According to the *No Child Left Behind Act of 2001*, teachers of early childhood education, elementary education and core academic subjects (English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts [art and music], history, and geography) must be highly qualified by June 30, 2006.

### Overview of Requirements for Highly Qualified Teachers

#### CORE ACADEMIC SUBJECT TEACHER - What does it take to be highly qualified?

**Early Childhood - Grades Pre-Kindergarten (PK)-3**
- Early Childhood Education certificate **PLUS**
- Early Childhood Education test **OR** build HOUSSE* in Early Childhood Education

<table>
<thead>
<tr>
<th>Grades</th>
<th>PK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elementary Education - Grades 1-8 Self-contained**
- Elementary Education certificate **PLUS**
- Elementary Education test **OR** build HOUSSE* in Elementary Education

**Middle Level - Grades 6-8 Departmentalized (Except 7-8 Math)**
- Elementary Education or specific subject area certificate **PLUS**
- specific subject area test (does not include Elementary Education test) **OR**
- build HOUSSE* in specific subject area taught **OR** see ADDITIONAL OPTIONS on next page

<table>
<thead>
<tr>
<th>Grades</th>
<th>PK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Math - Grades 7-8**
- Appropriate Math certificate (Oklahoma Statute) **PLUS**
- Appropriate Math test **OR** build HOUSSE* in Math **OR** see ADDITIONAL OPTIONS on next page

<table>
<thead>
<tr>
<th>Grades</th>
<th>PK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Secondary Specific Subject Area - Grades 6-12**
- Appropriate certificate in specific subject area **PLUS**
- appropriate specific subject area test **OR**
- build HOUSSE* in specific subject area taught **OR** see ADDITIONAL OPTIONS on next page

<table>
<thead>
<tr>
<th>Grades</th>
<th>PK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Art, Music, Foreign Languages and Reading Specialist - Grades PK-12**
- Appropriate certificate in specific subject area **PLUS**
- appropriate specific subject area test **OR**
- build HOUSSE* in specific subject area taught **OR** for middle level/secondary see ADDITIONAL OPTIONS on next page

<table>
<thead>
<tr>
<th>Grades</th>
<th>PK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For appropriate certificate refer to the *Certification Guide for School Staff Assignments* online at the Professional Standards Web site at <http://www.sde.state.ok.us>.

*HOUSSE: High Objective Uniform State Standard of Evaluation*
## Special Education Highly Qualified Requirements At a Glance

### No Child Left Behind Act of 2001

According to the *No Child Left Behind Act of 2001*, teachers of early childhood education, elementary education and core academic subjects (English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts [art and music], history, and geography) must be highly qualified by June 30, 2006.

### Highly Qualified Requirements for Special Education Teachers who are Providing Direct Instruction and are the Teacher of Record for Core Academic Subjects

**What does it take for a Special Education teacher to be highly qualified?**

**Special Education - Grades PK-12**

**Veteran teachers in the Profession PRIOR TO December 3, 2004, are required to have**

Certificate in Special Education PLUS

Build HOUSSE* single core subject areas OR pass appropriate test for single core subject area. Middle level or secondary teachers have additional options below.

**Special Education - Grades PK-12**

**New teachers to the Profession AFTER December 3, 2004, are required to have**

Special Education Certificate AND appropriate certificate for grade level in Early Childhood OR Elementary Education.

Middle or Secondary Education requires passing subject area test in secondary, 6-12 or 7-12 subject area in whatever core subject the teacher is assigned to teach. A teacher who is certified in math, science, or language arts may attempt to use a HOUSSE** procedure to become highly qualified in additional core subjects. This option is available only within two years of date of employment.

### Additional Options to be Highly Qualified for Middle Level or Secondary:

(Not an option for PK-5 early childhood/elementary education or 6th grade elementary education self-contained classes.)

