

Technical Paper for Project CHILD Schools

Highly Qualified Teacher Requirements for No Child Left Behind (Kindergarten Certification)

General Guidelines

This technical paper will clarify the guidelines for Project CHILD teachers to meet the No Child Left Behind (NCLB) Highly Qualified Teacher requirements. To summarize, Project CHILD teachers must be in compliance with the following:

1. Meet state certification requirements for elementary education covering grades K-6 or grades 1-6. The kindergarten anchor teacher in a primary cluster must have the kindergarten endorsement.
2. Meet Project CHILD certification requirements that include participating in advanced training (see Table 1) and passing the CHILD certification examination.

Kindergarten Certification for Primary Cluster Teachers

The first and second grade anchor teachers for a CHILD primary cluster DO NOT need the kindergarten endorsement. This provision is covered under the **High, Objective, Uniform State Standard of Evaluation (HOUSSE)** plan for certain experienced teachers. In Spring 2004 the U.S. Department of Education announced new NCLB flexibility provisions to be extended to teachers who face challenges in being assigned to teach multiple subjects, or multiple grades as is the case for Project CHILD teachers.

This was clarified in a memorandum from Florida Education Chancellor Jim Warford dated September 16, 2004 along with an Attachment stating “The HOUSSE plan is not limited to, but may be especially applicable, to the following types of teaching assignments...Teachers in Project Child programs.”

Click below for a link to these documents.

[DOE HOUSSE Memo from Chancellor Warford](#)
[Kindergarten Certification DOE attachment](#)

Highly Qualified Experts through Advanced Training

In addition to the state-mandated teacher certification requirements, Project CHILD teachers participate in a specific and rigorous advanced training program to become highly qualified as subject specialists. CHILD teachers become experts at classroom management strategies that promote highly engaging classrooms with hands-on active learning and the integration of technology.

The table below represents a snapshot of the professional development activities for Project CHILD educators.

Table 1: Sequence of CHILD Professional Development Activities

Activity	Number of days	Staff involved
Implementation training workshop	3	Teachers, principal, classroom assistants
Leadership Academy	2	Principal and leadership team
Coaching, mentoring (on site)	2	Teachers
Follow-up training workshop	1	Teachers
After school regional support days	1 or 2	Teachers
Consultant training workshop	2	Certified CHILD educators with at least one year's experience
Advanced Training Summer Retreat	3	CHILD teachers and principals
CHILD Annual Conference	1	CHILD teachers, principals, and guests
Paraprofessional training	½ or 1	Classroom assistants