



ACHIEVING “HIGHLY QUALIFIED” STATUS
UNDER NO CHILD LEFT BEHIND (NCLB)

A guide for Maryland teachers

Using Maryland’s HOUSSE

High, Objective, Uniform State Standard of
Evaluation

Using Maryland's HOUSSE

(High, Objective, Uniform State Standard of Evaluation)

Achieving “highly qualified” status under No Child Left Behind:
A guide for Maryland teachers

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Maryland’s HOUSSE

IN October 2003, the Maryland State Board of Education adopted a High, Objective, Uniform State Standard of Evaluation for Maryland’s veteran teachers, providing them a convenient method of achieving “highly qualified” status using one of several options under the No Child Left Behind Act. Subsequently, in October 2004, the rubrics for teachers of students with special needs were adopted.

No Child Left Behind requires that all teachers of core academic subjects be “highly qualified” by the conclusion of the 2005-2006 school year. Each school system, along with the state, must report annually the percentage of classes taught by teachers who are not “highly qualified.” Parents, community members, and other stakeholders are interested in this measure of educational rigor, and federal legislation provides for sanctions in the event that annual goals are not met. Capturing and reporting accurate data on teacher qualifications is an important way to demonstrate the excellence flourishing in schools and school systems around the state.

To assist teachers in achieving “highly qualified” status, the Maryland State Department of Education (MSDE) has created a single document that will give teachers the information they need to interpret the requirements of HOUSSE; assess their credentials, course work, experience, and professional activities; complete the HOUSSE rubric to achieve “highly qualified” status; and submit their completed rubrics to human resources officials in local school systems. Teachers are encouraged to review this document and determine their status, using HOUSSE and submitting a Competency Rubric if appropriate. **For teachers who achieve “highly qualified” status as a result of holding a particular Maryland certificate (column I in the rubrics) in the core academic subjects they are teaching, no further action is necessary.** Individual questions should be addressed to human resources/personnel staff in teachers’ individual school systems.

The information in this document has been disseminated to Superintendents, Directors of Human Resources, and other individuals responsible for determining and reporting on the qualifications of teachers in local school systems. Human resources professionals will share this document with teachers through a variety of mechanisms, and it is available on the MSDE Web site, www.marylandpublicschools.org.

Many individuals were involved in producing this document. Grateful acknowledgement is made to the HOUSSE Implementation Work Group as well as to the teachers and administrators who provided feedback.

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Do I need to complete the HOUSSE rubric?

This section explains how to achieve “highly qualified” status as a Maryland teacher. Please read this section carefully to determine whether it is necessary for you to complete the HOUSSE rubric (pp. 18-24).

The federal No Child Left Behind Act (NCLB), enacted in January 2002, requires that all teachers be “highly qualified” by July 1, 2006, if teaching in core academic subjects (CAS). To achieve “highly qualified” status, teachers new to the profession (without verifiable teaching experience prior to the first day of the 2002-2003 school year) may have different requirements than those who are not new teachers.

Acronyms

As you read through this information, please refer to the chart below for explanations of acronyms.

FREQUENTLY USED ACRONYMS	
Advanced Professional Certificate	APC
Continuing Professional Development (credit)	CPD
Core Academic Subjects	CAS
Early Childhood Education	ECE
Educational Testing Service	ETS
English for Speakers of Other Languages	ESOL
High, Objective, Uniform State Standard of Evaluation	HOUSSE
Institution of Higher Education	IHE
Local School System	LSS
Maryland State Department of Education	MSDE
National Teacher Examinations	NTE
National Board Certification	NBC
No Child Left Behind	NCLB
Non-Core Academic Subjects	NCAS
Resident Teacher Certificate	RTC
Severely and Profoundly Disabled	SPD
Standard Professional Certificate	SPC

What are the core academic subjects (CAS)?

A CAS is one of the following as determined by NCLB and the Maryland State Department of Education (MSDE):

- Art, Music, Dance, and Theatre
- Early Childhood
- Elementary
- English
- Foreign Languages
- Mathematics
- Reading and Language Arts
- Science: Biology, Chemistry, Earth/Space, Physical Science, Physics
- Social Studies: Civics and Government, History, Geography, Economics

Which areas are non-core academic subjects?

