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HIGHLY QUALIFIED SECONDARY SPECIAL EDUCATION CO-TEACHER
DEFINITIONS AMONG THE FIFTY STATES

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
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ABSTRACT

Rationale for this research was based on recent legislative requirements that all teachers must meet the No Child Left Behind of 2001 and Individuals with Disabilities Improvement Act of 2004 highly qualified requirements by the end of the 2005-2006 school year. The purpose of the study was to determine the extent to which state Department of Education officials representing the 50 states addressed the issue of NCLB of 2001 highly qualified personnel provisions for secondary special education co-teachers. Information for this study was represented by online documents that were retrieved from DOE websites across the United States. Findings suggested that information provided in online documents from state DOE websites that represented the 50 states included a variety of options for special education co-teachers who were required to demonstrate core subject provisions. This study presented five themes regarding the definitions of special education co-teachers. Results in this study showed that depending upon the theme of co-teaching definition cited in online documents a range of ix highly qualified options were provided. The information in this study was intended to describe current state policies and aid researchers in the review of the status of secondary special education co-teachers, analysis of current policies, and development on new policies.

To my husband, Jacques Dit Philippe, whose commitment to learning and renaissance approach to life has kept me moving forward. I adore and cherish you my beloved and thank you for being by my side for this accomplishment.

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LIST OF ACRONYMS

DOE-Department of Education

ESE-Exceptional Student Education

FTE-Full Time Equivalent

HOUSSE-High Objective Unified State Standard of Evaluation

HQ-Highly Qualified

IDEA-Individuals with Disabilities Education Act

LRE-Least Restrictive Environment

NCLB-No Child Left Behind

VE-Varying Exceptionalities

CHAPTER I

INTRODUCTION

The reauthorization of the Elementary and Secondary Education Act (ESEA), known as *No Child Left Behind, 2001*, (NCLB), Public Law 107-110, focused on improving students' achievement through accountability standards. Key principles underlying NCLB of 2001 reinforced ideas that all children have a right to a quality education and that qualified teachers significantly contribute to student success (NCLB, 2004). Title I (2005) of NCLB of 2001 directives originally required teachers to demonstrate highly qualified status by the end of the June 2006. According to provisions in NCLB (2001), a highly qualified teacher must 1) hold a bachelor's degree, 2) obtain full state licensure or certification, and 3) demonstrate competency in core subject matter knowledge. Educators considered NCLB of 2001 landmark legislation because it was the first time general education policy counted the academic outcomes for children with disabilities (Foley & Reder, 2002). However, special education advocacy groups have remained critical of NCLB of 2001 provisions. U.S. Secretary of Education Margaret Spellings responded to the criticism with a number of flexibility proposals. One was the extension of the NCLB of 2001 timetable for pending states which demonstrated "good faith efforts" from 2006 to 2007 for the highly qualified teacher requirements (West, 2005).

In the past, educators viewed general education and special education as two different systems (Crocket & Kaufman, 1999). Although parents and educators applauded the law, skepticism increased among stakeholders who doubted whether the

directives recognized special education teachers' dynamic role in the classroom (Foley & Reder, 2002). Special education advocates noted that NCLB of 2001 was "silent to the definition of a highly qualified special education teacher" (p.2).

In the last stages of ESEA reauthorization, stakeholders raised concerns regarding specific language for highly qualified special education teachers. During a Department of Education NCLB of 2001 final regulations meeting in December 2002, stakeholders requested clarification in how "highly qualified" requirements applied to secondary special education teachers (Hardman, Rosenberg, & Sindelar, 2005; Title I, 2005).

The Department of Education responded to concerns by reinforcing the idea that "all means all" and publicly discussed NCLB of 2001 specifications. According to federal rules in NCLB of 2001 "All teachers of core academic subjects are to meet the requirements set forth in the statute" (Hardman et al., 2005, p. 17). However, when it came to special education teachers, the "all" continued to exclude some educators. In the same meeting, respondents added the following:

On the other hand, special educators who do not directly instruct students on any core academic subject or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, and selecting appropriate accommodations do not need to meet the same 'highly qualified' subject-matter competency requirements that apply under the NCLB of 2001 to teachers of core academic subjects (Title I, 2005).

The language in the response was more specific, but still left room for interpretation among stakeholders familiar with special education services.

Shortly after President George W. Bush signed NCLB, special education advocacy groups began making recommendations for the reauthorization of the civil rights law, Individuals with Disabilities Education Act (IDEA). The Individuals with Disability Education Act, IDEA, entitles students with disabilities to a free and appropriate public education in the least restrictive environment (LRE). Following the LRE provisions, students with disabilities receive educational services along a continuum ranging from least to most restrictive. Co-teaching is among the service delivery models typically implemented in the general education classroom (Rea & Connell, 2005; Weiss & Lloyd, 2002). Co-teach service delivery entails the special education and general education teacher working together planning lessons, instructing students, and assessing performance (Bauwens, Hourcade, & Friend, 1989). At the secondary level, special education co-teachers assume dynamic roles in instruction, student support, and as partners in collaboration (Keefe & Moore, 2004b; Weis & Lloyd, 2002). Educators thought, due to their instructional role and expertise in exceptional student education, co-teaching would continue as a favorable service delivery model under NCLB of 2001 (Friend & Cook, 2003; Murawski & Dieker, 2004). However, mixed messages from advocacy groups and State Department of Education (DOE) officials regarding the status of highly qualified secondary special education co-teachers raised concerns that this may not be the case (Billingsley, 2004; National Education Association, n.d.; IDEA and NCLB, 2004).

Legislators recognized the need to clarify regulations and included a definition of “highly qualified special education teacher” in the reauthorized Individuals with Disabilities Education Improvement Act (Individuals with Disabilities Education Improvement Act (IDEIA), 2004). Legislators aligned IDEIA of 2004 with “highly qualified” provisions in NCLB of 2001 (Foley & Reder, 2002). This alignment of the laws prompted special education leaders to believe that special education teachers, including co-teachers, providing instruction in core academic subjects must meet the “highly qualified” requirements of NCLB of 2001 (Billingsley, 2004; IDEA and NCLB, 2004). The problem for state officials was that after sifting through NCLB of 2001 directives and IDEIA, confusion regarding the provisions for highly qualified secondary special education co-teachers abounded.

Contrary to recommended guidance from NEA (National Education Association) and NASDE, some states advised that the “secondary special education teacher only need special education certification to meet the definition of highly qualified personnel for the co-teach service delivery model” (National Education Association, n.d., p. 7). State leaders have faced significant challenges when advising district leaders on highly qualified special education co-teachers status. First, state education officials, parents and other educational stakeholders have struggled with establishing a statewide definition of a highly qualified secondary special education co-teacher. Stakeholders who turn to the research find that the literature on co-teaching documents idiosyncratic implementation of co-teacher roles (Keefe & Moore, 2004b; Magiera, Smith, Zigmond, & Gebover, 2003; Salend, 2005; Weiss & Lloyd, 2002; Welch et al., 1999; Wischnowski, Salmon, &

Eaton, 2004). Due to the dynamic nature of co-teaching and co-teacher responsibilities, establishing a single definition has proved difficult for state officials.

Second, implementing NCLB of 2001 highly qualified teacher provisions in an environment of critical teacher shortages has been problematic. State officials have struggled to equip classrooms with highly qualified special education teachers as the shortage for fully certified special education teachers has increased (Brownell, Bishop, & Sindelar, 2005; Kozleski, Mainzer, & Deshler, 2002; McLeskey, Tyler, & Flippin, 2004; U.S. Department of Education, 2003; U.S. Department of Education, 2006). Educational leaders have rumored that NCLB of 2001 directives would accelerate attrition rates among secondary special education teachers who provided education services in many core classes (Foley & Reder, 2002). Education officials have predicted that rather than meet the multitude of NCLB of 2001 requirements for several subjects, secondary special education teachers would shift into general education and abandon the field of special education. The concern among special education leaders has been that NCLB of 2001 directives failed to support special education service delivery models and teacher infrastructure, and directly influenced definitions of highly qualified secondary special education co-teachers.

Conceptual Framework

Policy Analysis and Policy Research

The educational policies of the No Child Left Behind (2001) and IDEIA (2004) have served as an impetus for change in the public schools. Pertinent to this study was the impact of the highly qualified personnel provisions outlined in these policies on secondary special education co-teachers. The conceptual framework for this study was based on general themes identified in the literature on policy analysis.

Literature on policy analysis described the role of the analysts and various perspectives (Merriam, 2001; Patton & Sawicki, 1993; Weimer & Vining, 1999; Yanow, 2000). Analysts were described as examining problems through different lenses depending upon their experience, stance, or role in finding solutions. While developing a conceptual framework for this study, four different perspectives on policy analysis were considered.

An examination of the definition of policy analysis revealed common steps and trends among four traditions. In the third edition of their text, *Policy Analysis Concepts and Practice*, Weimer and Vining (1999) defined policy analysis as “client oriented advice relevant to public decisions and informed by social values” (p.27). Clients were commonly referred to as the recipients of informed advice based on steps of analysis among the four perspectives.

The literature showed analysts adhered to the steps of a “rational model” when conducting policy analysis (Patton & Sawicki, 1993; Weimer & Vining, 1999; Yanow,

2000). Patton and Sawicki listed six steps in a rational model: 1) defining the problem, 2) determining evaluation criteria, 3) identifying alternative policy, 4) evaluating alternative policy, 5) selecting preferred policy, and 6) implementing preferred policy (p. 3). Yanow reported that analysts traditionally have written in the language of “in-house stakeholders” with the intent of providing the client with a variety of alternatives.

Weimer and Vining (1999) asserted that policy analysts viewed the client as “a single person or institutional decision maker” and the objective as “a systematic comparison and evaluation of alternatives for solving public problems.” Researchers suggested that policy analysis varied from other professional paradigms regarding client and objective (Patton & Sawicki, 1993; Weimer & Vining). Weimer and Vining found policy researchers recognized clients as the stakeholders of a specific policy and the objective as “predicting the impact of changes in variables that can be altered by public policy.”

Trends in policy analysis moved from the objective approach of “positivist-informed science” to pragmatic philosophies (Eastman, 2003; Yanow, 2000). The objective approach, “in which the analyst makes objective, value free assessments of a policy from an external point of view,” assumes the language in the policy has “unambiguous meanings” for the public (Yanow, p. 6). The pragmatic philosophy considers policy analysts’ and society’s paradigms.

Interpretive policy analysis reflects the pragmatic philosophy. Yanow (2002) presented the key components of interpretive policy analysis as 1) emphasizing the meaningfulness of human experience, 2) seeking to understand the intention of

stakeholders, 3) treating artifacts as conceptual text relevant in a cultural domain, and 4) explaining the intent of the artifact or actors who engaged in the event or artifact (p. 23). Central to interpretive policy analysis has is the belief that “all actors in a policy situation (as with other aspects of the social world), interpret issue data as they seek to make sense of the policy” (p. 6).

The outcome of a policy analysis depends upon capturing the beliefs, cultural values, and feelings of local knowledge (Patton & Sawicki, 1993; Yanow, 2000). Professionals have recommended that the language of a policy must connect to society’s understanding of the policy. Yanow points out, “Believing what implementers do, rather than what the policy says, in explicit language constitutes the ‘truth’ of policy and (and thereby the state’s) intent” (p. 9).

Background and Significance

Legislation and Highly Qualified Secondary Special Education Co-Teachers

Provisions in NCLB of 2001 addressed the national definition for a “highly qualified” teacher. Under these NCLB of 2001 provisions, middle and high school teachers were required to demonstrate subject matter competency by 1) completing a major in the subject they teach, 2) acquiring credits equivalent to a major, 3) passing a state developed exam, 4) meeting High Objective Uniform State Standards of Evaluation (HOUSSE) requirements, 5) obtaining an advanced certificate from the state, 6) or a graduate degree (NCLB Fact Sheet, n.d.). In an initial report, 33 states provided HOUSSE plans for experienced teachers (Azordegan, 2004). Legislators have provided the option to states to develop a HOUSSE for subgroups of teachers or align the plans as

in the national legislation (Fact Sheet; New No Child Left Behind, 2005). At the national level, legislators aligned highly qualified secondary special education teacher requirements who teach multiple subjects with general education secondary teachers (U.S. Department of Education, 2004b).

Legislators promoted NCLB of 2001 as offering flexibility and local control, thereby acknowledging the unique need of individual states (U.S. Department of Education, 2004a). Education leaders have also noted flexibility in the law for special education teachers, as “highly qualified” requirements apply only to teachers providing direct instruction in core academic subjects (Fact Sheet, New No Child Left Behind, 2005). Legislators have recommended “Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects” (Fact Sheet, New No Child Left Behind). State Department of Education (DOE) officials have recognized that secondary special education co-teachers’ roles differ from their general education counterparts. Traditionally, secondary special education co-teachers worked with core subject matter teachers across the curriculum. Criteria for a highly qualified secondary special education co-teacher have remained at the discretion of individual state’s policy makers.

Many secondary special education teachers expressed uncertainty about whether they met the highly qualified teacher requirements of NCLB of 2001 (Billingsley, 2004). In an online report, NEA and NASDE leaders provided national guidance on

implementing policy and stated, “Special educators who provide direct instruction in one or more core academic subjects in a collaborative, co-teaching, team teaching or resource situation will need to meet NCLB of 2001 ‘highly qualified’ definition” (IDEA and NCLB, 2004, p.20). Having considered NEA and NASDE officials’ positions, the requirements for a highly qualified co-teacher have been the same as that for a secondary special education teacher teaching multiple core academic subjects. However, since the law provided the opportunity for state DOE officials to establish plans based on the unique needs of their states, and co-teacher service delivery models varied, the definition of a highly qualified secondary special education co-teacher remained a point of confusion among policy makers and educational stakeholders (National Education Association, n.d.).

In an effort to direct district officials and teachers, many state Department of Education leaders included High Objective Uniform State Standards of Evaluation (HOUSSE) in their state plans that allowed experienced teachers to meet highly qualified teacher status (Azordegan, 2004). The extent to which state DOE policies included language specific to secondary special education co-teachers was unknown.

Overview of HOUSSE plans

Provisions in NCLB of 2001 required most public school teachers to demonstrate highly qualified teacher status by the end of the 2005-2006 academic year. National education legislators recognized the value of teacher experience and professional training over time (U.S. Department of Education, 2004c) and recommended states develop a process for experienced teachers to demonstrate highly qualified status. Building a High

Objective Uniform State Standard of Evaluation (HOUSSE) has been one way to meet this NCLB of 2001 highly qualified personnel provision. State DOE officials developed plans for assuring teachers hired prior to 2002-2003 academic year met the highly qualified provisions (Azordegan, 2004). The rationale for including HOUSSE in NCLB of 2001 was to grant states flexibility and to promote local control among state DOE officials in recognizing the experience of current teachers (Fact Sheet, New No Child Left Behind, 2005).

The language in NCLB of 2001 outlined seven components designed to measure the core subject matter competency among teachers. Guidelines for NCLB of 2001 outlined A High Objective State Standard of Evaluation (HOUSSE) as a plan that:

- (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
- (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

- (VI) is made available to the public upon request; and
- (VII) may involve multiple, objective measures of teacher competency. [ESEA Section 23(c) (ii): ESEA Language for High Objective Uniform State Standard of Evaluation (HOUSSE), 2004]

Recommendations required each state's plan to include goals and objectives for experienced teachers demonstrating subject matter competency. Under NCLB of 2001 state Department of Education officials were allowed to streamline HOUSSE procedures for teachers who taught multiple subjects within the core subject area (U.S. Department of Education, 2004b).

Experienced teachers applied for HOUSSE in lieu of a subject matter test, major, major equivalency, graduate degree or advanced certification in core academic subjects taught. The Education Commission for the States (ECS) found that state HOUSSE procedures were falling into one or more of five categories. Azordegan (2004) defined the following categories as:

1. **Point System:** An existing teacher accumulates points for various professional activities, usually relating to the subject taught. Frequently used categories include coursework, professional development, and services to the profession, student achievement data, and awards, recognition or publications.
2. **Professional Development:** A teacher can meet competency by participating in a certain amount of professional development. Often teachers will determine eligible competency requirements and submit

those requirements in a plan to be completed by the end of the 2007 school year.

3. **Performance Evaluation:** In most cases, an already existing performance evaluation system is used. It may include observation and review by peers, a panel or a supervisor, or by the teacher herself. Content knowledge is usually one criterion among others such as classroom management and instructional skills.
4. **Portfolio:** A collection of evidence from the teacher's practice and primarily from the classroom that demonstrates his or her competency in the subject taught. As defined throughout the HOUSSE systems, a portfolio is more likely than a point system to contain observation/evaluation notes, student work and classroom artifacts.
5. **Student Achievement Data:** This category is a means of measuring the teacher's effect on student achievement or learning through scores on particular assessments. (p. 1)

Azordegan (2004) noted that most state leaders included one or more of these options in the development of their HOUSSE.

The number of HOUSSE plans among the 50 states that specifically addressed special education teachers was not included in the 2004 Education Commission of the States (ECS) report. Flexibility in the law enabled state DOE officials to consider HOUSSE plans for experienced special education teachers. Billingsley (2004) noted special education teachers hired after 2002 who taught two or more core academic

subjects exclusively to students with disabilities were eligible for HOUSSE. In this study the key word HOUSSE was among the search terms utilized in gathering state DOE officials' recommendations for highly qualified special education co-teachers.

Initially, the study focused on HOUSSE documents among the 50 states were considered as a primary source, but other documents, such as frequently asked questions, memorandums, and technical notes were found to provide more information. Updating the ECS report (2004) on HOUSSE plans among the 50 states was beyond the scope of this study. However, interviews with state DOE officials revealed that HOUSSE plans for experienced special education teachers meeting the highly qualified requirements of NCLB of 2001 continued to be considered.

Co-teaching

Collaboration between special and general educators, especially in the form of co-teaching, has been recognized as one way to meet the needs of students with disabilities in public schools (Bauwens & Hourcade, 1995). Educational professionals used the term co-teaching interchangeably with collaborative teaching and team teaching. Researchers identified a variety of definitions to describe models of co-teaching in their studies (Bauwens & Hourcade, 1991, Friend & Reising, 1993; Vaughn, Bos & Shumm, 2003; Welch, et al., 1999). The work of Bauwens et al. (1989) introduced the term cooperative teaching (co-teaching) as an outgrowth of the collaborative consultation model:

Cooperative teaching (or co-teaching) refers to an educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings

(i.e. general classroom). [In] cooperative teaching both general and special educators are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting. (p. 18)

Common themes, such as special and general educators working together, shared teaching responsibility, and diverse student groups, continued prominence in operational definitions in co-teaching literature. Friend and Cook (1992) illustrated transformations in co-teaching terminology. They described co-teaching as an instructional delivery approach in which “two teachers plan lessons and deliver instruction together and share the responsibility of assessing students’ mastery” (p. 30). Researchers referred to and modified the seminal definitions presented by Bauwens et al. (1989) as well as Friend and Cook when examining collaborative service delivery models.

Operational definitions of co-teaching have proliferated in the special education literature (Bauwens et al., 1992; Friend & Reising, 1993; Vaughn, Bos & Shumm, 2003; Welch et al., 1999). These operational definitions developed as a way for researchers to describe the models under investigation. For example, the term co-teaching became a popular way for researchers to distinguish this service delivery model from other models, such as teaming, that were used in general education (Friend & Reising, 1993). The distinction between teaming in general education and co-teach models in special education has been evidenced by the professional certification of the team members. Teaming referred to two general education teachers working together in a classroom or general and special educators working together. In an article review, Welch, Brownell,

and Sheridan (1999) described team teaching as the “simultaneous presence of two teachers in a classroom setting who share responsibility in the development, implementation, and evaluation of direct service in the form of instructional or behavioral intervention to a group of students with diverse needs” (p. 38). This definition of team teaching reflected common characteristics among collaborative roles in the literature and modified traditional definitions of co-teaching (Welch et al., 1999) The methods used by Welch and others in developing this definition demonstrated how professionals continued to try to make sense of varying paradigms presented in the literature. Although differences among descriptions existed within the educational community, most researchers defined co-teaching by incorporating or modifying the works of Bauwens, Hourcade and Friend (1989) and Friend and Cook (1992b), and made efforts to retain a common meaning.

Statement of the Purpose

Over a year ago, this research study was focused on examining the graduation outcomes of students with disabilities who attended schools that adopted co-teaching as a service delivery model. The initial purpose of that project was to examine the graduation outcomes among co-teaching schools across the state of Florida. In the initial stage of that study, research indicated a discrepancy among educational leaders’ definition of co-teaching. This discrepancy signaled a need for clarification of the highly qualified secondary special education co-teacher provisions within state recommendations. Essentially, the research indicated a “different part of the elephant” and the focus of the

research changed. A description of the events that led to the change and support the purpose of this study follows.

In the spring of 2004, the Florida Inclusion Network (FIN) was contacted. FIN, a discretionary project funded by the Department of Education Bureau of Exceptional Student Education Services, supports schools in meeting LRE goals and objectives. Florida Inclusion Network facilitators assisted in identifying high schools that fit the research model and obtaining permission to collect data. Florida Inclusion Network facilitators promoted inclusion of all students through educational opportunities and support to educators, families, and community members in 20 regions within the state of Florida. FIN facilitators were contacted because of their experience and relationship with districts and schools. Twenty FIN facilitators, representing the 67 districts in the State of Florida, were called between May 2004 and June 2005. Each facilitator's region ranged from one to eighteen districts.

FIN facilitators recommended nine of the 67 districts for the study. Their recommendations were based on district participation in professional development workshops and professional knowledge regarding the implementation of co-teaching at the secondary level within the districts. In addition, FIN facilitators provided contact information for each district.

Eleven district administrators were contacted based on the recommendations from the FIN facilitators. After discussing the study, names of 30 high schools were provided. Two districts declined the invitation to participate, eliminating 10 high schools from the list. Follow-up calls were made to school administrators at the remaining 20 high

schools. In spite of an apparent agreement among district administrators that the suggested high schools had implemented co-teaching as a service delivery model, none of the high schools fit the criteria for inclusion in the study. Further discussions with school administrators found that NCLB of 2001 served as an impetus for increasing co-teaching as a step to meeting annual yearly progress.

Key stakeholders in the study then recommended a national special education official in an effort to collect data from districts across the United States. However, during a briefing on the reaction among national district leaders to the proposed study, a discrepancy in defining highly qualified secondary special education co-teachers was identified. The discrepancy indicated a need to identify the definition of highly qualified secondary special education co-teachers among the 50 states. The direction of the research changed from examining graduation outcomes among co-teaching schools to an examination of recommendations among the 50 states in defining highly qualified secondary special education co-teachers.

In addition, recent legislative requirements also provided rationale for this study. Jane West (2005), Washington Partners, LLC, reported that “special education is one of the top three hot button issues in Washington.” According to West (2005), states must show “good faith efforts” in four key areas when complying with the provisions of NCLB of 2001 and IDEIA of 2004. One of these areas required states to provide a definition of a “highly qualified teacher” that is consistent with the law.

Questions of the Study

Research indicated that educators posed big questions regarding state definitions of highly qualified secondary special education co-teachers (Coble & Azordegan, 2003). The purpose of the study is to determine whether Department of Education officials among the fifty states addressed the issue of No Child Left Behind of 2001 highly qualified personnel provisions for secondary special education co-teachers.

This study had two questions that addressed this purpose:

1. How are state DOE officials representing the 50 states defining secondary special education co-teaching in the highly qualified No Child Left Behind personnel provisions?
2. Have secondary special education teachers who are providing special education services through a co-teach service delivery model been required to demonstrate certification in the core academic subject area to meet the definition of highly qualified personnel requirements of No Child Left Behind?

Definition of Terms

The following definitions provide clarification of terms for this study.

Co-teaching: A service delivery model in which the special education teacher and the general education work together to plan and provided instruction and assess heterogeneous groups of students.

Exceptional Student Education: The name used in the study to describe special education services and programs for students with disabilities

Exceptionality: A characteristic demonstrated by a student who qualifies him or her as a student with disabilities

Highly Qualified Teacher Provisions: Title I (2005) of No Child Left Behind of 2001 directives required that teachers 1) hold a bachelor's degree, 2) obtain full state licensure or certification, and 3) demonstrate competency in core subject matter knowledge.

Individuals with Disabilities Education Improvement Act of 2004: On December 3, 2004, President George W. Bush signed into law the *Individuals with Disabilities Educational Improvement Act* (P.L. 108-446), the most recent reauthorization to IDEA.

Highly qualified provisions in IDEIA of 2004 were aligned with NCLB of 2001.

No Child Left Behind of 2001: Reauthorization of the Elementary and Secondary Education Act implemented to close the achievement gap through accountability measures, flexibility and choice.

Service Delivery Model: The manner in which special education services are delivered.

High Objective Uniform State Standard of Evaluation (HOUSSE): A system by which a state can determine the core subject matter competency of experienced teachers under NCLB of 2001.

Assumptions and Limitations

Limitations of this study included the researcher as the primary instrument for data collection and analysis. Limitations also included the dynamic implementation of NCLB 2001 provisions, as state DOE officials have continued to receive updates and

feedback on state proposed plans at the federal level. Assumptions were that at the time of this study each of the 50 state departments of education provided some form of guidance for teachers in meeting highly qualified (HQ) teacher requirements as outlined in No Child Left Behind of 2001. It was assumed that there was variation in special service delivery models across the 50 states. In addition, it was assumed that some of the states would not have specific policy for secondary special education co-teachers available online. Assumptions were that High Objective Uniform State Standards of Evaluation (HOUSSE) plans represented the unique needs of each state for experienced teachers to meet highly qualified provision described in NCLB of 2001.

Significance of the Study

This study was designed to address the issue of highly qualified secondary special education co-teacher. This information was intended to describe current state policies and aid researchers in the review of the status of secondary special education co-teachers, analysis of current policies, and development of new policies.

Methodology

Research Design

The research design utilized in this study was a mixed methods research design. An Institutional Review Board (IRB) form was submitted to secure permission to conduct the study. After receiving a letter from the University of Central Florida (IRB) that stated the study was “Exempt,” research began.

Delimitations

Merriam (2001) recommended delineation of the object of study, which allows the researcher to view the object of study as a single entity or “case” with specific parameters. The object in this study was state DOE officials’ public recommendations for highly qualified special education co-teachers among the 50 states. Several characteristics that potentially defined the case were considered. The qualitative research design of Merriam (2001) was utilized to select those characteristics that addressed the unique question of the study and defined their relationship to the “end product.”

This study included policy documents and documents that clarified the policies retrieved from each state’s Department of Education online website. The search terms were restricted to *highly qualified, highly qualified special education, highly qualified co-teacher, HOUSSE, HOUSSE special education, and NCLB*. An internet search entering the term, *HOUSSE*, gathered data from organizations and research stakeholders specifically relating to current HOUSSE policy among the 50 states. In addition, an Education Commission of the States report (Education Commission of the States, 2004) was utilized to obtain a list of references with telephone numbers to the certification offices among the 50 states. Telephone interviews were conducted with appropriate state DOE officials regarding the official recommendations for highly qualified special education co-teachers. Results from the interview data verified and clarified data from online documents.

Data Analysis

A content analysis was conducted. Key words in context from state Department of Education (DOE) officials' public recommendations regarding the highly qualified status for secondary special education co-teachers were also identified. An online search was conducted to identify and collect archived state DOE High Objective Uniform State Standard of Evaluation (HOUSSE) plans and DOE public documents that addressed the issue of highly qualified special education co-teacher among the 50 states. Additionally, attempts were made to telephone appropriate state personnel in each state. After obtaining permission for participation, phone interviews were conducted with DOE officials in 20 different states. State DOE officials were asked to verify and clarify research related issues not available online. Content analysis of archival state DOE online documents was conducted (Johnson & LaMontagne, 1993). Analysis was also conducted on interview data, confirming, verifying or updating results from the on-line documents.

Data analysis involved three phases. As is customary to qualitative research, analysis was conducted simultaneously with data collection (Merriam, 2001). Data included online state DOE documents and state DOE officials' responses to the research questions collected during the phone interviews.

In Phase I, search terms were entered in the search engine on DOE homepages among the 50 states. Online documents relevant to the study were identified. Search terms were based on the literature on highly qualified secondary special education co-teachers.

Phase II required six steps to identify and label online documents. Research steps followed were 1) identified online documents for key terms, 2) opened and examined documents, 3) labeled documents using initial document codes, 4) saved the labeled document electronically, 5) printed portions of documents that contained key search terms for a hardcopy folder and 6) coded online documents using initial coding. In addition, documents were organized by state and type.

