

## **MIDDLE & SECONDARY LEVEL**

### **“NEW to the Profession” MIDDLE & SECONDARY EDUCATION Teachers (i.e., teachers with less than one year of experience):**

**Regular education teachers providing core academic content instruction to middle and secondary level (grades 7-12) students:** To satisfy the definition of a Highly Qualified Teacher, middle and secondary-level teachers must:

- 1) Hold at least a bachelor’s degree; **and**
- 2) Hold a valid Pennsylvania middle/secondary teaching certificate in each core content area they teach (i.e., Instructional I, Instructional II or Intern certificate but not an emergency permit); **and**
- 3) Demonstrate subject matter competency for the core content areas they teach by:
  - Passing a rigorous state test (Praxis II Content Knowledge); **or**
  - Having an undergraduate major, or equivalent in the core academic content area(s) they teach; **or**
  - Having a graduate degree in the core academic content area(s) they teach.

### **“NOT NEW to the Profession” MIDDLE AND SECONDARY EDUCATION Teachers (i.e., teachers with one or more years of experience):**

**Teachers providing core content instruction to middle/secondary level (grades 7-12) students:** To satisfy the definition of a Highly Qualified Teacher, middle and secondary teachers must:

- 1) Hold at least a bachelor’s degree; **and**
- 2) Hold a valid Pennsylvania middle/secondary teaching certificate in each core content area they teach (e.g., Instructional I, Instructional II or Intern certificate but not an emergency certification); **and**
- 3) Demonstrate subject matter competency for each of the core contents they teach by:
  - Passing a rigorous state test in each core content area the teacher teaches (i.e., the Praxis II content knowledge exam(s) for middle or secondary grades); **or**
  - Having an undergraduate major, or equivalent in the core academic content area(s) they teach; **or**
  - Having a graduate degree in the core academic content area(s) they teach; **or**
  - Presenting valid NBPTS Certification in core content area of instruction.

**Note:** PA’s HOUSSE procedures (i.e. Bridge Certification Program, State-level HOUSSE and HOUSSE HQT designations) closed on July 2006 and June 30, 2007 to all educators except for (1) educators who developed an Individual Professional Development Plan (IPDP) prior to June 30, 2007 in conjunction with his/her school district have until December 31, 2008 to attain a highly qualified teacher designation ([\(HOUSSE HQT Requirements and Rubric\)](#) (pdf) and (2) new (first year) special education teachers who teach multiple core content subjects in middle level or secondary settings as provided for under the IDEA and NCLB have up to two years from the date of hire to demonstrate content expertise in the remaining core academic subject(s) they teach.

### **Flexibility for Charter School Teachers**

In Pennsylvania, 75% of professional staff must be certified and 25% can be non-certified. However, under NCLB requirements, all charter school teachers of core content subjects at all grade levels must hold at least a bachelor’s degree and demonstrate subject matter competence in each core academic area and at the grade level at which they teach. Therefore, all teachers of core content subjects in charter schools must be Highly Qualified.

### **Flexibility for Rural Teachers**

USDE permits **veteran teachers who are employed in certain rural school districts (those that are eligible to participate in the USDE Small Rural School Achievement “SRSA” program) and teach multiple subjects and are Highly Qualified in at least one core content subject that they teach** (but do not meet all the criteria for a Highly Qualified Teacher in all of the core academic subjects they teach) to have until the end of the 2006-07 school year to become Highly Qualified in each subject that they teach.

Additionally, **newly hired teachers** in these eligible rural districts have three years from the date of hire to become Highly Qualified in each core content subject that they teach.

In order to use this flexibility, covered rural school districts must: (1) ensure that all teachers in core academic subjects are **Highly Qualified in at least one core content subject they teach**; (2) provide high-quality professional development that increases the teachers' content knowledge in the additional subject areas they teach; and (3) provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become Highly Qualified in the additional core academic subject(s) they teach.

There are currently only twelve Pennsylvania school districts that fall within the USDE definition of rural school district.