These areas are not impacted by NCLB and do not require teachers to have the "highly qualified" designation.

- Administrator I and II
- Agriculture
- Anthropology
- Business Education
- Computer Science/Applications
- Family and Consumer Science
- Guidance
- Health
- Horticulture
- Journalism
- Library Media Specialist/Generalist
- Marketing
- Occupational Therapist
- Outdoor Education
- Philosophy
- Photography
- Physical Education
- Physical Therapist
- Principal/Supervisor
- Psychology
- Pupil Personnel Worker
- ROTC
- School Psychologist
- Social Worker
- Sociology
- Speech
- Speech Pathologist
- Technology (Industrial Arts)
- Trades and Industry
- TV Production
- Work-based Learning Coordinator

How do I achieve “highly qualified” status?

(This information is also provided in chart form on page 16, “How to Achieve ‘Highly Qualified’ Teacher Status in Maryland.”)

To be considered HIGHLY QUALIFIED an educator assigned to CAS must:

- Hold a bachelor’s degree or higher from a regionally accredited IHE, **and**
- Hold a valid Maryland Advanced Professional Certificate (APC) or hold National Board Certification (NBC) **in the CAS** he or she is teaching,

OR

- Hold a bachelor’s degree or higher from a regionally accredited IHE, **and**
- Hold a valid Maryland Standard Professional Certificate (SPC) or Resident Teacher Certificate (RTC), **and**
- have passed the applicable state content test(s) in each of the CAS in which he or she is assigned and/or have completed an academic major or equivalent in each of the CAS for which he or she is assigned, **and,**
- **if an early childhood or elementary teacher new to the profession (without verifiable teaching experience prior to the first day of the 2002-2003 school year), have passed a state pedagogy test.**



Please stop and review the information above to determine if you are already highly qualified or if you need to complete the appropriate High, Objective, Uniform State Standard Of Evaluation (HOUSSE) rubric.

If you need to complete the rubric, please continue reading the options.

If you are already highly qualified, stop here. It is not necessary for you to complete a rubric.

OR

- Achieve 100 points or more on the Maryland HOUSSE rubrics, **and**
- Teach in an assignment for which you hold a certificate.

Note

HOUSSE is available only to teachers not new to the profession—those without verifiable teaching experience prior to the first day of the 2002-2003 school year. Information on NCLB and requirements for new teachers are available in the certification and NCLB areas of the MSDE Web site, www.marylandpublicschools.org.

Instructions for completing the HOUSSE rubric

In order to comply with federal NCLB requirements, some teachers may choose to complete the HOUSSE rubric. (If you are a special educator and do not hold an endorsement in the CAS you are teaching, please refer to the Instructions for Completing the Special Education HOUSSE rubric on page 8.) Remember, if you hold an APC or NBC in the CAS you are teaching, you are already highly qualified. No documentation is necessary. To complete this rubric you will need:

1. Knowledge of your certificate type and the validity dates and subject areas shown on your certificate.
2. Copies of all your college transcripts, MSDE-approved CPD grade slips, and professional development verification.
3. Documentation of any satisfactory teaching experience listed on the rubric.
4. Documentation of any activities, service, awards or presentations related to your content area.
5. Read the helpful hints section (page 12) before completing the rubric.

Note

Only those points for which you have documentation can be included in HOUSSE. Documentation includes college/university transcripts, MSDE CPD grade slips, a principal's written verification of activities, copies of awards, written verifications from professional organizations, employee evaluations, or other appropriate written documentation. Without this documentation, these experiences cannot be used. For example, if you were a cooperating teacher for an intern 10 years ago but do not have documentation that you did this, you cannot include this on your HOUSSE rubric. It is not necessary for you to send this documentation; but it is important that you keep the documentation in case your HOUSSE rubric is selected as part of the periodic audits that will be conducted.

INSTRUCTIONS

Step 1

Write your name, social security number, local school system, and school on the top of the rubric. Please be sure you are using the correct rubric: ECE/Elementary or Secondary.

