

Financing Special Education in New Jersey
 New Jersey School Boards Association
 September 2007

**Appendix A-6: Impact of Highly Qualified Teacher Requirements
 Identified through Survey**

Reg	Op Type	DFG	HQT Impact	HQT Impact Comment
N	A. K-6	DE	None	All staff are highly qualified.
N	A. K-6	FG	Hiring Difficulties	Made it more difficult in hiring new staff. Good special ed teachers can be difficult to find.
N	A. K-6	FG	Minimal	We are a PSD-6 district. Our special ed teachers who teach 6th grade are expected to be HQT in all subjects they teach.
N	A. K-6	FG	None	This had no impact on our district.
N	A. K-6	GH	Hiring Difficulties	Can't implement because the pool of special education candidates is simply non-existent.
N	A. K-6	GH	Scheduling difficulties	The 6th grade is departmentalized and as a result, teachers need to be HQ in all areas. While we currently make this, it limits the transfer of teacher generalists.
N	A. K-6	I	Scheduling Difficulties	Our 6th grade resource room teacher can be affected with HQT.
N	A. K-6	J	None	Minimal since our special education teachers had already met HQT requirements.
N	B. K-8 / 0-400	A	None	We only have one special ed teacher.
N	B. K-8 / 0-400	B	None	The high quality teacher requirement has had no effect at this time.
N	B. K-8 / 0-400	DE	Professional development	Caused teachers to take classes.
N	B. K-8 / 0-400	FG	Additional staff	The HQT requirements have caused the need for more teachers.
N	B. K-8 / 0-400	FG	Hiring difficulties	Schools need more candidates that are highly qualified. This pool of HQT is currently limited as future educators are not becoming certified in special education.
N	B. K-8 / 0-400	FG	Less flexibility in assignments	The impact of HQT was to reassign some staff and place them in the areas that they are highly qualified to teach. Veteran teachers had to complete the HOUSE matrix.
N	B. K-8 / 0-400	FG	Scheduling difficulties	The HQT requirements have limited the subjects the teachers are allowed to teach causing less flexibility when scheduling.
N	B. K-8 / 0-400	GH	Better quality instruction	The only impact would be for the positive, because it would mean better programs with higher qualified teachers.
N	C. K-8 / 401-750	CD	Hiring difficulties	The impact was huge. Replacement resource center teachers must hold special education certification and highly qualified teacher status in every subject taught in middle-high school programs. Again, flexibility of staffing is prohibited as the pool of q

N	C. K-8 / 401-750	CD	None	None, all of our teachers are high quality teachers.
N	C. K-8 / 401-750	DE	Hiring difficulties	Highly qualified in middle school has been difficult to find staff.
N	C. K-8 / 401-750	DE	Hiring difficulties	Should we need to provide a replacement class in social studies or science in grades 6, 7, or 8, we would have to hire special education teachers who are highly qualified in those subjects. Finding general education teachers who are highly qualified in special education as well is difficult.
N	C. K-8 / 401-750	DE	None	All teachers met the requirement for highly qualified teachers
N	C. K-8 / 401-750	DE	None	None at this time.
N	C. K-8 / 401-750	DE	Scheduling difficulties	The need to move certain teachers who are eligible. Also, limits the pool of teachers for certain grades.
N	C. K-8 / 401-750	FG	Additional training	Special education teachers have been employed by the district for many years. Only one is highly qualified in math. The new rulings require her to be the one assigned to the middle school students although she is pursuing a Masters in reading.
N	C. K-8 / 401-750	FG	None	None
N	C. K-8 / 401-750	FG	Scheduling Difficulties	We had to move teachers around.
N	C. K-8 / 401-750	GH	None	All of our teachers met the guidelines and were highly qualified
N	C. K-8 / 401-750	I	Additional training	Additional training in some instances.
N	C. K-8 / 401-750	I	Minimal	Very little.
N	C. K-8 / 401-750	I	Scheduling difficulties	It impacted our upper grades (6, 7, 8) LLD class teacher who now needs to be highly qualified in all subject areas. This is a huge burden!
N	C. K-8 / 401-750	I	Scheduling difficulties	Significant: at the middle school level it is necessary to provide replacement classes with highly qualified content area special educators for each content area curriculum (science, social studies, math, language arts, reading) at each grade level.
N	D. K-8 / 751 +	FG	Hiring difficulties	We are also unable to find highly qualified people certified in certain areas such as special ed./services. Reduced the number of teachers in the teacher pool; increased salary compensation.
N	D. K-8 / 751 +	FG	None	All of our teachers either met the criteria or were very close, therefore the impact was not very significant.
N	D. K-8 / 751 +	FG	None	None, so far
N	D. K-8 / 751 +	FG	Scheduling difficulties	There were teachers who switched major subjects in their schedules.
N	D. K-8 / 751 +	GH	None	This requirement did not impact our program.
N	D. K-8 / 751 +	I	Hiring difficulties	Creates a problem staffing LLD and in-class support at the middle school level.
N	D. K-8 / 751 +	I	Hiring difficulties	It is more difficult to find highly qualified special education teachers in core subjects.

