic subject of your teaching assignment. District awards do not count. Publications Research articles accepted for publication in a juried journal in the core academic subject.	2 points per recognition, up to 3 recognitions (6 points maximum)
		Your Points:
Your total points need to be 100 to meet the federal definition of a Highly Qualified Teacher.		Your Total Points:

Sample Ohio Highly Qualified Teacher Status Sheet

School Year 2014-2015

Each teacher will receive a customized status sheet from their EMIS coordinator or principal following the entry into the EMIS October report.

Teacher ID:	123456789	Teacher Name:	Doe, Janey
District:	Sample City SD	District IRN#:	111111
Building:	J. Doe Elementary	Building IRN#:	222222

Teachers of core academic subjects should review the chart below to verify meeting the federal definition of a Highly Qualified Teacher. Core courses as defined by the *NCLB* Act include the following: English, language arts, reading, science, mathematics, arts (includes music, visual arts, dance and drama), foreign language, government and civics, history, economics and geography.

Please review the HQT criteria that were reported for the courses you taught during the 2013-2014 school year. If there are NO changes to this information, sign the form and check the blank indicating "NO CHANGES." If there are changes, please circle the number in the "Change HQT Criteria" column next to each course and sign the form.

- If the teacher is new to the district or was not teaching the same core academic course last year, an "X" will appear in the column labeled "HQT Criteria Reported in 2013-2014."
- A new teacher MUST circle the number of the appropriate reason in the column labeled "Changes to HQT Criteria for 2014-2015."
- If a teacher does not meet the definition for a particular course, circle "N" next to that course.

If this report shows a course that you are not teaching, draw a line through the information. Additionally, if you are teaching a course that is missing from the list, write the course name on the form and complete the column "Change HQT Criteria" using numbers 1 - 9 or "N."

To meet the federal definition of Highly Qualified, the teacher must have:

- A. A minimum of a bachelor's degree;
- B. Full state certification/licensure in the teaching area; **and**
- C. One of the following:

1 – Appropriate OAE/Praxis II/NTE License Exam	7 - National Board Certification (100 points)
2 - Academic Major or equivalent in Core Academic Subject	8 - Expanded HQT Rubric (100 points)
3 - Appropriate Master's Degree (100 points)	9 - 90 Clock Hours of appropriate LPDC approvable Professional Development (100 points)
5 - 8-year Professional Certificate (100 points)	N - Does NOT meet HQT definition
6 - Permanent Certificate (100 points)	

Sample Ohio Highly Qualified Teacher Status Sheet

School Year 2014-2015

...continued from previous page

Subject Code/Name	Student Population	Grade Low	Grade High	HQT Criteria reported in 2013-2014	Change HQT Criteria for 2014-2015 (Complete this column if there are changes.)
050104 Reading 4-6	RG	06	06	1	1 2 3 5 6 7 8 9 N
050106 Reading 7-8	RG	07	08	1	1 2 3 5 6 7 8 9 N
050156 English Language Arts	RG	07	08	1	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
110175 Math 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
132130 Science 7-8	RG	07	08	9	1 2 3 5 6 7 8 9 N
150807 History (American) 7-8	RG	07	08	N	1 2 3 5 6 7 8 9 N
<i>(Blank rows available below to add new courses)</i>					

____ “NO CHANGES” Checking this blank means that there have been no changes to your HQT criteria for the courses you taught during the 2013-2014 school year.

I hereby assure that all information presented is correct and is acceptable for reporting for NCLB Highly Qualified Teacher requirements as stated in Section 1111, 1119 and 9101.

Signature of Teacher: _____ Date: _____
Your building administrator may request that you provide backup documentation.

Federal Requirements for Instructional Paraprofessionals

No Child Left Behind Section 1119

To ensure that Title I schools and programs have a federally qualified instructional staff, the *NCLB* statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance Title I programs or in schoolwide Title I buildings.

The new federal legislation requires that paraprofessionals meet one of three criteria to become qualified:

1. Complete at least two years of study at an institution of higher education (*defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education**); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (*defined as any associate degree program from an accredited institution of higher education**); **OR**
3. Meet a rigorous standard of quality and demonstrate through a formal State or local academic assessment — (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

Note: Only one of the three requirements is needed for compliance.

** An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.

Who Must Meet These Requirements?

Targeted Assistance Title I Buildings

ESEA requirements apply only to paraprofessionals who have *instructional duties in programs supported by Title I funds*. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are funded by Title I must meet the requirements of the statute.

Schoolwide Title I Buildings

All *paraprofessionals with instructional responsibilities* in schoolwide Title I buildings must meet the requirements regardless of the source of funding. Aides who serve as playground, bus or cafeteria aides do not have to meet the requirements. Special education aides who attend only to health care needs of students do not have to meet the requirements. Preschool aides who are housed in a schoolwide Title I building also must meet the requirements of the statute.