Step 2

- Read the types of competencies (or descriptions) and the point allowances to determine which is appropriate for you. A minimum of 100 points must be accumulated, from columns 1 through 5, in order to meet HOUSSE requirements. The minimum and maximum requirements are listed in each column.

- The options for obtaining points are as follows:
 - APC or NBC (column 1 on rubric) results in 100 points and deems you highly qualified. Please stop since you do not need to complete the rubric. MSDE already has your certification information on file and requires no further action from you.
 - Course work in core academic subject area (column 2 on rubric)
 - Years of satisfactory teaching experience (column 3 on rubric)
 - Continuing professional development (column 4 on rubric)
 - Activities, service, awards and presentations (column 5 on rubric)

Note

Meeting the requirements for column 1 in the CAS you are teaching automatically makes you highly qualified (see step 3).

Please note the minimum points indicated in column 2, including those specific to math and science content (ECE and elementary only).

Please note the maximum points indicated in columns 3, 4, and 5.

Step 3

Column 1

- **HOUSSE for Early Childhood or Elementary—APC and/or NBC Option.** If you hold a valid APC in elementary or early childhood or an NBC in early childhood generalist or middle childhood generalist and you are teaching in that CAS, you have 100 points and therefore are highly qualified.

- **HOUSSE for Secondary or PreK-12 (Art, Music, Dance, & Theatre) Teachers—APC and/or NBC Option in the CAS.** If you hold a valid APC or an NBC for middle, secondary, or Pre-K-12 (art, music, dance, & theatre) and you are teaching in that core academic subject, you have 100 points and are therefore highly qualified. (Note: An elementary APC is acceptable for a middle school CAS assignment.)

INSTRUCTIONS

Column 2—Course Work Option

- **ECE and Elementary:** A minimum of 40 content credits (one point equals one semester hour of credit) is required. The content-specific course work includes college credits completed in the academic major/department or college course work earned in CAS for early childhood and elementary. Credits earned using College Level Entry Placement (CLEP) are acceptable provided they are reflected on an official transcript. Language arts/reading courses from a department, school, or college of education with an EDU or EDUC prefix are acceptable for content course work in only the reading/language arts category.
- **Middle, Secondary, and PreK-12 (Art, Music, Dance, & Theatre).** A minimum of 30 content credits (one point equals one semester hour of credit) is required. The content-specific course work includes college credits completed in the academic major/department. MSDE CPDs, which are content specific, are also acceptable. Credits earned using College Level Entry Placement (CLEP) are acceptable provided they are reflected on an official transcript.

Column 3 - Years of Experience

Experience must be specific to the content of the CAS and must be in an accredited public or private school. Multiply the number of years experience by four (4).

Column 4 - Continuing Professional Development

Acceptable credits include graduate education courses with a grade of “B” or better, MSDE CPD credits for education-related workshops, or teaching education-related courses at an IHE or LSS.

Column 5 - Activities, Service, Awards and Presentations

Items included in this column must be documented through written verification, certificates of completion, copies of awards or appointments, and other relevant proof.

Step 4

Tally your points from columns two through four. If you have 100 or more points, please send the HOUSSE rubric to your local school system’s human resources or personnel office. Also, please retain a copy of the rubric for your records, along with all documentation. If your HOUSSE rubric is selected for audit, you will be required to submit all documentation for review. If you have less than 100 points, retain the rubric and documentation for your files until you meet the 100-point requirement.

Step 5

Sign the HOUSSE verification statement on the reverse side of the HOUSSE rubric.

Instructions for completing the Special Education HOUSSE rubric

For teachers of students with special needs who are teaching a CAS and who hold one or more of the following endorsements: Generic Special Education (birth–grade 3, grades 1–8, grades 6–12), Special Education K–12, Severely and Profoundly Disabled (Handicapped); Visually Impaired; Hearing Impaired.

