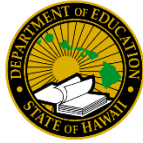


Hawaii Department of Education



Educator Quality

Teacher and Paraprofessional Guidelines

August 2019

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Teacher and Paraprofessional Qualification Requirements

The Every Student Succeeds Act (ESSA), requires all teachers to meet State Certification or Licensing requirements at the grade level and subject area in which the teacher has been assigned. ESSA also requires that all paraprofessionals continue to meet qualification requirements that were in place under No Child Left Behind (NCLB). The Hawaii Department of Education (HIDOE) is committed to ensuring that all students have a qualified teacher in every classroom and a qualified paraprofessional for students who are eligible for services. Beginning with SY 2017-2018, the following teacher and paraprofessional qualification requirements will be in effect.

Definitions

Acronym	Definition
ACCN	Authorized Courses and Code Numbers
CTE	Career and Technical Education
Document	Reference to document(s) in this guidance, refers to the Hawaii Qualified Teacher Handbook documents
DOE	Department of Education
eHR	electronic Human Resources system
HIDOE	Hawaii Department of Education
HQT	Hawaii Qualified Teacher
HTSB	Hawaii Teacher Standards Board
NHQT	Non Hawaii Qualified Teacher
OTM	Office of Talent Management
PDP	Professional Development Plan
SIS	Student Information System

Guidelines: Teacher and Paraprofessional Qualification Requirements

Timeline

Principal and Charter School Director’s HQT Timeline School Year 2019-2020

Deadline	DOE Schools and SIS Charter Schools	Non-SIS Charter Schools
July 1 to September 1, 2019	Finalize assignment and class data collection from schools via SIS	Non-SIS charter schools to provide teacher assignment data for all teachers (see teacher assignment instructions for non SIS schools)
Within the first two weeks of the school year for students	Ensure parent notice of right to request the qualifications of teachers is made available to all parents (Letter #1)	Ensure parent notice of right to request the qualifications of teachers is made available to all parents (Letter #1)
Semester 1: December 1, 2019 Semester 2: May 1, 2020	Technology Based Class Exemption Request	
Ongoing	Teacher assignment preview window open for schools via <i>eHR for HQ</i> Corrections must be made in SIS. Note: Changes made in SIS may take up to 3 days to show in eHR for HQ	Teacher assignment preview window open for schools via <i>eHR for HQ</i> For Corrections, the Assignment Input screen needs to be reopened by the Principal (see teacher assignment instructions for non SIS schools)
October 1, 2019	Official List of NHQ Teachers (beginning of year baseline)	Official List of NHQ Teachers (beginning of year baseline)
Semester 1: October 1 – 30, 2019 Semester 2*: January 7-31, 2020	Schools send letters (Letter #2) to parents whose children are assigned classes taught by non-HQ teachers (each course listed on school’s Non-HQ Teacher Report) * Only teachers not identified in Semester 1 need a letter sent home for Semester 2.	Schools send letters (Letter #2) to parents whose children are assigned classes taught by non-HQ teachers (each course listed on school’s Non-HQ Teacher Report) * Only teachers not identified in Semester 1 need a letter sent home for Semester 2.
On-going	Provide technical assistance in documenting HQ status	Provide technical assistance in documenting HQ status
June 30, 2020	Official Close of School Year 2019-2020. Note: This is the Educator Quality data that will be officially reported to the USDOE.	Official Close of School Year 2019-2020. Note: This is the Educator Quality data that will be officially reported to the USDOE.

Parent Right to Know Letter (Letter#1)

The Every Student Succeeds Act (ESSA) provides parent(s)/guardian(s) of a HIDOE student, the right to know the professional qualifications of the classroom teacher(s) and if the child is provided services by paraprofessionals, their qualifications. At the beginning of each school year, schools must notify the parents by any of the following methods: Letter home to the parent(s), notice in a parent handbook, school newsletter, or school website, stating that they may request certain information about their child’s classroom teacher(s) and paraprofessional(s), and requires us to provide the following information in a timely manner upon request:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which he/she provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of their teacher certification.
4. Whether any teachers’ aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

A copy of the Notice of Request for Teacher Qualifications ([document 3j](#)) letter can be found in the ESSA Hawaii Qualified Teacher Handbook on the Educator Quality webpage at hidoeotm.org/eq.