N	D. K-8 / 751 +	I	Hiring Difficulties	Some trouble the first year getting everyone qualified at the middle school in this K-8 district.
N	D. K-8 / 751 +	I	Less flexibility in assignments	It reduced our ability to develop and utilize flexible scheduling.
N	D. K-8 / 751 +	I	Less flexibility in assignments	Larger class size.
N	D. K-8 / 751 +	I	None	Our staff are carefully screened for certification and training upon employment and the district is very committed to professional development.
N	D. K-8 / 751 +	I	Scheduling difficulties	Limited movement of teachers from one resource center to another because of the specificity of requirements for middle school content areas.
N	D. K-8 / 751 +	J	None	None
N	D. K-8 / 751 +	J	None	Not applicable since our standards are high and all special education teachers are highly qualified.
N	E. K-12 / 0-1800	B	Additional staff	Hiring of more personnel; Increase in staff development costs
N	E. K-12 / 0-1800	B	Professional development	Increase in staff development costs
N	E. K-12 / 0-1800	B	Scheduling difficulties	Reorganization of current personnel and assignments
N	E. K-12 / 0-1800	DE	Minimal	The district made several transfers during the 2005-2006 school year to place HQT in appropriate teaching assignments. The HQT requirements had no real impact on our staff, as 95% of our teachers met the HQT standard in 2005 and all will have met the state guidelines
N	E. K-12 / 0-1800	DE	Scheduling difficulties	This impacted our resource teachers at our middle school.
N	E. K-12 / 0-1800	FG	Hiring Difficulties	Made for greater specialization and more difficult to fill vacancies especially in middle school.
N	E. K-12 / 0-1800	FG	Professional development	Teachers in grades 6-12 were encouraged to obtain subject area certifications.
N	E. K-12 / 0-1800	FG	Scheduling difficulties	Re-assignments were necessary, but that did not result in the "best" teacher in a particular setting.
N	E. K-12 / 0-1800	GH	Hiring Difficulties	At the secondary level, it had a small impact in assuring teachers were certified in the subjects they were teaching.
N	E. K-12 / 0-1800	GH	Minimal	Very little impact as most of our teachers qualified via the HOUSSE.
N	E. K-12 / 0-1800	I	Minimal	Minimal
N	E. K-12 / 0-1800	J	Hiring Difficulties	All new hires must be highly qualified.
N	F. K-12 / 1801-3500	DE	Experience recognition needed	Increased the level of expectations for professional staff and may require some tenured teachers to lose their jobs.