In order to comply with federal NCLB requirements, some teachers may choose to complete the Special Education HOUSSE rubric which follows. If you are a special educator and hold an APC in Severely & Profoundly Disabled (SPD), and are teaching in an SPD assignment and/or you hold an NBC in Exceptional Needs Specialist, you are already highly qualified. No documentation is necessary. To complete this rubric you will need:

1. Knowledge of your certificate type and the validity dates and subject areas shown on your certificate.
2. Copies of all your college transcripts, MSDE-approved CPD grade slips, and professional development verification.
3. Documentation of any satisfactory teaching experience listed on the rubric.
4. Documentation of any activities, service, awards or presentations related to your content area.
5. Read the helpful hints section (page 12) before completing the rubric.

Note

Only those points for which you have documentation can be included in HOUSSE. Documentation includes college/university transcripts, MSDE CPD grade slips, a principal's written verification of activities, copies of awards, written verifications from professional organizations, employee evaluations, or other appropriate written documentation. Without this documentation, these experiences cannot be used. For example, if you were a cooperating teacher for an intern 10 years ago but do not have documentation that you did this, you cannot include this on your HOUSSE rubric. It is not necessary for you to send this documentation; but it is important that you keep the documentation in case your HOUSSE rubric is selected as part of the periodic audits that will be conducted. **For both special education rubrics, if the full requirement of 100 points is not achieved through Column I, requirements for Column II must be met.**

INSTRUCTIONS

Step 1

Write your name, social security number, local school system, and school on the top of the rubric. Please be sure you are using the correct rubric: *Special Education ECE, Elementary, or ALT-MSA (all levels)* rubric on page 22 or *Special Education Middle and Secondary* rubric on page 24. Please note: Teachers of all grade levels in ALT-MSA assignments are to use the rubric on page 22.

Step 2

- Read the types of competencies (or descriptions) and the point allowances to determine which is appropriate for you. A minimum of 100 points must be accumulated, from columns 1 through 5, in order to meet HOUSSE requirements. The minimum and maximum requirements are listed in each column.

The options for obtaining points are as follows:

- NBC in Exceptional Needs Specialist or an APC in Severely & Profoundly Disabled (column 1 on rubric) results in 100 points and deems you highly qualified. Please stop since you do not need to complete the rubric. MSDE already has your certification information on file and requires no further action from you.
 - Course work in reading and core academic subject area (column 2 on rubric)
 - Years of satisfactory teaching experience (column 3 on rubric)
 - Continuing professional development (column 4 on rubric)
 - Activities, service, awards and presentations (column 5 on rubric)

Note

If you hold an NBC in Exceptional Needs Specialist or an APC in SPD, you are highly qualified. (see step 3).

Please note the minimum points indicated in column 2, including those specific to math and science content (ECE and elementary only). Column 2 **must** be completed if 100 points are not earned in column 1.

Please note the maximum points indicated in columns 3, 4, and 5.

Step 3

Column 1

For special education teachers teaching core academic subjects:

- **HOUSSE for Early Childhood, Elementary, ALT-MSA (all levels), Middle, or Secondary Assignments — NBC Option.** If you hold an NBC in Exceptional Needs Specialist you have 100 points and therefore are highly qualified.
- **HOUSSE for Severely and Profoundly Disabled Assignments — APC Option.** If you hold a valid APC in SPD and are teaching in that assignment, you have 100 points and therefore are highly qualified.

- **HOUSSE for Early Childhood, Elementary, ALT-MSA (all levels), Visually Impaired, or Hearing Impaired Assignments — APC/SPC Option.** If you hold a valid APC or SPC in Generic Special Education (birth–grade 3, grades 1–8), Special Education K–12, Visually Impaired, or Hearing Impaired, and you are teaching special education students, you receive the points indicated.
- **HOUSSE for Middle, Secondary, Visually Impaired, or Hearing Impaired Assignments — APC/SPC Option.** If you hold a valid APC or SPC in Generic Special Education (grades 1–8, grades 6–12), Special Education K–12, Visually Impaired, or Hearing Impaired, and you are teaching core academic subjects to special education students, you receive the points indicated.

