

**Department of Elementary and Secondary Education
Offices of Data System Management and Special Education
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Q&A Regarding Coding of Special Education Core Content Teachers of Record

The following Q&A were compiled in response to district inquiries about coding of special education teachers and the relationship between the coding and the federal NCLB Highly Qualified requirements. NCLB and IDEA require all special education teachers to be highly qualified. Special education teachers who teach core content must be fully certificated in special education and demonstrate expertise in the content area (e.g. special education teachers who are teaching and providing grades in communication arts must have full special education certification and must demonstrate competency in communication arts). Students who are MAP-A eligible (whether they will be tested that year or not) must have a fully certified special education teacher who is able to demonstrate competency at the elementary level (that is, most often, an elementary and special education certificate).

Q1: What do you mean by “teacher of record” and how should they be coded?

A1: The teacher of record has primary responsibility for teaching the content and is awarding the grade/credit in the content area. The teacher of record would use the applicable special education course code, with a delivery system of SC-self contained, LI-low incidence self-contained, or C1-C9-combined courses.

Q2: Should we use the general ed course codes for special education teachers who are teaching core content?

A2: No, special education teachers should always use course codes beginning with “19”

Q3: What special education course codes are considered “core”?

A3: The following are considered “core”:

- 195000 – Direct service/instruction special education, core content
- 195300 – Direct Service/instruction Severe Developmental Delay
- 195610 – Departmentalized Instruction Communication Arts
- 195620 – Departmentalized Instruction Mathematics
- 195630 – Departmentalized Instruction Science
- 195640 – Departmentalized Instruction Social Studies

Q4: How do the delivery systems for special education teachers impact the Highly Qualified status of the teachers?

A4: Delivery systems for special education teachers include the following:

- Delivery systems of SC-self contained, LI-low incidence self-contained, or C1-C9-combined courses should be used when the special education teacher is the teacher of record. These delivery systems combined with a core content course code would indicate that the teacher needs to demonstrate competency in the core content area for Highly Qualified purposes.
- Delivery system CO-Co-teaching should be used when the special education is working in a classroom alongside a regular education teacher. The special education teacher would not be considered the teacher of record in this case, so would not need to demonstrate competency in the core area for Highly Qualified purposes.

- Delivery system IG-Individual/Small Group should be used for supplementary instruction where the special education teacher is not giving a grade in the content area. Examples of this are resource rooms where students come for additional help, or for speech/language teachers who provide therapy and are not giving a grade in a content area. The special education teacher would not be considered the teacher of record in this case, so would not need to demonstrate competency in a core area for Highly Qualified purposes.

Q5: What needs to be coded as core content teacher of record assignments?

A5: When students are receiving a grade/credit in the core area, the course needs to be reported as core.

Q6: How do we code study skills/strategies classes?

A6: First, the assumption is that the students are not receiving a core content grade/credit from this class. If not, the class can be coded as non-core (195010) with the applicable delivery system.

Q7: How to code classes with students eligible for MAP-A?

A7: Following are a few scenarios. In all of them, the assumption is that the special education teacher is the teacher of record for the students.

- Elementary or high school classroom where all students are MAP-A eligible (even if they won't be assessed that year): Use code 195300. For HQ, this requires "elementary" content expertise, at any grade level.
- High school classroom where no students are MAP-A eligible & core content taught: 195000 if four core areas taught (language arts, math, science, social studies) or 195610-lang arts, 195620-math, 195630-science, 195640-social studies, as appropriate to indicate core area(s) covered. For HQ, this requires content expertise in each core content area taught
- High school classroom with some MAP-A eligible students and some not: Generally need to split the minutes between the two examples above so that the HQ requirements can be evaluated separately
- Elementary classroom where no students are MAP-A eligible & core content taught: 195000. For HQ, this requires "elementary" content expertise