In Phase III, content analysis procedures were implemented utilizing Johnson & LaMontagne's (1993) six steps. The six steps were 1) prepare the data for analysis, 2) become familiar with the data, 3) identify units of analysis, 4) define tentative categories for coding responses, 5) refine categories, and 6) establish category integrity (p.75).

Category integrity was established by recruiting two individuals that were not involved in developing the categories to code 12% of the data that was used for category development. An interrater agreement of 87% was achieved for point by point key words in context (Kazdin, 1982). The results of the key words in context provided the emerging themes (Miles & Huberman, 1994). A table was constructed that illustrated the themes. Information on the table was compared to state DOE officials' responses to the interview questions.

CHAPTER II

REVIEW OF LITERATURE

Originally enacted in 1975, the *Education for All Handicapped Children Act*, Public Law 94-142, guaranteed the educational rights of children with disabilities. This landmark legislation drew upon various components in earlier legislation and local district courts to ensure a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for all school age children with disabilities (Crocket & Kauffman, 1999). Since 1975, P.L. 94-142 has been revised several times. Notably, in 1990, the name was changed to Individuals with Disabilities Education Act (IDEA) and the term “handicapped” was replaced with “disabled” throughout the document. IDEA continued to ensure previous amendments while addressing the educational needs of new students and services not previously recognized (Apling & Jones, 2005; Crocket & Kaufman, 1999). Marked by years of congressional debate, the fifth and most comprehensive changes to the amendments prior to P.L. 108-446 are found in Public Law 105-17, the *Individuals with Disabilities Act Amendments of 1997* (Apling & Jones, 2005). P.L. 105-17, known as IDEA ‘97, reaffirmed requirements for FAPE through the Individual Education Plan (IEP), added assistive technology as a related service, and strengthened the commitment to greater inclusion through the LRE (Apling & Jones, 2005).

On December 3, 2004, President George W. Bush signed into law the *Individuals with Disabilities Educational Improvement Act* (P.L. 108-446), the most recent reauthorization to IDEA. At the signing he stated the following:

America's schools educate over six million children with disabilities. In the past, those students were too often just shuffled through the system with little expectation that they could make significant progress or succeed like their fellow classmates. Children with disabilities deserve high hopes, high expectations, and extra help (Bush, 2002, ¶ 4).

Changes within IDEIA (2004) have aligned the law with NCLB (2001) and have helped to “ensure equity, accountability and excellence in education for children with disabilities” (Office of Special Education and Rehabilitative Services, 2004).

Described as both a grant statute and civil rights statute P.L. 108-446 appropriated 11,756, 710 to U.S. schools for the provisions of a free and appropriate public education (FAPE) and procedural safeguards (Apling & Jones, 2005; Billingsley, n.d.). The IDEIA provisions included definitions and requirements for highly qualified special education teachers. Legislative changes continue to ensure the educational rights of students with disabilities while reflecting changes in terminology, society's changing views on disability, advances in technology, and funding (Billingsley, n.d.).

Civil Rights Statute

Although the commitment to greater inclusion and its philosophical influence has remained inherent in the legal history of special education (Crocket & Kaufmann, 1999; Goodlad & Lovitt, 1993), the term inclusion is not defined in educational policy (Hines,

2001). Inclusion evolved as a philosophy hand-in-hand with the civil rights movement in the 1960's and has been referred to as integration, mainstreaming, full inclusion, and inclusive philosophy (Salend, 1998; Crocket & Kaufmann (1999); Goodlad & Lovitt, 1993; Hardman, Drew, & Winston-Egan, 1996; Mastropieri & Scruggs, 2004). Within the special education community inclusion is generally defined as the practice of educating individual students with disabilities in public schools through the support of school personnel, educational setting, and philosophical paradigms that honor the dignity of students with disabilities and their right to be in a learning environment with regular students (Wood, 2002; Mastropieri & Scruggs, 2004). Despite general agreement on this definition, heated ethical, educational, and legal debates have surrounded the implementation of this philosophy in schools (Goodlad & Lovitt, 1993; Stainback & Stainback, 1996). Proponents have fought for inclusion as a guaranteed civil right:

No one should have to pass any test or prove anything in a research study to live and learn in the mainstream of school and community life. It is a right, not something one has to earn (Stainback & Stainback, 1996, p. 33).

Critics believe this line of thought is misleading and question it on empirical grounds. Skeptical that the rights of students have been ensured, some special educators have asked questions about the relationship between the strategies and data-driven decision making in special education (Zigmond, 2001).

Educational reform advocates that have embraced inclusion continue to be engaged in a battle for fairness and quality in public education for all students (Crocket &

Kaufmann, 1999; Salend, 1998; Hardman, Drew, Winston-Egan, 1996). This trend, found in both the Regular Education Initiative of the 1980's and the Full Inclusion movement of the 1990's, promoted inclusive practices (Goodlad & Lovitt, 1993; Will, 1986).

An emphasis on the best practices in education has remained a focus alongside the movement for greater integration of students with exceptionalities into the general education classroom (Crockett & Kaufmann, 1999; Deshler, Schumaker, Lenz, Bulgren, Hock, Knight, & Ehren, 2001; Weiss, 2004). Some have called this trio of FAPE, LRE, and validated practices the holy trinity of special education law (Crockett & Kauffman, 1999). This legal holy trinity continues to be the crux behind the inclusion of students with exceptionalities in the general education system.

Least Restrictive Environment

The LRE is a concept expressed by the courts mandating that, to the maximum extent appropriate, students with disabilities receive their education in settings with non-disabled peers except “when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” [One Hundred and Fifth Congress, 1997, p.30]. The LRE concept promotes the placement of students with disabilities in general education classrooms (Salend, 1998). The legal phrasing of the LRE is intentionally vague because it postulates a child-centered rather than disability-centered intent. Due to vague wording

in the law, there is great variability in how school district personnel interpret and implement this statute (Crocket & Kaufmann, 1999).

Contemporary arguments among educators have been defined by the extent to which students with exceptionalities are educated in unison with their non-disabled peers. The original intent of the law was to recognize the individual learning needs of children and provide appropriate support systems (Crocket & Kaufman, 1999). This translated to a continuum of services that range from most restrictive to least restrictive (Hardman, Drew & Winston-Egan, 1996). The underlying presumption of the LRE is that students with disabilities should receive their education in general classes and schools, and that schools should implement service delivery that is inclusive (Halvorsen & Neary, 2001).

History of Inclusion

The mainstreaming movement was the initial method schools implemented to meet LRE mandates for students with disabilities (Salend, 1998; Mastropieri & Scruggs, 2004). The scope of mainstreaming varied greatly from minimal interaction between students with and without disabilities to carefully planned and specific integration of students in the general education classroom (Salend, 1998). In 1976 the Council for Exceptional Children endorsed mainstreaming within the context of the continuum of services (Hines, 1995). The practice increased, although research on mainstreaming reports mixed findings (Ferguson, 1995; Salend, 1998). Researchers dissatisfied with these mixed results further advocated for a more comprehensive merger between special education and general education (Bauwens & Hourcade, 1995).

Critics of mainstreaming believe that the term implies separation between special and general education students (Halvorsen & Neary, 2001). Research shows that many teachers view students with disabilities as “*in*, but not part of, the general education classroom” (Ferguson, 1995, p. 284). Although educators continue to use the term mainstreaming, in the education literature the term inclusion has become common. This change in terminology reflects the increased emphasis on collaboration and integration between exceptional and general education (Salend, 1998; Bauwens & Hourcade, 1995).

The paradigm for including students with disabilities in the general classroom is widening. Both special and general education teachers are reexamining how to approach the task of educating all students. The inclusion movement focuses on service delivery models that foster collaboration between special and general education practices (Goodlad & Lovitt, 1993; Halvorsen & Neary, 2001; Crocket & Kaufmann, 1999). Although the term inclusion has been replaced by the term mainstreaming in the educational literature (Salend, 1998), advocates of inclusion adamantly stress that inclusion is not mainstreaming (Halvorsen & Neary, 2001). Guidelines for maintaining the integrity of inclusive practices include a focus on (a) the pragmatic definition of inclusive practices recognizing the importance of a student’s individual education plan (IEP), (b) service delivery, (c) collaboration in planning and professional development, (d) educational strategies and best practices, and e) ongoing training and development (Halvorsen & Neary, 2001). These guidelines also reflect the legislative call for greater collaboration among special and general education practitioners (Verstegen, 1995).

Public elementary and secondary enrollment is projected to increase to 50 million in 2014

Grant Statute

The national percentage of students enrolled in special education programs grew from 10.6% of all students to 12.3% from the 1991–92 school year to 2000-01 school year (Greene & Foster, 2002). A reported six million students with disabilities received educational services in 2004. In addition, “In the 2003–04 school year, almost half of all students with disabilities were in regular classrooms 80 percent or more of the day” (U.S. Department of Education 2005, p.71). It is projected that public elementary and secondary enrollment is will increase to 50 million by 2014 (U.S. Department of Education, 2005).

The increase in the number of students with disabilities combined with the increase in general education students will lead to an expanded strain on special education budgets (Parrish & Wolman, 2004; Parrish, Harr, Woolman, Anthony, Merickel, and Esra, 2004). Originally, the federal government adopted a full funding formula and made a commitment to pay 40% of the excess cost associated with educating students with disabilities. However, this promise has never been kept. In the fiscal year of 2004 only 18.6 % of the additional cost was funded, leaving states and local school districts to cover the difference (Council for Exceptional Children, 2004). “The most current IDEA offers many positive measures to improve the education of children with disabilities,” according to past CEC President Suzanne Martin; “However, CEC is disappointed in the highly qualified provisions, which do a disservice to special education

teachers, and the lack of full funding. Once again, students with disabilities are being shortchanged” (Council for Exceptional Children, 2004).

Some have espoused the restructuring of the finance system in public schools as crucial to education reform. According to Verstegen (1995) finance systems can create obstacles for reform, yet they can also “be powerful tools for fostering more fully integrated learning experiences and achieving enhanced results for all children at all schools” (p.2). In his book *Funding Public Schools*, Wong (1999), a highly regarded scholar in the field of educational policy and professor at University of Chicago, describes inclusive trends from a finance perspective: “Policy analysts are paying particular attention to curricular fragmentation and discrete grouping between special-needs students and their peers in the regular classroom” (p. 21). In a research project examining how the resource-stakeholders influenced educational reform efforts and allocation, Wong (1999) pointed out that there are two dominate perspectives on school spending and educational quality and outcomes. One perspective held by economists and policy analysts focuses on school funding and production, while attorneys and advocates of school funding reform have framed school finance as a constitutional right. Both of these perspectives have examined the federally funded resource allocation on three levels: (a) the legislative process, (b) federal resources and targeted beneficiaries, and (c) the way resources shape curricular and instructional organization (Wong, 1999).

The third level in Wong’s (1999) analysis is relevant to service delivery models as it speaks directly to curriculum and instructional organization. Researchers at the Center

for Special Education Finance (CSEF) investigating educational finance pose potential solutions to resource allocation stating, “Stemming the tide of special education enrollment appears to be the real answer to cost containment- a task that will require more holistic education remedies and enhanced cooperation between regular and special educators” (Parrish, Harr, Woolman, Anthony, Merickel, and Esra, 2004, p. 30). The amendments found in IDEA ‘97 include changes that permit the use of special education funding to develop and implement coordinated service systems and to provide support and services within general education settings, even when support is shared with general education students. It is believed that program improvements and finance reform work more effectively together than either would alone (Verstegen, 1995).

The expense of special education remains an issue of priority and is surrounded by debate. Educators, policymakers, and the public have expressed conflicting views on school reform (Wong, 1999; Crockett & Kaufmann, 1999; Furney, Hasazi, Clark-Keefe, & Hartnett, 2003). In a financial report Parrish & Wolman (2004) proposed a method for reducing spending by reducing the number of special education students through collaboration between general and special education teachers.

In a study that foreshadowed Parrish and Wolman’s (2004) line of thought, researchers conducted a longitudinal policy analysis of Vermont’s educational reform initiatives (Furney, Hasazi, Clark-Keefe, & Hartnett, 2003). Beginning in the 1990’s, the state of Vermont initiated three educational reform policies. The first policy set out to increase general education teacher’s capacity to better serve students with disabilities and

those at risk for academic failure, “thereby reducing a perceived over reliance on the special education system” (Furney et al., 2003, p. 61). The second contained two major provisions related to finance and standards-based reform, while the third sought to “improve consistency and cost-effectiveness of special education programs” (Furney et al., 2003, p. 62). Results of the longitudinal analysis showed four initial positive outcomes: (a) the increase of support systems and teams, (b) an increased value placed on inclusive approaches for educating students with disabilities, (c) an integrated approach to educational reform, and (d) a decrease in the number of students eligible for special education. However, child counts for students with disabilities actually increased as well as “the use of more restrictive special education placement” (Furney et al., 2003) and these initial positive outcomes were not sustained over the 10-year period. Furney and other, (2003) comment, “Vermont’s experiences illustrate that competing policy goals are a reality, particularly when policies are initiated concurrently or in response to previous reform efforts” (p.92). In Vermont, practitioners viewed the implementation of the funding acts incongruent with earlier policy created to better serve students with disabilities. The policy incongruity led to the negative longitudinal outcomes (Furney, et al., 2003). Current national reform initiatives elicit similar views among practitioners such as those in Vermont. Conceptual frameworks that foster collaboration between general and special educators may need to include sensitive fiscal policies as well as sound recommendations in service delivery (Furney, et al., 2003).

Student Outcomes

There has continued to be a call for evidenced-based practices. In their review, Murawski and Swanson (2001) added to other researchers' concerns regarding the lack of quantitative data on co-teaching: "Although numerous authors currently espouse co-teaching as an effective alternative to service delivery for student with disabilities within the general education classroom, few provide experimental data" (p. 264).

The LRE debate has continued among educational theorists. On one side conservationists promote the LRE and believe in maintaining an array of instructional settings for exceptional learners, while on the other side abolitionists favor the abandonment of the LRE model and argue for inclusion of students with disabilities in the general education classroom (Crockett & Kaufmann, 1999; Fuchs & Fuchs, 1996). However, this debate has taken backstage for practitioners interested in examining students' outcomes among service delivery models.

The current administration emphasizes the need for accountability in special education. At the signing of HR 1350, President George W. Bush stated, "We are applying the reforms of the No Child Left Behind Act to the Individuals with Disabilities Improvement Act so schools are accountable for teaching every single child" (2004, ¶). The No Child Left Behind Act of 2001 mandates that all states establish performance-based accountability systems. This includes establishing clear standards and goals and rigorous methods for measuring progress for all students.

Test scores have traditionally been used as the primary indicator of performance at both the elementary and high school levels. Additionally, at the high school level, graduation rate is used as a performance indicator (Swanson, 2003). Five percent of NCLB funds have been directed to high schools (West, 2005). Yet, high schools face greater challenges in meeting the academic needs of students with disabilities (Schumaker & Deshler, 1988). The graduation rate of students with disabilities is half that of their general education peers (Bakken & Kortening, 1999; Hadley, 2005). Data from the 2002-2003 academic year indicate that Florida high school students with exceptionalities represent 12.6 percent of the total high school student population and that only 45 percent of these students graduated (Florida Department of Education, 2004).

Educational researchers, scholars and disabilities advocates on both sides of the LRE debate have noted the lack of quantitative research on student outcomes among various service delivery models. One question raised by researchers is how collaborative service delivery models affect the educational outcome of students with exceptionalities. Traditionally, student outcomes are measured in terms of test scores that align with state accountability measures. However, at the secondary level, graduation rate is considered an additional NCLB indicator for measuring educational outcomes. Typically, graduation implies a standard diploma. For students with disabilities, graduation includes an array of diploma options.

The following section reviews studies on co-teaching as a service delivery model in meeting the educational needs of students with exceptionalities in the LRE, and an

overview of the relationship between service delivery and student outcomes at the secondary level.

Evaluation of the Co-teaching Model

Instructional Roles

The roles co-teachers assume in the classroom typically fall into one or more teaching structures. These structures have been identified by the type and extent of the interaction between colleagues and students. Researchers examining implementation have characterized the general and special educators' teaching roles in terms of co-teaching structures (Bowe, 2005; Keefe & Moore, 2004; Rice & Zigmond, 2000; Weiss & Lloyd, 2002; Zigmond, 2001). Friend & Reising (1993) have identified five different co-teaching structures. The first is the one teach, one assist structure in which both teachers are present, but often one, usually the general education teacher, takes the lead. The other teacher observes or drifts around the room assisting students. The second structure is referred to as the Station teaching method. Teachers divide the content for delivery, and each takes responsibility for part of it. Some students may also work independently. Eventually all students participate in all stations. Teachers using the Parallel teaching method jointly plan instruction, but each teacher delivers it to half of the class group. Alternative teaching allows one teacher to work with a small group of students to pre-teach, re-teach, supplement, or enrich while the other teacher instructs the large group. Finally, in team teaching, both teachers share the instruction of students.

They may take turns leading the discussion, demonstrating concepts or learning strategies, and modeling appropriate question-asking or conflict behavior. .

The most common structure researchers have observed co-teachers utilizing is the one teach-one assist method (Murray, 2004; Magiera, Smith, Zigmond & Gebauer, 2005; Pearl, 2002). Cook and Friend (1995) pointed out that the one teach, one assist structure is frequently practiced by beginning co-teach teams but as teams develop their trust and comfort with one another the frequency of other structures increases.

There is evidence that the co-teacher's understanding of the definition of co-teaching influences her role. In an examination of co-teaching patterns in secondary classrooms, Weiss and Lloyd (2002) identified the relationship between co-teaching roles and attitudes among six secondary teachers. Researchers collected teachers' definitions of co-teaching through journal entries, observations, and interviews. Grounded theory analysis revealed that the roles teachers assume is influenced by the definition of co-teaching held by team members, perceived pressures within the classroom, and administrators' and other professionals' expectations (Weiss & Lloyd, 2002). Co-teachers responded to these influences in a variety of ways and reflect this response in their teaching. Similar to the instructional differences between any classrooms, researchers have pointed out that there is great variation when implementing co-teaching (Keefe & Moore, 2004; Magiera, et al., 2003; Salend, 2005; Weiss & Lloyd, 2002; Welch & Sheridan, 1999).

The co-teach model in particular has raised interest among researchers and educators in the field of special education. Vaughn, Schumm, & Arguelles (1997) have defined co-teaching as “general and special education teachers working together to coordinate curriculum and instruction and teach heterogeneous groups of students in the general education classroom” (p. 509). Some students in the class receive services under IDEA 2004 while others are general education students. Teachers do not overtly identify students served under IDEA during instruction since all students receive instructional strategies and course content.

Consumer Satisfaction Research

Teachers, parents and students have reported feelings of satisfaction with the co-teach service delivery model in terms of social benefits for students with disabilities (Gerber & Popp, 1999; Bergren, 1997; Keefe & Moore, 2004a). General education teachers expressed positive feelings about working with special education teachers who adapt curriculum to provide direct instruction to students with disabilities. In these same studies students with disabilities expressed feeling reduced stigma and increased access to the general education teacher and curriculum (Friend & Cook, 1992a; Cross & Walker-Knight, 1997).

However, along with the benefits, teachers, especially at the secondary level, have identified barriers to co-teaching and describe the model as rewarding, but challenging (Austin, 2001). Common barriers to co-teaching such as shared planning time,

administrative support, and perceived proficiency are compounded at the secondary level. One of the unique challenges when implementing co-teaching at the secondary level is that current structures are not sufficiently conducive to exceptional education best practices. In addition, students with disabilities demonstrate insufficient study skills in content driven curriculums and high stakes testing fosters divergent outcome goals for the special and general educator (Mastropieri & Scruggs, 2001; Schumaker & Deshler, 1988).

The barriers of co-teaching at the secondary level have lead to the perception that collaboration minimal. Researchers have suggested that rather than co-teaching, teachers have been co-assigned (Magiera et al., 2005). Co-assignment, in these instances implies placement in the same classroom rather than collaboration. There has been speculation that this co-assignment has led to negative perceptions of co-teacher roles. In addition, both general and special educators indicated that they perceived the general education teachers as carrying more of the workload than the special education teachers and believed that co-teaching strategies were more theoretical than practical (Austin, 2001).

Administrators have indicated that they view the challenges of co-teaching in a different light. The cost of co-teaching is often remarked as one of the barriers to this model (Friend & Reising, 1993). Administrations have reported that co-teaching is too costly (Verstegen, 1995). However, more research is needed to determine how administrators determine cost. One hypothesis is that when administrators refer to the

expense of co-teaching, they are speaking in terms of the full utilization of co-teacher allocations. As an Exceptional Student Administrator at a Central Florida middle school pointed out:

Co-teaching can be expensive because of the structural component. Co-teaching involves two teachers for one class. In Florida, the district funding formula takes the number of student contacts divided by 11 (number of students in a class) divided by six (periods per teacher) to equal the number of varying exceptionalities mild teaching units allotted. For example, if a school is allocated funding for one unit (teacher) that means the teacher has 66 contacts. Now if a district only has five students eligible for co-teaching and you multiply this by five (core classes) that equals 25 contacts. Since a teacher is required to teach six classes, the co-teacher must teach one other class. For the sake of argument, let's say the teacher is assigned to a resource class with 15 students. That means the teacher has 40 contacts. Thus the teacher has not reached the full funding potential of 66 contacts. In addition, because the co-teach class must have a one-third/two-third ratio in order to create a co-taught class, somewhere a new class must be created or eliminated. For small schools co-teaching presents a problem. When administrators say that co-teaching is too expensive they may be referring to the cost in people rather than actual dollars. Thus, the decision to co-teach is dependant upon the administrators' creative scheduling. (J. Devito, Personal Communication, March 8, 2005)

Creative master scheduling is a concept DeVito (2005) has shared with school administrators in an effort to meet the needs of all students and improve school accountability measures. Although teachers, parents, and students describe the social benefits of co-teaching, administrators hold state accountability measures in the forefront and need more information in terms of student outcomes.

Co-teaching and Student Outcomes

Divergent views on the effectiveness and appropriateness of co-teach service delivery models persist in the literature (Weiss, 2004). In addition, research on student outcomes report mixed findings (Rea, McLaughlin, & Walter-Thomas, 2002; Vaughn, Elabum, Schumm & Hughes, 1998). Some studies have shown that this model meets both the social and academic needs for students with exceptionalities in the least restrictive environment (Walsh & Snyder, 1993). Research has suggested that co-teaching has been widely accepted by teachers who advocate for the practice with little quantitative research to back it up (Mastropieri & Scruggs, 2004, Weiss, 2004). Research has primarily focused on the unique experiences of co-teacher's including the various ways schools implement co-teaching by relying on teacher perceptions of implementation and inclusive beliefs (Friend & Reising, 1993; Mastropieri & Scruggs, 2004; Murawski & Dieker, 2004; Murawski & Swanson, 2001, Vaughn, Bos, & Schumm, 2003; Weiss & Brigham, 2000; Zigmond, 2001).

The effectiveness of co-teaching remains inconclusive (Weiss & Brigham, 2000; Murawski & Swanson, 2001; Mastropieri & Scruggs, 2001; Zigmond, 2001).

Notwithstanding the results of the research, recent legislation has called for districts to develop programs that are more inclusive for students with exceptionalities (Individuals with Disabilities Education Act 2004; No Child Left Behind Act 2001). The Twenty-First Annual Report to Congress on the implementation of the Individuals with Disabilities Education Act (1999) states that the number of students with disabilities served under IDEA '97 continues to increase at a rate higher than the general population. With the growing number of students served and specific provisions in the amendments calling for more access to the general curriculum for these students, examining the research on preferred inclusive models such as co-teaching is imperative to understanding the effects of this model and the barriers to overcome.

In a meta-analysis, Murawski & Swanson (2001) reviewed 89 articles in an effort to quantify the magnitude of treatment outcomes in the co-teaching literature. They eliminated articles that did not meet the research criteria and found that only six studies reported a quantitative effect size. The results of these six studies showed an overall mean effect size of 0.40, which demonstrates a moderate effect size for co-teaching. Researchers' consideration of the variety of studies, measurement identified, and grade levels examined reveals gaps in the quantitative literature. There is also a gap in the research examining the effectiveness of co-teaching in meeting the needs of students with exceptionalities (Murawski & Swanson, 2001; Weiss & Brigham, 2000; Zigmond & Magiera, 2001; Mastropieri & Scruggs, 2001; Walsh & Jones, 1993).

There are few studies examining the impact of co-teaching as a model on student outcomes in the secondary level (Walsh, 1991; Keefe & Moore, 2004a). Large-scale studies investigating the impact on high school student outcomes are necessary in an era when cost effectiveness in terms of student performance standards and accessibility drives educational policy. The links between increased inclusion rates, a legislative call for more inclusive programs and an emphasis on accountability systems are the rationale for examining service delivery models.

In another article review Welch & Sheridan (1999) identified 40 articles, 40 percent of which were anecdotal reports, 37.5 percent of which were technical guides, 30 percent of which employed empirical research, and 15 percent of which were position papers. The results of the article review revealed that 47.5 percent of the articles found positive outcomes and none of the articles reported negative results, although 40 percent showed no direction and 12 percent of the articles showed mixed results. Welch & Sheridan (1999) commented, “Outcome information was generally positive but typically limited to teacher satisfaction and teacher testimonials” (p. 44).

In a study designed to quantify social outcomes, Vaughn, Elabum, Schumm, and Hughes (1998) utilized two matched schools, each representing a collaborative service delivery model. Rating scales of 185 elementary students with and without learning disabilities who participated in either a co-teach model or consultative/collaborative model were analyzed for peer acceptance, friendship quality, self-concept and social skills (Vaughn, et al., 1998). In the co-taught model, students identified with a learning

disability represented 34 percent of the participants, while participants identified with learning disabilities in the consultative/collaborative model represented 25 percent of the students (Vaughn et al., 1998). A MANOVA was conducted on measures of social functioning. Analysis revealed a significant main effect for school model. The peer acceptance and friendship quality contributed to the results. Researchers found the consultative/collaboration model showed significant difference. Data indicated higher peer acceptance and friendship quality in the consultative/collaborative model. Results showed no significant difference in peer acceptance or friendship quality in the co-taught model (Vaughn, et al. 1998).

Examining students' perceptions in terms of learning presents interesting findings for professionals. In focus groups designed to identify underlying student and parent perspectives, Gerber and Popp (1999) analyzed the views of 123 students with and without learning disabilities in elementary, middle and high schools, and the views of their parents. Reports indicated that both students with exceptionalities and their general education peers held positive views of co-teach models in terms of organization and learning strategies. Parents of non-disabled students appreciated the diversity in the classroom while parents of students with exceptionalities saw benefits in increased self-esteem for their children (Gerber & Popp, 1999).

In an investigation comparing the performance of middle school students with learning disabilities receiving service in either an inclusive or pull out program, Rea, Mclaughlin and Walter-Thomas (2002) found the two programs differed significantly.

Students in the inclusive classroom earned higher grades and standardized test scores and attended more days of school than students in the pull out program.

Educational Learning Environment

Since 1975, Congress mandated that students with disabilities receive an education in the LRE. Consequently, students with exceptionalities receive educational services in a variety of settings. Educational placement is indicated on the student's Individual Education Plan. Educational environment data is reported in terms of the percentage of the day a student is in a regular education classroom or the percentage of time spent with non-disabled peers (NCES, 2004). National data has shown an increase in the number of students who spend 80 percent or more of their time in the regular class, from 31 percent in 1988-89 to 47.3 percent in 1999-2000.

Age and type of disability have been shown to be factors associated with different educational environments. During the 1999-2000 school year, 56.8 percent of all students ages 6 through 11 were served 80 percent or more of the time in the regular classroom, compared to 38.7% of students ages 12 through 17 and 32.6 percent of students ages 18 through 21 (U.S. Department of Education, n.d.). In addition to age, educational services vary by disability type. According to data from the National Center for Educational Statistics (n.d.) students identified with high incident disabilities are more likely to spend the majority of their day in the general education classroom. The following data represent national percentages for the 1999-2000 through 2000-2001 academic years on enrollment and disability categories.

Table 1

Educational Environment by disability

	Regular Class 80 Percent or More		Resource Class 40-80 Percent		Separate Class Less than 40 Percent	
	Year	Year	Year	Year	Year	Year
Disability	2000	2001	2000	2001	2000	2001
Specific Learning Disability	45.5	44.3	37.9	40.3	15.8	14.4
Mental Retardation	14.1	13.2	29.5	29.1	50.5	51.7
Emotional Disturbance	25.8	26.8	23.4	23.4	32.8	41.8

Source: Data from the National Center for Educational Statistics (2003).

