

Credit Flexibility Guidance: HQT Requirements

Background Information

To support the varied student learning opportunities outlined in the Credit Flexibility statute, the following HQT guidance provides ways in which school districts can successfully implement educational options, one of the methods by which credit flexibility can be earned.

Legal Requirements

There are three parts to meeting the HQT requirement:

1. Teachers must have at least a bachelor’s degree,
2. Teachers must have a certificate/license that is appropriate to their teaching assignment, and
3. Teachers must be able to demonstrate their subject area expertise in the Core Academic Subjects (CAS: English, language arts, reading, science, mathematics, arts – dance, music, drama, visual arts, foreign language, government and civics, history, economics, and geography) they teach.

If any part is missing, the teacher cannot be identified as highly qualified.

EMIS Requirements

The chart below indicates which delivery method requires Highly Qualified Teachers in EMIS Reporting.

Delivery Method Element	HQT Requirement (Yes or No?)
Correspondence Course (CC)	Yes (No if an Educational Option)
Educational Travel (ET)	Yes (No if an Educational Option)
Face to Face Classroom Instruction (FF)	Yes
Home Instruction (HI)	Yes
Interactive Distance Learning (ID)	No
Independent Study	Yes
Online (OL)	Yes (No if an Educational Option)
Other Delivery Method (OT)	Yes

Districts continue to adhere to the existing EMIS Reporting Requirements. Any additional guidance on EMIS Reporting for Credit Flexibility will be provided before the 2010 – 2011 school year.

Frequently Asked Questions

Q1. How does HQT impact **Personalized Learning Experiences (PLE)** for students?

A1. Teachers who are highly qualified in the core academic subject aligned with the core academic content of the personalized learning experience should be an integral part of designing the **Student Credit Flexibility Plan (SCFP)**. When the PLE is in a non-core academic subject, then a credentialed teacher in the non-core area (e.g. classroom teacher, master/lead teacher, department chair, etc.) or a credentialed educator (e.g. counselor, principal, assistant principal, etc.) is appropriate. Most importantly, a credentialed educator should be a part of the collaborative team that guides and supports the student’s participation in the PLE.

Providers of in-school or out-of-school PLEs (e.g. artisans, doctors, college/university professors, business professionals, scientists, community leaders, etc.) should adhere to the requirements per federal guidance:

- *If the person is employed by the LEA and the contract or Memorandum of Understanding (MOU) is with the individual (e.g. an artist who is **not** employed by a company or organization), then the artist **must be** highly qualified.*
- *If the person is employed by a company or organization (e.g. a violinist employed by the symphony) and the contract or MOU is with that entity, then the person **does not** need to be highly qualified.*

Please note: A faculty member must be highly qualified if the LEA directly employs him or her. If, on the other hand, an LEA **(1) pays tuition to an institution of higher education to permit students to take core academic courses at the college or university, or (2) acquires the teaching services of the college or university faculty member at the LEA’s school through a contract or a memorandum of understanding with that individual’s institution of higher education, then the faculty member is not an employee of the LEA and is not subject to the highly qualified teacher requirements.**

Q2. How does HQT impact **teacher of record and university professor co-teaching models**?

A2. The teacher of record must be highly qualified in the core academic subject taught. Per the federal guidance, a faculty member must be highly qualified if the LEA directly employs him or her. If, on the other hand, an LEA (1) pays tuition to an institution of higher education to permit students to take core academic courses at the college or university, or **(2) acquires the teaching services of the college or university faculty member at the LEA’s school through**

a contract or a memorandum of understanding with that individual's institution of higher education, then the faculty member is not an employee of the LEA and is not subject to the highly qualified teacher requirements.

- Q3. How does HQT impact **online learning** experiences for students?
- A3. If the instructor provides online learning in a core academic subject, then the instructor needs to be highly qualified; however, if the online learning experience is an *Educational Option*, HQT is not required.
- Q4. How does HQT impact the demonstrating mastery of course content in a core academic subject area?
- A4. Teachers who are highly qualified in the core academic subject in which a student is demonstrating mastery of course content should be an integral part of the process. The teacher's subject matter expertise and knowledge of the academic content standards in that particular core academic subject help to inform the decision process for student mastery of course content.

Questions or Additional Information

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