- Complete an undergraduate major or coursework equivalent to undergraduate major (24 semester hours) in academic subject taught (Does not include elementary education coursework or special education coursework) OR
- Hold a Graduate Degree in subject area taught (Does not include elementary education graduate degree or special education graduate degree) OR
- Hold certification through National Board for Professional Teaching Standards in core academic subject taught.

*HOUSSE: High Objective Uniform State Standard of Evaluation*

---

[Form HQR]

Certification Guide for School Staff Assignments – Revised June 2010

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.
Highly Qualified Special Education Teacher (Grades PK-12)

According to the No Child Left Behind Act of 2001, any special education teacher who is the teacher of record for early childhood education, elementary education and core academic subjects (English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts [art and music], history, and geography) must be highly qualified.

Special Education teachers who are not the teacher of record or are not highly qualified in a specific core subject may work with the teacher of record in a collaborative or consultative manner.

Highly qualified teacher must have:

Veteran Teachers
Teachers employed as a special education teacher PRIOR TO December 3, 2004, must (1) have a bachelor’s degree, (2) hold a special education certificate, PLUS meet one of the options below.

New Teachers
For Early Childhood or Elementary Education teachers new to the profession AFTER December 3, 2004, are required to have a Special Education Certificate AND appropriate certificate for grade level in Early Childhood OR Elementary Education.

Middle or Secondary Education requires passing subject area test in secondary, 6-12 or 7-12 subject area in whatever core subject the teacher is assigned to teach. A teacher who is certified in math, science, or language arts may attempt to use a HOUSSE** procedure to become highly qualified in additional core subjects. This option is available only within two years of date of employment.

---

Teacher of Record for Early Childhood and Elementary - Grades PK-5
Options A or E

Option A: Passed a state certification test in level/subject taught (Example: Early Childhood test PK-3 or Elementary Education test, or specific subject area test for departmentalized classes 6th – 12th grade. (Does not include special education test.)

Option B: Completed an undergraduate academic major or coursework equivalent to an undergraduate academic major (24 semester hours of subject-specific coursework) in subject taught as documented by the teacher's official transcript. (Does not include a special education major.)

Option C: Completed a graduate degree in subject taught. (Does not include a special education graduate degree.)

Option D: Holds certification through National Board for Professional Teaching Standards in core academic subject taught.

Option E: Veteran teachers: Demonstrated competency in each subject taught based on a High Objective Uniform State Standard of Evaluation (HOUSSE), see pages 85 and 86. Teachers new to the profession: Demonstrated competency in each subject area taught based on a HOUSSE. Early Childhood/Elementary Education, see page 85, or Middle/Secondary, see page 86.

---

Teacher of Record for Any Core Subject
Middle School and Secondary - Grades 6-12
Options A, B, C, D, or E
### Requirements for New Teachers to the Special Education Profession After December 3, 2004

1. New teachers must have the subject certification appropriate for the grade level (identified below) and
2. Have the appropriate Special Education Certification