Overall, students with exceptionalities continue to receive services in the LRE, although variation in placement by age and disability occur (Department of Education, 2003). Data suggest factors that effect placement include disability category and age. Although national data shows a trend for more inclusive placements, secondary students were less likely to be served in general education settings than elementary students.

Teacher Retention

District leaders have continued to face the challenge of meeting NCLB of 2001 highly qualified teacher provisions in a climate of critical special education teacher shortages and increased attrition rates. In the field of special education, fully certified special education teachers shortages persist (McLeskey, Tyler, & Flippin, 2004; U.S. Department of Education, 2006). It has been estimated that schools will need over 200,000 new special education teachers to fill vacancies in the next five years (Bureau of Labor Statistics 2006). Reasons for these shortages have been attributed to increased number of students in need of special education services, insufficient number of teachers entering the field, and high attrition rates.

A reported six million students with disabilities received educational services in 2004. This number is increasing at a rate three times greater than that of any other student population. It is estimated that at this rate, by 2010, an additional 1,256,000 students with disabilities, ages 3 to 21, will require services in schools across the United States (McLeskey, Tyler, & Flippin, 2004). Special education teacher shortages have serious implications for the many students with disabilities (Billingsley, 2004).

Traditionally, significant sources of new special education teachers have been colleges and universities (Muller & Markowitz, 2003). However, the growing demand for special education teachers has outpaced the supply of graduates (McLeskey, Tyler, & Flippin, 2004). In addition, high attrition rates have continued, with almost half of all special education teachers leaving after five years (Hill & Barth, 2004). The attrition rate

of special teachers is twice that of their general education colleagues (Kozleski, Mainzer, & Deshler, 2003). Special education advocacy groups have speculated that highly qualified teacher provisions of NCLB of 2001 will increase special education teacher attrition rates and accelerate critical teacher shortages (Hill & Barth, 2004).

One of the provisions in NCLB of 2001 has required special education teachers to demonstrate core subject knowledge in all core courses taught in addition to special education certification (IDEA and NCLB, 2004). This task has been problematic for special education teachers at the secondary who have provided educational services to students in multiple core subjects (Foley & Reder, 2002). There has been concern that once special education teachers go through the steps to demonstrate core subject knowledge, they will shift into general education at an even higher rate. The attrition rate of special education teachers transferring to general education has been more than 10 times greater than that of general education choosing to move to special education (Muller & Markowitz, 2003) with as many as 5,000 special education teachers that have transferred to general education annually (McLeskey, Tyler, & Flippin, 2004).

CHAPTER III

METHODOLOGY

Purpose of the Study

The questions of this study focused on the extent to which state Department of Education officials defined secondary special education co-teachers and described the specific areas the officials addressed in meeting the highly qualified personnel provisions of No Child Left Behind for secondary special education co-teachers.

Research Design

A mixed method, quasi-experimental design was utilized in this study. Closed question interviews, content analysis, theoretical frameworks and bounded case were methods implemented. Policy analysis represented the theoretical framework that framed the research problem. Merriam (1998) described a theoretical framework as “derived from the orientation or stance that you bring to your study; it is the structure, the scaffolding, the frame, of your study” (p. 45). The theoretical framework that framed the case in this study was derived from the belief that state Department of Education officials provide guidance to district leaders and special education teachers who are required to implement national policy on the highly qualified personnel provisions found in the NCLB. No Child Left Behind (U.S. Department of Education, 2001) provisions for highly qualified teachers and the demonstration of competency in core subject knowledge were explored in this study.

Research Questions

Department of Education officials were identified as the appropriate authority for providing recommendations on the highly qualified personnel requirements of NCLB for secondary special education co-teachers. Additionally, the literature review provided background information on the viewpoints of No Child Left Behind of 2001 provisions for highly qualified personnel that were held by national special education associations, special education advocacy groups, special education lobbyists, national education government agencies and researchers in higher education.

The purpose of this study was to determine whether Department of Education (DOE) officials representing the 50 states were addressing the issue of highly qualified personnel provisions for secondary special education co-teachers as defined by NCLB. The following two questions provided guidance throughout the study:

1. What definitions from Department of Education officials, representing the 50 states, were applied to secondary special education co-teachers under the highly qualified personnel provisions defined in No Child Left Behind of 2001?
2. Have secondary special education teachers who provided special education services through a co-teach service delivery model been required to demonstrate certification in the core academic subject area to meet the definition of highly qualified personnel requirements of No Child Left Behind of 2001?

Bounded Case

According to Miles and Huberman (1994), a case has been defined as “a phenomenon of some sort occurring in a bounded context” (p. 25). The case represents the focus of study, encircled by a boundary that defines components that will not be studied (Merriam, 2001; Miles & Huberman, 1994). Miles & Huberman (1994) utilized an image of a heart inside a circle to illustrate the bounded case. Bounding a case, also referred to as “delimitation,” is an attempt to define a case based on the unique question and its relationship to the “end product” (Merriam, 2001, p. 31). The nature of the questions, the specific phenomenon, and the need for a pragmatic description of this phenomenon as recommended by Merriam (2001) and Creswell (1997) were elements considered in this study. Due to the vast amount of information available from state DOE officials regarding the status of highly qualified secondary special education teachers and the political environment surrounding NCLB, boundaries for a case were established.

Figure 1 illustrates the bounds of the case.

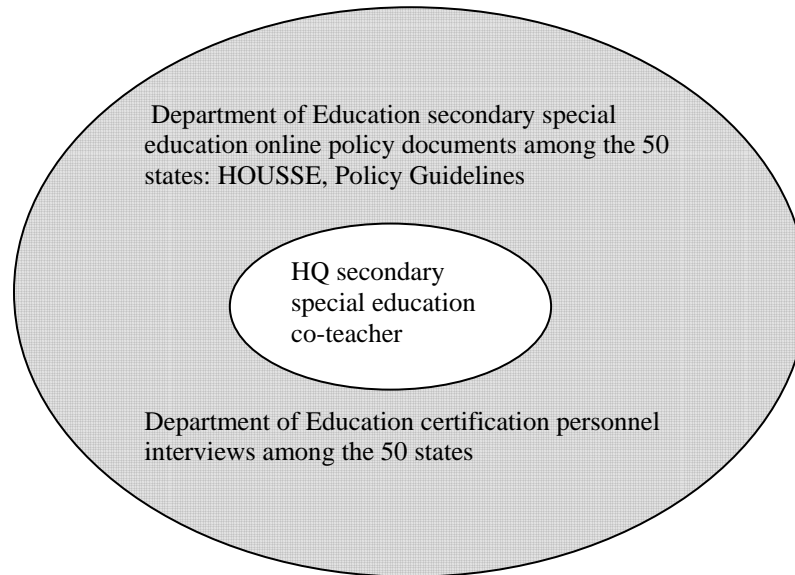


Figure 1: Bounded Case: HQ Secondary Special Education Co-teacher

The phrase, “State DOE officials’ recommendations for the highly qualified secondary special education co-teachers,” represented the focus of the case for this study. The boundaries of the case included: time, concept and sampling (Miles & Huberman, 1994). State DOE officials worked to help teachers meet the highly qualified teacher requirements by the June 2007, NCLB legislative deadline.

Priority was placed on the most recent documents collected for analysis due to the dynamic nature of the NCLB highly qualified teacher policy implementation among the 50 states. Document retrieval was restricted to those documents dating 2001-2006

The boundaries of the case included two concepts. The first concept was an operational definition of secondary special education co-teaching. The operational definitions of co-teaching in this study were described as the special education teacher and the general education teacher working together to plan, provide instruction and assess heterogeneous groups of students at the secondary level. This operational definition included structures of co-teaching described by Friend & Reising (1993).

The second concept was state DOE officials' description of highly qualified personnel NCLB provisions. In this study, the term *highly qualified* referred to the No Child Left Behind of 2001 provision that required teachers who taught core subject classes to demonstrate core subject knowledge.

Sampling was restricted to state DOE documents obtained from state DOE websites using key search terms and from DOE certification and licensure officials who represented the 50 states. Search terms were based on literature on highly qualified secondary special education co-teachers.

Selection of Websites

The decision to collect data from websites was based on the fact that the Education Commission of the States (2004) and National Center on Teacher Quality (2004) have similarly obtained information for reports on NCLB's highly qualified personnel compliance by accessing state Departments of Education (DOE) websites. The state DOE websites selected for the initial stage of this study represented the 50 states, excluding the District of Columbia. A central site that provided html links to state

Departments of Education across the United States was located by entering the term “fifty state” in an internet search engine. The website, www.50states.com, provided a list of hyperlinks represented by a picture of a folder for each state. Each State folder contained hyperlinks to demographics, tourism, history, Departments of Education, and other general information. The hyperlinks labeled “Department of Education” provided by www.50states.com were opened in alphabetical order. The term “certification” was also hyperlinked from the main State page, and positioned next to the term Department of Education. Both links were explored in this study.

To verify the accuracy of the Department of Education links from www.50states.com, a second online search for the state DOE website was conducted by entering specific names of 10 randomly selected Departments of Education. For example, the words Alabama Department of Education were typed in the search box. From the list provided, the link labeled Alabama Department of Education was opened. Using two open windows, the homepage displayed from the www50states.com website was compared to the homepage from the second search window. The DOE homepages matched all 10 randomly selected states. The website www.50states.com was then utilized for quick and convenient access to state homepages.

Selection of Documents

Information for this study was gathered from State Department of Education websites, online State documents between September 2005 and March 2006. Department of Education online documents were chosen because these documents are commonly

posted state DOE websites and provide information regarding the implementation of No Child Left Behind (Walsh & Snyder, 2004). A second reason these state DOE online documents were selected was because they were accessible to the public, created by the government agencies they represented, and reflected the recommendations of state DOE officials who represented the 50 states. The decision making routine (Figure 2) was followed in obtaining documents form state DOE websites.

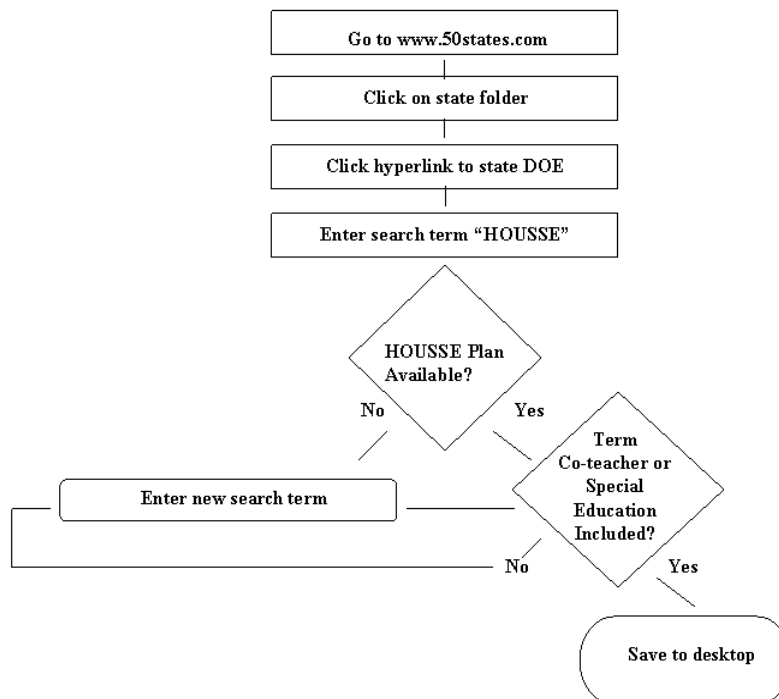


Figure 2: Decision Making Routine for Online Documents

HOUSSE Plans

Provisions in NCLB addressed the national definition for a highly qualified teacher. Under the highly qualified provisions, middle and high school teachers were required to demonstrate subject matter competency by 1) completing a major in the subject they taught, 2) acquiring credits equivalent to a major, 3) passing a state developed exam, 4) meeting HOUSSE requirements, 5) obtaining an advanced certificate from the state, 6) or a graduate degree (U.S. Department of Education, 2001). In preliminary research on the background and significance of this study, an Education Commission of the States, ECS, (2004) reported state officials' progress in meeting the No Child Left Behind of 2001 provisions for highly qualified personnel requirement for veteran secondary teachers using HOUSSE plans. The ECS report represented material that researchers gathered from state documents, websites, and policy organizations between November 2003 and January 2004 (Education Commission of the States, 2004). A table in the report summarized state and secondary HOUSSE plan provisions. The report also presented source references for each state's secondary HOUSSE plan provisions. In an initial findings report, ECS researchers were unable to locate HOUSSE plan provisions for 17 states (Education Commission of the States, 2004).

The National Center on Teacher Quality reported that 39 states approved a HOUSSE and 11 states were using state certification systems to identify highly qualified teachers (Walsh & Snyder, 2004). In more recent reports, the National Association of State Directors of Special Education (NASDSE) and U.S. Department of Special

Education Programs (OSEP) found that states provided subject specific HOUSSE plans for experienced special education teachers (Burdette, Laflin, & Muller, 2005).

The NCLB implementation timeline for states and the reported unidentified HOUSSE data was considered as state DOE HOUSSE plans were obtained for this study. State Department of Education officials continued the process of developing procedures and providing guidance to teachers meeting the NCLB of 2001 requirements for highly qualified teacher. All 50 states were included in the initial data collection stage of this study.

In this study, state Department of Education HOUSSE plans were considered potential sources for DOE definitions and recommendations for experienced secondary special education co-teachers to meet the highly qualified NCLB personnel provisions. The term HOUSSE was one of the search terms entered in the search engine on State DOE homepages.

Procedures

Instruments

For this study, the researcher acknowledged the obligation of philosophical orientation and disclosed the accommodations related the researcher's disability in the collection and analysis of data. The researcher was a former secondary special education teacher in the content area of science and social studies employed by a public middle school prior to the signing of No Child Left Behind (2001). The researcher also conducted quantitative research in the area of graduation outcomes among co-teaching

schools at a district level. The researcher's investigative orientation during the study was that of higher education and public school district interest.

The researcher's has a Bachelor of Arts in Philosophy and brought to the study a unique perspective. As a philosopher, the researcher is in pursuit of wisdom. In virtue of this philosophical mind, the researcher's lens included an analysis of meaning and a search for truth.

In addition, the researcher has a visual impairment. The researcher utilized personal readers, scanned, cut and paste, and/or copied documents to enlarge the font size depending upon the type of document collected and analyzed. Zoom Text magnifier/screen reader software version 9.0 was installed on the research PC to enlarge the font on websites and HTML documents. The researcher primarily read with a pair of glasses that have magnified lenses with prisms allowing a reading distance of five inches for 12- point font. Also, bright lights were available around the work station. Interviews were conducted by telephone and e-mail.

Data Collection

The researcher submitted an Institutional Review Board (IRB) application prior to the study. The IRB reviewers responded by stating, "Exempt" on the form and granted permission to conduct the research. Prior to the data collection, an Internet search was conducted to identify information from organizations and research stakeholders specifically relating to HOUSSE plans. The Educational Commission on the States, ECS, provided an online 50-State HOUSSE report, initial trends, and state notes on special education. Information obtained from the ECS (2004) report, *Special Education*

Teacher Certification /Licensure and Endorsement Categories in the states, provided insight on the status of states' DOE progress in developing HOUSSE plans.

Phase I

Information for this study was obtained from DOE websites across the United States and interviews with state DOE certification and licensure officials representing the 50 states. The researcher obtained information from the state DOE websites by utilizing state DOE website search engines. The researcher entered terms in the search engine on each state's DOE homepage. The search was limited to the terms: highly qualified, highly qualified special education, highly qualified co-teacher, HOUSSE, HOUSSE special education, and NCLB. The state DOE search engine retrieved a list of titles for documents under each search term entered.

Phase II

In phase II the researcher became familiar with the data and identified units of analysis.

Phase III

In Phase III, tentative categories were defined by utilizing information and key words within each unit of analysis. Tentative categories were refined and category integrity established. The section on reliability presented more on establishing category integrity for the information obtained from state DOE websites.

A content analysis of the information from documents obtained from state DOE websites was performed. Johnson & LaMontagne (1993) have described content

analysis as a six-step process. The six steps outlined by Johnson & LaMontagne (1993) were 1) prepare the data for analysis, 2) become familiar with the data, 3) identify units of analysis, 4) define tentative categories for coding responses, 5) refine categories, and 6) establish category integrity (p. 75).

For this study, step 1 was represented by Phase I. Steps 2 and 3 were represented by Phase II and steps 3-6 were represented by Phase III. Categories that were refined and established in the content analysis provided the themes discussed in the conclusions.

Table 1 provides a list of procedures and key terms utilized in obtaining documents.

Table 2

Procedures for Data Collection and Analysis

Phases and Steps	Key Terms
<p><u>Phase I</u></p> <ul style="list-style-type: none"> • Go to the each state’s DOE homepage • Go to search • Enter phase I search terms 	<p><u>Phase I Search Terms</u></p> <ul style="list-style-type: none"> • Highly qualified • Highly qualified special education • Highly qualified co-teacher • HOUSSE • HOUSSE special education • NCLB
<p><u>Phase II</u></p> <p><u>Step 1</u></p> <ul style="list-style-type: none"> • Visually scan the document list for Step 1 key terms for the year 2001 and later 	<p><u>Step 1 Key Terms</u></p> <ul style="list-style-type: none"> • HOUSSE • HOUSSE secondary teacher • HOUSSE secondary special education teacher • Highly qualified secondary special education co-teacher • Highly qualified secondary special education teacher • Highly Qualified • NCLB
<p><u>Step 2</u></p> <ul style="list-style-type: none"> • Open documents identified by step 1 key 	<p><u>Initial Document Code</u></p> <ul style="list-style-type: none"> • State

<p>terms</p> <ul style="list-style-type: none"> visually scan documents for step 1 key terms within the document text <p><u>Step 3</u></p> <ul style="list-style-type: none"> Identify documents containing Step 1 key terms within the text Electronically save the entire document with a filename that reflects the initial document code under the state folder for further analysis 	<ul style="list-style-type: none"> Data of publication Search term Type of document: (HOUSSE, FAQ, form, brief, handbook, etc) <p>*See Initial Document Code table for complete list of codes.</p>
<p><u>Step 4</u></p> <ul style="list-style-type: none"> Using the documents from step 3, print the document's page(s) that contains information on the key term from Step 1 	
<p><u>Step 5</u></p> <ul style="list-style-type: none"> Label the printed section with the title from the electronic document Make a notation using the initial document code on the top of the printed page Placed the printed page(s) in a three ring binder in alphabetical ordered by state Become familiar with data Identify units of analysis 	
<p><u>Phase III</u></p> <p><u>Step 1</u></p> <ul style="list-style-type: none"> Define tentative categories for coding 	<p><u>Tentative Categories for Coding Co-teach</u></p> <ul style="list-style-type: none"> Co-teach <i>Team Teach</i> Collaborative/support Support Inclusion Instructional Role Teacher of Record <p><u>Tentative Categories for Coding HQ Recommendations</u></p> <ul style="list-style-type: none"> Considered highly qualified under NCLB mandates Exempt from highly qualified NCLB mandates Exempt from highly qualified

<p><u>Step 2</u></p> <ul style="list-style-type: none"> • Refine categories <p><u>Step 3</u></p> <ul style="list-style-type: none"> • Establish category integrity 	<p>NCLB mandates UNLESS the teacher of record or primary instructor status</p> <ul style="list-style-type: none"> • Exempt from highly qualified NCLB mandates regardless of teacher of record or primary instructor status • Must meet highly qualified NCLB mandates • Must meet highly qualified NCLB mandates in at least one area <p><u>Refined Categories for Coding Co-teach</u></p> <ul style="list-style-type: none"> • Co-teach • Team Teach • Collaborative/support • Inclusion • Teacher of Record • Instructional Role <p><u>Refined Categories for Coding HQ Recommendations</u></p> <ul style="list-style-type: none"> • Added “Unable to determine recommendations”
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Reliability

Category integrity was established by recruiting two individuals that were not involved in developing the categories to code 12% of the data that was used for category development. The individuals represented a graduate student from the College of Education and a teacher employed outside of the public school system. Information from 50 states was obtained for this study. Information for this study was organized by state in electronic folders on the desktop. Six states were randomly selected using a table of random numbers. Information from these six states represented 12% of the data. The electronic folders saved to the desktop that represented these randomly selected states

were opened and the document from each state that was included in the unit of analysis retrieved. These six documents were then provided to the two individuals recruited for establishing category integrity. These two individuals were also provided with the questions of the study and instructed to identify key words and the sections around the key words. The two individuals recruited for the study were requested to tentatively name categories based on the questions and information located in the documents.

An 87% point by point interrater reliability was established by comparing the key words in context and categories established by the two individuals to the key words in context and categories established by the researcher. There were 14 points of agreement between the recruited individuals and the researcher and two points of disagreement between the recruited individuals and the researcher. The formula, number of agreements divided by the number of agreements plus disagreements was utilized to establish interrater reliability. In this study, 14 (agreements) were divided by 16 (14 agreements plus 2 disagreements) and provided an interrater reliability of 87%. Points of disagreement were on two key words in context: team teacher and consultative teacher.

Validity

Threat to validity included history and maturation. In an effort to overcome threats to validity, operational definitions of terms were described, an outline and adherence to procedures was followed to ensure all states were treated consistently, and all 50 state were included in the study. In addition, interviews with state DOE certification and/or licensure officials were conducted to verify or clarify information obtained from state DOE websites.

Selection of Participants

Within case sampling was utilized for this study. DOE officials were selected for interviews based on their role within the State Departments of Education (Miles & Huberman, 1994). The phone numbers for DOE officials were collected from an online Education Commission of the States report that contained a table listing each state's DOE Certification/Licensure office (Education Commission of the States, 2004). An overview of the 50 states' special education teacher certification systems and policy citations was included in the table.

Information in this ECS report provided a list of certification and licensure contact phone numbers from each state. This list was utilized in contacting state DOE licensure and certification officials for interviews. Verbal permission from the state DOE certification and licensure officials was obtained for participation in, and recording of interviews. Information collected in the interviews verified or clarified information obtained from state DOE websites.

CHAPTER IV

RESULTS

This chapter includes an examination of the results from the information largely obtained from State DOE websites regarding recommendations for the highly qualified personnel provisions for secondary special education co-teachers. The purpose of this study was to determine whether State Department of Education officials among the 50 states addressed the issue of No Child Left Behind of 2001 provisions for highly qualified secondary special education co-teachers.

This study had two questions that addressed this question:

1. How are State DOE officials representing the 50 states defining secondary special education co-teacher in the highly qualified NCLB of 2001 personnel provisions?
2. Have secondary special education teachers providing special education services through a co-teach service delivery model been required to demonstrate certification in the core academic subject area to meet the definition of highly qualified personnel requirements of NCLB?

Phase I Results

Documents Obtained from State Department of Education Websites

Initially, HOUSSE plans were considered for data collection in this study because they were the documents that other government agencies were examining to

determine whether State DOE officials had developed a plan to determine the highly qualified status of experienced teachers (Walsh & Snyder, 2004; Education Commission of the States, 2005). Initially, HOUSSE plans were believed to include specific recommendations for experienced special education teachers. The researcher believed that State HOUSSE plans would provide insight on the highly qualified teacher options for experienced special education teachers and the service delivery models to which they were assigned. After the HOUSSE plan data was examined, however, it became evident that other types of documents published on State DOE websites would better answer the research questions. State DOE HOUSSE plans provided little or no information regarding the recommendations on the highly qualified teacher provisions for secondary special education co-teachers and the search was expanded to include different types of documents.

Expanded Search for Obtaining Documents for State Department of Education Websites

The search was expanded and included 18 document types such as technical briefs, frequently asked questions, memos, meeting notes and PowerPoint® presentations, and other similar documents. The researcher reviewed the titles and opened state DOE documents that potentially provided information on State DOE officials' definition for secondary special education co-teacher and recommendations in meeting the highly qualified personnel NCLB of 2001 provisions. The different types of documents were examined for statements that provided insight on the definitions of secondary special education co-teachers or recommendations for special education

teachers who were required to meet highly qualified personnel NCLB of 2001 provisions. A range of one to 15 documents per state were collected from state DOE websites and saved in electronic folders on the desktop.

The time required to locate online documents varied among states, ranging from one to five hours with a median time of two hours per state. Time to locate documents relevant to the study depended on the State DOE search option, the headlines and hyperlinks on the homepages and the font size on the homepages. Some State DOE homepages were more reader friendly than others. The researcher, as an individual with a visual disability, found that homepages with low contrasting font colors, small fonts or crowded with information particularly difficult to read. The magnification software Zoomtext 9.0[®] made the process of reading the font easier, but due to magnification viewing the entire page all at once was more difficult.

Some State DOE homepages provided hyperlinks that specifically addressed issues related to NCLB of 2001 and highly qualified teacher status. These hyperlinks provided information for special education, elementary and secondary teachers as well as administrators and families. Several states provided hyperlinks to the HOUSSE plans for elementary and secondary teachers. The process of locating documents from State DOE websites and saving potential documents to electronic state folders was repeated for each state.

A total of 231 State DOE online documents were reviewed and saved electronically in folders, labeled by State, on the desktop. Of the 231 documents, 57 documents provided insight into State DOE officials' definition of special education co-

teacher and/or recommendations on highly qualified personnel provisions from NCLB of 2001. Information was presented in a variety of State DOE document types. The 57 documents were organized in 18 different groups for reference purposes (Appendix B). Information obtained from the 57 documents was collapsed for analysis.

Phase II Results

Data Obtained from State DOE Websites

Preparing data obtained from State DOE websites was minimal because there was no need to transcribe information. Preparation of the information included saving documents to electronic folders organized by state on the desktop. The process of becoming familiar with the data was conducted simultaneously with data collection as suggested by Merriam (1998).

Once documents were obtained from every state and saved to desktop folders, the researcher opened and reviewed the documents. The researcher became familiar with the data by opening documents saved in the electronic state folders on the desktop and reading, then re-reading, the information to determine whether the information provided insight on the State DOE definition of special education co-teacher or recommendations in meeting highly qualified personnel NCLB of 2001 provisions. The majority of states provided a single document that answered one or both of the research questions.

Types of Documents Obtained from State DOE Websites

The information in the documents, rather than the types of documents, were the focus of the study. Once selected, information within the documents was then collapsed for analysis.

The number of titles retrieved through the key word search varied in number and type. Titles such as *AKFAQnotes*, *hqHOUSSE*, and *highly_qual_teach*, were selected and saved in electronic folders on the desktop for later review. In this example, the *highly_qual_teach* document was saved in addition to the FAQ and HOUSSE documents in the electronic State folder on the desktop.

In this study, 20 HOUSSE plans were reviewed that seemed to address the research questions (the HOUSSE plans for the other 30 states were not saved because they did not contain the term “co-teach”. Other documents from these states were analyzed in order to address the research questions). State DOE officials referred to HOUSSE documents as HOUSSE plans and HOUSSE rubrics. Each State’s HOUSSE plans were usually represented by a table in which criteria for meeting highly qualified provisions were listed and the method of meeting these provisions were described. Definitions and recommendations for secondary special education co-teachers were not typically included in the State DOE HOUSSE plans. Instead, the plans primarily provided information on different options available for veteran elementary and secondary teachers required to demonstrate content knowledge. In this study, information from Idaho’s HOUSSE plan was included in the data because it specifically addressed whether special education teachers needed to demonstrate content knowledge (Appendix A). The

majority of HOUSSE plans did not provide information regarding the definition of special education co-teacher or recommendations for special education co-teachers to meet the NCLB of 2001 provisions for highly qualified teachers demonstrating subject matter knowledge.

In several instances, State DOE HOUSSE plan documents were reviewed from the website to identify potential information related to the definitions or recommendations of highly qualified special education co-teacher before saving them to electronic folders. For this study, all available State HOUSSE plans were not collected or saved to electronic desktop folders. The majority of State developed HOUSSE plans were not considered a viable source in answering the research questions in this study because they did not describe special education co-teacher roles or provide insight on the State DOE recommendations for special education co-teachers who were required to demonstrate content knowledge.

Frequently Asked Questions

While HOUSSE plans for many states did not specifically mention co-teach, Frequently Asked Questions (FAQ) documents from several of those states did address the topic. For example, the term “highly qualified” was entered in the search box on the State DOE homepage, but the search engine retrieved FAQ pages. In these cases, information from FAQ documents was obtained from State DOE websites from September 2005-January 2006. The retrieved list of titles was reviewed and titles, such as “Highly qualified questions and answers,” were selected as potential sources of information. If the FAQ information provided insight on the definition of secondary

special education co-teacher or described the State DOE highly qualified NCLB of 2001 provisions, it was saved to the appropriate State electronic folder on the desktop.

Information obtained from 14 States' DOE FAQ documents provided insight on the definition of special education co-teacher and or described the highly qualified recommendations for secondary special education co-teacher requirements in those states.