Teacher Assignments

Schools are responsible for scheduling their teachers in the Student Information System (SIS) or for Non-SIS charter schools, all teacher assignments are scheduled using the Assignment Input Screen in the eHQ system (see [document 3e](#)).

1. Scheduling at the elementary level is required.
2. The identification of Special Population classes is necessary to accurately identify teacher qualification requirements. The identification of teachers assigned to special population classes should be identified by entering the appropriate code below in the 8th character position of the ACCN in the course maintenance screen in SIS. For Non-SIS charter schools, use the Notification of Special Population Class form for any special groupings ([document 3k](#)).
 - a. Using the special population codes to designate school programs other than what is listed below will lead to erroneous school reporting.

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3. When scheduling special populations, please use the grouping code for the following:

Code	Population
J	Limited English (EL), Content Based ESL Instruction <ul style="list-style-type: none">Note, in addition to or in lieu of “J” Section classes schools can also use designated self-contained ESOL ACCN classes. ACCN course codes can be found in the Teacher Quality Handbook, document 1b using course codes that start with “NEI”.
I	Hawaiian Language Immersion
R	SPED - Non-Diploma (IPP Certificate)
S	SPED - Diploma
U	Alternative Learning Center

4. Assignments in the SIS are transmitted nightly to eHR. (Note: It may take up to 2 days for the SIS information to transmit to eHR).
5. If you are unable to enter the 8th character position of the ACCN code for special populations in the SIS, you may submit a Notification of Special Populations form ([document 3k](#)) to the Educator Quality Section.
6. All teacher assignments for the school can be viewed in the eHQ system on the School Reports Tab and then clicking on the Assignments Preview tab ([see document 3d](#))
7. Any corrections to assignments must be made in the SIS system or for Non-SIS charter schools, see Assignment Instructions ([document 3e](#)) for the correction procedure.

Teacher Requirements

1. *State Certification or Licensing Requirements*

All teachers and all subject areas are required to meet State Certification or Licensing requirements at the grade level and subject area in which the teacher has been assigned. Hawaii in consultation with stakeholder groups has determined that any one of the following methods will qualify teachers as ESSA Hawaii Qualified for his/her teaching assignment:

- A. Holds a valid Hawaii Teacher Standards Board (HTSB) License in the grade level (PK-3, K-6, K-12, 6-8, 6-12) and in the subject area for teaching assignment or
- B. Holds a valid Hawaii Qualified Teacher (HQT) certificate by having a valid HTSB License in the grade level assigned to teach in any subject area and also meets one of the following requirements:
 - a. Passed the Praxis Content Exam or other accepted content exam for the grade level and in the subject area or
 - b. National Board Certificate for the subject area or

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- c. College major or 30 credits in the subject area (must be from a regionally accredited college/university) or
- d. Completed an ESSA HQT Rubric in the subject area or
- e. Hawaii issued HQT certificate in the subject area.

2. Special Education (SPED) Teacher Requirements

All SPED teachers must have a valid HTSB SPED License for the grade level they are assigned to teach (PK-3, K-6, K-12, 6-8, 6-12).

In addition to a HTSB SPED License:

- A. All Elementary SPED teachers will need to meet the Elementary Content requirement through one of the HQT options. This includes Elementary SPED teachers assigned to students with significant cognitive disabilities who take the Alternate Assessment (HSA-Alt).
- B. Secondary SPED teachers assigned to students with significant cognitive disabilities who take the HSA-Alt will need to meet the Elementary Content requirement through one of the HQT options.
- C. Secondary SPED teachers assigned to students who are not identified as meeting the eligibility criteria for the HSA-Alt will need to meet the content requirement for the subject area(s) they are assigned to teach through one of the HQT options.

3. Alternative Learning Center Teacher Requirements

Teachers assigned to students at an Alternative Learning Center must have a valid HTSB Secondary License in the grade level they are assigned to teach (K-12, 6-8, 6-12) in any subject area.