<table>
<thead>
<tr>
<th>Appropriate Special Education Certification</th>
<th>Special Education Assignment &amp; Appropriate Subject Certification</th>
<th>Requirements to be Highly Qualified</th>
<th>Test to Pass</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification appropriate to the level of support (Mild Moderate or Severe Profound) needed by the child regardless of the child’s identified disability, except for Hearing Impairment, Visual Impairment, Deaf-Blindness, Multiple Disabilities and Speech or Language Impairment</td>
<td>PK – 3 &amp; Early Childhood</td>
<td>Pass Early Childhood Education Test</td>
<td>No Other Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 1 – 5 &amp; Elementary</td>
<td>Pass Elementary Education Test</td>
<td>No Other Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 6 Self-Contained Classroom &amp; Elementary</td>
<td>Pass Elementary Education Test</td>
<td>No Other Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 6, 7, &amp; 8 Departmentalized Classrooms &amp; Elementary for all core academic subjects except 7th &amp; 8th grade Math. (Oklahoma law requires Math certification to teach 7th &amp; 8th grade Math.) OR Middle level, 6-12 or 7-12 subject area specifically in whatever subject the teacher is assigned to teach</td>
<td>Pass Test in Elementary Education OR Pass subject area test in middle level, 6-12 or 7-12 subject area in whatever core subject the teacher is assigned to teach</td>
<td>A teacher who is certified in math, science, or language arts may attempt to use a HOUSSE** procedure to become highly qualified in additional core subjects. This option is available within two years of date of employment.* During this two-year period, the teacher is not highly qualified until the HOUSSE** process is completed or the subject area test is passed. If teaching a subject in which the teacher is not highly qualified, a letter must be sent to the parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 9 – 12 &amp; Secondary 6-12 or 7-12 subject area specifically in whatever subject the teacher is assigned to teach</td>
<td>Pass subject area test in secondary, 6-12 or 7-12 subject area in whatever core subject the teacher is assigned to teach</td>
<td>A teacher who is certified in math, science, or language arts may attempt to use a HOUSSE** procedure to become highly qualified in additional core subjects. This option is available only within two years of date of employment.* During this two-year period, the teacher is not highly qualified until the HOUSSE** process is completed or the subject area test is passed. If teaching a subject in which the teacher is not highly qualified, a letter must be sent to the parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio Students Grades PK – 12 &amp; Elementary</td>
<td>Pass Elementary Education Test</td>
<td>No Other Requirements</td>
<td></td>
</tr>
</tbody>
</table>

* Additional Options to be Highly Qualified for Middle Level or Secondary: (Not an option for PK-5 early childhood/elementary education or 6th grade elementary education self-contained classes.)
  - Complete an undergraduate major or coursework equivalent to undergraduate major (24 semester hours) in academic subject area taught (does not include elementary education coursework or special education coursework) **OR**
  - Hold a Graduate Degree in subject area taught (does not include elementary education graduate degree or special education graduate degree) **OR**
  - Hold certification through National Board for Professional Teaching Standards in core academic subject taught.

** Oklahoma’s High Objective Uniform State Standard of Evaluation (HOUSSE)

* A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.
## Certification Guide for School Staff Assignments – July 2010

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.

**Certification Guide for School Staff Assignments – July 2010**

**Special Education (PK–12)**

A beautiful certificate frame is available for purchase to display your teacher/administrator certificate. For information see page 112.
**Special Education Teachers who are Providing Direct Instruction in a Core Academic Subject and are the Teacher of Record**

Oklahoma’s High Objective Uniform State Standard of Evaluation (HOUSSE) Checksheet for Demonstrating Subject Competency

**TO BE COMPLETED FOR EACH CORE ACADEMIC SUBJECT AREA TAUGHT.**

(English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts [art and/or music], history, and geography)

- **Middle Level (Grades 6, 7, & 8)**
  - Special Education Teachers new to the profession after December 3, 2004, must have certification in Elementary Education, Math, Science or English/Language Arts and Special Education.

- **Secondary Level (Grades 9-12)**
  - Special Education Teachers new to the profession after December 3, 2004, must have certification in Math, Science or English/Language Arts and Special Education.

---

**Name:** __________________

**Teacher Number:** __________________

**Core Academic Subject Area:**

---

**National Board Certification in any subject**

- Must be content-specific to core academic subject area
  - Semester hours of content coursework taught in a school with a grade of “C” or better

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be content-specific to core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

---

**IN OKLAHOMA**

- Must be content-specific to core academic subject area
  - Semester hours of content coursework taught in a school with a grade of “C” or better

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

---

**NATIONAL BOARD CERTIFIED IN CORE ACADEMIC SUBJECT TAUGHT**

- Must be content-specific to core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

---

**YOU ARE HIGHLY QUALIFIED**

- Must be content-specific to core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

---

**STOP HERE**

- Must be content-specific to core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