Questions were presented in the States' DOE FAQ documents in a list and the answers followed the questions. Questions were usually bold and the answers were not. Questions and answers were organized into categories such as general questions, general education teacher questions and special education teacher questions. Information from FAQ documents for this study was largely obtained from categories headed special education teacher questions. Some FAQ documents included a paragraph that introduced the purpose of the FAQ document. Other FAQ documents started with a question specifically related to the key word entered. For example, if the key words "highly qualified" were entered then the first question was "What does highly qualified mean?" (Alaska Department of Education, n.d.). The FAQ document obtained from the Alaska Department of Education (n.d.) website followed the question with a brief (one paragraph) explanation. Explanations usually were State DOE officials' paraphrased versions of NCLB of 2001 provisions. The established procedures of entering key words such as "highly qualified" in State DOE websites search engines were followed consistently.

In some states, the FAQ documents were retrieved as an individual document. In other states online resource pages were retrieved and a link was provided on the webpage

to the State DOE FAQ document. The nature of the questions in the FAQ documents was typically straightforward and in some cases included examples of teacher roles that elaborated on the question. Some questions were phrased such that a yes or no response was provided. For example, the questions, “I teach special education, must I be highly qualified?” was posted in the FAQ document obtained from the Kentucky DOE (2004) website. The answer was yes and then the reason for the yes response posted. After the answer to this question was provided, further questions elaborated on the first questions. An excerpt from the Kentucky’s DOE FAQ (2004) document illustrated a typical list of questions under the heading of special education teacher questions (Appendix C). Information obtained from States DOE FAQ documents provided insight on the types of questions sent to and anticipated by State DOE officials regarding highly qualified personnel provisions of NCLB of 2001. Information also reflected State DOE officials’ responses regarding special education teachers’ roles and the options available for special education teachers to meet the highly qualified NCLB of 2001 personnel provisions.

Answers to the questions sometimes contained sections from NCLB of 2001 or paraphrased regulations. The lists of options available to special education teachers in meeting highly qualified personnel NCLB of 2001 provisions was typically bulleted or numbered. Definitions regarding specific teacher roles were included or referenced to previous responses in the States DOE FAQ documents.

Models and Guidelines for Identifying Highly Qualified Teachers

A total of six state models and guidelines documents were identified as key sources of data and included in the analysis for this study. Models and guidelines were

typically presented in PDF format and ranged in page number from 15- 57. Each State document was developed by a group of State DOE personnel including district leaders, certification/licensure officials and endorsed by state superintendents. All the models and guidelines documents obtained for this study were collected from September 2005- February 2006. The most recent version of State DOE models and guidelines documents were obtained during the six month data collection period reflecting updates for Individuals with Disabilities Education Improvement Act (IDEIA) 2004, amendments (One hundred and Eighth Congress of the United States, 2004). Models and guidelines presented information for all teachers in meeting the highly qualified NCLB personnel provisions.

State DOE models and guidelines documents typically started with an introduction or background for the purpose of the document. Models and guidelines were largely organized by chapters and addressed the specific roles of different state education personnel including state and district leaders and teachers. The models and guidelines included excerpts from NCLB of 2001 and IDEIA of 2004 pertaining to the highly qualified teacher provisions. State documents included outlines of the NCLB of 2001 options for teachers required to meet the highly qualified provisions. Chapters included implications of NCLB of 2001, HOUSSSE, educational roles, and certification options. Certification components reflected individual State regulations, policies, and terminology.

Information obtained from State models and guidelines documents included definitions of special education teacher roles at the secondary level, types of teachers who

were included or excluded from meeting NCLB of 2001 provisions for highly qualified personnel and state procedures for teachers who were required to demonstrate core subject knowledge. The researcher found that background knowledge of special education infrastructure was helpful in reading States' models and guidelines documents because of the terminology within the document.

Resource Guides

A total of five state resource guides addressed the research questions and were included in the analysis for this study. Resource guides were typically presented in PDF format and ranged in page number from 21- 55. Resource guides were similar to State models and guidelines documents except that resource guides were largely developed by state divisions of NCLB of 2001 coordination or professional development.

Resource guides included introductions and were organized by chapters. Contact information, appendices for forms and FAQ were included in some States' resource guides. All the resource guides obtained for this study were collected from September 2005-February 2006. The most recent version of State DOE resource guides were collected during the six month data collection period and some of the documents included the term "draft" on the title page.

Information in resource guides included definitions and teacher roles for elementary, middle, high school and special education teachers. The impact of NCLB of 2001 on different types of schools (charter schools) and special programs were addressed. The nature of the information was similar to State models and guidelines documents. Resource guides differed in that the language seemed more practical than in the models

and guidelines documents. Resource guides provided specific State definitions and recommendations for special education co-teachers. Information in resource guides obtained from California, Colorado, and Texas DOE websites provided insight on the definition and recommendation for special education co-teachers.

Memorandum

A total of three state memorandums were determined to represent State DOE clarifications on the implementation of the highly qualified personal NCLB provisions and were included in the analysis for this study. The memorandums obtained for this study were collected from September 2005-January 2006. Memorandums were presented in PDF format or Microsoft Word® (read only) State DOE webpage. The PDF document was three pages in length and the documents located on the State DOE web pages were two pages in length.

State DOE memorandums were typically from State DOE superintendents and addressed to other DOE superintendents, district leaders, and teachers. The format of the information varied from letters to online webpage outlines. The nature of the letters appeared more personal than the outline memorandum on web pages. Information obtained from the State DOE memorandums was useful in this study and described the specific recommendations for special education teachers to meet the highly qualified personnel NCLB provisions for the states identified in the memorandum.

Letters

Two State DOE letters represented DOE clarifications for teachers who were required to implement the NCLB of 2001 provisions for highly qualified personnel and were obtained for this study. The letters were collected in January 2006. The format of the letters varied from a PDF letter to an online webpage letter with an outline of information. The nature of the information in the PDF letter appeared more personal than the letter outlining information on the State DOE webpage.

A six page PDF document from the West Virginia Office of Special Education and Office of Professional Preparation provided information on the definitions of highly qualified special education teachers and HOUSSSE procedures in attachments. The letter was addressed to County Superintendents, Special Education Coordinators, County Special Education Personnel Directors, Principals, and West Virginia Teacher Education Advocacy Council. A rationale for the NCLB of 2001 provisions for highly qualified teacher and alignment with the Individuals with Disabilities Education Improvement Act (2004) was also provided. Information obtained from this letter provided insight on West Virginia's DOE officials' implementation of the term 'collaboration'.

Another letter was a four page, Microsoft Word® (read only) document to educators from the Delaware Director of Professional Accountability. The letter included background information on NCLB of 2001 within the context of the highly qualified teacher provisions, a list of core content subjects, and definitions. The purpose of the letter provided guidance for teachers who were required to complete the Delaware's teacher quality survey. The survey was designed to assist teachers in

determining if they met the highly qualified personnel NCLB provisions. A chart was included in the letter that provided information on the highly qualified teacher requirements and described these requirements. Information in this letter provided insight into the recommendations from Delaware's DOE officials to special education teachers in meeting highly qualified provisions.

Circular Letter

A Connecticut DOE circular letter represented State DOE clarifications on the subject of NCLB of 2001 and district HOUSSE plans and was obtained for this study. The circular letter was written from the Connecticut Education Commissioner and addressed to the Superintendents of Schools, Regional Education Service Center Executive Director, and Magnet School Directors. This circular letter was obtained from the Connecticut DOE website in January of 2006.

The circular letter was a nine-page PDF document with a format similar to the PDF letters described earlier in this chapter. Paragraphs in the circular letter discussed background information on NCLB of 2001 and the highly qualified teacher provisions, district HOUSSE plans, and alignment of IDEIA. Five pages of the circular letter were questions and answers that provided information on highly qualified and district HOUSSE plans. Information from the question and answer pages of the circular letter provided information on the highly qualified provisions for co-teachers in Connecticut.

Technical Assistance Papers

Two State DOE technical assistance papers represented DOE clarifications on the subject of NCLB of 2001 and highly qualified teacher requirements for special education teachers and were obtained for this study. The technical assistance papers were obtained from the Florida DOE website September, 2004 and the Nevada DOE website January, 2006. The Florida DOE technical assistance paper (2003) was an 11 page PDF documents. The Nevada DOE technical assistance paper was an 18 page Microsoft Word® (read only) document.

The purpose of the technical assistance paper obtained from the Florida DOE websites was to identify special education certification areas in NCLB of 2001 core content areas, provide information to districts implementing the highly qualified teacher requirements and assist teacher in determining highly qualified status. The Florida DOE technical assistance document was developed by the Florida Bureau of Instructional Support and Community Services and provided background information on NCLB of 2001. The documents presented information in a question and answer format. Questions were numbered and in bold and the answers followed the questions and were not bold. Information from the Florida DOE technical assistance paper provided insight on the State recommendations for co-teachers in meeting the highly qualified personnel NCLB of 2001 provisions.

The technical assistance paper obtained from the Nevada DOE (2005) websites contained information on highly qualified special educations teachers from the Nevada DOE Office of Special Education, Elementary and Secondary Education, and School

Improvement Programs. The technical assistance paper was organized in chapters that provided background information on NCLB of 2001 within the context of highly qualified teacher provisions, IDEIA of 2004, specific teacher competencies, timelines, charts that illustrated the specific highly qualified requirements for special education teachers and the Nevada Housse criteria. Information from the Nevada DOE technical assistance paper provided insight on the state recommendations for co-teachers in meeting the highly qualified personnel NCLB of 2001 provisions and the role of the special education co-teacher.

Reporting Materials

The Ohio DOE (2005-2006) reporting materials packet obtained for this study represented State DOE clarifications on the subject of NCLB of 2001 from the Superintendent of Public Instruction and Assistant Superintendent for the Center for the Teaching Profession. The reporting materials package was a 29-page PDF document and provided school administrators with information and forms for reporting highly qualified teacher requirements. This Ohio reporting materials packet was obtained from the Ohio DOE website in January, 2006.

The Ohio reporting materials packet was similar in format to models and guidelines documents described in this chapter. Information obtained from the reporting materials documents provided insight on the Ohio model for identifying highly qualified teachers and instructional paraprofessionals in terms of content subject knowledge. Information obtained for this study from the Ohio DOE reporting materials packet included recommendations for special education teachers meeting the highly qualified

personnel NCLB of 2001 provisions and the role of the special education teachers providing services in core subject areas.

Handbook

On the Oregon DOE website, a handbook was available that represented State DOE clarifications on the subject of NCLB of 2001 from the Office of Education Improvement and Innovation. The Handbook was a 21 page Microsoft Word® (read only) document and organized by chapters that provided Oregon DOE Title 1A Coordinators with forms and updates on meeting NCLB of 2001 provisions. This Oregon handbook was obtained from the Ohio DOE website in January, 2006.

The Oregon handbook was similar in format to the models and guidelines documents described in this chapter. Information obtained from the handbook section *Title 1A Coordinator Online Training for Highly Qualified Staff-Teachers* provided insight on definitions and recommendations for Oregon Title 1 Coordinators implementing highly qualified teacher provisions. The section identified as *Title 1A Coordinator Online Training for Highly Qualified Staff-Teachers* (n.d.) was 14 pages and included a question and answer page. Information obtained for this study from *Title 1A Coordinator Online Training for Highly Qualified Staff-Teachers* (n.d.) included the recommendation for secondary special education teacher who were required to meet highly qualified personnel NCLB of 2001 core subject content provisions.

Bulletin and Update

A Wisconsin DOE Bulletin and Update document (2004) was obtained for this study and represented State DOE information on revisions to a previous bulletin regarding NCLB of 2001 highly qualified teacher provisions. The bulletin and update document was a three page Microsoft Word® (read only) document. The format of the document was reflective of a memorandum with a topic heading and signed by the Director of Teacher Education/Professional Development and Licensing. This Wisconsin bulletin and update document was obtained from the Ohio DOE website September, 2005.

Information obtained from the Wisconsin DOE bulleting and updates document provided insight on the Wisconsin's' DOE definitions of highly qualified teachers and recommendations for special education teachers teaching core subject content. The nature of the bulletin and update document was formal and NCLB of 2001 was referenced as the reauthorization of the Elementary and Secondary Education Act throughout the document. Information that provided the definition of highly qualified teachers and recommendations for special education teacher assignment was included for analysis in this study.

Synopsis/Executive Summary

From the South Caroline website, a State DOE synopsis/executive summary document (2004) was obtained that represented the Divisions of Teacher Quality request for approval of the *Identifying Highly Qualified Teachers Under No Child Left Behind*

(2001) *communications* document from South Carolina Deputy Superintendent, executive Assistant to the State Superintendent of Education, General Council and State Superintendent of Education. The synopsis/executive summary was an 18 page Microsoft Word® (read only) document. This South Carolina DOE synopsis/executive summary document was obtained from the South Carolina DOE website January, 2006.

The South Carolina DOE synopsis/executive summary document included the approval forms followed by the documents and appendices. Information obtained from this document included general information on NCLB of 2001 highly qualified teacher provisions, certification requirements, and appendices. The appendices included requirements for specific teacher roles and assignments, including that of secondary special education co-teachers. Information obtained from this document provided insight on the South Carolina's Division of Teacher Quality officials' plan for highly qualified teachers. Information contained within this document regarding education setting, teacher assignment and the term inclusion were included in the analysis of this study.

Official Minutes

A Kansas DOE official minute's document was obtained for this study and represented the Teaching and School Administration Professional Standards Advisory Board meeting notes dated June 15, 2005. The official minutes selected for this study was an html version of the document. The Kansas DOE official minutes document was obtained from the Kansas DOE website November, 2005.

The document was a list of 19 items that summarized the procedures and discussion of the meeting. Information in this official minute's document provided insight on the status of the Teaching and School Administration Professional Standards Advisory Board in providing recommendations on the highly qualified personnel NCLB of 2001 provisions to special education teachers. Information included roll call and Standing Committee Reports.

Item eight on the official minutes was the subject *Highly Qualified Special Education*. Information under the heading in item eight included the report that the Kansas DOE had received clarification on IDEIA of 2001 from the Federal government. In addition, the committee stated that they were waiting on reports and working on developing a HOUSSSE for special education teachers. Information analyzed from the Kansas DOE minutes document provided information on the recommendations for highly qualified secondary special education teachers.

Regulations

For two states, DOE regulation documents were obtained for this study. The regulations were obtained from the Maryland DOE website January, 2006 and the Utah DOE website February, 2006. The Maryland DOE regulations were formatted in a programs document on the DOE website. The Utah DOE regulations were formatted under the title Divisions of Administrative Rules on the DOE website.

The purpose of the regulations obtained from the Maryland DOE websites was to identify special areas including special education, ESOL, and reading in the context of highly qualified teachers and certification in NCLB of 2001 core subject areas. The

Maryland regulations obtained for this study provided contact information and a list of options for special education teachers who were assigned as the teacher of record.

Information from the Maryland DOE regulations provided insight on the recommendations for special education teachers in meeting the highly qualified personnel NCLB of 2001 provisions.

The regulations obtained from the Utah DOE websites contained information on highly qualified special education teachers and were also published in the Utah State Bulletin (Division of Academic Rules, 2006). The regulations appeared more technical than the Maryland regulations because the Utah regulations cited Division of Administrative Rules file numbers in the document. The Utah DOE regulations were organized in sections that covered rule analysis and rule text on the NCLB of 2001 and IDEA of 2004 highly qualified teacher provisions. Information from the Utah DOE technical assistance paper provided insight on the recommendations for special education, secondary, and multi subject teachers in meeting the highly qualified personnel NCLB of 2001 provisions.

Online Guiding Principles

Two State DOE online guiding principles were obtained from DOE websites for this study. The online guiding principles represented State DOE recommendations for special education teachers who were required to meet the highly qualified personnel NCLB of 2001 provisions. The regulations were obtained from the Hawaii DOE website January, 2006 and the Louisiana DOE website December, 2005. The formatting of the

State DOE online guiding principles was similar to the formatting of the State DOE regulations described in this chapter. The Hawaii DOE online guiding principles were obtained from the DOE website on a page titled HOUSSSE. The Louisiana DOE online guiding principles were obtained from the DOE website on a page titled *Teacher Certification and Higher Education* (n.d.).

The purpose of the regulations obtained from the Hawaii DOE website was to provide information regarding special education teachers who were required and *not* required to meet the NCLB of 2001 and IDEIA of 2004 highly qualified definitions. The Hawaii DOE online guiding principles obtained for this study provided insight on the recommendations for special education teachers in meeting the highly qualified personnel NCLB of 2001 provisions for special education teachers in Hawaii.

The regulations obtained from the Louisiana DOE website contained information on highly qualified special education teachers. The information obtained from the Louisiana DOE online guiding principles was similar to that of Hawaii. The Louisiana DOE online guiding principles obtained for this study provided insight on the recommendations for special education teachers in meeting the highly qualified personnel NCLB of 2001 provisions for special education teachers in Louisiana.

Definitions

Two State DOE definitions documents were obtained from DOE websites for this study. The definitions documents represented State DOE explanations for terms commonly included in state documents. The definitions documents were obtained from the Vermont DOE website January, 2006 and the Wyoming DOE website January, 2006.

The State DOE definitions documents were presented a list of terms in bold and definitions followed the terms.

The Vermont DOE definitions document was formatted in a one page PDF file that provided a list of terms and definitions. Terms were in bold and specifically included special education arrangements and implications for highly qualified teacher requirements. Information obtained from the Vermont DOE definitions documents provided insight on Vermont's DOE officials' definitions of team teaching.

The Wyoming DOE definitions document was formatted in a seven page PDF file that provided a list of terms and definitions. The Wyoming DOE definitions document provided acronyms and definitions for a variety of terms starting with "Accreditation" and ending the list with the term "WDE" (Wyoming Department of Education). The term "highly qualified" was among the terms listed and provided insight on Wyoming's DOE officials' definition of highly qualified.

PowerPoint®

Two State DOE PowerPoint® presentations best presented information addressing the research questions and were obtained from DOE websites for this study. The PowerPoint® presentations represented State DOE descriptions of highly qualified special education teacher provisions of IDEIA of 2004 and NCLB of 2001. The PowerPoint® presentations were obtained from the Iowa DOE website January, 2006 and the New Mexico DOE website January, 2006.

The Iowa DOE PowerPoint® presentation was made up of 77 slides that addressed highly qualified special education teachers under IDEIA of 2004. Slides

included information on guiding principles, special education teachers, IDEIA of 2004 provisions, and statistics. There were six slides that focused on highly qualified special education teachers and IDEIA of 2004 provisions. Information obtained from the Iowa DOE PowerPoint® presentation provided insight on Iowa's DOE officials' recommendations for special education teachers who were required to meet highly qualified teacher provisions.

The New Mexico DOE PowerPoint® presentation was made up of 16 slides that included information on highly qualified special education teachers. Slides included information on Federal regulations, licensure and teacher assignments, and scenarios on teacher assignments, HOUSSE plans, and NCLB of 2001 flexibility. Information obtained from the New Mexico DOE PowerPoint® presentation provided insight on New Mexico's DOE officials' recommendations for special education teachers who were required to meet highly qualified teacher provisions.

Other State DOE Documents

Documents types that were obtained from State DOE websites but not easily identified by title were listed under the document type other State DOE documents. These documents did not fit into one of the other document types identified in this chapter. Two documents provided contact information with a phone number in the document. Phone calls were made to the contact numbers and clarification regarding the type or source of the document was of received.

The online document obtained from the Connecticut Department of Education website (n.d.) was a 26 page Microsoft Word® (read only) file retrieved January, 2006.

Information within the glossary of the document provided insight on the definition of co-teaching, team teaching and collaboration for the state of Connecticut. The State DOE official whose contact information included in the document reported that the document was from the guidebook *Guidelines for Implementing Language Transition Report Serviced (2002)*. The purpose of the statutes described in the document was to ensure bilingual services for eligible students and describe the transition process to language transition services.

The online document obtained from the Missouri Department of Education (n.d.) was a two page PDF file retrieved January, 2006. Information in the document provided insight on the State DOE definition and recommendations for highly qualified special education co-teachers for the state of Missouri. State DOE certification contacts reported that the document was a handout at a special education advisory panel meeting.

The online document obtained from the Mississippi Department of Education was a three page Microsoft Word® (read only) file retrieved January, 2006. The document represented excerpts from the Federal Register: Title I—Improving the Academic Achievement of the Disadvantaged, Final Regulations and provided clarification on the interpretation of Mississippi’s definition of highly qualified (Mississippi Department of Education, n.d.). Information in this State DOE document provided insight on the Mississippi DOE recommendations for special education teachers who were required to demonstrate highly qualified personnel NCLB of 2001 provisions for the state of Mississippi.

The online document obtained from the Illinois Department of Education was a 24 page PDF file retrieved January 6, 2006. The Illinois DOE document was dated April 15, 2005 and included information on the NCLB of 2001 regulations for highly qualified teachers. There was no contact information on the document, but an e-mail request for more information regarding the document was sent to the Illinois DOE certification office. The State DOE document provided information on certification, special education HOUSSE, and specific teacher roles. Information obtained from the Illinois DOE document provided insight on the state recommendations for highly qualified special education teacher and teacher assignments for the state of Illinois.

The online document obtained from the Nebraska Department of Education was a single page PDF file retrieved January 6, 2006. The Nebraska DOE document was titled *NCLB Special Education Teacher Criteria (2005)*. There was no contact information on the document, but an e-mail request for more information regarding the document was sent to the Nebraska DOE certification office. State DOE officials replied in an e-mail the document was a handout at Administrators Days in Kearney in August 2005. Information in the document was in the form of a two column table that provided information on special education teacher assignments and corresponding NCLB of 2001 criteria. Information obtained from the Nebraska DOE online document provided insight on the requirements for special education teachers meeting the highly qualified teacher requirements and the different teaching assignment.

The online document obtained from the Pennsylvania Department of Education was a 26 page PDF file retrieved January 6, 2006. The State DOE document was titled

Pennsylvania and No Child Left Behind: What have we learned and what do we need to change. There was no date located on the document or contact information; however the Pennsylvania Department of Education was contacted by phone and e-mail to obtain more information about the type of document. Information in the document contained and introduction on NCLB and included sections on plans, proposals, special education, challenges with NCLB of 2001 and IDEIA of 2004, and recommendations. Two pages of the Pennsylvania DOE document presented information on highly qualified special education teachers. Information obtained from the Pennsylvania DOE document provided insight on the sentiments of State DOE officials implementing highly qualified personnel NCLB of 2001 provisions.

Units of Analysis

Fifty-seven online documents obtained for this study were reviewed for information on highly qualified secondary special education co-teacher requirements. Key words that reflected terms associated with co-teaching were highlighted. Units of analysis were derived from the key words in context. Key words and associated paragraphs that provided the context for the key words that provided insight on State DOE definitions of co-teaching and State DOE highly qualified teacher recommendations were cut from the original documents and pasted in a table for later analysis. Units of analysis in the table were organized by state. The researcher collapsed the units of analysis from 57 State DOE online documents represented by 18 different document types for further analysis (Appendix A).

Tentative Categories Developed

Definitions of the key words obtained from online State DOE documents were compared to Bauwens, Hourcade and Friend's (1989) definition of co-teaching:

Cooperative teaching (or co-teaching) refers to an educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings (i.e. general classroom). [In] cooperative teaching both general and special educators are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting. (p. 18)

The researcher considered the idea "joint responsibility for specified education instruction" while comparing the definitions and highly qualified recommendations. Tentative categories were defined by highlighting key terms. The researcher attempted to organize State DOE highly qualified recommendations into a table that reflected states that required special education teachers to demonstrate content knowledge and states that did not require special education teachers to demonstrate content knowledge. In identifying tentative categories it became apparent that definitions and recommendations were not so clear cut.

Under the suggestion of a colleague, the researcher attempted to utilize the software HyperReserach[®] coding process. The researcher participated in three online HyperResearch[®] tutorials. Over a period of three weeks the researcher formatted the units of analysis in this study for coding utilizing HyperResearch[®]. After three weeks the researcher abandoned the use of HyperReserach[®] for coding due to insufficient training

on the use of the software. One benefit from the experience is that during the attempted HyperResearch[®] coding process, the researcher refined tentative categories.

The researcher returned to the original method of highlighting key terms and developing categories by reading information and comparing units of analysis.

Categories Refined

The researcher refined the categories and organized State DOE officials' online recommendations specific to highly qualified special education co-teachers into six categories: co-teaching, collaboration/support, team teaching, inclusion, and instructional role. The researcher constructed a table that presented results by state, co-teach category, and codes representing State DOE officials' recommendations (Appendix D).

The table included a category for State DOE official's online recommendations that did not fall into one of the above categories, but provided information on the instructional role of the teacher. The researcher refined the category of instructional role because the researcher found the instructional role inherent to the case highly qualified special education co-teacher. The category of instructional role became a method to determine that all states were examined.

Refinement of categories included adding the category "teacher of record." During the refining of the categories, the researcher realized that the meaning of "instructional role" was inherent to the definition of co-teaching. Since the majority of online documents included references to the meaning of instructional role of the special education co-teacher, the category instructional role became a way to verify that every

state was included in the study rather than a category that addressed the research questions.

A total of 35 categories were established. Five of the categories provided information on the States' DOE definition of special education co-teacher. Seven of the categories provided information on the States' DOE recommendations for highly qualified personnel NCLB of 2001 teacher provisions. The process of establishing category integrity was presented under the section on reliability.

Theme Development

The processes of establishing and refining categories from the State DOE highly qualified teacher recommendations were replicated. Themes on the relationship between the categories emerged from the content analysis. An additional table was constructed. Data was analyzed as it related to the following questions about five scenarios:

1. What are the recommendations for special education teachers providing special education service through the co-teach service delivery model?
2. What are the recommendations for special education teachers providing special education service through the collaborative or support role?
3. What are the recommendations for special education teachers providing special education service through team teaching?
4. What are the recommendations for special education teachers providing special education service through an inclusion model?

5. What are the recommendations for special education teachers providing special education service through identified instructional role?

The scenarios reflected the key term definitions identified in the data.

Based on information obtained from documents from the website review, six possible responses from State DOE officials were identified in relation to one or more of the possible five scenarios. A letter code to the six recommendations as follows:

Considered highly qualified under NCLB mandates

- A. Exempt from highly qualified NCLB mandates
- B. Exempt from highly qualified NCLB mandates *unless* the teacher of record or primary instructor status
- C. Exempt from highly qualified NCLB mandates *regardless* of teacher of record or primary instructor status
- D. Must meet highly qualified NCLB mandates
- E. Must meet highly qualified NCLB mandates in at least one area

Highly qualified mandates from NCLB of 2001 were considered those provisions that have required demonstration of core subject knowledge through a degree in that subject, passing a subject exam (Praxis), or building a HOUSSSE in the core subject area (U.S. Department of Education, 2001). Under NCLB of 2001, core subject areas have been English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography (NCLB toolkit, 2004).

Results showed that State DOE officials have included four terms that described “co-teach” service delivery models: 1) co-teaching, 2) team teaching, 3) collaborative

support and 4) inclusion. DOE officials among the 50 states have associated these terms with six different highly qualified NCLB of 2001 recommendations. State DOE officials associated the “teacher of record” and “primary instructor” to the highly qualified NCLB of 2001 personnel instructional role of the special education teacher.

Fourteen states specifically have included the term co-teach in the recommendations. Among those fourteen states that have included the term co-teach, a possible five of the six recommendations were identified. DOE officials in Florida have considered co-teachers highly qualified. Recommendations from DOE officials in Nebraska and Pennsylvania have not required co-teachers to meet highly qualified NCLB of 2001 mandates. Half of the states that implemented the term co-teach (Colorado, Connecticut, Georgia, Louisiana, Massachusetts, New Jersey and New York) have not required special education co-teachers to meet highly qualified NCLB of 2001 mandates *unless* they were assigned as the teacher of record or primary instructor. Missouri and Nevada were the only two states in which State DOE officials specifically have required co-teachers to meet highly qualified NCLB of 2001 mandates in each of the core subjects assigned. DOE officials in California and Texas have required special education co-teachers to meet highly qualified NCLB of 2001 mandates in at least one assigned area.

Results showed that six states specifically included the term “team teach” in the recommendations. Among those six states that included the term team teach, a possible three of the six recommendations were identified. State DOE officials in Colorado, Vermont, Georgia and New York have not required special education co-teachers to meet highly qualified NCLB of 2001 mandates *unless* they were assigned as the teacher of

record or primary instructor. State officials in Michigan have not required team teachers to meet highly qualified NCLB of 2001 mandates *regardless* of the teacher of record or the primary instructor, while DOE officials in California have required special education team teachers to meet highly qualified NCLB of 2001 mandates in at least one assigned area.