Principals for each targeted assistance building and each schoolwide Title I building must attest in writing whether the school is in compliance with the requirements of NCLB Section 1119. The verification shall be maintained on file in the building and at the school district office. The written verification may be reviewed by the public upon request.

Exceptions for Requirements

Exceptions to federal statute for paraprofessionals in targeted assistance and schoolwide Title I buildings include paraprofessionals who serve as translators for children and paraprofessionals whose sole responsibilities consist of conducting parental involvement activities.

State Assessment for Paraprofessionals

The *Parapro Assessment*, developed by Educational Testing Service (ETS) in 2002, is the state assessment for paraprofessionals in Ohio. The *Parapro Assessment* has been piloted and validated for Ohio, with a **passing score of 456** approved by the State Board of Education on June 10, 2003. The *Parapro Assessment* has portability across school districts.

The *Parapro Assessment* is available across Ohio at selected *Praxis* test centers. ETS has developed an online version of the test. The paper and pencil version of the *Parapro* test is no longer available. For more information about the online initialization process, or to download the *Test At A Glance* or a fact sheet about the *Parapro Assessment*, go to <http://www.ets.org/parapro> The Registration Bulletin for the *Parapro* is also available on the Web site for downloading. Location for test sites can be found at the ETS Web site listed above. If an institution would like to become a test site, please complete the application at the following Web site: http://www.ets.org/parapro/administrators/about/ibt_application

Local (District) Assessment for Paraprofessionals

Local districts are empowered by the federal statute to develop their own assessments. The Ohio Department of Education, as the grantee from the U.S. Department of Education, has the authority to develop guidelines for these local assessments, to assure the intent and integrity of

the statute is met. Local assessments will meet federal requirements but will not carry the assurance of portability across districts or states.

Ohio Educational Aide Permit

Currently in Ohio, the educational aide permit, valid for working with learners under the supervision of a fully licensed educator, shall be issued to an individual deemed to be of good moral character, who has a high school diploma or the equivalent, and who has been recommended by the employing school district, in accordance with Chapter 3301-25 of the Administrative Code (Teacher Education and Licensure Standards).

The educational aide permit will continue to be issued as defined above for instructional and non-instructional aides in Ohio. However, paraprofessionals who have instructional duties in targeted assistance schools and schoolwide Title I buildings must meet the additional requirements of *NCLB* (effective Jan. 8, 2002). The term “ESEA Qualified” may be added to the Educational Aide permit for individuals who have successfully completed the paraprofessional requirement of the exam for paraprofessionals prescribed by the State Board of Education; or, an associate’s degree (or higher) from an accredited institution of higher education; or, at least two years of study at an accredited institution of higher education.

If you have questions after reviewing these materials, please e-mail: hqt@education.ohio.gov

Frequently Asked Questions and Answers for Paraprofessionals

1. Q: Are all paraprofessionals required to meet the federal definition?

A: No. Only those with instructional duties in Title I schoolwide and/or targeted assistance buildings are required to do so.

Those **not** included:

- Playground, bus and cafeteria aides;
- Special education aides who attend only to the health care of students;
- Translators;
- Those whose sole responsibility consists of conducting parental involvement activities;
- Those working in non-instructional roles (playground, bus and cafeteria aides, non-instructional computer assistance).

2. Q: Who is considered an instructional paraprofessional?

A: According to *NCLB* guidelines, an instructional paraprofessional provides one-on-one tutoring; assists with classroom management (organizing instructional and other materials); provides instructional computer assistance; provides support in a library or media center; or provides instructional services under the direct supervision of a teacher.

Requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities, or to individuals working in non-instructional roles (food service, cafeteria or playground supervision, personal care service, and non-instructional computer assistance).

3. Q: What qualifications are required for instructional paraprofessionals?

A: According to the regulations, instructional paraprofessionals who have instructional duties in Title I schoolwide buildings or are paid with Title I funds in a Title I targeted assistance building are required to meet the following criteria:

- 1) Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by a college transcript from an accredited institution of higher education*); **OR**
- 2) Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
- 3) Meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

** An accredited institution of higher education is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency recognized by the U.S. Secretary of Education.*

If you are uncertain as to whether your degree or coursework is from an accredited higher education institution, please check with the institution.

4. Q: Will all instructional paraprofessionals hired after Jan. 8, 2002, have to meet the educational requirements or just Title I instructional paraprofessionals?

A: NCLB requirements for instructional paraprofessionals impact only these individuals with instructional duties in a schoolwide Title I building or in any program supported by Title I funds.

5. Q: Can instructional paraprofessionals be “grandfathered in” based on years of experience?

A: No grandfather provisions exist under NCLB.