N	F. K-12 / 1801-3500	DE	Hiring difficulties	Secondary teachers with several content area certifications and special education certification are rare. This is not a problem on the elementary level, but a very serious situation in the middle and high school. Teachers who are excellent and able to t
N	F. K-12 / 1801-3500	DE	None	At this time, no impact
N	F. K-12 / 1801-3500	FG	Additional training	Several teachers needed to change assignments. Several teachers needed to take extra courses. Presently the impact was minimal
N	F. K-12 / 1801-3500	GH	Better quality instruction	Better use of teachers of students with disabilities for use in collaborative/consultative roles for JHS-SHS
N	F. K-12 / 1801-3500	GH	Hiring difficulties	Difficult to secure highly qualified teachers in math and science.
N	F. K-12 / 1801-3500	GH	Scheduling difficulties	Some veteran middle grades teachers had to be reassigned.
N	F. K-12 / 1801-3500	I	Hiring Difficulties	Reduce the pool of middle and high school special education teachers available, set academic standards that are unrealistic to become highly qualified for special education.
N	F. K-12 / 1801-3500	I	None	None at this time.
N	F. K-12 / 1801-3500	J	Hiring difficulties	Very difficult to find secondary special education teachers for replacement instruction.
N	G. K-12 / 3501 +	A	Better quality instruction	Improvement was felt in content areas.
N	G. K-12 / 3501 +	A	Better quality instruction	Overall, the impact has been positive with regard to quality of instruction
N	G. K-12 / 3501 +	A	Experience recognition needed	We lost a number of special education teachers, leaving students with subs for long periods. As a result, students were not getting the help they needed from qualified teaching staff.
N	G. K-12 / 3501 +	A	Scheduling difficulties	Scheduling challenges at the secondary level.
N	G. K-12 / 3501 +	B	Better quality instruction	This requirement has had a great positive impact by improving the competency of the personnel hired by the district.
N	G. K-12 / 3501 +	FG	Experience recognition needed	Less restriction should be placed on experienced special education teachers regarding highly qualified teaching requirements.
N	G. K-12 / 3501 +	FG	Hiring difficulties	It has made it difficult to properly staff a large K-12 district for special education classes in recent past.
N	G. K-12 / 3501 +	GH	Hiring difficulties	Increased difficulty in hiring at the middle and high school level.
N	G. K-12 / 3501 +	GH	Hiring difficulties	It had an impact on hiring resource room teachers on the secondary level. It is difficult to find teachers with dual certification both subject specific and special education.
N	G. K-12 / 3501 +	GH	Hiring Difficulties	We are already experiencing a shortage of "Highly Qualified" special education teacher candidates. If teachers are required to case manage, we would have to substantially increase our numbers of special education teachers who already are in short supply.

N	G. K-12 / 3501 +	GH	Scheduling difficulties	Loss of teachers yet content approved teachers which does help the department.
N	G. K-12 / 3501 +	I	Additional staff	Requires additional personnel or additional costs to have teachers highly qualified in certain subjects teach additional students.
N	G. K-12 / 3501 +	I	Minimal	There was limited impact for the highly qualified teacher requirement on our special education program.
N	G. K-12 / 3501 +	J	Hiring difficulties	The impact has been significant at the secondary level, especially in replacement classes. The pool of teacher candidates has been reduced.
N	H. 7-12 / 9-12	DE	Additional training	Very little because our district had already identified the subject area experts partnered with general education, and provided additional professional development in their subject areas.
N	H. 7-12 / 9-12	FG	Minimal	All teachers already met highly qualified
N	H. 7-12 / 9-12	FG	Minimal	Not much! The in-house matrix worked. For future hires this will wreak havoc! On teacher highly qualified to teach all subjects (autism program) will not be possible.
N	H. 7-12 / 9-12	GH	Additional training	The Highly Qualified Teacher requirement forced two teachers who were not highly qualified to take courses to meet the requirement.
N	H. 7-12 / 9-12	GH	Less flexibility in assignments	Teachers have been assigned to a smaller range of subject areas and are cognizant of the need to develop expertise in given areas. Special education teachers are now subject area specialists.
N	H. 7-12 / 9-12	I	Hiring Difficulties	We cannot find appropriate staff in math and science. New college grads usually have English and Social Studies.
N	H. 7-12 / 9-12	I	Hiring difficulties	We now seek to hire dually certified teachers. In a special class program there are regular ed. teachers teaching classes of classified students.
N	H. 7-12 / 9-12	J	Hiring difficulties	Fewer candidates applying; The candidate pool seems to be weaker
N	J. VOC		Hiring Difficulties	Impossible to find Highly Qualified special education teachers in science and math
N	J. VOC		Minimal	Minimal impact
N	J. VOC		Professional development	Forced teachers to take classes that they were providing resource in.
N	J. VOC		Scheduling difficulties	Reduced the number of departmentalized special education classes (secondary).
C			Additional training	Time in ensuring compliance
C			Minimal	This initiative had a minimal impact with one teacher not being re-employed.
C			None	Not applicable. All tuition students
C	A. K-6	GH	None	None
C	B. K-8 / 0-400	CD	Hiring difficulties	If special ed. teachers are not highly qualified in a content area, they can no longer teach pull-out classes in that content.
C	B. K-8 / 0-400	FG	None	Since our teachers are all highly qualified, there was no impact.