Results showed that 10 states specifically included the term collaborative/support in the recommendations. Among those 10 states, a possible four of the six recommendations were identified. State DOE officials in Nebraska have NOT required collaborative/support teachers to meet highly qualified NCLB of 2001 mandates. Seven states that used the term collaborative/support (Alaska, Georgia, Kansas, Kentucky, New York, Virginia, and South Dakota) determined these teachers did not need to meet highly qualified NCLB of 2001 *unless* they are the teacher of record or primary instructor. State officials in Nevada have required collaborative/support teachers to meet highly qualified NCLB of 2001 mandates.

Results showed that five states specifically have included the term inclusion in the recommendations. Among those five states, a possible one of the six recommendations were identified. State DOE officials in Georgia, Massachusetts, Mississippi, New Mexico and South Carolina have *not* required inclusion model teachers to meet highly qualified NCLB of 2001 mandates *unless* they were the teacher of record or primary instructor. Results of the co-teach service delivery model have been displayed by categories and State DOE officials' recommendations (Table 1).

The cells in table 1 display State DOE officials' recommendations in terms of co-teach categories and highly qualified NCLB of 2001 requirements. Some states were displayed in more than one cell because DOE officials in these states used multiple terms associated with co-teaching. For example, Colorado DOE officials used the terms co-teaching, team teaching, and teacher of record resulting in different recommendations depending on the term. Information in the table indicates that the majority of DOE officials recommended that special education teachers were *not* required to meet highly qualified NCLB of 2001 mandates *unless* they are the teacher of record or was the primary instructor

Table 3

Summary DOE Officials Recommendations for HQ Special Education Co-teachers, Team Teachers, and Collaborative/Support and Inclusion model teachers, Team Teachers, and Collaborative/Support and Inclusion model teachers.

	Considered HQ under NCLB mandates (A)	<i>Not</i> Required to meet HQ NCLB mandates (B)	<i>Not</i> required to meet HQ NCLB mandates <i>unless</i> teacher of record or primary instructor (C)	<i>Not</i> required to meet HQ NCLB mandates <i>Regardless</i> of teacher of record OR instructional status\ (D)	Must meet HQ NCLB mandates (E)	Must meet HQ NCLB mandates in at least one area (F)
Co-teaching	FL	NE, PA	CO,CT,GE,LA, MA,NJ, NY		MO,NV	CA,TX
Team Teaching			CO,GE,NY,VT	MI		CA
Collaboration/Support	WV	NE	AK,GE,KS,KY, NY,VA, SD		NV	
Inclusion			GE,MA, MS,NM, SC			

In the following section the results of the themes that emerged are included. These themes were based on the State DOE officials' definitions of the various co-teach service delivery models. Themes included relationships between the definitions of the various co-teach service delivery models and DOE officials' highly qualified NCLB of 2001 personnel recommendations among the 50 states.

Relationships Among Themes

Co-teacher and the Highly Qualified No Child Left Behind of 2001 Provisions

The research question considered was, "What were the recommendations for special education teachers providing special education service through the co-teach service delivery model?" Thirteen states included the term co-teach in information obtained from State DOE online documents and provided recommendations for special education co-teachers meeting highly qualified provisions from NCLB of 2001. The thirteen states identified were California, Colorado, Connecticut, Florida, Georgia, Louisiana, Massachusetts, Missouri, Nebraska, Nevada, New York, Pennsylvania and Texas.

In online documents from three states, Louisiana, Missouri and Nevada, co-teaching was specifically defined and co-teachers were required to demonstrate core subject knowledge by having a degree in the subject area assigned, passing a rigorous subject exam, or building a HOUSSE. Louisiana officials defined the co-teacher role in an online guiding principles document: The special education teacher works in the regular education class alongside a NCLB highly qualified teacher of core academic

subjects. The special and general education teacher share responsibilities for the design and delivery of instruction, as well as the evaluation of student performance (Louisiana Department of Education, n.d.).

The definition from the Louisiana DOE was similar to the definition of co-teacher described in Missouri's DOE online handout: The special education teacher works in the regular education class alongside a NCLB HQT of core academic subjects. The special and general education teacher share responsibilities for the design and delivery of instruction, as well as the evaluation of student performance (Missouri Department of Education).

The Nevada DOE technical assistance document justified the need for special education co-teachers to demonstrate core subject knowledge by describing the instructional role of the special education co-teacher:

...It is important to note that as defined in this document, in a co-teaching model both the special education teacher and the general education teacher are responsible for providing instruction to students with disabilities. As such, both teachers must meet the highly qualified requirements for core academic subjects. (Nevada Department of Education, 2005)

When the researcher compared the definitions of co-teach obtained from Louisiana, Missouri, and Nevada DOE online documents to Bauwens, Hourcade and Friend's (1989) definition, common to all three was the idea that the special education and general education were jointly responsible for the design and delivery of instruction. Bauwens, Hourcade, and Friend (1989) used the term joint responsibility in the context of

specified instruction. In the Nevada DOE technical assistance paper, officials provided the rationale that the specified instruction for Nevada special education co-teachers was content instruction. Therefore, Nevada special education co-teachers were required to meet the NCLB of 2001 core subject area requirements.

Online documents obtained from State DOE websites in California, Colorado and Texas provided information that described the complexity of the highly qualified NCLB of 2001 requirements for secondary special education co-teachers. Information obtained from a California Frequently Asked Question document stated:

If a special education teacher is providing instruction in a core academic subject, then that teacher must meet the NCLB teacher requirements. The requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting. (Professional Development and Curriculum Support Division California Department of Education, 2004, FAQ section ¶)

Information from the California FAQ document introduced the term “feasibility” and raised the question, “What are some of the options for meeting the NCLB teacher requirements in secondary multiple subject settings where it is not feasible for a teacher to meet the requirements for up to ten separate subject areas?” ((Professional Development and Curriculum Support Division California Department of Education, 2004, FAQ section, ¶)

In the FAQ document, California DOE officials responded:

While awaiting further guidance from the United States Department of Education, Local Education Agencies should consider some combination of the instructional options described in this Guide under “Alternative Schools and Small Schools”. This could include team teaching or co-teaching, independent study, or distance learning. (Professional Development and Curriculum Support Division California Department of Education, 2004, FAQ section, ¶)

California DOE officials described in the FAQ document a situation in which co-teachers were highly qualified in one subject and then partner with a teacher who is highly qualified in a different subject. According to information in the California FAQ document, California secondary special education co-teachers must meet the highly qualified requirements in at least one subject area.

Department of Education officials representing Colorado presented recommendations for secondary special education teachers meeting highly qualified NCLB of 2001 provisions in a resource guide as:

Secondary special education teachers who are the primary or sole deliverers of core academic content must be highly qualified in each content area by passing the PLACE in that content area, or having 24 semester hours in that content area, or holding an endorsement in that content area. (Colorado Department of Education, n.d., Highly Qualified section ¶)

In that document DOE officials added: “Secondary special education teachers whose students are included in the general education curriculum and who are not the primary

deliverers of core academic content are considered highly qualified” (Colorado Department of Education, n.d., Highly Qualified section, ¶). The question posted in a Colorado DOE FAQ was “...If two teachers are working together in a particular content area, do both teachers have to be HQ in that area?” (Colorado Department of Education, n.d., FAQ section ¶). The response in the FAQ described the role of the secondary special education co-teacher as complex:

It depends. The teacher who is responsible for that student’s language arts curriculum and instruction must be highly qualified in that content area. Special education teachers who serve as co-teachers with core content teachers who meet the highly qualified criteria are not required to equally demonstrate HQ in that content area. This is actually a very complex question the answer to which depends on how the instruction of content is occurring. If the special education teacher is introducing/teaching concepts and providing the primary content instruction then s/he does have to be highly qualified. If the special education teacher is supporting the language arts instructor by providing additional lessons or resource help, then s/he does not have to meet the HQ standard. (Colorado Department of Education, n.d., FAQ section, ¶)

Information derived from the resource guide and FAQ documents in Colorado associated the definition of co-teacher to the instructional role of the co-teacher. The researcher compared the instructional roles DOE officials presented to the various co-teaching models in the literature. The researcher found that the

recommendations for secondary special education co-teachers *not* required to meet highly qualified NCLB of 2001 standards in Colorado were those teachers who implemented service delivery that resembles the one assist, one teach co-teach structure. In this co-teach structure, both teachers are present, but often one, usually the general education teacher, takes the lead. The other teacher observes or “drifts” around the room assisting students (Friend & Reising, 1993).

Information obtained from a Pennsylvania DOE resource guide associated special education co-teacher roles to that of providing support to the general education teacher. Information from the Pennsylvania DOE resource guide stated that teachers who did not provide direct instruction in core academic subjects were ineligible for the Bridge program. According to the Pennsylvania Bridge program eligibility requirements:

[teachers] ...provides only consultation or other form of support services in a core academic subject to highly qualified teachers in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations—for example, a special education teacher who co-teaches with a highly qualified teacher of record in a setting other than a self-contained classroom (Pennsylvania Department of Education, 2005, Section III ¶ D1).

Although Pennsylvania State DOE officials did not provide a definition of co-teaching in the resource guide, the derived recommendation corresponded with Colorado DOE officials’ recommendations. In a Pennsylvania Department of Education document titled *Pennsylvania and no child left behind: What we have learned and what needs to change*,

the challenges of meeting the NCLB highly qualified personnel among special education focused on the impact of additional certification requirements:

...the NCLB requirement places a disproportionate burden on Pennsylvania special education teachers who must meet state certification requirements; federal Individuals with Disabilities Education Act (IDEA) requirements; and now new NCLB teacher standards. However, in Pennsylvania, the new requirement may force many special education teachers to acquire additional content certification or leave the field altogether. This is particularly problematic for middle and secondary special education teachers who work with students in several different content areas and would now need certification in all content fields to be considered 'highly qualified.' (Pennsylvania Department of Education, 2005, Certification of Special Teachers section, ¶)

The sentiments expressed by Pennsylvania DOE officials in the document reflected the notion that special education co-teachers provide support services to highly qualified general education teachers. Therefore, in Pennsylvania, special education co-teachers do *not* need to meet the highly qualified NCLB of 2001.

In a resource guide Department of Education officials in Texas provided reasoning similar to Colorado DOE officials and generally did *not* require special education co-teachers to meet NCLB of 2001 core subject matter knowledge requirements. Texas DOE officials defined co-teaching in the resource guide as:

The special education teacher who works in the regular education class alongside a NCLB highly qualified teacher of core academic subject area.

The general education teacher has responsibility for the design and delivery of instruction, as well as the evaluation of student performance.

(Division of NCLB Program Coordination Texas Education Agency, 2005, Examples of Special Education Teachers not Required to meet Highly Qualified section ¶)

In the resource guide Texas DOE officials made exceptions for program implementation that did not match the described situation. In the resource guide Texas DOE officials stated:

For example, if the special education teacher is responsible or shares responsibility for providing direct instruction in a core academic subject area, the design and delivery of instruction, and evaluation of student performance, then the example is not applicable and the special education teacher is required to meet highly qualified. (Division of NCLB Program Coordination Texas Education Agency, 2005, Examples of Special Education Teachers not Required to meet Highly Qualified section ¶)

In addition to California, Colorado, and Texas, findings showed that Connecticut, Massachusetts, Georgia and New York associated the term co-teaching to the instructional role. These states did *not* require special education co-teachers to meet the highly qualified NCLB of 2001 personnel standards *unless* the special education co-teacher was the teacher of record or provided content instruction. In a circular letter,

Connecticut DOE officials respond to a question about highly qualified special education co-teachers by describing a situation in which a highly qualified general education teacher and was responsible for the core content curriculum instruction and therefore the special education co-teacher was *not* required to meet highly qualified provisions. Information obtained from a Georgia DOE resource guide recommended that when the special education teacher was *not* the teacher of record for core content instruction the special education teachers did not need to meet highly qualified provisions. In the Georgia DOE resource guide, the term co-teaching was aligned with the term consultation. Information obtained from a Massachusetts DOE FAQ document described the situation in which special education teachers who were *not* the teacher of record did not need to demonstrate core subject knowledge.

Information in a New York DOE memorandum was more difficult to interpret. The New York DOE memorandum included the term co-teach in the context of a special class and stated, “The ‘special class’ may be co-taught by a teacher who is certified to teach students with disabilities and one or more teachers who are certified to teach general education and ‘highly qualified’ in the core academic subjects they teach” (New York Department of Education, 2003, ¶ D8).

Nebraska State DOE officials associated the highly qualified NLCB of 2001 personnel provisions to the teacher who assigned grades in a handout for administrators and posted on the DOE website. In a Nebraska DOE handout the role of the special education co-teacher was described as working with a highly qualified teacher. Information from the handout described a situation in which “Special education teachers

who instruct students in core academic subjects, in consultation or co-teaching with NCLB qualified teachers who assign the grades, do *not* need to become NCLB qualified” (Nebraska Department of Education, 2005, FAQ section, Examples of Special Education Teachers not Required to meet Highly Qualified section ¶).

Florida DOE officials did not associate the key term co-teach with the instructional role of the co-teacher in the technical report. Florida DOE officials responded to the question, “Will an ESE teacher providing special education services through the co-teaching service delivery model be required to have certification in the core academic subject area in order to meet the highly qualified personnel requirements of NCLB?” by stating “No, the ESE teacher only needs ESE certification in accordance with the ESE certification table in order to meet the definition of highly qualified personnel for the co-teaching service delivery model.” (Florida Department of Education, 2003, ¶ 17).

Collaboration and Highly Qualified NLCB of 2001 Provisions

The researcher considered the question, “What are the recommendations for special education teachers providing special education service through the collaborative or support role?” Information from 10 states included the term collaboration. State DOE documents from Georgia, Nebraska, New York, Nevada, Alaska, Kentucky, South Dakota, Virginia and West Virginia included the term collaboration. An interview with a Kansas DOE certification official clarified the meaning of the term collaboration for special education teachers in that state. In most instances, information associated the term collaboration with the term consultation. Four of the states, Georgia, Kansas,

Nebraska and Nevada described collaboration in the context of co-teaching. Information obtained from a Georgia DOE resource guided stated:

The term “consultative” is used to refer to the specific roles that special education teachers have when they are providing services in their area(s) of exceptionality (ies). The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher (Georgia Department of Education, 2005, ¶ 8.01)

Information obtained from a Nebraska DOE FAQ document recommended that special education teachers were *not* required to meet the highly qualified provision if they were assigned in a consultative or collaborative role. In this case the general education was required to demonstrate core subject knowledge and assigned the grades. Information from the Nebraska DOE FAQ document included assignment codes for special education teachers assigned to the consultative or collaborative role.

Information obtained from a Nevada DOE technical assistance paper associated co-teaching with consultative/collaborative models. Information from the Nevada DOE technical assistance document stated, “Nevada school districts also provide special education services through co-teaching models and/or consultative/collaborative (CC) models” (Nevada Department of Education, 2005, Teaching Assignments and Highly Qualified Regulations section, ¶) Nevada DOE recommendations required these special education teachers to demonstrate

core subject knowledge. Information from Alaska, and Kentucky DOE websites associated the term collaboration with consultation. In both cases special teachers assigned to collaborative or consultative roles were not required to demonstrate core subject knowledge pending the general education teacher was highly qualified.

South Dakota DOE officials reinforced the idea that the special education teacher providing support or consultative services need *not* meet the highly qualified NCLB of 2001 standards *unless* the teacher of record. Officials explained in an online document:

For special educators in general, the field being taught is special education. Special education teachers provide support, in consultation with teachers of ‘core academic subjects’. Thus, the teacher of record who awards the credit must hold the appropriate endorsement and be highly qualified. Teachers of any of the core academic subjects must hold the appropriate endorsements and be highly qualified. A special educator, who teaches any of the core academic subjects, is the sole instructor of record, and awards a grade must be highly qualified. (South Dakota Department of Education, n.d., ¶ 16)

Information obtained from a Virginia DOE FAQ documents described the situation in which special education teachers providing special education service through collaboration with the general education teacher were *not* required to meet highly

qualified NCLB of 2001 personnel provisions *unless* they were the teacher of record (Boyer & Huffman, 2005).

West Virginia DOE did not exempt special education consultative teachers working in collaborative roles from meeting highly qualified provisions. Information obtained from a letter from the DOE website suggested that special education consultative teachers working in collaborative roles were *considered* highly qualified *if* they were working with a general education teacher who was considered highly qualified.

It was difficult to derive information from a Kansas DOE official minutes document that suggested collaborative special education teachers need to demonstrate only special education endorsement to meet highly qualified provisions. In the official minutes the collaborative special education teacher responsibilities included adapting curriculum in a classroom, collaborating with the subject teacher and adapting the subject curriculum for the kids. These responsibilities were similar to responsibilities described in the NCLB of 2001 Teacher Toolkit of consultative teachers (U.S. Department of Education, 2004c).

Team Teaching

Researchers on co-teaching have described team teaching as a service delivery in which both teachers share the instruction of students (Friend & Reising, 1993). Team teachers may take turns leading the discussion, demonstrate concepts or learning strategies, and model appropriate question-asking or conflict behavior (Friend & Reising, 1993). The researcher analyzed information obtained from State DOE online documents

by considering the question, “What are the recommendations for special education teachers providing special education service through team teaching?”

Four states used the term team teaching: Colorado, California, Michigan and Vermont. Colorado and California associated the term team teaching with the term co-teaching. Information from a California DOE resource guide described team teaching in the context of NCLB of 2001 personnel requirements: “In this model, a teacher who has demonstrated subject matter competence in one or several subjects team-teaches with other teachers who have demonstrated subject matter competence in the other subjects” (Professional Development and Curriculum Support Division California Department of Education, 2004, ¶ 2.3).

Information from Michigan and Vermont DOE online documents provided definitions of team teaching. Information from a Michigan DOE FAQ document included the term team teaching and described it as:

An approach to program delivery in which two or more teachers simultaneously share teaching responsibilities for a group of students by interacting with all of the students in the classroom. In a team teaching situation the following criteria must be satisfied: Both the special education teacher and general education teacher must be present at the same time. The general education teacher will assume the responsibilities of grading and assigning credit for students who are receiving general education during the instructional period. The special education teacher will assume the responsibilities of grading and assigning credit for

students who are receiving special education during the instructional period. The special education teacher must be responsible for the instruction of at least one student who is receiving special education in the team-taught class (Michigan Department of Education, 2005, ¶ 7A).

According to the information in the Michigan DOE FAQ document, team teachers were *not* required to meet highly qualified requirements *regardless* of instructional assignment as teacher of record or primary instructor.

Information from a Vermont DOE definitions document described team teaching as “An instructional arrangement whereby a classroom teacher and special educator are jointly responsible for the primary instruction of a student or group of students including curriculum planning and student assessment” (Vermont Department of Education, n.d. Team Teaching section, ¶). Information from the Vermont DOE definitions document recommended that at least one of the team teachers must demonstrate highly qualified status. Information included the reference to core subject knowledge and the researcher considered it implied that the general education teacher was considered the team member that needed to demonstrate core subject knowledge.

Inclusion

The researcher was reluctant to include the term inclusion in the analysis because educational stakeholders use the term inclusion to describe a philosophy. Including an analysis of inclusion is beyond the scope of this study. The researcher included the question, “What are the recommendations for special education teachers providing special education service through an inclusion model?” among those the researcher

considered while analyzing State DOE officials' recommendations. Inclusion was a key word in context that DOE officials associated with highly qualified NCLB of 2001 personnel recommendations.

Five states used the term inclusion in information obtained from State DOE websites: Georgia, Massachusetts, Mississippi, South Carolina and Tennessee. Information from Tennessee DOE models and guidelines document associated the term inclusion with the term teacher of record and required the teacher of record to meet highly qualified NCLB of 2001 provisions. Information from Mississippi and South Carolina DOE online documents referred to the term inclusion in the context of education settings.

Special education teachers and highly qualified recommendations were described in a Mississippi DOE online document as "Those who serve in regular settings (i.e., inclusion) need not be highly qualified in the core academic subject area *regardless* of grade level, but must hold the appropriate special education license" (Mississippi Department of Education, n.d., ¶ 4).

Information from a South Carolina DOE executive summary described the situation in which the special education teacher assigned to inclusion settings who did not assign grades or provide primary instruction was not required to demonstrate highly qualified status.

Teacher of Record

State DOE officials' recommendations for the highly qualified NCLB of 2001 personnel requirements in fifteen states hinged on the term "teacher of record". Information from a Rhode Island DOE FAQ document described the teacher of record as "the teacher responsible for content instruction and determining student grades" (Rhode Island Department of Education, 2004, FAQ section, ¶). State DOE officials representing states that included the term team teaching in part associated the responsibility of assigning grades to the teacher of record. The researcher identified fifteen states that included the term teacher of record in online documents: Arizona, Arkansas, California, Georgia, Illinois, Kansas, Maryland, Massachusetts, New York, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont and Wisconsin. Of the fifteen states, the researcher identified information from five states: Arizona, Arkansas, Illinois, Rhode Island and Wisconsin, in which DOE officials' recommendations did not associate the term with any of the other key words in context.

Information obtained from an Arizona DOE memorandum required that special education teachers who were the core academic instructor demonstrate both content knowledge and special education certification. In an Arkansas DOE FAQ document there was a distinction between licensure and highly qualified teacher requirements; licensure in core content did not mean licensure in core content. Information obtained from the Arkansas DOE FAQ document described the special education teacher of record as the teacher who was required to demonstrate core subject knowledge in addition to the

special education licensure. Information from a Rhode Island DOE FAQ document reflects Arkansas recommendations.

Information obtained from the Illinois DOE websites described the special education teacher who was assigned as the teacher of record, the person responsible for demonstrating core content knowledge. The level of core subject knowledge demonstrated depended upon the level of achievement of the students, rather than grade level. Information included in the Illinois online document stated “Individuals who teach children to alternate achievement standards are expected to meet the content knowledge requirements applicable to the level of achievement. For example, a secondary special education teacher of record with students working at the middle grades achievement level is expected to meet the content knowledge requirements of a middle grades teacher.” (Illinois Department of Education, 2005, ¶ 4).

Information obtained from a Wisconsin DOE bulleting/update described the definition for “highly qualified” as:

A highly qualified teacher meets all of the requirements of PI 34 for the subjects and levels that he is teaching. The requirements include, but are not limited to, a bachelor's degree, completion of an approved licensing program, and a rigorous exam in the subjects being taught. In addition, a highly qualified teacher may be a teacher of record who is enrolled in a state approved alternative teacher-training program (Wisconsin Department of Education, 2004, section 9101, ¶).

This definition was not specific to special education teachers. The Wisconsin Department of Education provided a flowchart that described a highly qualified special education teacher (Appendix E).

Interviews State Department of Education Certification and Licensing Officials

In addition to documents obtained from State DOE websites, State DOE certification and licensure officials were interviewed to verify and clarify information obtained from the websites. State certification and licensure officials were interviewed over the phone. After obtaining permission from the certification or licensure officials for participation and recording, questions were presented.

State DOE certification and licensure officials were interviewed during the period December 2005-March 2005. Initially, representatives from all 50 states were contacted. During the period of the study, State DOE certification and licensing officials representing 20 states were interviewed. Phone interviews lasted between three to ten minutes per state with an estimated total of two hours of recording. A request was made to speak with DOE personnel who could answer questions regarding highly qualified secondary special education co-teachers. All DOE receptionists transferred the call or provided the appropriate contact number to the appropriate official. Repeated attempts to contact DOE certification or licensure officials representing each of the 50 states were made.

Calls were answered by State DOE receptionists who then explained whether the appropriate State DOE official was available and transferred me to his or her office. In most instances, the phone was answered by voice mail. After the prompt from the

State DOE certification or licensure officials' voice mail, the researcher left a message with contact information and reason for the call.

Repeated calls to the certification and licensure DOE officials in the remaining 30 states that were made resulted in no response or a returned call after the data collection and analysis for this study was concluded.

Information from the phone interviews with the State DOE certification and licensure officials provided clarification and verification of information obtained from State DOE websites.

Four questions provided the basis for the phone interviews:

1. What is your state's definition of a highly qualified secondary special co-education teacher?
2. Will an ESE teacher providing special education service through the co-teach service delivery model be required to have certification in the core academic subject area in order to meet the definition of highly qualified personnel requirements of NCLB?
3. Does the state provide a specific HOUSSSE plan for secondary special education teachers?
4. How does your state assess the subject matter competency of currently licensed ESE secondary teachers in all the subjects they are licensed to teach?

Some State DOE officials responded to question one by requesting clarification on the term co-teaching, or stated that their state did not consider co-teaching as one of

the services provided. In some instances an example of a co-teaching model in the question was provided because State DOE officials were not familiar with the term co-teaching. One certification official in the Midwest questioned, “Co-teaching?” and responded “I’m not sure what you mean. We don’t have co-teachers.” (DOE Certification Official representing a state in the Midwest, Personal Correspondence, February 23, 2006). When clarification was requested, the researcher elaborated on question one and described a co-teach model as two teacher, a special education teacher and a general education teachers working together to plan and implement lessons and assess students. State DOE officials that were not familiar with the term co-teach, described other terms such as collaboration or consultation during the interview. State DOE officials’ comments verified the terms located in documents identified online.

Interview questions were not necessarily posed in numbered order. The interviewees’ responses guided the order of the questions and number of questions posed. State DOE officials who represented states that have required secondary special education co-teachers to meet the highly qualified were asked the follow-up question, “How does your state assess the subject matter competency of currently licensed secondary special education teachers in all the subjects they are licensed to teach?” The State DOE official’s interview responses was recorded and prepared for further analysis. In addition to the recorded responses, a table was constructed to record notes during the interview.

During the interview process of this study State DOE certification and licensure officials questioned the status of other states in developing plans for highly qualified

secondary special education co-teachers. One certification official asked, “What are you finding in other states?” (DOE Certification Official in a Western State, Personal Communications, February 16, 2006). The nature of the interviews was friendly. In addition to interview questions, interviewees discussed the local weather, shared information about recent visits to Florida or chatted about family members who lived in Florida. Hurricanes and Bike week were also topics of informal conversation.

Interviews

“You’re really trying to hit a moving target.”

(DOE Certification Official in a Northwest State, Personal Correspondence, February 24, 2006)

Initial reactions to this research from many DOE certification and licensure officials interviewed in this study are reflected in the quote above. Described by one State DOE certification official during a phone interview as a “snake in the grass,” the task of defining the highly qualified NCLB of 2001 special education co-teacher has continued to be problematic for State DOE officials as they try to capture the spirit of the law (DOE certification officials representing a Southern State, Personal Correspondence, February 7, 2006).

State certification and licensure officials commented that efforts are underway in defining co-teachers in terms of highly qualified provisions. One DOE official suggested that they have continued to consider the question, “What is co-teaching?” and

commented, “It’s not clear.” (DOE Licensure Official in a Western State, Personal Correspondence, February 28, 2006).

An interview with a licensure official in representing a state in the Northeast clarified that the term co-teacher was described within the context of the separate class. The licensure official stated that “Our state does not have a formal co-teach model. We have a class within a class and that teacher is required to demonstrate core content knowledge.” (DOE Licensure Official in a Northeast state, Personal Correspondence, March 6, 2006).

Information obtained during an interview with a certification official representing a state in the Midwest clarified the information and stated that “They do not need to meet the subject area. We do not use co-teachers; it is not one of our choices. We use collaboration.” (DOE Certification Official in a Midwest State, Personal Correspondence, March 7, 2006). In this state a distinction is made between collaboration and co-teaching.

During an interview with a certification official from the Midwest, the role of teacher of record was defined as “planning, teaching, assessing...you can’t just be the teacher that records the grades.” This certification official emphasized that, “You actually need to teach. It’s not just assigning grades” (DOE Certification official in a Midwest State, Personal Correspondence, March 7, 2006).

Summary of Results

Phase I

In summary, online documents that provided information about special education co-teachers and the highly qualified personnel provisions of NCLB located on DOE homepages among the 50 states were obtained.

Phase II

The researcher established tentative categories, refined the categories and identified themes utilizing these categories.

Phase III

Themes described the relationship between information obtained from State DOE websites regarding definitions of special education co-teacher and highly qualified NCLB of 2001 provisions.

The researcher identified 47 states that provided recommendations for special education teachers. Three states, North Carolina, Montana and Tennessee, provided information that did not contain key words or elaborate on the requirements for special education co-teacher. The researcher identified four states that considered special education teachers highly qualified; two states that have not required special education teachers to meet highly qualified NCLB of 2001 mandates; 31 states that have considered special education teachers highly qualified *unless* they were the teacher of record or primary instructor; one state that has not required special education teachers to meet highly qualified NCLB of

2001 mandates *regardless* of instructional role; seven states that have required special education teacher to meet highly qualified NCLB of 2001 mandates and two states that have required special education teachers to meet highly qualified NCLB of 2001 mandates in at least one area.

