

**VIRGINIA REQUIREMENTS FOR TEACHERS NOT NEW TO THE TEACHING PROFESSION
TO MEET THE DEFINITION OF HIGHLY QUALIFIED
IN THE FEDERAL CORE ACADEMIC AREAS AND SPECIAL EDUCATION**

[Approved by the Board of Education on February 25, 2004; Amended April 20, 2005, and September 27, 2006]

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p>Elementary Education (prek-6)</p>	<p>Experienced elementary school teachers, including those entering the teaching profession through the alternate route, who are licensed in elementary education or special education with an active license may meet the “highly qualified” definition required in the No Child Left Behind Act (NCLB) by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test for elementary education [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching;* OR b. completion of a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area;* OR c. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education, OR d. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR e. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in a subject area the teacher teaches; OR (2) an interdisciplinary major (or equivalent); OR (3) at least 9 semester hours in each core discipline area of mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p>*For special education teachers to become highly qualified under HOUSSE, requirements in options 3a, 3b, and 3d must be completed in the content or academic subjects taught.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p>Middle Education (6-8)</p>	<p>Experienced middle school teachers, including those entering the teaching profession through the alternate route, who are licensed in middle education or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching;* OR b. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an interdisciplinary major (or equivalent); OR (2) a minimum of 18 semester hours in the middle school area(s) taught—mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p>Secondary (6-12)</p>	<p>Experienced secondary school teachers, including those entering the teaching profession through the alternate route, who are licensed in a secondary endorsement area or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and a minimum of 24 semester hours in the area(s) taught. <p>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<p>Pre-Kindergarten-Grade 12 (such as art, music, or foreign languages)</p>	<p>Experienced teachers, including those entering the teaching profession through the alternate route, who are licensed in a pre-kindergarten through grade 12 endorsement or special education and teaching a prek-12 subject area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in the subjects the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development; * OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in the subject area(s) the teacher teaches; OR (2) a minimum of 24 semester hours in the area(s) taught. <p>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</p>