Column 2—Course Work Option

- **ECE and Elementary:** A minimum of 36 content credits (one point equals one semester hour of credit) is required. The content-specific course work includes college credits completed in the academic major/department or college course work earned in CAS for early childhood and elementary. Credits earned using College Level Entry Placement (CLEP) are acceptable provided they are reflected on an official transcript. Language arts/reading courses from a department, school, or college of education with an EDU or EDUC prefix are acceptable for content course work in only the reading/language arts category.
- **Middle, Secondary and PreK-12 (Art, Music, Dance, & Theatre).** A minimum of 15 credits (6 in reading and 9 in content) credits (one point equals one semester hour of credit) is required. The content-specific course work includes college credits completed in the academic major/department. MSDE CPDs, which are content specific, are also acceptable. Credits earned using College Level Entry Placement (CLEP) are acceptable provided they are reflected on an official transcript.

Column 3 - Years of Experience

Experience must be specific to the content of the CAS and must be in an accredited public or private school. Multiply the number of years experience by four (4).

Column 4 - Continuing Professional Development

Acceptable credits include graduate education courses with a grade of “B” or better, MSDE CPD credits for education-related workshops, or teaching education-related courses at an IHE or LSS.

Column 5 - Activities, Service, Awards and Presentations

Items included in this column must be documented through written verification, certificates of completion, copies of awards or appointments, and other relevant proof.

INSTRUCTIONS

Step 4

Tally your points from columns two through four. (Please note that column 2 must be completed if 100 points are not earned in column 1.) If you have 100 or more points, please send the HOUSSE rubric to your local school system's human resources or personnel office. Also, please retain a copy of the rubric for your records, along with all documentation. If your HOUSSE rubric is selected for audit, you will be required to submit all documentation for review. If you have less than 100 points, retain the rubric and documentation for your files until you meet the 100-point requirement.

Step 5

Sign the HOUSSE verification statement on the reverse side of the HOUSSE rubric.

HELPFUL HINTS TO COMPLETE HOUSSE

COLLEGE COURSE WORK

Refer to your college transcript. Note that some transcripts indicate quarter hours, which must be converted to semester hours (1 quarter hour = 0.7 semester hours). Count the number of semester hours for a total. Round the total up to the next whole number.

CONTENT COURSE WORK

Teachers should identify the content courses and number of semester hours appropriate for the content area. Record the total number of semester hours in the content area in the appropriate box. Instructional methods or educational psychology courses are not acceptable for content.

Examples

The following types of courses would be appropriate.

Math

Calculus

Algebra

Geometry

Trigonometry

Elements of Math 1 and 2

Finite Math

Intro. to Modern Math 1 and 2

Probability and Statistics

Survey of College Math 1 and 2

Science

Anatomy

Astronomy

Biology

Botany

Chemistry

Earth Science

Ecology

Environmental Science

Evolution

Geology

Meteorology

Oceanography

Physical Science

Physics

Zoology

English

English 1 and 2

Literature by Minorities in America

Literature electives

Nature and History of Language

Non-Western Literature

Poetry

Oral Communication (Speech)

Survey of American Literature

Survey of British Literature

Traditional or modern grammar

Written Composition

INSTRUCTIONS

Language Arts/Reading
Adolescent Literature
Any language arts courses

Any reading courses

Social Studies
Anthropology
Economics
Geography
History
Government

Philosophy
Political Science
Psychology
Sociology

Arts

Generally, any course in the appropriate arts department is acceptable. Below are some examples.

Visual Arts

Printmaking
Two-dimensional Design
Non-Western Art History
Life Drawing

Theatre/Drama

Voice for the Actor
Oral Interpretation
Voice and Movement Integration
Readers Theatre

Dance

Scientific Basis for Movement
Anatomy and Kinesiology for Dancers
American Dance Traditions
Dance Design and Production

Music

Music Technology
Form and Analysis
Arranging
Conducting

Note : The following courses or types of courses are not acceptable as content courses

Methods of Teaching

Educational Psychology

Instructional Media

History or Philosophy of Education

Observing Learning/Teaching Models

Student Teaching

Portfolio Development

Computers in the Classroom

Foundations of Curriculum Development

Education/Action Research

Special Education



INSTRUCTIONS

ACTIVITIES, SERVICE, AWARDS AND PRESENTATIONS RELATED TO THE CONTENT SUBJECT

(These are examples only, not a comprehensive list of acceptable activities, services, awards, and presentations.)