- Must be employed as a full-time teacher or special education teacher, teaching the core academic subject area
  - Must have satisfactory teaching experience in an accredited school

---

**100 Points = Highly Qualified**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Board Certification in any subject</td>
<td>Content coursework in the core academic subject area</td>
<td>Years of satisfactory teaching experience in an accredited school</td>
<td>Service in the core academic subject area</td>
<td>Legislative Authorized Academic Institutes* or Professional Development</td>
<td>Achievement of students taught (optional)</td>
</tr>
</tbody>
</table>

---

**HOUSSÉ options provided by the Oklahoma State Department of Education to help schools comply with the federal mandates of No Child Left Behind.**

**Teacher of Record = Teacher who assigns grades for students**
**INSTRUCTIONAL PERSONNEL STANDARDS**
**SPECIAL EDUCATION – PK-12**
(For additional information refer to “Personnel Standards,” *Policies and Procedures for Special Education in Oklahoma.*)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category of Student</th>
<th>Code/Certification/Teacher Registry</th>
</tr>
</thead>
</table>
| SPECIAL EDUCATION | AUTISM | Certification in any area of special education and completion of 32 clock hours of Special Education Services–approved autism registry training (9801 Autism)* or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | DEAF-BLINDNESS | 2503 Hearing Impaired or 2552 Deaf/Hard of Hearing or 2511 Visually Handicapped or 2550 Blind/Visual Impairment and either completion of 32 clock hours of Special Education Services-approved deaf-blindness registry training (9802 Deaf-Blindness)* +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | DEVELOPMENTAL DELAY | See page 95. +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | DEAFNESS/HEARING IMPAIRMENT | 2503 Hearing Impaired or 2552 Deaf/Hard of Hearing +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | EMOTIONAL DISTURBANCE | 2501 Emotionally Disturbed or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | INTELLECTUAL DISABILITY | 2507 Mentally Handicapped or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |
| SPECIAL EDUCATION | MULTIPLE DISABILITIES | Certification in at least two areas of special education (excluding speech language pathology) and completion of 32 clock hours of Special Education Services–approved multiple disabilities registry training (9803 Multiple Disabilities)* or 2558 Severe-Profound/Multiple Disabilities** +
|  |  | ✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |

***Level of Support Needed by Child***
(Regardless of child’s identified disability, except for Deaf/Hard of Hearing and Blind/Visual Impairment)

<table>
<thead>
<tr>
<th>Certification Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild-Moderate Disabilities</td>
</tr>
<tr>
<td>Severe-Profound/Multiple Disabilities</td>
</tr>
</tbody>
</table>

*As indicated on teaching certificate. (Please refer to pages 94 - 95.)

**Competency-based certification areas of mild-moderate disabilities and severe-profound/multiple disabilities incorporate competencies needed for registry areas.
### INSTRUCTIONAL PERSONNEL STANDARDS
#### SPECIAL EDUCATION – PK-12
(continued)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category of Student</th>
<th>Code/Certification/Teacher Registry</th>
<th>Must Meet Highly Qualified Requirements – See page 86 - 87.</th>
</tr>
</thead>
</table>
| SPECIAL EDUCATION     | ORTHOPEDIC IMPAIRMENT                 | 2509 Physically Handicapped or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +  
✓ Must Meet Highly Qualified Requirements | 86 - 87.                                                                                           |
| SPECIAL EDUCATION     | OTHER HEALTH IMPAIRMENT               | Certification in any area of special education and completion of 32 clock hours of Special Education Services–approved other health impairment registry training (9804 Other Health Impairment)* or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +  
✓ Must Meet Highly Qualified Requirements | 86 - 87.                                                                                           |
| SPECIAL EDUCATION     | SPECIFIC LEARNING DISABILITIES        | 2505 Learning Disability or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +  
✓ Must Meet Highly Qualified Requirements | 86 - 87.                                                                                           |
| SPEECH-LANGUAGE PATHOLOGIST | SPEECH OR LANGUAGE IMPAIRMENT        | 052 Speech-Language Pathologist or 0523 Speech Pathologist                                            |                                                              |
| SPECIAL EDUCATION     | TRAUMATIC BRAIN INJURY                | Certification in any area of special education and completion of 32 clock hours of Special Education Services–approved traumatic brain injury registry training (9805 Traumatic Brain Injury)* or 2556 Mild-Moderate Disabilities or 2558 Severe-Profound/Multiple Disabilities**, depending on the level of support needed by the child*** +  
✓ Must Meet Highly Qualified Requirements | 86 - 87.                                                                                           |
| SPECIAL EDUCATION     | VISUAL IMPAIRMENT                     | 2511 Visually Handicapped or 2550 Blind/Visual Impairment +  
✓ Must Meet Highly Qualified Requirements – See page 86 - 87. |                                                              |
| SCHOOL PSYCHOLOGIST   | NA                                    | 0517 School Psychologist                                                                             |                                                              |
| SCHOOL PSYCHOMETRIST  | NA                                    | 0519 School Psychometrist                                                                            |                                                              |