4. English Learners (EL) Teacher Requirements

- A. Teachers assigned or who provide direct instruction to classes identified as English for Speakers of Other Languages (ESOL) or for any English as a Second Language (ESL)/English Language Development (ELD) program or Content Based English as a Second Language ("J" Section EL Special Population Classes), must have a valid HTSB Teaching English to Speakers of Other Languages (TESOL) License in the grade level they are assigned to teach (PK-3, K-6, K-12, 6-8, 6-12), or must meet HQ requirements in TESOL through one of the pathway options. In addition, teachers must meet content requirements of the subject assignment.
- B. General education classroom teachers who have EL students in their classrooms (Sheltered Instruction) shall either have or continue to obtain six (6) TESOL-related credits to support EL success. Please refer to the March 5, 2019 memorandum Hawaii Qualified Teacher in Teaching English to Speakers of Other Languages Qualification Requirements. Additional information regarding Sheltered Instruction is in the process of being finalized. These guidelines will be updated when the information becomes available.

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5. Hawaiian Language Immersion Teacher Requirements

Teachers assigned to classes identified as Hawaiian Language Immersion must have a valid HTSB license or permit in Hawaiian Language Immersion in the grade level they are assigned to teach (PK-3, K-6, K-12, 6-8, 6-12), and meet the content requirements of the subject assignment.

Hawaii Teacher License

State teaching licensure is governed by the Hawaii Teacher Standards Board (HTSB). State law requires that every public school teacher in Hawaii hold a valid teaching license.

1. Teachers holding a valid HTSB License will be considered Hawaii Qualified for the teaching field of their license.

Teacher Permits

1. Emergency Hire permit - will not be accepted in lieu of a Hawaii Teacher license towards meeting the Hawaii Qualified Teacher requirement.
2. CTE Permit - a limited duty special permit issued to teachers who have prior industry experience for their area of assignment will be considered as meeting the HQT requirement for their CTE teaching assignment in the area of their CTE permit only. For any assignment(s) outside of their CTE permit, the teacher will be considered as NHQ.
3. Hawaiian Permit - a limited duty special permit issued to a teacher(s) employed to provide Hawaiian education will be considered as meeting the HQT requirement for their teaching assignment in Hawaiian education. For any assignment outside of their Hawaiian Permit, the teacher will be considered as NHQ.

Demonstration of Subject Matter Competency Through Praxis II Examinations

Acceptable Praxis II content examinations and passing score requirements are listed on the HTSB site, under Licensing and Permits, Licensure Test Categories.

Demonstrations of Subject Matter Competency Through Tests Other than Praxis II

Passing scores on subject matter tests, such as those used by other states in their teacher licensure processes, accepted by HTSB as equivalent to the Praxis II subject matter assessments will be recognized by HDOE as equivalent in demonstrating content competency in the subject area of their assignment.

Demonstrations of Subject Matter Competency Through National Board Certification

Teachers who hold a current National Board Certification in their assigned subject area will be recognized as demonstrating content competency in the subject area of the certificate.

Demonstration of Subject Matter Competency Through a College Major

A college major or the equivalent consists of 30 semester credits, or 45 quarter credits of undergraduate or graduate coursework in the subject. Courses must be numbered 100 or higher and allowed as part of a degree program from a regionally accredited college or university.

1. For middle and secondary teachers these credits must be in the core academic subject for which HQ status is sought.

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2. For elementary teachers, these credits must be in the areas of the elementary curriculum (English/language arts [including reading and writing] mathematics, science, civics/government, economics, geography, history, and art). Of these at least a minimum of three credits must be in:
 - a. English/language arts, and
 - b. Mathematics, and
 - c. Science, and
 - d. Social Studies in any combination of civics/government, economics, geography or history.

Professional development workshops do not count toward this definition unless they were taken through a college or university for credit in the core content area.

Demonstration of Subject Matter Competence Through the ESSA Rubric

Hawaii teachers who hold a valid HTSB license and who have a Hawaii Educator Effectiveness System (EES) rating of effective or better teacher performance rating as their most recent performance rating, may earn the HQ designation using the ESSA Rubric by demonstrating content area expertise and documenting a total of 75 points (70 points in Content and 5 points in Pedagogy) using the ESSA Rubric. This method of qualifying for the HQT designation recognizes the professional experience, and professional training garnered over time.

Documentary evidence must be certified by the principal, maintained in each teacher's school based personnel file, be available at the school site for monitoring purposes and provided to the Educator Quality Section (EQS) for final determination. HQT status is determined by HIDOE EQS upon verification of the documentation supporting the 75-point rubric submitted by the teacher's current principal.