The researcher identified 35 states that have included the terms co-teach, team teach, collaborative/support, inclusion or a combination of these terms in State DOE officials' highly qualified NCLB of 2001 recommendations. Of these 32 states, 14 included the term co-teach, six states included the term team teach; 10 states included the term collaborative/support; and five states included the term inclusion. Among the 50 states examined, 15 states included the term teacher of record.

Information obtained from State DOE websites showed that among the 35 states that included the terms co-teach, team teach, collaborative/support, inclusion, and teacher of record, six states used the term co-teach exclusively. The six states were Connecticut, Florida, Louisiana, Missouri, New Jersey, and Texas. One state, Michigan, used the term team teach exclusively. Four states, Alaska, Kentucky, Virginia, and West Virginia, used the term collaborative/support exclusively. Three states, Massachusetts, New Mexico, and South Carolina, used the term inclusion exclusively. Seven states, Arizona, Arkansas, Illinois, Maryland, Rhode Island, Utah, and Wisconsin, used the term teacher of record exclusively.

Information obtained from State DOE websites showed that among the 35 states that included the terms co-teach, team teach, collaborative/support, inclusion, and teacher of record, 11 states incorporated one or more of these terms in the online documents. State DOE officials in California incorporated the terms teacher of record, co-teach, and team teach in the recommendations. Colorado incorporated the terms co-teach and team teach. Georgia incorporated all the terms. Two states, Kansas and South Dakota, incorporated the terms teacher of record and collaborative/support. Massachusetts incorporated the terms teacher of record, co-teach, and inclusion. Two states, Nebraska and Nevada, incorporated the terms co-teach and collaborative/support. New York incorporated all the terms except inclusion. Pennsylvania incorporated the terms teacher of record and co-teacher and Vermont incorporated teacher of record and team teacher. Results showed that among the 50 states, 18 states did not use the terms co-teacher, team teacher, collaborative/support, inclusion and teacher of record exclusively or in combination. The 18 states included Arkansas, Delaware, Hawaii, Idaho, Indiana, Iowa, Maine, Minnesota, Montana, New Hampshire, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, Washington and Wyoming.

Interviews

Attempts were made to contact DOE officials from all 50 states by phone. During the time of this study, state DOE certification and licensure officials representing

20 states were interviewed. Information collected in the interviews verified or clarified information obtained for state DOE websites

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The purpose of this study was to determine whether state Department of Education officials among the fifty states were addressing the issue of NCLB of 2001 highly qualified personnel provisions for secondary special education co-teachers.

This study had two questions that addressed this purpose:

3. How are state DOE officials representing the 50 states defining secondary special education co-teacher in the HQ NCLB personnel provisions?
4. Have secondary special education teachers providing special education services through a co-teach service delivery model been required to demonstrate certification in the core academic subject area to meet the definition of highly qualified personnel requirements of NCLB of 2001?

The literature on co-teaching has provided educators with a universal idea of co-teach service delivery. The essential spirit of this model is the collaborative equal partnership between a special and general education teacher. Results in this study showed that state DOE officials' recommendations for highly qualified secondary special education co-teachers did not support the essence of co-teaching as described in the literature. Findings showed that information obtained from state DOE websites described an association between highly qualified NCLB of 2001 personnel provisions and the instructional role of the

teacher. Findings from this study indicated that those teachers who must demonstrate core subject knowledge were predominantly associated with the instructional role of the general education co-teacher. The majority of information obtained from state DOE websites suggested that the role of the special education co-teacher was identified as supportive rather than instructional.

Summary of the Study

This study focused on state DOE officials' definitions and recommendations among the 50 states for highly qualified personnel provisions of NCLB of 2001 for secondary special education co-teachers. A mixed methods research design was implemented in this study. The rationale for this study was based on legislative initiatives that required teachers, including special education teachers, to demonstrate highly qualified status by the end of the 2007 school year. Washington Partners, LLC, reported that special education is one of the top three hot button issues in Washington. According to West (2005), states must show "good faith efforts" in four key areas when complying with the provisions of NCLB of 2001 and IDEA of 2004. One of these areas required state DOE officials to provide a definition of "highly qualified teacher" that is consistent with the law.

In this study, a content analysis was conducted utilizing documents obtained from state DOE websites across all 50 states. Information identified by key terms and phrases from the documents became the units of analysis. Information within the units of analysis described state DOE officials' recommendations for a highly qualified special

education co-teacher. The theoretical framework that surrounded the case in this study was derived from the stance that district leaders look to state education officials for guidance in implementing national policy.

The first purpose of this study was to determine the definition of secondary special education co-teacher among DOE officials in all 50 states. Co-teaching has been considered a service delivery model that has provided students with disabilities the opportunity to receive educational services in a least restrictive environment. Co-teaching has been among these service delivery models typically implemented in the general education classroom (Rea & Connell, 2005; Weiss & Lloyd, 2002; National Center on Education restructuring and Inclusion, 1995). In the initial stages of this study a discrepancy among educational leaders' definition of this service delivery model was noticed. School administrators referred to "true co-teaching" as opposed to "co-teaching" when discussing the model. This discrepancy among education leaders at the district level signaled a need for clarification of the secondary special education co-teacher. Findings in this study indicated that a variety of terms and definitions of co-teaching persisted in state DOE policies.

The second purpose in this study was to identify DOE officials' recommendations among the 50 states for the highly qualified NCLB of 2001 personnel requirements specific to the role of the secondary special education co-teacher. Mixed messages from advocacy groups and state DOE officials regarding the status of highly qualified secondary special education co-teachers have sparked concerns (IDEA and NCLB: Intersection of Access and Outcomes, 2004, p 20; Billingsley, 2005; Highly Qualified

Teacher Policy Requirements for Special Programs under the No Child Left Behind Act, 2004, p. 7). The spirit of co-teaching has been based on the notion of a collaborative partnership that included joint instruction. If state DOE officials were true to the spirit of the model, then recommendations would have clearly indicated that secondary special education co-teachers must be highly qualified in the core subject taught.

Recommendations from NEA and NASDE (2004) supported the view that special education co-teachers should demonstrate core subject knowledge.

The literature on teacher retention and attrition as well as comments from special education advocacy groups argued that implementing the highly qualified NCLB of 2001 provision for special education co-teachers has not been so simple. Administrators juggled critical special education teacher shortages, higher rates of students in need of special education services and higher accountability while implanting the highly qualified NCLB of 2001 provisions for secondary special education teachers. The second question in this study responded to the concerns among special educational professionals regarding the implementation of highly qualified NCLB of 2001 mandates for special education co-teachers. Findings in this study indicated state DOE officials included multiple recommendations for special education co-teachers in meeting the highly qualified NCLB of 2001 personnel provision. This research suggests that in most states, secondary special education co-teachers only need to meet highly qualified NCLB of 2001 core subject provisions if they are the primary instructor or teacher of record. Findings in this study showed Missouri and Nevada were the only two states in which

state DOE officials specifically required special education co-teachers to demonstrate core subject knowledge.

Conclusions

Findings indicated that state DOE officials have continued to try to make sense of NCLB of 2001 regulations. Recommendations located in online documents described that state DOE officials await further direction from officials at the national level as state HOUSSE plans and definitions of highly qualified NCLB of 2001 teachers are reviewed.

Co-teaching

Results of this study support previous research findings that indicate there is idiosyncratic implementation of co-teacher roles (Weiss & Lloyd, 2002; Keefe & Moore, 2004a; Salend, 2005; Welch et al, 1999; Wischnowski, Salmon & Eaton, 2004; Magiera, Smith, Zigmond & Gebover, 2003). DOE officials in 15 states specifically included the term co-teach in the on line documents. In addition to the term co-teach, the terms team teach, and collaborative support and inclusion were described in the state DOE online documents.

DOE officials' recommendations for the highly qualified NCLB of 2001 core subject knowledge requirements for secondary special education co-teacher among the 50 states associated the terms co-teaching, team teaching, and collaborative/support with the instructional role of the special education teacher. Findings indicated that state DOE officials used the terms teacher of record and primary instructor as essential components in meeting the highly qualified NCLB of 2001 core subject knowledge provisions.

The terms teacher of record and primary instructor as used in state DOE online documents implied a hierarchy of teacher workload. Information obtained from state DOE websites described the teacher of record or primary instructor as the one responsible for demonstrating NCLB of 2001 core subject knowledge. This finding supported research that showed both special and general education co-teachers perceive the general education teacher as carrying more of the instructional workload (Austin, 2001).

This hierarchy of assignment that has been described in state DOE online documents runs contrary to the spirit of co-teaching. The essence of co-teaching has been the concept of collaborative instructional responsibilities. Co-teach service delivery has entailed the special education and general education teacher working together planning lessons, instructing students, and assessing performance (Bauwens, Hourcade and Friend, 1989).

Perhaps state DOE recommendations have been disconnected from the spirit of co-teaching due to the application of this service delivery model at the secondary level and the concern that special education teachers will flee special education under the highly qualified NCLB of 2001 provisions. Organizations such as National Education Association and National Association of State Directors of Special Education (2004) have suggested that special education co-teachers should be required to demonstrate core subject knowledge in all courses taught. However, at the secondary level special education co-teachers often teach multiple subjects. In practice this has become a difficult mandate to implement. Documents obtained from the Pennsylvania DOE website reflected the concerns held by many teachers and stated adverse reactions to the

highly qualified NCLB of 2001 core subject provisions for secondary special education co-teachers:

The new requirement may force many special education teachers to acquire additional content certification or leave the field altogether. This is particularly problematic for middle and secondary special education teachers who work with students in several different content areas and would now need certification in all content fields to be considered ‘highly qualified’ (Pennsylvania Department of Education, 2005).

Educational leaders were concerned that NCLB directives would accelerate attrition rates among secondary special education teachers who provided education services in many core classes. State officials have struggled to equip classrooms with highly qualified special education teachers as the shortage for fully certified special education teachers increased (Kozleski, Mainzer, & Deshler, 2002, Department of Education, 2003; McLeskey, Tyler, & Flippin, 2004). The fear has been that rather than meet the multitude of NCLB of 2001 requirements for several subjects, secondary special education teachers would shift into general education and abandon the field of special education (Reder, 2004). State DOE officials’ recommendations that included the “teacher of record” or “primary instructor” clause may have been an attempt to reduce the risk of losing special education co-teachers. Rather than requiring secondary special education co-teachers to demonstrate core subject knowledge in all courses taught, information obtained from state DOE websites describe a situation

in which the accountability for meeting highly qualified is placed on the general education teacher.

The concern among educational professionals has been that NCLB of 2001 directives have failed to support special education service delivery models and teacher infrastructure. These concerns however beg the question, “What is the teacher infrastructure in secondary special education co-teaching?” The literature shows that at the secondary level a variety of co-teach models have been implemented. The question for this study was in part based on discrepancies among administrators’ definitions of co-teaching. Yanow (2002) points out, “Believing what implementers do, rather than what the policy says, in explicit language constitutes the ‘truth’ of policy (and thereby the state’s) intent” (p. 9). The conclusion of this line of thought is that the intent of the state was that special education co-teachers should not be required to meet highly qualified NCLB of 2001 core subject provisions. Implications of this have resulted in state DOE officials’ recommendations that considered co-teachers, team teachers, and collaborative/support teachers as assistants to highly qualified general education teachers. Teachers who have embraced and implemented a variety of co-teach models and believe they are essential, equal and collaborative partners may find this line of thought chilling.

The literature on co-teaching suggests that in the classroom the one teach, one assist model is most frequently implemented by co-teachers at the secondary level (Magiera, Smith, Zigmond & Gebauer, 2005). The wide implementation of the one teach, one assist model may in part lie in administrators’ understanding of the co-teach model and ability to schedule teaching assignments. In the literature, lack of

administrative support has been identified as a barrier to the successful implementation of the model (Austin, 2001). Determining how state DOE officials were defining the role of the secondary special education co-teacher was important because research shows that teachers' perceptions of co-teaching affect implementation (Weiss & Lloyd, 2002). Findings in this study suggested that highly qualified NCLB of 2001 core subject provisions were associated with the role of the general education co-teacher rather than the special education co-teacher. This association would lead to the conclusion that the role of the special education co-teacher is supportive rather than collaborative. Administrators unsure of co-teaching service delivery model may seek guidance from the state DOE website and potentially limit the use of co-teaching structures.

In 15 of the states, DOE officials included the term co-teach in the highly qualified NCLB of 2001 recommendations. An additional 10 states used terms such as team teaching, collaboration/support, and inclusion rather than the term co-teach. Researchers use a variety of definitions to describe models of co-teaching in their studies (Friend & Reising, 1993; Bauwens, Hourcade & Friend, 1992; Vaughn, Bos & Shumm, 1997; Welch, Brownell & Sheridan, 1999). Findings in this study supports research that demonstrates a broad range of terms are used to describe co-teaching.

The terms used to describe co-teaching may also reflect co-teach structures. Researchers examining implementation of co-teaching characterized the general and special educators' teaching roles in terms of these structures (Bowe, 2005; Zigmond, 2001; Weiss & Lloyd, 2002; Keefe & Moore, 2004a; Rice & Zigmond, 2000). According to Friend & Reising (1993), these structures

included one teach one assist; station teaching; parallel teaching; alternate teaching; an team teaching. The most common structure researchers observed co-teachers utilizing was “one teach-one assist” (Murray, 2004; Magiera, Smith, Zigmond & Gebauer, 2005; Wischnowski, Salmon & Eaton 2004, Pearl, 2004). Due to the prevalence of the one teach, one assist models and the emphasis placed on the instructional role of the co-teacher, the researcher concluded that state DOE officials’ recommendations that special education co-teachers were *not* required to meet highly qualified NCLB of 2001 provision *unless* they were the teacher of record or the primary instructor was most likely based on the one teach one assist model.

Implications

Teacher of Record

The researcher identified fifteen states that used the term teacher of record. Information obtained from state DOE websites described the teacher of record as the one responsible for demonstration of the highly qualified NCLB of 2001 core subject knowledge. Information obtained from DOE online documents in Rhode Island described the teacher of record as the one responsible for content instruction and assigning grades. State DOE officials among the states using the term team teaching also associated the responsibility of assigning grades to the teacher of record. Implications for using the term teacher of record may have an impact on the FTE counts for the special education co-teacher who is providing support to the teacher of record.

A different consideration is that the term teacher of record does not capture the essence of the law. In the spirit of NCLB of 2001, the emphasis has continued to be the instructional role. National officials did not mention the responsibility of assigning grades in the highly qualified NCLB of 2001 mandates.

In addition, the term teacher of record may have an impact on special education co-teachers view of co-teaching. Grounded theory analysis revealed that the roles teachers assumed were influenced by the definition of co-teaching held by team members, perceived pressures within the classroom, and administrators' and other professionals' expectations (Weiss & Lloyd, 2002). Both general and special educators perceived the general education teachers as carrying more of the workload than the special education teachers and believed that co-teaching strategies were more theoretical than practical (Austin, 2001). Including the term teacher of record in the recommendations may have a negative impact on the implementation of the model and reinforce perceptions that the general education teachers carry more of the workload.

Large Scale Quantitative Research

In the initial stage of this study, the researcher noticed a discrepancy among educational leaders' definition of co-teaching. This discrepancy signaled a need for clarification of the highly qualified secondary special education co-teacher provisions within state recommendations. Trends in the study support other research findings that researchers use a variety of definitions to describe models of co-teaching in their studies (Friend & Reising, 1993; Bauwens, Hourcade & Friend, 1992; Vaughn, Bos & Shumm, 1997; Welch, Brownell & Sheridan, 1999). State DOE officials in 21 of the states

referenced the terms co-teaching, team teaching, collaboration/consultation and inclusion and described highly qualified NCLB of 2001 provisions for these teachers in documents obtained from the DOE websites. The remaining states provided information in online documents that described the highly qualified NCLB of 2001 provisions for special education teachers. Findings in this study indicated that state DOE officials among the 50 states provided six possible recommendations for special education co-teacher highly qualified NCLB of 2001 provisions. Findings in this study regarding the complexity of the co-teach model and DOE officials interpretation of the HQ NCLB policy for special education co-teachers may limit large-scale quantitative research.

Recommendations for Future Research

Additional research on DOE officials' recommendations for the highly qualified NCLB of 2001 personnel provisions for secondary special education co teachers is needed. First, an examination of the processes state officials use when establishing definitions for highly qualified NCLB special education co-teachers would benefit teachers and administrators who have to make sense of this policy. States continue to develop HOUSSE plans and an examination of this process may shed light on the status of highly qualified NCLB experienced special education co-teachers.

Second, investigations focusing on special education funding and the relationship between funding and inclusive service delivery models would assist administrators in developing effective master schedules in the schools. Previous research recommended the development of conceptual frameworks that foster collaboration between general and

special educators and include sensitive fiscal policies as well as sound recommendations in service delivery (Furney, et al., 2003).

Third, researchers need to examine state level DOE officials' perceptions of co-teaching and special education teacher co-teach roles. Greater understanding of these perceptions could shed light on policy to practice. It would be interesting to determine whether state DOE perceptions of co-teaching impacted policy recommendations.

Recommendations for the Preservation of the Co-teach Service Delivery Model:

- Discontinue the use of the term teacher of record and primary instructor in policy on highly qualified NCLB of 2001 personnel provisions for special education co-teachers. These terms imply hierarchies of teaching assignments that may contribute to perceptions that special education co-teacher serve as assistance to highly qualified general education co-teachers.
- State DOE officials need to develop HOUSSE plans for experienced special education co-teachers that reflect the dynamic implementation of this model.
- School administrators need to implement creative master planning that supports co-teaching service delivery structures. Professional development needs to focus on management of special populations and balanced FTE counts.

Monitoring systems that measure administrators' implementation of co-teaching at the secondary level need to be developed.

Conclusion

The purpose of the study was to determine the extent to which state Department of Education officials representing the 50 states addressed the issue of highly qualified

NCLB of 2001 personnel provisions for secondary special education co-teachers. Information for this study was obtained from state DOE websites. Findings suggested that state DOE officials representing the 50 states provided a variety of recommendations for special education co-teachers in meeting the highly qualified NCLB of 2001 personnel core subject provisions.

This study presented five themes from the state DOE officials' definitions of special education co-teachers. Results in this study showed that depending upon the theme of co-teaching cited a range of six recommendations from state DOE officials representing the 50 states were identified. The information in this study was intended to describe current state policies and aid researchers in the review of the status of secondary special education co-teachers in terms of current policies and development of new policies.

APPENDIX A
UNITS OF ANALYSIS

Alabama- A special education teacher who provides only consultative/support services to a highly qualified general education teacher shall be considered a highly qualified special education teacher if s/he meets the state's special education certification requirements for the grade level that s/he is assigned to teach. (Information on procedures for requesting highly qualified designation for consultative special education teachers was sent to local superintendents.) (Alabama model 2005).

<ftp://ftp.alsde.edu/documents/66/Alabama%20Model%20--%2004%2001%2005.doc>

Alabama-Special Education Teachers NOT REQUIRED to Meet the NCLB/IDEA Highly Qualified Definition • Consultative/Support Role in the General Education Classroom: The special education teacher provides consultative/support services (e.g., adapting curricula, modifying instructional methods, using behavioral supports and interventions, and/or selecting/using appropriate accommodations) to NCLB highly qualified general education teachers of core academic subjects. A special education teacher who provides only consultative services to a highly qualified general education teacher shall be considered a highly qualified special education teacher if the teacher meets the state's special education certification requirements for the grade level that he/she is assigned to teach.

Alabama-Support Role in Segregated Settings: The special education teacher provides direct assistance to students with disabilities (e.g., tutoring, reinforcement of content provided in the general education setting) in segregated settings (e.g., resource class setting, self-contained classroom), but the students with disabilities receive their instruction on core academic subjects from a NCLB highly qualified general education teacher.

Alabama-Non-Core Academic Instruction Role: The special education teacher provides direct instruction to students with disabilities on non-core academic subjects (e.g., basic skills or remediation, community-based instruction, transition services, adaptive physical education, health education, driver's education, computer literacy).

Alaska- Do secondary special education teachers need to be highly qualified? Yes, if they are teaching in a core content area. No, if they are only providing consultation to a highly qualified teacher. (Highly qualified questions and answers).

Alaska-I am a special education teacher in a middle or secondary school if you provide instruction in core academic subjects, you must meet the highly qualified requirements. If you do not have a posted major or the equivalent in the core content area(s) you teach, you may take the Praxis II in the core academic subject(s) you teach or build a HOUSSE for the subject(s).

Alaska-If you only provide support to highly qualified teachers, then you would not have to be highly qualified. (Highly qualified questions and answers)

If an Alaska-special education teacher is providing only consultative or collaborative support to a highly qualified teacher, the special educator need not be subject credentialed.

http://www.educ.state.ak.us/TeacherCertification/hq_general.pdf

Arizona- I.D.E.A. of 2004 outlines the requirements for special education teachers who are core academic teachers of record. These teachers are required to also demonstrate content knowledge in addition to the special education certification requirements they must already meet. Memorandum 2005

http://www.ade.az.gov/asd/hqtp/NCLB_06_01_AZs_HQ_Teachers_Update.pdf

Arkansas- Q. Do ALL teachers have to meet the HQT designation? A. No; only teachers who are teacher-of-record in kindergarten through grade four and all middle school teachers (grades four through eight) and secondary school teachers (grades seven through twelve) in core academic subject areas must meet the HQT designation in that area.

Arkansas -Q. Does a special education teacher who is teacher-of-record teaching a core academic subject, who is licensed in special education but not in that subject area, now have to be licensed in that subject area? A. NO; NOT LICENSED in the area. However, this teacher DOES have to meet the HQT designation in the core academic subject area he or she teaches. This includes demonstrating competence in the content area. ADE Commissioners Communication Memo Form Attachment FAQ&A for HQT

<http://arkedu.state.ar.us/commemos/custview.cgi?filename=2598&sortby=memotype>

California- If a special education teacher is providing instruction in a core academic subject, then that teacher must meet the NCLB teacher requirements. The requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting. Special education teachers in K-8 grades can demonstrate subject matter competence by passing the CSET (Multiple Subjects) or a previous CCTC multiple subject exam. "Not New" special education teachers can use the HOUSSE option to demonstrate subject matter competence.

California-If a special education teacher provides only consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to be NCLB compliant. These teachers may carry out activities such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. Additionally, the special education instructor does not have to meet NCLB requirements if he or she assists students with study skills or organizational skills and reinforces instruction that the child has already received from a teacher who is NCLB compliant.

California-Additional definitions and substantial guidance are anticipated in the re-authorization of the Individuals with Disabilities Education Act (IDEA).

California-What are some of the options for meeting the NCLB teacher requirements in secondary multiple subject settings where it is not feasible for a teacher to meet the requirements for up to ten separate subject areas? While awaiting further guidance from the USDOE, LEAs should consider some combination of the instructional options described in this Guide under “Alternative Schools and Small Schools.” This could include team teaching or co-teaching, independent study, or distance learning. As in other situations, “Not New” teachers in these settings may demonstrate subject matter competency through the HOUSSE option.

California-Teachers who provide instruction in alternative education placements and small schools must meet the same NCLB teacher requirements as other teachers. If the teacher of record cannot meet the NCLB requirements for all subjects taught, a possible solution is to provide students with access to teachers meeting the requirements. The access to teachers meeting the requirements could be through in-person meetings or through distance learning arrangements.

California-Where the teacher of record cannot meet the NCLB requirements for all subjects taught, another possible solution is to provide students with access to teachers meeting the requirements through team teaching. In this model, a teacher who has demonstrated subject matter competence in one or several subjects team-teaches with other teachers who have demonstrated subject matter competence in the other subjects. NCLB Teacher Requirements Resource Guide - Improving Teacher Quality of Education) (PDF)

<http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresourceguide.pdf>

Colorado- Secondary Special Education teachers who are the primary or sole deliverers of core academic content must be highly qualified in each content area by passing the PLACE in that content area, or having 24 semester hours in that content area, or holding an endorsement in that content area except that

Colorado-Secondary Special Education teachers whose students are included in the general education curriculum and who are not the primary deliverers of core academic content are considered highly qualified

Colorado-Special Education Teachers who are licensed as a Special Education Generalist and who are teaching at the Elementary Education level, through the 7th grade, have taken an Elementary Education content area test (PLACE or Praxis), and are, therefore, fully qualified to teach in any core academic content area. Note: Licensed Special Education teachers, teaching at the Elementary Education level are considered to be “Highly Qualified,” as Elementary Education teachers.

Colorado-Special Education teachers, who teach in core academic-content area(s), at the middle or high school (secondary) level, must meet the NCLB requirements for being “Highly Qualified, unless the Special Education teacher: o is already endorsed in the content-area in which that teacher is teaching; OR o has passed the approved content test in the content-area being taught; OR o has provided documented evidence of having completed 24-semester hours, or their equivalent, in the unendorsed content area; OR o is consistently supported by a strong IEP team that meets regularly to ensure that student content standards are being met; OR

Colorado-consistently maintains a documented direct reporting relationship with a related academic content-area teacher; OR o is team teaching with a “Highly Qualified” academic core-content teacher. • Note: Previously-licensed Special Education teachers, endorsed in mild/moderate, severe, and/or profound, may not be considered “Highly Qualified” to teach in a content area unless they are qualified in that content-area, or can meet one of the other options suggested in this section. CDE Guidance for Highly Qualified Teachers in Colorado

http://www.cde.state.co.us/FedPrograms/NCLB/downloads/tiia_hqtguidance.pdf

Colorado-If a Special Education teacher is teaching a language arts class and the student With an IEP is enrolled in another language arts class with a HQ teacher, does the Special Education teacher have to be HQ in language arts also? In other words, if Two teachers are working together in a particular content area, do both teachers Have to be HQ in that area?

Colorado-It depends. The teacher who is responsible for that student’s language arts Curriculum and instruction must be highly qualified in that content area. Special education teachers who serve as co-teachers with core content teachers who meet the highly qualified criteria are not required to be equally HQ in that content area. This is actually a very complex question the answer to which depends on how the instruction of content is occurring. If the special education teacher is introducing/teaching concepts and providing the primary content instruction then s/he does have to be highly qualified. If the special education teacher is supporting the language arts instructor by providing additional lessons or resource help, then s/he does not have to meet the HQ standard.

http://www.cde.state.co.us/cdesped/download/pdf/IDEA2004_SectionQ.pdf

Colorado- Why no HOUSSE? Who decided not to do a HOUSSE and is it open for further discussion?

Colorado-The decision is still open for discussion. A pilot project was proposed that Would enact the following policy: If a teacher can show (in 3 consecutive Years) that his/her students increase achievement on a standardized, validated, normed test, then that teacher should be considered highly qualified in the subject being taught. This pilot was not funded and is not currently in place as a policy, although it is still under discussion. Some districts and groups, including representatives from higher education, have requested that a more extensive HOUSSE be

reconsidered. Those with questions or comments regarding the issue should contact Deputy Commissioner Dorothy Gotlieb at the CDE (Gotlieb_D@cde.state.co.us). http://www.cde.state.co.us/cdesped/download/pdf/IDEA2004_SectionQ.pdf

Colorado-Special Education Teachers: Teachers who are licensed as a Special Education Generalist and who are teaching at the Elementary Education level, through the 7th grade, have taken an Elementary Education content-area test (PLACE or Praxis), and are, therefore, fully qualified to teach in any core academic-content area.

Colorado-Note: Licensed Special Education teachers, teaching at the Elementary Education level are considered to be “Highly Qualified,” as Elementary Education teachers.

Colorado-Special Education teachers, who teach in core academic-content area(s), at the middle or high school (secondary) level, must meet the NCLB requirements for being “Highly Qualified, unless the Special Education teacher: is already endorsed in the content-area in which that teacher is teaching; OR has passed the approved content test in the content-area being taught; OR has provided documented evidence of having completed 24-semester hours, or their equivalent, in the unendorsed content area; OR is consistently supported by a strong IEP team that meets regularly to ensure that student content standards are being met; OR consistently maintains a documented direct reporting relationship with a related academic content-area teacher; OR is team teaching with a “Highly Qualified” academic core-content teacher. Note: Previously-licensed Special Education teachers, endorsed in mild/moderate, severe, and/or profound, may not be considered “Highly Qualified” to teach in a content-area unless they are qualified in that content-area, or can meet one of the other options suggested in this section.