*** Level of Support Needed by Child
(Regardless of child’s identified disability, except for Deaf/Hard of Hearing and Blind/Visual Impairment)

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Certification Area</th>
<th>Certification Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Individualized Education Program (IEP) and recent evaluation information reflects level of functioning, IEP goals, and services that align with the Priority Academic Student Skills (PASS) general education curriculum.</td>
<td>Mild-Moderate Disabilities</td>
<td>Severe-Profound/Multiple Disabilities</td>
</tr>
<tr>
<td>Student’s IEP and recent evaluation information reflects level of need, services, and supports with focus on functional skills and alternate achievement of the PASS standards.</td>
<td>Mild-Moderate Disabilities</td>
<td>Severe-Profound/Multiple Disabilities</td>
</tr>
</tbody>
</table>

*As indicated on teaching certificate. (Please refer to pages 94 - 95.)
**Competency-based certification areas of mild-moderate disabilities and severe-profound/multiple disabilities incorporate competencies needed for registry areas.
AMERICAN SIGN LANGUAGE  
Effective August 1, 2008

Requirements for an American Sign Language (ASL) teacher where ASL is offered for foreign language credit include:

1. Hold any current Oklahoma teaching certificate, and
2. Demonstrate proficiency by passing at least one of the following assessments:
   (A) American Sign Language Teacher Association (ASLTA) Provisional level certification;
   (B) Sign Language Proficiency Interview (SLPI) Advanced level certification;
   (C) Oklahoma Quality Assurance Screen Test (QAST) certification in interpreting (not transliterating) with a minimum level of III*;
   (D) Educational Interpreter Performance Assessment (EIPA) certification at the secondary level in ASL with a minimum score of 3.5 in both the receptive and expressive domains*;
   (E) Educational Sign Skills Evaluation (ESSE) certification at the secondary level in ASL with a minimum score of 3.5 in both the receptive and expressive domains*;
   (F) Registry of Interpreters for the Deaf (RID) Certified Interpreter (CI) Certification;
   (G) National Association of the Deaf (NAD) level 3 certification in interpreting;
   (H) National Council for Interpreters (NCI) certification at the generalist level.

Teachers who were teaching ASL for foreign language credit and listed as highly qualified during the 2006-2007 school year will need to pass one of the assessments listed above by August 1, 2008, to be eligible to continue to teach ASL for foreign language credit and to be listed as highly qualified on the October 2008 accreditation report.

Teachers assigned to teach ASL for foreign language credit after July 1, 2007, will need to pass one of the assessments listed above by August 1, 2008, to be eligible to continue to teach ASL for foreign language credit and to be listed as highly qualified on the October 2008 accreditation report.

Highly Qualified requirements do not apply to teachers who are teaching ASL as an elective and not counted for foreign language credit.