Procedures, allowable activities, documentation required and instructions are explained in the HQT Toolkit. See the ESSA Rubric Form and ESSA Rubric Reference Guide ([Doc 2b](#) and [2c](#)). The HQT Toolkit is available in the ESSA Hawaii Qualified Teacher Handbook on the Educator Quality webpage at hidoeotm.org/eq.

Recognition of Subject Matter Competency through Hawaii Issued HQT (NCLB) Certificate in the Subject Area

Teachers who were designated as a Highly Qualified Teacher under NCLB by the HIDOE, will receive an ESSA Hawaii Qualified Teacher in the subject area and grade level that was issued under NCLB. Exceptions to the conversion of the NCLB Hawaii Highly Qualified Teacher designation to ESSA Hawaii Qualified Teacher are:

1. Teachers who earned an NCLB HQ in any of the four main social studies subject areas of: History, Geography, Civics/Government, or Economics will be converted to an ESSA HQT in Social Studies.
2. Teachers who earned an NCLB HQ in Economics based on a Finance major will be converted to an ESSA HQ for Business instead of an ESSA HQ for Social Studies.
3. Teachers who earned an NCLB HQ in Foreign Language will be converted to the specific language in which their Foreign Language was earned under NCLB. For example, a teacher

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who received a Foreign Language HQ through a college major in the language of Spanish will be converted to an ESSA HQ for Spanish.

Teachers Who Do Not Meet the ESSA Hawaii Qualified Teacher Requirements:

1. Official List of Non-Hawaii Qualified Teacher (NHQT List)

- a. The official list will be available on the eHR for HQ site on October 1, 2019.
- b. The list of Non-Hawaii Qualified Teachers is based on live data and updated daily¹. Therefore, any teacher assignment changes made after the official release of the NHQT List will be reflected in the NHQT List.
- c. Second semester teacher assignments will also be reflected in the NHQT List at the start of the second semester.

2. Assisting Non-Hawaii Qualified Teachers

- a. Principals or the HQT Designee should meet with teachers identified as NHQT
- b. Refer to the Principal Quick Guide for Non Hawaii Qualified Teachers ([document 1r](#)).

3. ESSA Hawaii Qualified Teacher Professional Development Plan (HQ PDP)

- a. HQ PDPs are optional and not required. Teachers who do not meet the qualification requirements for their teaching assignment(s) are encouraged to complete an HQ PDP.
- b. While HQ PDPs are not required, they will continue to be available via the PDE³ system for SY2019-2020 beginning October 1, 2019. Schools using Title II funds to assist teachers in becoming Hawaii Qualified are encouraged to complete an HQ PDP.
- c. The last day to create and approve an HQ PDP is April 30, 2020, for SY2019-2020.

4. Notification to Parent of NHQT (Letter #2)

Schools must provide each parent “timely notice that the parent’s child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher, long-term substitute, or PTT who does not meet the Hawaii Qualified Teacher requirements.”

A copy of the Parent Notice of Non-Hawaii Qualified Teacher ([document 3h](#)) letter can be found in the ESSA Hawaii Qualified Teacher Handbook on the Educator Quality webpage at hidoeotm.org/eq. Letters can also be automatically generated for each teacher and subject directly from the school’s Non-Hawaii Qualified Teacher list, by clicking on the button “Print NHQ Letters.”

5. End of Year Reporting to USDOE

Officially, the school year ends on June 30, 2020. The Educator Quality data that is in the eHR for HQ at the close of business on June 30, 2020, will be the status of the teacher quality data for schools, complex areas, and the state that will be reported to the U.S. Department of Education. The data is required by federal law to be publicly reported by each school.

¹ Data entered into the SIS may take up to 2 days to reflect in the eHQ system. Live data may have a two-day delay.

Paraprofessional (EA, PPE & PPT) and Part-Time Teacher (PTT) Requirements

1. Educational Assistants (EA)

Must meet HIDOE Civil Service Minimum Qualifications through one of the following options:

- a. Forty-eight Semester credits, baccalaureate level courses, from an accredited institution of higher education recognized by the HIDOE. The 48 credits may be from various program or academic subject areas. In addition, of the 48 credits from baccalaureate level courses, three (3) credits must have been for Math and three (3) credits for English courses or
- b. An Associate in Arts (AA) or Science (AS) degree from an accredited institution recognized by the HIDOE. The credits earned for the degree must include a minimum of 48 credits for courses that are baccalaureate level or
- c. Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS).

