



Qualifications for Teachers and Paraprofessionals Verification of Compliance with the No Child Left Behind Act of 2001

2___ - 2___

The No Child Left Behind Act of 2001, Title I, Section 1119(i)(1) requires the principal of each school, operating a program under Section 1114 or Section 1115 (Targeted Assisted or Schoolwide), to attest annually in writing as to whether such school is in compliance with the requirements of both sections.

LEA Name: _____ AUN Number: _____

School Name: _____ Principal Name: _____

The signature below attests that the school is in compliance with the requirements of Section 1119, Qualifications of Teachers and Paraprofessionals, of the No Child Left Behind Act of 2001.

Check all that apply:

- Teachers paid with Title I funds and/or working in a schoolwide program hired on or after July 1, 2002 meet the highly qualified requirements. (Title I, Section 1119(a)(1) Regs. 200.55(a))
- Instructional paraprofessionals working in a schoolwide building or within a Targeted Assisted program have:
 1. completed two years of study at an institution of higher education (48 college-level credits);
 2. obtained an associate degree or higher; or
 3. met a rigorous standard of quality and have demonstrated, through a formal local academic assessment, knowledge of and the ability to assist in the instruction of reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). (Title I, Section 1119(d) Regs. 200.58(a) and (d))
- Instructional paraprofessionals working in a schoolwide building or within a Targeted Assisted program hold a secondary school diploma or its equivalent. (Title I, Section 1119(c)(2) Regs. 200.58(b))

Principal's Signature

Date

Copies of this form shall be maintained at each school operating a program under Section 1114 or 1115 of the No Child Left Behind Act and at the main office of the LEA, and shall be made available to any member of the general public upon request.

Highly Qualified Teacher (HQT) Individualized Professional Development Plan (IPDP)

Any core content teacher of record who is hired by the district and who is not Highly Qualified (HQ) in their assignment, must develop, in consultation with his/her school district, a highly qualified teacher individualized professional development plan to attain highly qualified teacher designation. The teacher and the district must agree to and sign the highly qualified teacher individualized professional development plan within 30 days of the date of hire. (See attached form). If the teacher does not achieve highly qualified teacher designation status within three years of the date the individualized professional development plan was signed he/she cannot continue to work in that non-highly qualified assignment.¹ The superintendent may, at his or her discretion, shorten the three year maximum as circumstances warrant.

The highly qualified teacher individualized professional development plan must be updated yearly until the teacher completes the plan and attains highly qualified teacher status.

Any teacher making satisfactory progress on his/her highly qualified teacher individualized professional development plan may continue to teach the core content area(s) for which he/she is seeking highly qualified teacher status, even though that teacher will not be considered highly qualified until the teacher completes the individualized professional development plan and demonstrates subject matter competency in the core content area(s). Teachers who are neither highly qualified nor engaged in a highly qualified teacher individualized professional development plan should not be assigned as the primary instructor of any core content area class. Districts must report to the public and parents the highly qualified teacher status of all teachers in accordance with federal requirements.

If a teaching assignment changes, the federal highly qualified teacher requirements must be met for each new and continuing core academic subject assignment.

1. The school district superintendent may extend any Individual Professional Development Plan on an individual, case-by-case basis when exceptional circumstances warrant the extension. Exceptional circumstances include active military duty, debilitating medical condition and authorized family medical leave. A teacher wishing to apply for an extension must do so by submitting a written application to the superintendent setting forth the exceptional circumstances and providing any documentation or other evidence deemed pertinent.

Pennsylvania Highly Qualified Teacher (HQT) Individual Professional Development Plan (IPDP)

Teacher Name: _____
 School District: _____ Building: _____
 Areas of Pennsylvania Certification: _____
 Current Core Academic Subject Assignments: _____

Core Academic Assignment(s) for which the educator has not yet met the federal definition of a highly qualified teacher: _____

Actions	Specific Activity to Be Accomplished	Timeline for Completion
Take and pass the appropriate PRAXIS II content test		
Take additional college coursework and/or approved professional development courses		
Other (specific)		

Teacher Signature: _____ Date: _____

Superintendent (or Designee) Name and Title: _____

Superintendent (or Designee) Signature: _____ Date: _____

Please note: a copy of this form must be maintained on file by the Superintendent.