* For information on Educational Interpreters visit the State Department of Education Web site at <http://www.sde.state.ok.us>, Site Index, Special Education Services, Educational Interpreters, Assessment.
REQUIREMENTS FOR SPECIAL EDUCATION PARAPROFESSIONALS

Oklahoma State Department of Education, Special Education Services (OSDE-SES) Requires:

➢ High School diploma or General Education Diploma (GED)

➢ Meet No Child Left Behind Act of 2001 Title I Paraprofessional Requirements as necessary. See page 97.

➢ Complete and maintain training and skills in Cardiovascular Pulmonary Resuscitation (CPR) and First Aid.

➢ Complete training in Universal Precautions/Bloodborne Pathogens Training.

➢ Complete an additional six hours of professional development and Universal Precautions/Bloodborne Pathogens each school year thereafter.

For additional assistance please contact the Oklahoma State Department of Education, Special Education Services at (405) 522-3248.
Listing Special Education Teacher Registry Training on Teaching Certificates
Professional Standards Section
Title 34 § 300.32 and 300.136 - Code of Federal Regulations

Unless a special education teacher holds the competency-based certification areas of mild-moderate disabilities* or severe-profound/multiple disabilities,* Oklahoma State Department of Education-approved special education training (32 hours per registry) is to be reflected on the certificates of special education teachers in the following teacher registry areas.

- Autism
- Deaf-Blindness
- Multiple Disabilities
- Traumatic Brain Injury

* Competency-based certification areas of mild-moderate disabilities or severe-profound/multiple disabilities incorporate competencies needed for registry areas.

Background: The requirements for the specific training began a phase-in schedule on January 1, 1994, in accordance with Oklahoma’s State Plan for Special Education and federal regulations under the Individuals with Disabilities Education Act. Special education training is provided in collaboration with the Center for Learning and Leadership.

NOTE: Registry training is no longer available for Other Health Impairment (N-12) (June 15, 2008)

Procedure for Registry Training:
- Contact the Data and Registry Coordinator, Center for Learning and Leadership, at (800) 627-6827, or (405) 271-4500, ext. 41003, or (405) 271-1464 (TDD), to make arrangements to attend the registry training.
- Upon completion of training, submit a special education registry certification application to the Professional Standards Section of the Oklahoma State Department of Education. For information call (405) 521-3337.

Requests for Emergency Status to the Oklahoma State Department of Education:
- In some situations a teacher will not have the necessary training because a child in one of the specific categories has just moved to the district and training has not yet been completed or available to the teacher. In such situations the district should submit a special education registry certification application to the Professional Standards Section of the State Department of Education along with a letter from the superintendent or designee requesting approval for this emergency assignment.
- Upon review and approval, the Professional Services Division sends a letter to the district granting permission for the applicant to serve students in the specific registry category.
<table>
<thead>
<tr>
<th>Category of Student</th>
<th>Developmental Delay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Delay (aged 6-8) Effective July 1, 2001</td>
<td>Certification in at least one area of special education and Early Childhood or Elementary Education certification. Certification in at least one area of special education and teacher registry training specific to established or anticipated/suspected disability of the child. Certification in Mild/Moderate Disabilities* or Severe-Profound/Multiple Disabilities* based on the level of support needed by the child. Certification in Deaf/Hard of Hearing or Blind/Visual Impairment if child is sensory impaired. Categorical certification in the same area as child’s established or anticipated/suspected disability. Speech-Language Pathology if the child’s only delay is in the communication domain.</td>
</tr>
</tbody>
</table>

* Competency-based certification areas of mild/moderate disabilities and severe-profound, multiple disabilities incorporate competencies needed for registry areas.

| Teacher Registry Requirements                        | Completion of Special Education Services-approved training in any teacher registry area if this option is appropriate based on the child’s established or anticipated/suspected disability. Must be indicated on teaching certificate. |

---

**Certification Guide for School Staff Assignments – July 2010**
Special Education (PK–12)