2. Part Time Teachers (PTT)

- a. PTTs who provide Direct Instruction (DIN) must be teacher licensed in the subject(s) taught or meet ESSA HQT requirements.
- b. PTT DIN who have a Bachelor's degree, but are NHQ for their teaching assignment, requires a Notification to Parent of NHQT (Letter #2).
- c. PTTs who provide Non-Instructional Duties (NID) must hold a valid Hawaii Teacher License or meet Class A requirements of a Bachelor's degree from a regionally accredited institution of higher education.
- d. For a person that was employed during SY2018-2019 as a Direct Instruction (DIN) PTTB and who does not fit the PPE or PPT job category, schools may submit a PTTB Waiver Justification. Procedures on how to use the waiver can be accessed through the following link <http://bit.ly/PTTBWaiverProcedure> . To access and submit the waiver form, please use the link at <http://bit.ly/PTTBWaiver>.

3. Paraprofessional Educator (PPE)

- a. PPEs who provide Direct Instructional Support (DIS) must meet ESSA Paraprofessional requirements, which are the same qualifications as EAs as listed above in item #1.
- b. PPEs providing instructional support to English Learners must either be:
 1. Hawaii Teacher of English to Speakers of Other Languages (TESOL) qualified, or
 2. Work under the direct supervision of a Hawaii Qualified TESOL teacher.
- c. PPEs who conduct parental involvement activities are not required to meet ESSA Paraprofessional requirements but must have a high school diploma or alternative to a high school diploma.
- d. PPEs who provide Non-Instructional Duties (NID) must meet HIDOE qualifications for the position Class B – Less than a Bachelor's Degree and must have a high school diploma or an alternative to a high school diploma.

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4. *Paraprofessional Tutors (PPT)*

- a. PPTs who provide DIS must meet ESSA paraprofessional requirements, which are the same qualifications as EAs as listed above in item #1.
- b. PPTs conducting parental involvement activities are not required to meet ESSA Paraprofessional requirements but must have a high school diploma or alternative to a high school diploma.
- c. PPTs who provide NID must meet HIDOE requirements for the position, Class B – Less than a Bachelor’s degree and must have a high school diploma or an alternative to a high school diploma.

Refer to the “Functions and Qualification Requirements for Part-Time Teachers (PTT), Paraprofessional Educators (PPE), and Paraprofessional Tutors (PPT)” [document, 4a](#), for additional information on requirements for PTTs, PPEs, and PPTs. or the PTT, PPE, and PPT FAQ’s, [document 4f](#).

Reporting Requirements

The ESSA continues the requirement for teachers and paraprofessionals to meet applicable State certification and professional standards. Schools are required to document the function of work that PTTs, PPEs, and PPTs perform.

Please reference the Functions and Qualification Requirements for Casual Hire PTT, PPE, and PPT, and continue to enter the appropriate description code listed below into the Casual Personnel System.

Description Code	Description
DIN	Direct Instruction
DIW	Direct Instruction Waiver
DIS	Direct Instructional Support
NID	Non-Instructional Duties

Recordkeeping Requirements

For PTTs, PPEs and PPTs who provide direct instruction or direct instructional support, please forward documentation demonstrating that the PTT, PPE and/or PPT meets the ESSA requirement identified in the “Functions and Qualification Requirements for Part-Time Teachers (PTT), Paraprofessional Educators (PPE), and Paraprofessional Tutors (PPT)” [document, 4a](#) using the Casual Employment Coversheet, [document 4i](#) to the Office of Talent Management Educator Quality Section within 30 days of casual employment start date. Acceptable forms of evidence are College transcripts, Educational Testing Service score report, High School Diploma and HQT forms available in the Educator Quality website [handbook](#),

Use of Title I Part A Funds for PTT, PPE, AND PPT

For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds. “Paraprofessionals who provide instructional support,” includes those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide instructional support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a Hawaii qualified teacher. [*Title I, Section 1119(g)(2)*]

Because paraprofessionals provide instructional support, they should not be providing planned direct instruction or introducing students to new skills, concepts, or academic content.

Individuals who work in food service, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I, Part A.