C	B. K-8 / 0-400	FG	Scheduling difficulties	We have one teacher who provides in-class support for all but one period. During that period, he provides a one-to-one class math replacement for a 5th grade students. In this area he is not highly qualified. This is foolish.
C	B. K-8 / 0-400	I	Additional staff	Could result in increased staffing costs for special education.
C	B. K-8 / 0-400	I	Hiring Difficulties	At times, difficult to find middle school teachers with dual certification.
C	B. K-8 / 0-400	I	None	No impact
C	C. K-8 / 401-750	DE	None	No impact
C	C. K-8 / 401-750	DE	None	No impact in K-5 schools; Extremely hard to find Highly Qualified Teachers for Language Arts and Math in 6-8 Resource Centers
C	C. K-8 / 401-750	FG	Hiring Difficulties	It is very difficult to manage when it is best for some special ed students to have the same teacher for language arts literacy and math.
C	C. K-8 / 401-750	FG	Hiring difficulties	Very difficult to find Highly Qualified middle school teachers for replacement resource fore math.
C	C. K-8 / 401-750	FG	None	None
C	C. K-8 / 401-750	GH	Hiring difficulties	Has affected the type of teachers I can hire.
C	C. K-8 / 401-750	GH	None	None at this time.
C	C. K-8 / 401-750	GH	Scheduling difficulties	Significant impact for middle school pullout replacement and team-teaching in-class support options.
C	C. K-8 / 401-750	I	Hiring difficulties	More time spent interviewing and hiring
C	C. K-8 / 401-750	J	Professional development	It encouraged teachers to take courses to be highly qualified in additional areas.
C	D. K-8 / 751 +	FG	Hiring difficulties	It is very hard to find qualified teachers.
C	D. K-8 / 751 +	FG	None	None. All teachers were HQ.
C	D. K-8 / 751 +	GH	Hiring difficulties	Difficult to find HQT at the Middle School.
C	D. K-8 / 751 +	GH	Hiring difficulties	Difficulty finding people for secondary level.
C	D. K-8 / 751 +	GH	None	At this time, there is no impact; however, for resource room programs, it is a major impact as veteran teachers have not had the coursework, etc. HOUSSE rules help a great deal.
C	D. K-8 / 751 +	GH	None	No impact
C	D. K-8 / 751 +	GH	Scheduling difficulties	Minor shifting of schedules
C	D. K-8 / 751 +	I	Hiring difficulties	It is difficult to recruit Highly Qualified Teachers.
C	D. K-8 / 751 +	I	Hiring difficulties	Made it much more difficult to find HQ middle school/special education teachers.
C	D. K-8 / 751 +	I	Less flexibility in	It limited the scope of what teachers could teach.