6. Q: What form of assessment will paraprofessionals be required to take?

A: The *Parapro Assessment* focuses on one’s knowledge of, and ability to assist in instructing reading/reading readiness, writing/writing readiness, and mathematics readiness. A passing score of 456 (out of a total of 480 possible points) must be obtained on the *Parapro* test in order to meet the requirements.

7. Q: Where can I take the Parapro Assessment?

A: The *Parapro Assessment* is offered at *Praxis* testing centers. To register for the computer delivered *Parapro Assessment*, visit the Educational Testing Service Web site at <http://www.ets.org/parapro/> . Online testing is available to districts as well.

8. Q: If a paraprofessional does not pass the test, can the test be taken again?

A: Candidates may take the test as many times as necessary to achieve a passing score of 456 (out of a total of 480 possible points).

9. Q: If a paraprofessional does not pass one section of the test, can that portion be taken again or must the entire test be completed?

A: Because the *Parapro* is a single test, there is no way to “bank” scores on any single part of it; therefore, the entire test must be retaken.

10. Q: Will districts be able to provide funding for paraprofessionals to meet the new requirements?

A: Title I and Title II funds may be provided for ongoing training and professional development for paraprofessionals.

11. Q: Does a paraprofessional in a computer lab have to meet the paraprofessional definition?

A: The answer to this depends upon the responsibilities assigned to the paraprofessional. If the paraprofessional is an instructional aide assisting students with curricular issues, the answer is “yes.”

However, if the paraprofessional is employed in a computer lab for maintenance, mechanical assistance or security responsibilities, the paraprofessional would not be considered to be serving in an instructional role and thus would not need to meet the definition.

Principal's Recording Sheet for Instructional Paraprofessionals

School Year 2014-2015

<i>District:</i>		<i>District IRN#:</i>	
<i>Building:</i>		<i>Building IRN#:</i>	
<i>Principal Name:</i>			

Directions:

Indicate for each instructional paraprofessional if he or she meets the designation of “qualified” under *NCLB*.

Please provide a copy of the completed recording sheet to your district EMIS coordinator, or the individual who does the EMIS reporting for your district by middle to late October 2014.

N = Does not meet Qualified Paraprofessional Requirement

Y = Does meet Qualified Paraprofessional Requirement

Paraprofessional's Name (Please print name)	ID No. (SSN or State ID)	Does the paraprofessional meet the qualified designation of NCLB? (Circle One)
		N Y
		N Y
		N Y
		N Y
		N Y
		N Y
		N Y
		N Y
		N Y
		N Y

Building administrators should keep this form on file. A copy of this form should be forwarded to the EMIS coordinator for reporting compliance with NCLB Section 1119.

NOTE: If the paraprofessional's status changes at any point before the final October EMIS submission, this form can be completed again and a copy forwarded to the EMIS coordinator in order to update the information reported to the Ohio Department of Education via the Education Management Information System (EMIS).

(Please photocopy this sheet if additional lines are needed.)

Procedures for Completion

Instructional paraprofessionals in Title I schoolwide or targeted assistance buildings complete Form F. Once completed, the form is submitted to the building administrator for submission to the EMIS coordinator for the EMIS October report of Qualified Paraprofessionals. **Non-instructional paraprofessionals and paraprofessionals in non-Title I buildings/programs do not need to complete Form F.**

Form F: Instructional Paraprofessionals (For Instructional Paraprofessionals in Title I Schoolwide or Targeted Assistance Buildings)

To ensure that Title I schools and programs have qualified instructional staff, the *NCLB* statute has specific provisions for paraprofessionals who have instructional duties in targeted assistance Title I programs or in schoolwide Title I buildings.

The new federal legislation requires that paraprofessionals meet **one of three criteria** to become qualified:

1. Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education); **OR**
2. Obtain an associate (or higher) degree from an accredited institution of higher education (defined as an associate degree program from an accredited institution of higher education); **OR**
3. Meet a rigorous standard of quality and demonstrate, through a formal State or local academic assessment – (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing and mathematics.

Only **one “yes”** is required

Two (2) Years of Study at an Institution of Higher Education (48 Semester or 72 Quarter Hours)	An Associate (or higher) Degree from an Accredited Institution of Higher Education	Passing the Test for Paraprofessionals	Passing a Local Academic Assessment
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

☐ **Yes**, I meet the federal definition for being a highly qualified paraprofessional.

☐ **No**, I currently do not meet the federal guidelines for being a highly qualified paraprofessional.

Please sign and submit a copy of this form to your building administrator. Building administrators should use this form for reporting compliance with *NCLB* Section 1119 through the EMIS coordinator and should keep this form on file for each instructional paraprofessional within the building.

Name _____ Signature _____

Date _____