1. Title I funds may be used for a PTT for DIN provided the PTT meets applicable State Certification and Licensure requirements (i.e. Hawaii Qualified Teacher).
2. Title I funds may be used for PTT for NID provided the PTT holds a valid HTSB license.
3. Title I funds may **not** be used for PTT who do not meet the requirements in #1 or #2 above.
4. Title I Part A school-wide programs may use Title I funds for paraprofessionals to provide instructional support in their program under the frequent supervision and close proximity of an HQT. The paraprofessional must meet applicable State Certification and Licensure requirements. Therefore, Title I funds may be used for PPE DIS and PPT DIS.
5. Title I funds may **not** be used for PPE NID and PPT NID, for example, a PPE assisting the classroom teacher with curriculum research or PPT acting as an attendance clerk or technical support in the classroom. Other funding sources may be used for these positions. Exceptions for ESSA requirements for PPT NID are if the paraprofessional is proficient in English and a language other than English and acts as a translator to enhance the participation of limited English proficient children OR if the paraprofessional has instructional support duties that consist solely of conducting parental involvement activities.

Entering the job for the PTT/PPE/PPT

PPT/PPE/PPT are considered Casual Employees. To enter these jobs into the Casual Personnel System (CPS), please follow the Implementation Procedures found in the handbook, [document 4e](#).

Responsibilities and Accountability Measures:

The hierarchy of accountability in the HIDOE is:

1. State Board of Education;
2. State Superintendent of Education;
3. Complex Area Superintendent;
4. School Principal; and
5. Individual Teacher.

Department of Education – Role and Responsibilities

Each state is accountable to the United States Department of Education (USDE) for complying with the Every Student Succeeds Act (ESSA).

The Hawaii Department of Education is required to:

1. Ensure that all students have equitable access to qualified teachers
2. Advise complex areas and schools as they work with their non-HQ teachers in obtaining the necessary information to complete HQ evidence and documentation;
3. Receive and verify higher education course credit and DOE PD credits for HQT requirements;
4. Enter the credits into the HIDOE eHQ teacher database;
5. Provide HQT data to complex area superintendents and principals;
6. Assist principals in determining how to evaluate and document activities;
7. Review teacher HQ forms and attached documents;
8. Make final determination of HQ status;
9. Enter HQ status into teachers' permanent files;
10. Maintain documentation of HQ status;
11. Provide a central listing of all HQ teachers;
12. Ensure teachers hired to teach in Title I schools are Licensed or State Certified in Hawaii (ESSA HQ) or actively working toward HQ;
13. Monitor schools and complex areas to ensure ESSA compliance; and
14. Report on the status of educator quality (teachers, principals, and paraprofessional educators)

Complex Area Superintendents – Role and Responsibilities

Each Complex Area Superintendent is accountable to the State Superintendent of Education and the State Board of Education for meeting the statewide Educator Quality requirements in his or her complex area.

Complex Area Superintendents are required to:

1. Prepare and submit to the state an annual Complex Area Title II A plan to meet the strategic goals and priorities set by the HIDOE for Title II A;
2. Ensure use of Title II funds are expended in accordance with the state approved complex area Title II A plan;
3. Ensure Title II, Tier One funds allocated to the complex area are used only to support activities for teachers who do not meet the Hawaii Qualified Teacher requirement;

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4. Ensure Title II, Tier Two funds allocated to the complex area are used only for activities which are approved on their Complex Area Academic and Financial Plan and/or complex area Title II A Plan;
5. Ensure schools within their complex area comply with state and federal Title II A program planning and reporting requirements;
6. Ensure that, whenever possible², principals hire and appropriately assign teachers who meet the HQ criteria for all classes;
7. Ensure, that whenever possible, principals hire and place only teachers who meet the HQ criteria in Title I schools;
8. Prioritize the use of Title II A program resources to reduce the number of non-HQ teachers and
9. Provide support and resources to non-HQ teachers toward satisfying the HQT criteria.