			assignments	
C	D. K-8 / 751 +	I	None	None. All of our teachers meet the HQT standards.
C	D. K-8 / 751 +	I	Professional development	Additional district expenses and teacher time in training/maintaining/upgrading skills.
C	D. K-8 / 751 +	I	Professional development	Teachers may be specifically trained in a scientifically based program, but not highly qualified in that area. The trained special education teacher is now not able to teach those subjects.
C	D. K-8 / 751 +	I	Scheduling Difficulties	Limitations for pull-out resource programs. Teachers may be specifically trained in a scientifically based program, but not highly qualified in that area.
C	D. K-8 / 751 +	I	Scheduling difficulties	We have reduced flexibility for staffing pullout programs.
C	D. K-8 / 751 +	J	None	All teachers were able to meet the requirements of highly qualified.
C	E. K-12 / 0-1800	A	Scheduling difficulties	We had to shift teacher assignments and send teachers to classes to qualify for the HOUSE matrix. This affects our flexibility in scheduling students.
C	E. K-12 / 0-1800	GH	Hiring Difficulties	Has made it more difficult to schedule a secondary special education program.
C	E. K-12 / 0-1800	I	Scheduling difficulties	Presented difficulty with science and social studies.
C	F. K-12 / 1801-3500	B	None	The majority of special education teachers in the district are highly qualified.
C	F. K-12 / 1801-3500	DE	Hiring difficulties	Difficulty in finding high quality teachers at middle and high school levels.
C	F. K-12 / 1801-3500	DE	Professional development	Simply has required districts to hold teachers accountable - a good thing for special education teachers to become knowledgeable about content.
C	F. K-12 / 1801-3500	GH	Better quality instruction	All of our district teachers are highly qualified. It has had a positive impact by ensuring that all special education teachers are trained in their subject areas.
C	F. K-12 / 1801-3500	I	Hiring difficulties	Difficult to bring in new staff at the secondary level.
C	F. K-12 / 1801-3500	I	Hiring Difficulties	It made it very difficult to locate and hire qualified secondary special education teachers.
C	F. K-12 / 1801-3500	I	None	None
C	G. K-12 / 3501 +	A	Additional staff	We have very few highly qualified teachers at the high school; therefore, there will be significant increase in personnel for 3007-3008 school year.
C	G. K-12 / 3501 +	B	Hiring Difficulties	Assignments were made by their qualifications and some staff needed to be transferred. Sometimes it is difficult to find candidates that are highly qualified for potential openings.
C	G. K-12 / 3501 +	B	Hiring difficulties	The recruitment of highly qualified math and science teachers for middle school and high school has been a challenge. In addition, self-contained teachers that must be highly qualified in all subject areas has had an impact on

				teacher recruitment.
C	G. K-12 / 3501 +	DE	Experience recognition needed	Many teachers with years of experience teaching a content area were unable to continue in that area because they are not highly qualified.
C	G. K-12 / 3501 +	DE	Hiring difficulties	The Highly Qualified teacher requirement continues to be a problem area in secondary programs.
C	G. K-12 / 3501 +	DE	Scheduling difficulties	Newly hired teachers have to be placed in in-class support classes because they are generally not highly qualified in any area. This creates a huge scheduling problem in my district in 5 middle schools and 3 high schools.
C	G. K-12 / 3501 +	FG	Hiring difficulties	Difficulty finding HQ high school teachers of mathematics.
C	G. K-12 / 3501 +	FG	Hiring Difficulties	It has made finding teachers for high school programs much more difficult.
C	G. K-12 / 3501 +	FG	Hiring difficulties	It is increasingly more difficult to find teachers that are HQ in a specific subject and special education for the secondary level. The universities need to catch up to state mandates and require students to become certified in both areas.
C	G. K-12 / 3501 +	FG	Hiring difficulties	It is next to impossible to find highly qualified teachers at the secondary level in the areas of math and science. Therefore, we have to reassign teachers in order to meet the highly qualified teacher requirement.
C	G. K-12 / 3501 +	FG	Hiring Difficulties	There has not been enough time to tell. However, filling positions has been extremely difficult.
C	G. K-12 / 3501 +	GH	Hiring Difficulties	Our teachers were in-services annually 3 years in advance of the NCLB mandate. The areas of math and science reflect the fewest numbers of HW staff. HQT status is a major factor in the hiring process.
C	G. K-12 / 3501 +	GH	Hiring difficulties	There is a reduction of special education teachers certified to teach in the content areas.
C	G. K-12 / 3501 +	I	Hiring Difficulties	Difficult to secure appropriate staff at secondary levels.
C	G. K-12 / 3501 +	I	Hiring Difficulties	Forced us to look at those that were solely qualified
C	G. K-12 / 3501 +	I	Less flexibility in assignments	Reduced pool of teachers to teach out of class replacement at the secondary level.
C	G. K-12 / 3501 +	I	Professional development	Several special education teachers did not meet HQT requirements. They will need additional training. Our distribution of subject areas is adequate to date.
C	G. K-12 / 3501 +	I	Scheduling difficulties	This impacted flexibility with teacher assignments by limiting us. We were unable to utilize teachers effectively and were unable to assign them according to need.