Colorado-Option IV
Colorado’s HOUS(S)E
Highly Objective Uniform State Standard of Evaluation
Proposed Pilot Project

Colorado-As an alternative to the 24-semester hours in a content area being taught, or its equivalent in professional development, or the passing of the State’s content-area assessment, an educator teaching out of an endorsed content area may demonstrate his/her knowledge through application of Colorado’s Highly Objective Uniform State Standard of Evaluation (HOUSSE), as based on student progress.

Colorado-Proposed Pilot Project In partnership with a local school district, the Colorado Department of Education will develop uniform statewide evaluation criteria, based on longitudinal achievement data, as an alternative method of determining a teacher to be “highly qualified.” A district with fully-established longitudinal assessment systems in place may be selected for the pilot program. Colorado-The district’s qualification to

participate in this program will be based on submitted and approved supporting documentation. The pilot project will evolve over the next two (2) school years. If the pilot project proves successful in meeting all aspects of the HOUSSE provisions, it will subsequently be made available to other districts.

http://www.cde.state.co.us/cdesped/download/pdf/IDEA2004_SectionQ.pdf

Connecticut Subsequent to July 1, 2006, can the district's teacher evaluation plan (otherwise known as the district's HOUSSE plan) be used to deem newly hired teachers as NCLB "highly qualified?" No, unless the teacher is a special educator. Once the 2005-06 school year ends, all teachers hired for the beginning of the 2006-07 school year must be NCLB "highly qualified" in the content areas that they are being hired to teach. IDEA specifically states that special education teachers who are hired after July 1, 2006, must be NCLB "highly qualified" if teaching one or more core academic subjects. If special education teachers are hired after July 1, 2006, to teach multiple subjects, they must be NCLB "highly qualified" in one of the following core academic content areas: reading/language arts or English, mathematics or science before they can be hired. Once they are hired, the district may then use the HOUSSE plan to determine subject-matter competency in the other content areas in which they will serve as a teacher of core academic knowledge within two years of hire.

Connecticut- Does a special education teacher who is co-teaching with an NCLB "highly qualified" core academic content teacher need to be NCLB "highly qualified?" No, as long as the primary core academic content teacher is NCLB "highly qualified" and responsible for the oversight and implementation of the content-area curriculum. Circular letter c-9, March 11, 2005

<http://www.state.ct.us/sde/circ/circ04-05/c-9.pdf>

Co-teaching, team teaching and collaboration

While these three practices overlap, there are several important distinctions that need to be made among them. Co-teaching is an instructional practice in which two or more educators or other certified staff persons:

- share instructional responsibility
- for a single group of students
- mostly in a single classroom or workspace
- for specific content/objectives
- with mutual ownership, pooled resources and joint accountability, although
- each individual's level of participation may vary.

Team teaching refers to a situation in which two general education teachers combine classes and share instruction. It differs from co-teaching in two ways: 1) in co-teaching, the teacher-student ratio is greatly improved; 2) in co-teaching,

two significantly different orientations toward teaching are blended. On the middle school level, team teaching often refers to a process for planning interdisciplinary instruction, but not sharing instructional delivery.

Collaboration refers to how individuals interact, not the activity they are performing. Consequently, activities such as co-teaching, problem solving and consultation may or may not be collaborative.¹ Friend, M. "Co-Teaching: Principles, Practices and Pragmatics," Indiana University/Purdue University at Indianapolis, School of Education. Workshop for Special Education Resource Center, Middletown, CT, May 20, 1998.

http://www.state.ct.us/sde/dtl/curriculum/ltss/gltss_main.doc

Delaware- The regulation specifically identifies elementary generalists, middle and secondary content teachers and specialists, special education, bilingual, ESOL, and basic skills teachers as being included in the requirements for demonstrating that they are "highly qualified" in the content area(s)/field they are teaching.

<http://www.seaford.k12.de.us/personnel/files/Dear%20Educator%20Letter%20April%2019,%202004.doc>

Florida Will an ESE teacher providing special education services through the co-teaching service delivery model be required to have certification in the core academic subject area in order to meet the highly qualified personnel requirements of NCLB? No, the ESE teacher only needs ESE certification in accordance with the ESE certification table in order to meet the definition of highly qualified personnel for the co-teaching service delivery model.

<http://www.firn.edu/doe/bin00014/pdf/y2004-8.pdf>

Georgia Consultative Special Education Teacher: To be "highly qualified" as a special education teacher in Georgia providing consultative special education services along with a classroom teacher who is instructing students in core academic content, the special education teacher must meet the following requirements: (a) Hold a 4-year college degree, or higher (b) Have a major or equivalent in the special education area(s) of exceptionality (ies) for which he/she provides consultative services, or passes the teacher certification examinations (Praxis II) in the appropriate special education area(s) of exceptionality (ies) at the P-12 grade levels (c) Hold a Georgia clear, renewable professional P-12 teaching certificate issued with a consultative descriptor that defines the area of exceptionality (ies) for which the special education teacher is qualified (d) Obtain a teaching assignment that is appropriate for the consultative descriptor and the area(s) of exceptionality (ies) listed on the certificate *(The term "consultative" is used to refer to the specific roles that special education teachers have when they are providing services in their area(s) of exceptionality (ies). The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher.)

Georgia-Consultative Special Education Teacher Teaching Core Academic Content: To be “highly qualified” as a consultative special education teacher who is assigned as the teacher of record with the primary responsibility for instructing students in core academic content, the consultative special education teacher must: (a) Hold a 4-year college degree, or higher (b) Have a major or equivalent in a special education area of exceptionality (ies) for which he/she provides consultative services and/or passes the teacher certification examinations(Praxis II) in the appropriate special education subject area(s) of exceptionality (ies)

Georgia-(c) Hold a Georgia clear, renewable professional P-12 teaching certificate issued with • a consultative descriptor that defines the area of exceptionality (ies) for which the special education teacher is qualified and • the core academic content for which the special education teacher is qualified to teach as the teacher of record (d) Obtain a teaching assignment that is appropriate for the consultative descriptor and the area(s) of exceptionality (ies) and the core academic content area(s) listed on the certificate [For a listing of core academic content areas, see section 4.0 CORE ACADEMIC SUBJECTS of this document.]

Georgia-Core academic concentrations in Reading, Language Arts, Math, Science, and/or Social Studies must be listed on the Special Education teacher’s teaching certificate in order for the teacher to serve as the teacher of record for any of these subjects. Special Education teachers may meet the highly qualified requirements by meeting the certification requirements to teach the core academic subjects at the required cognitive level and by being assigned to teach the content area listed on their certificate. ?? Core concentration areas are acquired by (a) having a combination of college course work and/or Plus totaling 15 semester hours (5 quarter hours or 5 Plus = 3 semester hours) OR (b) a major in the content area, OR (c) passing the appropriate PRAXIS II ECE, Fundamental Subjects: Content Knowledge test or individual Middle Grades or Secondary subject tests, OR (d) obtaining, at a minimum, 100 points on the Special Education HOUSSE evaluation (veteran teachers only). Core concentrations at the secondary cognitive level are acquired by (a) having a major or 21 semester hours and/or Plus (3 semester hours = 5 PLUs), OR (b) passing the appropriate Praxis II subject test(s), OR (c) obtaining, at a minimum, 100 points on the Special Education HOUSSE rubric (veteran teachers only.) ?? Special Education teachers are not required to meet highly qualified requirements if they are not providing core academic content instruction as the teacher of record. However, all students enrolled in grades K – 12 must be provided core academic content instruction by either a Special Education teacher or one who is certified in the content area.

THE GEORGIA IMPLEMENTATION GUIDELINES *The No Child Left Behind Act of 2001* Title II, Part A Revised September 2005

<http://www.gapsc.com/nclb/Admin/Files/ImpPolicy.pdf>

Hawaii- Special Education Teachers NOT REQUIRED to meet the NCLB/IDEA Highly Qualified Definition

Consultive/Support Role in the General Education Classroom: The special education teacher provides consultive/support services (e.g., adapting curricula, modifying instructional methods, using behavioral supports and interventions, and/or selecting/using appropriate accommodations) to NCLB highly qualified general education teachers of core academic subjects. A special education teacher who provides only consultive services to a highly qualified general education teacher shall be considered a highly qualified special education teacher if the teacher meets the state's special education certification requirements for the grade level that he/she is assigned to teach.

Support Role in Segregated Settings: The special education teacher provides direct assistance to the students with disabilities (e.g., tutoring, reinforcement of content provided in the general education setting) in segregated settings (e.g., resource class setting, self-contained classroom) but the students with disabilities receive their instruction on core academic subject from NCLB highly qualified general education teacher.

Non-Core Academic Instruction Role: The special education teacher provides direct instruction to students with disabilities on non-core academic subjects (e.g., basic skills (remediation), community-based instruction, transition services, adaptive physical education, health education, driver's education, computer literacy).

https://bssp.k12.hi.us/housse/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=4&MMN_position=4:4

Idaho- Idaho’s Highly Objective Uniform State Standard of Evaluation (HOUSSE):
Highly Qualified Teacher Rubric

Directions:

- Idaho’s HOUSSE rubric is a tool Idaho school districts may use in determining the highly qualified status of their existing teachers.
- It is suggested that all K-12 teachers complete a rubric for each of their assigned content teaching areas, sign the assurance form, and submit them to his/her school/district administrator for signature. *Special Education teachers only need to fill HOUSSE once for all of their assigned core academic content teaching areas (English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography).*
- The district maintains the rubrics and assurance forms for their records.
- Do NOT send the rubric to the Idaho Department of Education.

(1) Bachelor’s Degree (Required of <u>ALL</u> teachers) *	1. I have documentation that I have a bachelor’s degree. Yes _____ No
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<p>(2) State-Approved Teacher Preparation Program or Alternative Certification Program **</p>	<p>2. I have documentation that I have completed: 1) an Idaho state-approved teacher preparation program, <u>or</u> 2) an Idaho state-approved alternative certification program, <u>or</u> 3) an out-of-state-approved teacher preparation program (out-of-state alternative programs are not acceptable).</p> <p>Yes <input type="checkbox"/> No</p>
<p>(3) Current Valid Idaho <i>and/or</i> Out-of-State Certificate(s) for Assigned Teaching Area **</p>	<p>3. I have documentation that I hold a valid Idaho Interim/Elementary/Early Childhood Blended/Exceptional Child/Secondary Certificate(s) <i>and/or</i> a valid out-of-state teaching certificate for my current assigned content teaching area.</p> <p><input type="checkbox"/> Idaho Certificate(s) <input type="checkbox"/> Out-of-State Certificate State: _____</p> <p><i>Special education teachers who are NOT initial teachers of academic core content areas (English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) are considered highly qualified if they answer “yes” to 1, 2, and 3.</i></p>
<p>(4) Endorsement(s) in Assigned Teaching Area **</p>	<p>4. I have documentation that I have/am <u>working</u> on an endorsement in my assigned content teaching area (<i>traditional/Idaho alternate route</i>).</p> <p><input type="checkbox"/> Yes I have endorsement <input type="checkbox"/> Yes I am working on endorsement <input type="checkbox"/> No</p>

* If you answered “No” on question 1, you do NOT meet the No Child Left Behind (NCLB) highly qualified teacher requirements. Do NOT continue with the rubric.

** If you answered “Yes” to questions 1, 2, 3, and 4, you meet Idaho’s highly qualified teacher requirements . You do NOT need to continue with this rubric. FINAL VERSION 8/04/05

<http://www.sde.state.id.us/certification/documents/HOUSSERubricFINAL.pdf>

Illinois-Any special education teacher who is the teacher of record for a core academic area course must also meet the highly qualified requirements of NCLB for the subject. Individuals who teach children to alternate achievement standards are expected to meet the content knowledge requirements applicable to the level of achievement. For example,

a secondary special education teacher of record with students working at the middle grades achievement level is expected to meet the content knowledge requirements of a middle grades teacher.

Illinois-Special education teachers new to the profession functioning as the teacher of record for two or more core academic areas and who meet the highly qualified requirement in language arts, mathematics or science have two years from the date of employment to meet the requirements in the remaining areas, including through HOUSSE. A veteran special education teacher, one who has at least one year of teaching experience, who teaches multiple core academic subjects may use any of the options, including HOUSSE, to demonstrate competence in core areas Illinois-Special Education Teachers The Individuals With Disabilities Education Act (IDEA) requires special education teachers to have a full certificate in special education or to have passed the special education certification test and to hold a special education certificate. Any individual who holds an LBSI endorsement in special education, whether on a special preschool to age 21 certificate or on an elementary or secondary certificate has met this requirement.

http://www.isbe.net/pdf/NCLB_highly_qualified.pdf

Indiana- Q8: Is it possible that a special education teacher might be responsible for direct instruction in multiple content areas at a secondary level? If so, does the teacher need to obtain highly qualified status in each core academic subject? A: Yes. If a teacher is providing direct instruction in multiple core academic subjects at the secondary level, the teacher needs to satisfy the highly qualified definition at the secondary level for each of those core academic subjects.

Indiana-What requirements apply to special education teachers who do not directly instruct students with disabilities in core academic subjects? A. Special education teachers who provide consultation to teachers of core academic subjects by adapting curricula or selecting appropriate teacher strategies or accommodations, as opposed to directly instructing students in core academics, can meet the highly qualified requirement by obtaining full state licensure as a special education teacher and holding a bachelor's degree.

Indiana-What is the Division of Exceptional Learners doing to help LEAs understand highly qualified? • A work group has been developed and members from the Division of Exceptional Learners, Indiana Professional Standards Board, Division of Educational Options, Division of Compensatory Education (Title I), University of Indianapolis, Indiana School Boards Association, Indiana Special Education Administrators' Services, Indiana State Teachers Association, Indiana Education Project at BSU, Hamilton Boone Madison Special Services, Avon High School, and Highland High School are included. • Volume I of a Frequently Asked

Questions document will be released in the next week. • We are enhancing the current HOUSSE to include points for special education teachers.

http://www.doe.state.in.us/exceptional/speced/pdf/FAQ_I_HQ_062905_BW.pdf

Iowa-Highly Qualified Special Education Teacher – Middle and High School Teachers of Core Content Hold secondary special education endorsement
Hold endorsements for each subject area they teach

Iowa-Highly Qualified Special Education Teacher – Consultative Services-only
Hold special education endorsement provide support to core content teacher Student must receive subject matter instruction from general education (core content) teachers
Power point

http://www.state.ia.us/educate/ecese/cfcs/idea/doc/idea04_spec_ed_iowa_v20040321_files/frame.htm

Kansas- Highly Qualified Special Education We have some clarification from feds on IDEA. The committee has been meeting since spring to talk about how we are going to do the special education HOUSSE. We have a form that we are going to send out to some special education teachers. We are waiting until the Licensed Personnel Report is done to see who needs the form. We've told the special education teachers to not panic because we are going to do this in the least burdensome way possible. We are hoping to have the actual form at the September PSB meeting.

<http://64.233.179.104/u/ksde?q=cache:vVjjQJuiNg0J:www.ksde.org/cert/PSBMin6-15-05.doc+official+minutes+june+2005&hl=en&gl=us&ct=clnk&cd=3&ie=UTF-8>

Kansas 12. Highly Qualified Special Education – Beth Fultz

Under the IDEA requirements, elementary teachers who are teaching special education will be fine. Our focus is on the middle/secondary level and the 4 core areas. We expect special education teachers teaching fine arts and foreign language courses to already have the required endorsement. We have developed, with the cooperation of a committee of special education teachers, administrators and higher education faculty, a checklist for special education teachers to use to determine content background. Teachers will need to have 11 checkmarks to be highly qualified. Coursework in the content area is required on the checklist. Beth went over the other items on the checklist. We are working on the data collection system for the Licensed Personnel Report where we will be tracking special education teachers and the content they are teaching. We believe the checklist is a “rigorous document” and we believe special education teachers will be satisfied with this document. We are still working on a couple of items on the checklist. Martha indicated the federal government will be here for their Title IIA meeting and we will know more about our highly qualified process for general education and special education teachers after that.

<http://64.233.179.104/u/ksde?q=cache:gpbacSTHYa8J:www.ksde.org/cert/PSBMin9-19-05.doc+official+minutes+june+2005&hl=en&gl=us&ct=clnk&cd=10&ie=UTF-8>

Kentucky What activities may special education teachers carry out if they are not “highly qualified” in the core content area being taught?

Kentucky-Special education teachers may carry out the following non-direct instructional activities: Assist a highly qualified teacher in adapting curriculum
Assist a highly qualified teacher in using behavioral supports and interventions
Assist a highly qualified teacher in selecting appropriate accommodations
Assist students with study skills
Assist students with organizational skills
Reinforce instruction already received from a teacher who is “highly qualified” in the core academic subject.

Kentucky-How does NCLB define “collaboration” as it applies to special education teachers? “Collaboration” is restricted to the activities listed in Question # 2 above.

Kentucky-A special education teacher who teaches a core academic subject must be highly qualified in that subject in addition to being highly qualified in special education. A special education teacher who directly instructs special education students in a core academic subject is required to be highly qualified in that subject. A special education teacher who provides only consultation to a highly qualified teacher in a core academic subject is not required to be highly qualified in that subject. Consultation to a highly qualified teacher of a core academic subject includes: Adapting curricula for special needs, Using behavioral supports and interventions, Selecting appropriate accommodations for special needs, and Reinforcing instruction already received from a highly qualified teacher.

<http://www.kyepsb.net/documents/NCLB/NCLBADDEN3.doc>

Louisiana Special Ed. Teachers Required to Meet NCLB Highly-Qualified Definition
Core Academic Teacher Role: The special education teacher is the primary teacher providing instruction to the student in a core academic subject.

Co-Teacher Role: The special education teacher works in the regular education class alongside a NCLB highly qualified teacher of core academic subjects. The special and general education teacher share responsibilities for the design and delivery of instruction, as well as the evaluation of student performance.

Special Education Teachers NOT Required to Meet the NCLB Highly Qualified

Louisiana-Consultant Role: The special education teacher provides consultation (e.g., adapting curricula, using behavioral support and interventions, and selecting appropriate accommodations) to NCLB highly qualified general education teachers of core academic subjects.

Louisiana-Support Role (Scenario A): The special education teacher provides direct assistance to students with disabilities

(e.g., tutoring, reinforcement of content provided in the general education setting) in segregated settings (e.g., resource class setting, self-contained classroom), but the students receive their instruction on core academic subjects from a NCLB highly qualified general education teacher.

Louisiana-Support Role (Scenario B): The special education teacher works within the general education setting wherein NCLB highly qualified general education teachers provide instruction to the class on core academic subjects. The special education teacher provides direct assistance to students with disabilities (e.g., via individualized and/or small group instruction) as a support to the NCLB highly qualified teacher's instruction.

Louisiana-Support Role (Scenario C): The special education teacher provides reinforcement of the core academic instruction (e.g., via management of a Content Mastery Center) to students with disabilities whose core academic subjects are taught by a NCLB highly qualified general education teacher.

Louisiana-Non-Core Academic Instruction Role: The special education teacher provides direct instruction to students with disabilities on non-core academic subjects (e.g., study skills, community-based instruction). NOTE: For teachers who teach those students who function as though they have a significant cognitive impairment and participate in LEAP Alternate Assessment, NCLB Highly Qualified is defined as meeting the highly qualified standards for either "New Elementary Teachers" or "Not New Elementary Teachers" (in addition to the appropriate special education certification).

<http://www.doe.state.la.us/lde/tsac/1789.html>

Maine-Special education teachers. Special education teachers who provide direct instruction of core academic content must satisfy the federal definition of a "Highly Qualified" Teacher as outlined below:

Maine-Special education teachers with primary responsibility for direct instruction of core academic content in elementary grades and self-contained classes in middle (5-8) grades must meet the same requirement as the Elementary Generalist.

Maine-Special education teachers with primary responsibility for direct instruction of core academic content in middle and secondary grades must meet the requirement based on the academic level of the students they are teaching rather than the chronological age of the students. For example, a special education teacher responsible for math instruction for a class of high school students with developmental disabilities who is teaching an elementary level curriculum could satisfy the federal definition of a "Highly Qualified"

Teacher as an Elementary Generalist. If this same teacher also has an assignment to teach algebra to a class of high school students with learning disabilities, he or she must also be qualified at the secondary level in mathematics content in order to satisfy the federal definition of a “Highly Qualified” Teacher. In this case, the teacher would need to be "Highly Qualified" as both an elementary generalist and "Highly Qualified" to teach secondary level mathematics.

<http://mainegov-images.informe.org/education/HQTP/MaineModel.pdf>

Maryland- Special Education Special Education is not a core academic subject under NCLB guidelines. However, special education teachers must meet the federal “highly qualified” standards if they are the teacher of record (responsible for the academic grade) for students in core academic subjects.

If you are a special education teacher who is the teacher of record for students in a core academic subject, these are your options for becoming highly qualified:

Option 1: Take and pass the appropriate Praxis II test(s) in the area of your teaching assignment

Option 2: Meet highly qualified standards under HOUSSSE

Option 3: For each academic area you teach, take course work and pass the Praxis II test(s) or pass the Praxis II test(s) to add the endorsement

http://www.marylandpublicschools.org/msde/programs/esea/docs/tq_regulations/special_areas.htm

Massachusetts-33. Must special education teachers who teach in inclusion models meet the highly qualified requirements?

Massachusetts-Special education teachers who co-teach in an inclusion model with a "highly qualified" teacher of record need appropriate Massachusetts licensure for employment, but do not need to meet the NCLB highly qualified requirements. See Question #55.

Massachusetts-56. What activities may special education teachers carry out if they are not highly qualified in the core academic content area being taught?

Massachusetts-There are many activities that special education teachers may carry out that would not, by themselves, require those teachers to be highly qualified in a particular subject matter. Special educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the student has already received from a teacher who meets the highly qualified requirements in that core academic subject matter.

Michigan-Special Education Teachers who are not required to meet the Highly Qualified requirement: Special education resource room teachers who provide academic support, but do not teach the core academic subjects for grade or credit. Special education teachers who team teach in a general classroom, regardless of which teacher (general education or special education) gives the grade or credit. Special education teacher consultants.
http://www.doe.mass.edu/nclb/hq/hq_faq.html

Michigan-The term “team teaching” refers to an approach to program delivery in which two or more teachers simultaneously share teaching responsibilities for a group of students by interacting with all of the students in the classroom. In a team teaching situation the following criteria must be satisfied: . Both the special education teacher and general education teacher must be present at the same time. The general education teacher will assume the responsibilities of grading and assigning credit for students who are receiving general education during the instructional period.iii. The special education teacher will assume the responsibilities of grading and assigning credit for students who are receiving special education during the instructional period. The special education teacher must be responsible for the instruction of at least one student who is receiving special education in the team-taught class. iv. Qualified substitute teachers are utilized in the absence of either the special education teacher or the general education teacher.
<http://www.mea.org/clients/pdf/HighlyQualifiedTeachersQA.pdf>

Special Education Teachers who are not required to meet the Highly Qualified requirement:

- o Special education resource room teachers who provide academic support, but do not teach the core academic subjects for grade or credit.
- o Special education teachers who team teach in a general classroom, regardless of which teacher (general education or special education) gives the grade or credit.
- o Special education teacher consultants.
http://www.mea.org/clients/pdf/clarification_specialed.pdf

Minnesota-What is the updated Department guidance about federal “highly qualified” requirements for special education teachers?

At a minimum, in order to be “highly qualified,” special education teachers must:

1. Hold a bachelor’s degree; and
2. Be licensed by the state in special education
3. If special education teachers are providing direct instruction in a core academic subject to children with disabilities, they must also demonstrate subject matter competence for each subject taught in order to meet federal “highly qualified” requirements. Special education teachers who provide only consultative services to highly qualified teachers are considered “highly qualified” if they are fully licensed in special education and hold a bachelor’s degree.
<http://children.state.mn.us/mde/static/002948.pdf>

Minnesota-The U.S. House of Representatives Conference Report # 108-779, note 21, for IDEA 2004 describes consultative services as “adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual children.”

The IEP team determines how direct instruction will be provided to a child with a disability. When the IEP team determines that a child with a disability will participate in a general education core academic subject, the general education teacher must meet federal “highly qualified” requirements.

Minnesota-When the IEP team determines that a child with a disability will participate in a general education core academic subject with consultation from a special education teacher, the special education teacher will be deemed “highly qualified” by being fully licensed in special education. Only the general education teacher must demonstrate subject matter competence (through full subject matter licensure or HOUSSE) in order to meet federal “highly qualified” requirements. 10 August 2005 When the IEP team determines that a special education teacher will provide instruction to a child with a disability in a core academic subject, in any setting, the special education teacher must demonstrate subject matter competence (through full subject matter licensure or HOUSSE) in each core academic subject taught in order to meet the federal “highly qualified” teacher requirements.<http://children.state.mn.us/mde/static/002948.pdf>

Mississippi-Those who serve in regular settings (i.e., inclusion) need not be highly qualified in the core academic subject area regardless of grade level, but must hold the appropriate special education license.

http://www.mde.k12.ms.us/ed_licensure/doc/HighlyQualifiedSped.doc

Missouri-Special Education Teachers Required to meet HQT-Sped

Co-Teacher: The special education teacher works in the regular education class alongside a NCLB HQT of core academic subjects. The special and general education teacher share responsibilities for the design and delivery of instruction, as well as the evaluation of student

performance.http://www.dese.mo.gov/divspced/Administration/AdvisoryPanel/HQTSPE_d02_05.pdf

Montana-(note to self-HOUSSE not available for Special ed teachers, No documents found for special ed. teachers)

Nebraska -Students at K-12 grade level Setting: Teacher collaborating/co-teaching with a content endorsed regular education teacher. 1) Teacher must hold: Special Education Endorsement

<http://www.nde.state.ne.us/Title1/pdf/hqspedteacherendorsements.pdf>

Nebraska-Special Education Teachers who instruct students in core academic subjects, in consultation or co-teaching with NCLB qualified teachers who assign the grades, do NOT need to become NCLB qualified. These collaborative special education teachers should be assigned a Position Assignment Code of 1163. These teachers should be reported with an SPI code (S) and a subject area and the appropriate grade taught code. The subject area code may be 19. Special Education Teachers HOUSSE • Still waiting on guidance from USDE • Districts will report “what” Special Education teachers teach on the Curriculum Report

[http://www.nde.state.ne.us/title1/4newTITLEI/fedprgm/Special Education Frequently Asked Questions and Implementation Guidance 9.12.05.pdf](http://www.nde.state.ne.us/title1/4newTITLEI/fedprgm/Special%20Education%20Frequently%20Asked%20Questions%20and%20Implementation%20Guidance%209.12.05.pdf)

Nevada-In addition to resource room settings, some Nevada school districts also provide special education services through co-teaching models and/or consultative/collaborative (CC) models. It is important to note that as defined in this document, in a co-teaching model, both the special education teacher and the general education teacher are responsible for providing instruction to students with disabilities. As such, both teachers must meet the highly qualified requirements for core academic subjects.

http://www.doe.nv.gov/edteam/ndeoffices/sped-diversity-improve/docs.attachment/302504/HQ_SpEd_TA.doc

New Hampshire- The search engine was under construction. Interview DOE official’s recommendations there is not definition for special education co-teacher. HQ NCLB provisions are dependant upon instructional role. Primary instructor must meet HQ provisions. (Personal Correspondence March 1, 2006).

New York-NOTE ABOUT TEACHERS OF A "SPECIAL CLASS" WITH MULTIPLE CORE ACADEMIC SUBJECTS AT THE INSTRUCTIONAL LEVEL OF GRADES 7-12.

New York-A school may consider a number of options to ensure that teachers with NCLB subject matter competency provide instruction in a "special class" covering multiple core academic subjects at the instructional level of grades 7-12. At this time, options include, but are not limited to, the following. Other options – such as a collaborative teaching model for special education teachers serving as teachers of record for multiple core academic subjects in a self-contained "special class" – may become available when the Individuals with Disabilities Education Act (IDEA) is reauthorized.

New York-The "special class" may be taught by a single teacher who is certified to teach students with disabilities and has demonstrated subject matter competency using the "middle/secondary" definition of "highly qualified" in all the core academic subjects the teacher teaches.

New York-The "special class" may be taught by multiple teachers certified to teach students with disabilities, each of whom demonstrates subject matter competency using the "middle/secondary" definition of "highly qualified" in all the core academic subjects that the teacher teaches.

New York-The "special class" may be co-taught by a teacher who is certified to teach students with disabilities and one or more teachers who are certified to teach general education and "highly qualified" in the core academic subjects they teach.

New York-Special education and other classes. Special education and other classes are CORE only when teachers provide direct instruction in a "core academic subject" at the instructional level of grades K through 12 as the teacher of record for that subject. Instruction that supplements or reinforces instruction provided by other teachers who are the teachers of record is not subject to the NCLB. For example, instruction provided by a consultant teacher, a resource room teacher or as part of Academic Intervention Services (AIS) is NOT CORE and is not subject to the NCLB.