School Responsibilities:

ESSA requires the HDOE to report on the quality of teachers and paraprofessionals. For accurate data reporting, the assistance of all schools is needed to ensure that accurate and timely identification of qualified teachers, paraprofessionals, and notification to parents are met. School responsibilities are:

1. To ensure the accuracy of all teacher assignments. All teacher assignments should be completed by September 1, 2019, in SIS (i.e. Infinite Campus) or for Non-SIS charter schools please refer to the “Assignment Instructions for Non-SIS Charter Schools” available on the Educator Quality website at hidoetm.org/eq. [document 3e](#).
2. For teacher assignments where direct instruction, assessment, and grading is not provided by the assigned teacher and is self-directed and provided by technology, schools may submit a “Request for Technology-Based Class Exemption” form, available on the Educator Quality website at hidoetm.org/eq, [document 3c](#). The deadline for submission to the EQ Section is:
 - a. December 1, 2019 - Semester 1
 - b. May 1, 2020 - Semester 2
3. Schools continue to be required to notify parents of their right to request the qualifications of their child’s teacher(s) and any paraprofessional(s) that provide services to their child. Notice may be sent home as a letter, posted on the school bulletin board, or posted on the school’s website. See attached letter “Parent’s Right to Request Teacher Qualifications for SY2019-2020.” A copy of the letter is also available on the EQ website at hidoetm.org/eq, [document 3j](#) It is recommended that the notice is provided within the first two weeks of the school year for students.
4. Review the Official list of Non Hawaii Qualified Teacher (NHQT). The beginning of the year snapshot of teacher qualifications will be released on October 1, 2019, in the eHR for HQ (eHQ) website.
5. Schools are required to notify parents when their child has been taught by a teacher who does not meet the State Certification or License requirements for the grade level and subject area in which the teacher has been assigned. See attached letter “Notice to Parent of Non Hawaii Qualified Teacher for SY2019-2020” A copy of the letter is also available on the EQ website at hidoetm.org/eq, [document 3h](#). The letter must be sent out within 30 days of receiving your official list. This letter is also required for teachers hired after

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- you receive your official list, who do not meet the HQT requirements, and who teach for four (4) or more consecutive weeks.
6. For teachers identified as NHQ, school (principal or designee) should work with teachers to determine if the teacher(s) meets the HQT requirements by one of the methods identified and assist the teacher in submitting documentation to the Educator Quality (fka HQT) Section. Copies of documents submitted should be maintained at the school for their records.
 7. For teachers who do not meet the requirements, schools are recommended to work with the NHQT to develop an HQ PDP that will result in the teacher becoming HQT.
 8. Ensure use of Title II A funds received at the school are expended in accordance with the intended purpose as identified on the allocation notice received from the complex area;
 9. Ensure Title II, Tier One funds allocated to the school are used only to support activities for teachers who do not meet the Hawaii Qualified Teacher requirement.
 10. Ensure Title II, Tier Two funds allocated to the school are used only for activities that are identified on the allocation notice received from the complex area
 11. Ensure that, whenever possible², principals hire and appropriately assign teachers who meet the HQ criteria for all classes;
 12. Ensure, that whenever possible, principals hire and place only teachers who meet the HQ criteria in Title I schools;
 13. Prioritize the use of Title II A program resources to reduce the number of non-HQ teachers and
 14. Provide support and resources to non-HQ teachers toward satisfying the HQT criteria.
 15. Schools continue to be required to document the function (DIN, DIW, DIS, or NID) of work that PTTs, PPE's and PPTs perform into the Casual Personnel System.
 16. For PTTs, PPE's and PPTs who provide DIN or DIS, schools are required to submit documentation demonstrating that the PTT, PPE and PPT meets the ESSA requirement. Copies of documents submitted should be maintained at the school for their records, and copies should also be forwarded using the Casual Employment Coversheet, [document 4i](#) to the Office of Talent Management Educator Quality Section within 30 days of casual employment start date. Acceptable forms of evidence are College transcripts, Educational Testing Service score report, High School Diploma and HQT forms available in the Educator Quality website [handbook](#),

²The term “whenever possible” means that no Hawaii qualified candidates applied for the position, or that all Hawaii qualified candidates declined the position, or other unavoidable circumstances existed at the time of hire that made it impossible, even with a good faith effort to hire a Hawaii qualified teacher to teach. In these cases, principals are required to document and make available upon request, the steps taken to hire and place a Hawaii qualified teacher into each such position and the reasons that such a placement was not made.

Guidelines: Teacher and Paraprofessional Qualification Requirements

Contacts

Educator Quality Section at (808) 441-8499 or email: hqt@notes.k12.hi.us

Resources

Educator Quality Website: hideootm.org/eq

ESSA Hawaii Qualified Teacher Handbook: <https://hideootm.org/eq/toc1920.html>