C	G. K-12 / 3501 +	J	Hiring difficulties	It will have a tremendous impact as of next year at the secondary level due to the difficulty in hiring enough new highly qualified teachers. Most of the hiring process takes place in early spring, but the overall need, particularly at the secondary level
C	G. K-12 / 3501 +	J	Minimal	Most of our teachers had little problem with meeting this requirement.
C	H. 7-12 / 9-12	DE	Hiring Difficulties	Faculty for self-contained classrooms and resource rooms
C	H. 7-12 / 9-12	FG	Hiring Difficulties	It is extremely difficult to find and hire HS special education teachers who also possess expertise and certification in a content area. There needs to be some collaboration with colleges, especially in New Jersey, in preparing students to enter special
C	H. 7-12 / 9-12	GH	Hiring difficulties	Hiring must be much more content area specific. Teacher assignments must revolve around the HQ requirements. Children benefit by having teachers who are more knowledgeable in the subject area.
C	H. 7-12 / 9-12	GH	Hiring Difficulties	Makes it difficult in self-contained settings. Students with behavioral disorders need the support of one teacher. This provision limits this assistance.
C	H. 7-12 / 9-12	J	Hiring Difficulties	In the multiple disabilities program, it forced us to use other teachers to come in and teach science.
C	H. 7-12 / 9-12	J	Minimal	HQT causes a lot of anxiety on teachers' part and additional paperwork.
C	J. VOC		Professional development	It was difficult for teacher re-testing. We had to use the HOUSSSE standards.
S	A. K-6	A	Professional development	Self contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	A. K-6	B	Minimal	As an elementary district, there was little impact.
S	A. K-6	B	None	All of our staff are highly qualified.
S	A. K-6	B	None	None
S	A. K-6	B	None	None. Everyone could meet HOUSE standards
S	A. K-6	CD	None	All of our special education teachers are in the High Quality Teacher standard.
S	A. K-6	CD	None	All teachers are highly qualified
S	A. K-6	CD	None	None. All teachers were highly qualified
S	A. K-6	DE	None	None at this point; however, it is becoming increasingly difficult to find special education teacher candidates with the proper certification.
S	A. K-6	DE	None	Very little, not a major hurdle to overcome.
S	A. K-6	DE	Professional development	To assure that all of our special education staff met the requirements needed to be highly qualified, we needed extra time and staff to carefully go through each of our staff's credentials.
S	A. K-6	FG	Minimal	Minimal
S	A. K-6	FG	None	All of my teachers were highly qualified. All but one have Masters degrees and all are certified Teacher of the Handicapped and Regular education/Elementary K-5.
S	A. K-6	GH	None	None at this time

S	B. K-8 / 0-400	A	None	There was no impact. All of our teachers meet the Highly Qualified Teacher requirements.
S	B. K-8 / 0-400	A	Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	B. K-8 / 0-400	B	Hiring Difficulties	Difficulty in filling positions at middle and HS
S	B. K-8 / 0-400	B	Hiring difficulties	Limits the candidate pool for the upper grades
S	B. K-8 / 0-400	B	Scheduling Difficulties	Limited teachers at the middle grades.
S	B. K-8 / 0-400	CD	Hiring Difficulties	None - may become a factor as we move toward more middle school in-class support.
S	B. K-8 / 0-400	CD	Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	B. K-8 / 0-400	FG	Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	B. K-8 / 0-400	GH	None	None
S	C. K-8 / 401-750	A	None	None
S	C. K-8 / 401-750	A	Professional development	Self contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	C. K-8 / 401-750	A	Scheduling difficulties	It locks us into having one teacher for older grades and one teacher for younger grade. It creates a more rigid scheduling situation.
S	C. K-8 / 401-750	B	Less flexibility in assignments	It made instruction and scheduling more difficult, especially for the middle school self-contained class.
S	C. K-8 / 401-750	B	None	All our teachers were/are HQT
S	C. K-8 / 401-750	B	Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	C. K-8 / 401-750	CD	Additional staff	Potential for adding personnel
S	C. K-8 / 401-750	CD	Minimal	`
S	C. K-8 / 401-750	CD	Minimal	Minimal
S	C. K-8 / 401-750	CD	Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.
S	C. K-8 / 401-750	DE	Minimal	One special education middle school teacher is having difficulty passing the math Praxis.
S	C. K-8 / 401-750	DE	None	We are in compliance
S	C. K-8 / 401-750	FG	None	All our teachers are highly qualified
S	D. K-8 / 751 +	B	Additional training	Cost to our teachers. Dollars spent at the middle school to be HQ in every subject.
S	D. K-8 / 751 +	B	Hiring difficulties	All our teachers currently meet the standards. However, hiring for new positions will be impacted.
S	D. K-8 / 751 +	B	Minimal	There is no major impact on our Pre-K-8 grade district