<http://www.highered.nysed.gov/nclb09-2003d.htm>

New Jersey- What are the requirements for special education teachers with regard to the highly qualified teacher initiative?

Special education teachers who provide direct instruction, including replacement instruction, in core academic content must satisfy the definition in accordance with the grade level of each content area they teach. Requirements for special education teachers who provide consultation and support as inclusion, in-class or pull-out support teachers but who are not the primary deliverer of content instruction are to be determined pending reauthorization of the *Individuals with Disabilities Education Act (IDEA)*.

Must special education teachers who provide in-class support demonstrate that they are highly qualified?

For the time being, special education teachers who provide support are exempt. Once the IDEA has been reauthorized, we will have a better sense of how to proceed in terms of any requirements for special education teachers providing support.

<http://www.state.nj.us/njded/profdev/hqt/faq.htm#6>

Special education teachers may provide in-class or pull-out support or co-teach with a general education teacher in inclusion settings. They may also provide direct instruction in replacement settings and/or self-contained classes. When special education teachers provide direct instruction, including as co-teachers, they must satisfy the definition as follows:

Resource/Replacement (K-5) and Self-Contained (K-8) – Qualify as Elementary Generalists in accordance with the criteria specified for Elementary teachers.

Resource/Replacement (6-12) and Self-Contained (9-12) – Qualify in each separate core academic subject they teach in accordance with the criteria specified for Middle/Secondary teachers.

Special education teachers may use elementary generalist criteria if the level of content/curriculum they are teaching is elementary and students are assessed using alternate proficiency standards.

Special education teachers may use the middle grades Praxis II exam(s) if they are teaching middle grades level content/curriculum regardless of the chronological age of the students.

Special education teachers must use the secondary level/criteria if they are teaching secondary level content/curriculum regardless of the adaptations/accommodations being made in the materials used.

Special education teachers whose assignment is exclusively support and consultation (no direct instruction, never a child's only teacher of a core academic subject) satisfy the requirement by having full state certification as a special education teacher as per the reauthorization of the Individuals with Disabilities Education Act (IDEA).

<http://www.state.nj.us/njded/profdev/hqt/house.pdf>

New Mexico-power point presentation "inclusion" model teachers are considered HQ UNLESS providing instruction <http://www.teachnm.org/documents/Highly-QualifiedSPED2-22-05.ppt>

North Carolina-Have lateral entry options changed?

Yes. Meeting the federal definition of "Highly Qualified" effectively eliminates lateral entry at the elementary grade levels and for special education as the candidates must pass the required state tests (currently PRAXIS II) before being issued a lateral entry license. Lateral entry candidates have three years, instead of the previous five, to obtain full state licensure status.

North Carolina-How are teachers designated "Highly Qualified?"

To be designated "Highly Qualified," new elementary and new special education teachers must pass a rigorous state test (currently PRAXIS II). Middle school, high school, and special subject teachers (e.g., art, music, second languages, etc.) can be designated "Highly Qualified" by passing a rigorous state test (currently PRAXIS II), or by having an academic major or the equivalent in the content area, or by having a graduate degree in the content area, or by having National Board Certification in the area. Teachers who are not new to the profession can be designated "Highly Qualified" through the NC HOUSSE (High, Objective, Uniform, State-Standard of Evaluation). Teachers who have been designated "Highly Qualified" in other states are designated "Highly Qualified" in North Carolina. (FAQ)

North Carolina-Does the "Highly Qualified" criteria apply to all teachers? No. The "Highly Qualified" criteria applies to all teachers - in Title I and non-Title I public schools - who teach in core academic subject areas. The federal regulations do not apply to non-core academic subject area teachers such as those in most vocational (workforce development/career-technical education) programs or physical education.

<http://www.ncpublicschools.org/nclb/faqs/highly/>

North Dakota-Special education teachers who hold a North Dakota professional educator's license plus additional special education credentials, subject to administrative rule, are qualified to provide special education consultative services in Kindergarten through grade twelve.

What activities may special education teachers carry out if they are not highly qualified to provide direct instruction in a core academic content area?

There are many activities that special education teachers may carry out that would not, by themselves, require those teachers to be highly qualified in a particular academic subject area. Special educators who do not directly instruct students in any core academic subjects

or who provide only consultation to highly qualified teachers of core academic subjects in

adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects.

These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in

that core academic subject. For more specific information see the special education highly

qualified definitions located on the Education Standards and Practice Board (ESPB) website

at: <http://www.state.nd.us/espb/>

<http://www.nd.gov/espb/pending/special-education-def-with-facts-050428.pdf>

Ohio-Highly Qualified Teacher: The conference report did not include the consultative proposal to allow special education teachers to consult with a highly qualified teacher in each of the subjects the special education class is taught. However, the report clarifies that special education teachers must be certified in special education and allows states to use their own high objective uniform state standard of evaluation (HOUSSE) for new multi-subject teachers. For new, multi-subject special education teachers, it extends by two years from the date of hire the time to become highly qualified. (legislative update November 2004).

Ohio- Q: How does the Highly Qualified Teacher definition pertain to special educators/intervention specialists? A: Special education teachers who provide instruction in core academic subjects must meet the highly qualified teacher requirements for those core academic subjects that they teach.(2005-2006 HQ reporting materials)

<http://www.ode.state.oh.us/teaching-profession/PDF/HighlyQualifiedTeachers20Oct.pdf>

Oklahoma-NCLB allows teachers with special education certification teaching prior to December 3, 2004, until June 30, 2006, to become highly qualified. If a special education teacher is not able to build a HOUSSE to become highly qualified, each school district may need to look at reconfiguration of teaching and student assignments, keeping the individualized needs of each student in mind as they do

so.<http://www.sde.state.ok.us/HQSELetter.htm>

Oregon-C-26. Must special education teachers who teach core academic subjects be highly qualified? Yes. Special education teachers who provide instruction in core academic subjects must meet the highly qualified teacher requirements for those core academic subjects that they teach. These requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting.

ORGEION C-27. What activities may special education teachers carry out if they are not highly qualified in the core academic content area being taught? There are many activities that special education teachers may carry out that would not, by themselves, require those teachers to be highly qualified in a particular subject matter. Special educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.

Orgeon-33. How are high school teachers “highly qualified?”

34. Oregon has always required subject-matter endorsement to teach at the high school level. Additionally, TSPC’s endorsements have not changed. Therefore, teachers still need the specific science endorsements to teach the specific subject-matter areas: Integrated Science, Biology, Chemistry and Physics.

Oregon-Special Education Teachers-Must be highly qualified if: Teaching core academic subjects Regardless of setting Resource room

Oregon-If not highly qualified may consult with teachers to:

Adapt curricula

Use behavioral supports

Select appropriate accommodations

Assist students with study skills

Reinforce instruction

Oregon- Special Education Teachers: (* There may be further clarification after IDEA is passed by Congress.)

1. Special Education teachers who are providing instruction in core academic subject also must meet the “highly qualified” standards of the law.

2. However, special educators who do not directly instruct students on any core academic subject, or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, and selecting appropriate accommodations, are not subject to the same requirements that apply to teachers of core academic subjects.³¹

Oregon-Elementary Special Education Teachers:

1. If hold an elementary special education endorsement or an elementary endorsement or authorization with special education, then highly qualified to teach K-8 self-contained special education classroom.

Oregon-Middle-level/Secondary Special Education Teachers:

1. If teaching core academic subject, must have a partnership relationship with a highly qualified teacher in the core academic area if not highly qualified in the subject matter area.

http://www.ode.state.or.us/opportunities/grants/nclb/title_i/a_basicprograms/highlyqualifiedstaff-teachers.doc

Pennsylvania A special education teacher is not eligible to participate in this Bridge Certificate Program in a particular core academic subject under either of the following circumstances: (1) If the teacher does not provide direct instruction in a core academic subject. A teacher is considered not to provide direct instruction in a core academic subject if the teacher (a) is engaged solely or primarily in the provision of instruction in life skills or other subjects that cannot be categorized as core academic subjects, or (b) provides only consultation or other form of support services in a core academic subject to highly qualified teachers in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations—for example, a special education teacher who co-teaches with a highly qualified teacher of record in a setting other than a self-contained classroom.

Pennsylvania-Highly-Qualified Teachers NCLB requires all teachers to be “highly-qualified” in all core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) that they teach. All teachers must be highly qualified by the end of the 2005-06 school year. To be considered highly-qualified, teachers must meet the following minimum requirements: ?? A college degree ?? Full certification or licensure ?? Demonstrated content knowledge in the subject they teach. This can be fulfilled by the following: new elementary teachers must pass a state literacy or numeracy test; new secondary teachers must either pass a rigorous test in their subject area or have a college major in the subject area; veteran teachers may either pass the state test, have a college major, or demonstrate content knowledge through a High Objective Uniform State Standard of Evaluation (HOUSSE). Pennsylvania is proud that over 96% of its teachers currently meet the federal “highly-qualified” requirements, including 93% of teachers in high-poverty schools. In fact, requirements for Pennsylvania teacher certification actually exceed NCLB standards and include extensive experience in pedagogy as well as content knowledge. We are confident of our data, backed by the Auditor General’s audit of schools, confirming teachers are both certified and teaching in their certification area. Unlike many states, Pennsylvania imposes a financial penalty on districts that make errors in teacher assignments. In many ways, Pennsylvania serves as a national model due to the high standards of our certification system and the strong accountability

measures designed to ensure teachers have the proper credentials to be teaching in their subject areas. The Commonwealth's high standards are particularly important because Pennsylvania has the second highest number of teacher education schools in the country, producing more than 11,000 teachers each year who fill classrooms in Pennsylvania and in states all over the nation. Pennsylvania Department of Education Page 12 of 12

Pennsylvania-Challenges in Meeting Highly Qualified Teacher Requirements
Certification of Special Education Teachers PDE strongly believes all students are entitled to be taught by highly qualified teachers. However, the NCLB requirement places a disproportionate burden on Pennsylvania special education teachers who must meet state certification requirements; federal Individuals with Disabilities Education Act (IDEA) requirements; and now new NCLB teacher standards. Undoubtedly, PDE and teacher preparation programs must work to improve the preparation of special education teachers in content areas and regular education teachers in dealing with students with learning disabilities. However, in Pennsylvania, the new requirement may force many special education teachers to acquire additional content certification or leave the field altogether. This is particularly problematic for middle and secondary special education teachers who work with students in several different content areas and would now need certification in all content fields to be considered "highly qualified." Because these teachers already meet state and national requirements for teaching special education students, we believe the "highly qualified" core academic subject requirements should be waived for them, as long as they are working in consultation with a teacher(s) who is highly qualified in the given content area. Such flexibility would guarantee all students access to highly qualified teachers while allowing special education teachers to continue to work with their students. Recommendation: ?? Allow states to define highly qualified special education teachers in ways that assure a focus on their content skills but builds in flexibility for meeting that criterion.

<http://www.teaching.state.pa.us/teaching/lib/teaching/BridgeIGuidelinesandProcedures.pdf>

Rhode Island-Do "highly qualified" teacher requirements apply to special education teachers? Yes. Special education teachers who are the teachers of record must be "highly qualified" in the content area they teach. However, special educators who are not the teacher of record and who provide consultation to teachers of core academic subjects by adapting curricula or in selecting appropriate teaching strategies/accommodations do NOT need to meet the "highly qualified" requirements. 13) What does it mean to be the "teacher of record"? The teacher of record is the teacher responsible for content instruction and determining student grades.

http://www.ridoe.net/Certification_PD/Highly_Qualified/Documents/FAQ_NCLB_April_2004.pdf

South Carolina-Teachers who instruct in the areas of physical education, health education, career and technology education, or driver education are not required to meet the highly qualified requirement. Teachers who do not provide the primary instruction

and do not assign a grade in a core academic subject are not required to meet the highly qualified requirement; such teachers may include English for speakers of other languages (ESOL) teachers, gifted and talented teachers, and exceptional education teachers in resource, inclusion, and itinerant settings.¹

http://www.myschools.com/stateboard/56-04_002.doc

South Dakota-How does the requirement to be “highly qualified” impact special education teachers? The requirements apply to elementary, middle and secondary special education teachers when providing instruction in “core academic subjects”

South Dakota-Elementary special educators must meet the same requirements of being highly qualified as all elementary teachers by 2005-2006.

South Dakota-For middle school and secondary special educators, the requirement will apply to any special educator who teaches a “core academic subject”.

South Dakota-For special educators in general, the field being taught is special education. Special education teachers provide support, in consultation with teachers of “core academic subjects”. Thus, the teacher of record who awards the credit must hold the appropriate endorsement and be highly qualified.

South Dakota-Does this mean special education teachers cannot teach classes that address coursework such as “Math in the Work World” or other functional classes that are based on the content standards?

South Dakota-Teachers of any of the core academic subjects must hold the appropriate endorsements and be highly qualified. A special educator who teaches any of the core academic subjects, is the sole instructor of record, and awards a grade must be highly qualified.

South Dakota-Special educators, working in collaboration and consultation with general education teachers who are highly qualified in the appropriate core areas, will be able to provide special education to students taking these courses. Thus, a special educator may address the special education needs of a student taking a course in a core academic area, but must be either highly qualified to be the teacher of record and award grades or be in collaboration with a highly qualified teacher for that core area. No search engine

<http://doe.sd.gov/nclb/qa.asp>

Tennessee- Teachers of core academic subjects hired before the first day of school in the 2002-03 school year, regardless of whether they teach in a program supported by Title I funds or not, must meet the requirements by the end of the 2005-06 school year.

Therefore, all teachers of record of core academic subjects must document “highly qualified” status by the local opening day of the 2006-2007 school year.

Special Education Teachers. While special education teachers who only provide consultative services are excluded from meeting the highly qualified requirements, current guidance indicates that special education teachers, who teach core academic subjects at the middle or secondary

level, must meet the subject specific requirements. For those special education teachers who teach core academic subjects, the U.S. Department of Education is expected to issue guidance on how states can establish procedures for those teachers to demonstrate

competency in the core content areas. The state will await further guidance and the reauthorization of the *Individuals with Disabilities Education Act (IDEA)* to define the specific requirements pertaining to special education teachers.

http://www.state.tn.us/education/nclb/pdfs/NCLB_ImpPlan_08_18_05.pdf

Texas-Examples of Special Education Teachers Not Required to Meet Highly Qualified
These examples describe specific methods of program implementation. The example is not applicable if the special education program scenario described does not match how your LEA implements special education programs. For example, if the special education teacher is responsible or shares responsibility for providing direct instruction in a core academic subject area, the design and delivery of instruction, and evaluation of student performance, then the example is not applicable and the special education teacher is required to meet highly qualified.

- Texas-Co-Teacher Role: The special education teacher who works in the regular education class alongside a NCLB highly qualified teacher of core academic subject area. The general education teacher has responsibility for the design and delivery of instruction, as well as the evaluation of student performance. Division of NCLB Program Coordination Texas Education Agency 7
- Consultant Role: The special education teacher provides consultation (e.g., adapting curricula, using behavioral support and interventions, and selecting appropriate accommodations) to NCLB highly qualified general education teachers of core academic subject areas.

Texas- Support Role: The special education teacher provides direct assistance to students with disabilities (e.g., tutoring, reinforcement of content provided in the general education setting) in segregated settings (e.g., resource class setting, self contained classroom, homebound setting, hospital setting), but the students receive their instruction in the core academic subject area from a NCLB highly qualified general education teacher. • Support Role: The special education teacher works within the general education setting wherein NCLB highly qualified general education teachers provide instruction to the class in the core academic subject areas. The special education teacher provides direct assistance to students with disabilities (e.g., via individualized and/or small group instruction) as a support to the NCLB highly qualified teacher's instruction.

Texas- Support Role: The special education teacher provides reinforcement of the core academic instruction (e.g., via management of a Content Mastery Center) to students with disabilities whose core academic subject areas are taught by a NCLB highly qualified general education teacher.

- Non-Core Academic Instruction Role: The special education provides direct instruction to students in non-core academic subject area courses (e.g., study skills, community-based instruction, life skills). Note that if the LEA defines a course, such as life skills, as a core academic subject area then the teacher must meet highly qualified.

<http://www.tea.state.tx.us/nclb/hq.guidance.070705.web.pdf#xml=http://www.tea.state.tx.us/cgi/texis/webinator/search/xml.txt?query=NCLB+HIGHLY+QUALIFIED+TEACHER+REQUIREMENTS&db=db&id=78d9b042acc01a99>

Utah-Highly qualified special education teachers who are the teachers of record in a K-8 core academic subject must: have a current Utah educator license AND be assigned consistent with that license AND at least one of the three following: meet the highly qualified definition for elementary teachers, OR pass a Board-approved elementary content test, OR document satisfaction of Utah's high objective uniform state standard of evaluation Highly qualified special education teachers who are the teachers of record in a 6-12 grade course must: have a current Utah educator license AND be assigned consistent with that license AND satisfy highly qualified status in at least one core academic subject by: having a regular or restricted endorsement or its equivalent becoming highly qualified in additional assignments at least two years beyond the date of hire

<http://www.rules.utah.gov/publicat/bulletin/2006/20060201/28466.htm>

Vermont-TEAM TEACHING Team teaching is an instructional arrangement whereby a classroom teacher and special educator are jointly responsible for the primary instruction of a student or group of students including curriculum planning and student assessment. Implications for HQT: In a team teaching situation, at least one of the individuals in the partnership must meet the HQT requirements for each core content area(s) being taught.

http://www.state.vt.us/educ/new/pdfdoc/licensing/hqt/sped_definitions.pdf

Virginia-If a special education teacher collaborates with a highly qualified content teacher does the special education teacher need to meet the highly qualified requirement in the content area? If the teacher of record is a highly qualified content teacher, the special education teacher would need to hold only a valid Virginia license with an endorsement in special education.

<http://www.pen.k12.va.us/VDOE/suptsmemos/2005/inf118c.pdf>

Washington- Primary responsibility – The requirements for consideration as highly qualified are linked to the teacher's assignment and whether s/he has "primary responsibility" for providing content instruction. For the questions of determining highly qualified status, "primary responsibility" is defined as being the sole teacher or the instructor of record.

48. How shall Washington's special education teachers meet the highly qualified requirements?

A: Washington teachers with special education endorsements are deemed to meet the highly qualified definition to teach core academic subjects to students eligible for participating in these programs.

Note :As IDEA is reauthorized, additional information surrounding the roles and responsibilities of a teacher teaching special education and the ESEA highly qualified definition will be clarified.

<http://www.k12.wa.us/BulletinsMemos/memos2004/M049-04attach1.pdf>

West Virginia-E. A consultative special education teacher working in a collaborative role with a highly qualified general education teacher is considered highly qualified. Refer to the definition of consultative teacher in §126-136-19.2. (126CSR136 1 West Virginia-TITLE 126 LEGISLATIVE RULE BOARD OF EDUCATION) Consultative special education teachers who are not providing core content, but are instead providing consultative services to a highly qualified core content teachers, are exempt from the subject matter requirements for that subject under the highly qualified definition in NCLB and IDEA. This most often occurs when special education teachers go into general education classrooms to adapt instruction or give other instructional or behavioral supports to students with disabilities.

West Virginia-(NOTE: During the 2005-06 school year, as we await guidance on the federal legislation, schools are strongly encouraged to continue the use of collaboration because it is a research-based, highly effective method of delivering special education services. However, West Virginia will need to align its definition of “collaboration” with the definition of “consultative special education teacher” in order to assure that special education teachers meet the new definition of highly qualified special education teacher.)(Highly Qualified Special Education Teacher March 1, 2005 Letter)
West Virginia will transition from the use of collaboration to the use of consultative teaching as provided in IDEA.

<http://wvde.state.wv.us/ose/HQTSpecialEdTeacherFeb242005REVISED.pdf>

Wisconsin-The Wisconsin definition for “highly qualified” is:

A highly qualified teacher meets all of the requirements of PI 34 for the subjects and levels that he/she is teaching. The requirements include, but are not limited to, a bachelor's degree, completion of an approved licensing program, and a rigorous exam in the subjects being taught. In addition, a highly qualified teacher may be a teacher of record who is enrolled in a state approved alternative teacher-training program.

http://dpi.wi.gov/esea/pdf/bul_0204.pdf

<http://dpi.wi.gov/sped/doc/highqual.doc>

Wyoming-

Highly Qualified: (*NCLB definition*) The term ‘highly qualified’ -

“(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that-

“(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State’s public charter school law; and

“(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to-

“(i) an elementary school teacher who is new to the profession, means that the teacher-
“(I) holds at least a bachelor’s degree; and

“(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor’s degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by-
“(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

“(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

“(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor’s degree and-
“(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

“(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-

“(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

“(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

“(III) provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;

“(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

“(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

“(VI) is made available to the public upon request; and

“(VII) may involve multiple, objective measures of teacher competency.

<http://www.k12.wy.us/ASI/Development/SectionC.pdf>

<http://dpi.wi.gov/sped/doc/highqual.doc>

APPENDIX B
ONLINE DOCUMENTS

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APPENDIX C

EXAMPLE OF FREQUENTLY ASKED QUESTION

Excerpt from Kentucky's Department of Education FAQ document retrieved

January, 7, 2006 from

http://www.doe.state.in.us/exceptional/speced/pdf/FAQ_I_HQ_062905_BW.pdf

Special Education Teacher Questions

- 1) I teach special education. Must I be “highly qualified”?

Yes, if you provide instruction in core academic subjects, you must be “highly qualified” in each of the core academic subjects you teach. This requirement applies whether you provide core academic instruction in a regular classroom, a resource room, or some other setting.

- 2) What activities may special education teachers carry out if they are not “highly qualified” in the core content area being taught?

Special education teachers may carry out the following non-direct instructional activities:

- ✓ Assist a highly qualified teacher in adapting curriculum
- ✓ Assist a highly qualified teacher in using behavioral supports and interventions
- ✓ Assist a highly qualified teacher in selecting appropriate accommodations
- ✓ Assist students with study skills
- ✓ Assist students with organizational skills
- ✓ Reinforce instruction already received from a teacher who is “highly qualified” in the core academic subject.

- 3) How does NCLB define “collaboration” as it applies to special education teachers?

“Collaboration” is restricted to the activities listed in Question # 2 above.

APPENDIX D

KEY TERMS AMONG THE 50 STATES

DOE Officials Highly Qualified NCLB of 2001 Recommendation Codes and Key Terms among the 50 States

State	Teacher of Record	Co-teach	Team Teach	Collaborative	Inclusion	Instructional Role	HQ
Alabama						X	A
Alaska				X		X	C
Arizona	X					X	E
Arkansas	X					X	E
California	X	X	X			X	F
Colorado		X	X			X	C
Connecticut		X				X	C
Delaware						X	E
Florida		X				X	A
Georgia	X	X	X	X	X	X	C
Hawaii						X	C
Idaho						X	C
Illinois	X					X	E
Indiana						X	C
Iowa						X	C
Kansas	X			X		X	C
Kentucky				X		X	C

Louisiana		X				X	C
Maine						X	C
Maryland	X					X	C
Massachusetts	X	X			X	X	C
Michigan			X			X	D
Minnesota						X	C
Mississippi					X	X	C
Missouri		X				X	E
Montana						X	G
Nebraska		X		X		X	B
Nevada		X		X		X	E
New Hampshire						X	C
New Jersey						X	C
New Mexico						X	C
New York	X	X		X		X	C
North Carolina						X	G
North Dakota						X	E
Ohio						X	C
Oklahoma						X	A

Oregon						X	C
Pennsylvania	X	X				X	B
Rhode Island	X					X	C
South Carolina					X	X	C
South Dakota	X			X		X	C
Tennessee						X	G
Texas		X				X	F
Utah	X					X	C
Vermont	X		X			X	C
Virginia				X		X	C
Washington						X	C
West Virginia				X		X	A
Wisconsin	X					X	C
Wyoming						X	C
TOTAL	15	14	6	10	5	50	

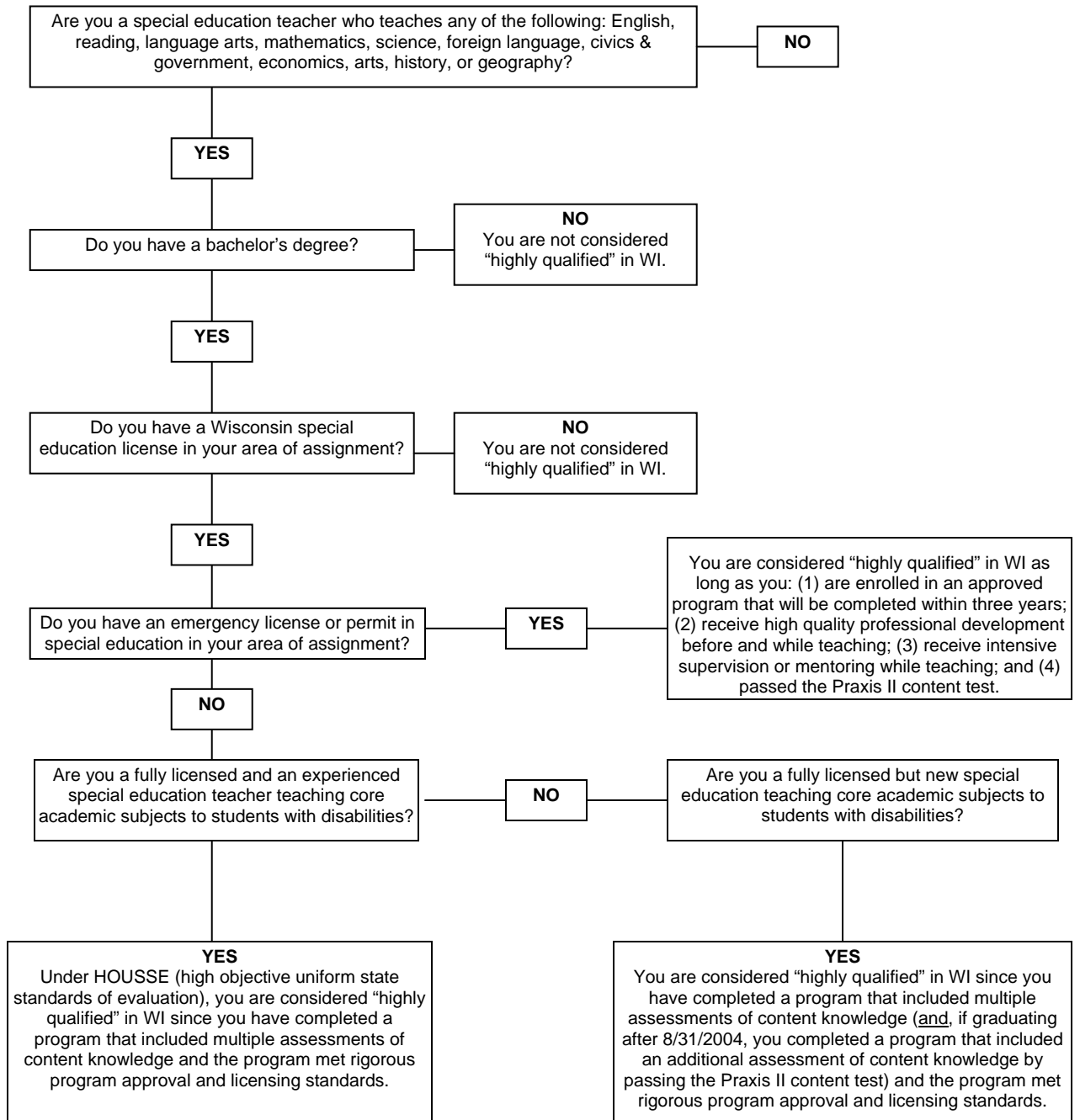
CODE KEY State DOE Officials' Recommendation for HQ Special Education Co-teacher

Code	Recommendation	Total
A	Considered highly qualified under NCLB mandates	4
B	NOT required to meet highly qualified NCLB mandates	2
C	NOT required to meet highly qualified mandates UNLESS the teacher of record or primary instructor	31
D	NOT required to meet highly qualified NCLB mandates REGARDLESS of teacher of record or primary instructor	1
E	Required to meet highly qualified NCLB mandates	7
F	Required to meet highly qualified NCLB mandates in at least one core subject	2
G	Unable to determine recommendations	3

APPENDIX E

EXAMPLE DOCUMENT FROM WISCONSIN'S DOE WEBSITE FOR HIGHLY
QUALIFIED SPECIAL EDUCATION TEACHER

What Constitutes a Highly Qualified Special Education Teacher in Wisconsin?



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