S	D. K-8 / 751 +	B	None	None
S	D. K-8 / 751 +	B	Scheduling difficulties	Made scheduling very difficult.
S	D. K-8 / 751 +	CD	Better quality instruction	We now have more quality teachers in subject areas.
S	D. K-8 / 751 +	CD	Hiring difficulties	Adds HQ in addition to certification requirements
S	D. K-8 / 751 +	CD	None	All of our special education teachers are highly qualified.
S	D. K-8 / 751 +	CD	None	None that were noticeable to our student's program requirements.
S	D. K-8 / 751 +	CD	Scheduling difficulties	Greatly restricts ability to reassign teachers
S	D. K-8 / 751 +	CD	Scheduling difficulties	In theory, I agree that special education teachers should have content expertise similar to their general education counterparts. In following the guidelines, some teachers were required to teach special ed content areas that were of no interest to them.
S	D. K-8 / 751 +	DE	Additional training	No impact at the elementary level. Middle school was an issue as one teacher does not have multiple subject area certification.
S	D. K-8 / 751 +	FG	Hiring difficulties	It is making it increasingly difficult to find and have HQ teachers, particularly at the secondary/middle school levels. This already limited pool of teaching candidates is being lessened by the HQT requirements.
S	D. K-8 / 751 +	FG	None	Pre-K to 8 districts are able to use HOUSSE standards to qualify middle school teachers.
S	D. K-8 / 751 +	FG	Scheduling difficulties	The district is not free to assign an available teacher if that teacher is not Highly Qualified. This could result in the need to hire another staff member but not be able to dismiss the teacher who cannot be used.
S	D. K-8 / 751 +	GH	Hiring difficulties	Limited choice in interview process/teacher selection.
S	D. K-8 / 751 +	I	Minimal	Very little.
S	D. K-8 / 751 +	I	Scheduling difficulties	This requirement is forcing us to redistribute teacher at the middle school. This could have a negative effect if a student would then have several different special education teachers.
S	E. K-12 / 0-1800	A	Minimal	The jobs need to be advertised more subject specific, but overall it has not been that difficult.
S	E. K-12 / 0-1800	B	Hiring Difficulties	Very difficult to find staff that are certified and highly qualified
S	E. K-12 / 0-1800	CD	Minimal	Not too much.
S	E. K-12 / 0-1800	DE	Hiring difficulties	Increased difficulty in new hires at secondary level.
S	E. K-12 / 0-1800	FG	Hiring Difficulties	The most significant impact was hiring new teachers who graduated from colleges/universities which did not require content area specialization on the secondary level.
S	E. K-12 / 0-1800	FG	Minimal	We have been able to fulfill this requirement with little impact on our programs. It sometimes presents a problem with a new hire.

S	F. K-12 / 1801-3500	A	Less flexibility in assignments	Less flexibility in scheduling students along with crowding of resource classes resulting in using aides and/or hiring additional teaching staff.
S	F. K-12 / 1801-3500	B	Hiring difficulties	Significant. Our district has invested significant financial resources in recruiting highly qualified teachers.
S	F. K-12 / 1801-3500	B	Professional development	Major impact on middle school since we have a departmental program.
S	F. K-12 / 1801-3500	B	Professional development	We have invested significant financial resources in providing intensive staff development to teachers in order to meet HQ requirements.
S	F. K-12 / 1801-3500	CD	Hiring Difficulties	Locating and keeping teachers particularly math at the high school level.
S	F. K-12 / 1801-3500	DE	Hiring Difficulties	Difficulty finding/hiring highly qualified paraprofessionals.
S	F. K-12 / 1801-3500	DE	Hiring Difficulties	It gave us less flexibility with staffing in the middle and high school levels. We also have difficulty finding highly qualified teachers to provide home instruction.
S	F. K-12 / 1801-3500	FG	Minimal	Not much.
S	F. K-12 / 1801-3500	FG	Professional development	The impact is greatest on our teachers of self-contained and resource center students. How can we expect veteran teachers to take classes in a specific subject(s) when they have been in the classroom for so many years?
S	G. K-12 / 3501 +	A	Hiring difficulties	Forced us to apply higher standards to new hires. Also requirement has changed higher ed programs making it longer for students to be credentialed and requires more cost for students to train, leading to increased shortages of available teacher candidate
S	G. K-12 / 3501 +	A	Hiring difficulties	It increased the difficulty of hiring new teachers. Teachers were moved to in-class support and elementary positions because they were not highly qualified
S	G. K-12 / 3501 +	CD	Hiring difficulties	Different requirements for new and veteran teachers. Difficulty in hiring new teachers who were HQT in both reading and math
S	G. K-12 / 3501 +	CD	Hiring Difficulties	More difficult to recruit and assign staff.
S	G. K-12 / 3501 +	CD	Hiring difficulties	The new highly qualified teacher requirements have created a need for school districts to be much more selective in the hiring process, which limits the pool of available candidates.
S	G. K-12 / 3501 +	CD	Less flexibility in assignments	Need to have co-teaching in high school BD class.
S	G. K-12 / 3501 +	CD	Scheduling difficulties	To satisfy the requirement, teachers were moved to an assignment where they were deemed HQT (e.g., from an LRC to ICS or LRC to SC).
S	G. K-12 / 3501 +	DE	Hiring difficulties	Decreased the pool of qualified personnel. In some cases, staff was let go due to their inability to meet the new criteria.
S	G. K-12 / 3501 +	DE	Minimal	Minimal impact was encountered.

S	G. K-12 / 3501 +	FG	Hiring Difficulties	We have difficulty employing highly qualified teachers to teach self-contained classes
S	H. 7-12 / 9-12	B	Scheduling difficulties	It made scheduling my high school teachers very difficult.
S	H. 7-12 / 9-12	B	Scheduling difficulties	Scheduling became critical.
S	H. 7-12 / 9-12	CD	Hiring Difficulties	It is difficult to hire teachers needed to comply with regulations for the World Language and self-contained programs.
S	H. 7-12 / 9-12	DE	Additional training	Although most teachers in our district were HQT in their areas of instruction, a few needed to take coursework to gain HQT status in other areas where they might be needed in the future. As much as special education teachers need to know their academic c
S	H. 7-12 / 9-12	DE	Additional training	Little effect, but it did force two teachers to gain additional certification.
S	H. 7-12 / 9-12	DE	Hiring Difficulties	Severe impact. At the HS level all teachers are subject driven. We have to employ HQ teachers in every subject.
S	H. 7-12 / 9-12	DE	None	All teachers are currently considered highly qualified.
S	H. 7-12 / 9-12	DE	Scheduling difficulties	All our teachers are highly qualified; challenge is scheduling
S	H. 7-12 / 9-12	FG	Additional staff	Difficulties staffing self-contained programs at the middle and high school levels. Lack of realistic time frames to obtain HQ status for many special education teachers.
S	J. VOC		Additional staff	Need for additional staff to cover specific content areas.
S	J. VOC		Additional training	We needed to certify within the subjects.
S	J. VOC		Hiring difficulties	It has greatly impacted the availability of special education teachers to teach classes and has made it almost impossible to find highly qualified special education teachers under the guidelines in the area of math and science.
S	J. VOC		Hiring difficulties	It is very difficult to find high school teachers who are highly qualified in both special education and math, English, social studies and science
S	J. VOC		None	None
S	J. VOC		Scheduling Difficulties	Scheduling
S	K. CHARTER		Professional development	Self-contained special education teachers for 6-8 grades need to meet multiple quality requirements.