ACTIVITIES

Content-specific activity may be counted for points in the rubric. It is acceptable to count the same activity for multiple years.

Examples:

- Serving on a committee that developed, selected, or evaluated content standards at the local, state or national level.
- Serving on a committee that developed, selected, or evaluated content curriculum at the local, state or national level.
- Serving on a committee that aligned local content standards and curriculum with state standards.
- Serving on a committee that developed, validated, or evaluated local, state, or national assessments.
- Presenting academic content at a national, regional, or state professional conference, seminar, or workshop.

SERVICE RELATED TO CONTENT

Content-specific service may be counted for points in the rubric. It is acceptable to count the same service multiple years.

Examples:

- Department Chair or Team Leader
- Mentor Teacher
- Cooperating Teacher for a pre-service (student) teacher
- School Improvement Team member

AWARDS, PRESENTATIONS, OR PUBLICATIONS

Examples:

- Local or State Teacher of the Year
- Recipient of a Teacher of the Year, Milken National Educator
- Present academic content at local, state, regional, or national professional meetings
- Published content articles in refereed regional, state, or national journals/textbooks
- Artistic performance in the CAS

END OF INSTRUCTIONS



Please proceed to the appropriate rubric
(Early Childhood/Elementary OR
Middle/Secondary/PreK-12 OR Special
Education Early Childhood/Elementary/ALT-
MSA OR Special Education
Middle/Secondary).

HOW TO ACHIEVE "HIGHLY QUALIFIED" TEACHER STATUS IN MARYLAND

All teachers teaching in any core academic subject area¹ (including early childhood and elementary)

- Hold at least a bachelor's degree from a regionally accredited institution of higher education (IHE);
- Hold a valid Standard Professional Certificate or Advanced Professional Certificate or Resident Teacher Certificate; AND,
- SATISFY THE APPLICABLE REQUIREMENTS LISTED BELOW:

NEW² early childhood/elementary teachers

Demonstrate content knowledge and pedagogy competency by passing state tests assessing subject knowledge and teaching skills in reading, writing, math, and other areas of basic early childhood or elementary (as applicable) school curriculum.

NEW² middle, secondary, and PreK-12 teachers (Art, Music, Dance & Theatre)

Demonstrate high level of competency in each of the core academic subjects in which the teacher teaches by –

1. passing the applicable state content test in each of the core academic subjects in which the teacher teaches; OR
2. completing an academic major, coursework equivalent to an academic major³, a graduate degree, or advanced certification⁴, in each of the core academic subjects in which the teacher teaches.

Early childhood/Elementary, middle, secondary teachers, or PreK-12 teachers (Art, Music, Dance & Theatre) NOT NEW to the profession

- Meet the applicable standards listed for teachers NEW to the profession, OR
- Demonstrate competency in each of the core academic subjects in which the teacher teaches based on a High Objective Uniform State Standard of Evaluation (HOUSSE)

¹Core Academic Subjects (CAS) include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts (art, dance, music, & theatre), history, and geography. Special Education and English for Speakers of Other Languages (ESOL) are not core academic subject areas; however, special education and ESOL teachers must be highly qualified in every CAS for which they plan and implement instruction and assess student performance.

²New teacher means a teacher without verifiable teaching experience prior to the first school day of the 2002-2003 school year.


³Coursework equivalent to an academic major means 30 credit hours from a regionally accredited institution of higher education with 50 percent of the coursework at the upper division level.

⁴Advanced certification means certification issued by the National Board for Professional Teaching Standards and/or an Advanced Professional Certificate issued by the Maryland State Department of Education.

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Maryland Core Academic Subject Area Competency Rubric For Early Childhood (ECE) Or Elementary Teachers Working In Elementary Schools

Name: _____ SSN: _____ School System: _____ School: _____

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5		
OPTIONS	APC and/or NBC	Course Work in the CAS for ECE or Elementary Teachers	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations related to the Early Childhood or Elementary Education (The items below are examples only, not a comprehensive list.)		
COMPETENCY TYPE	Hold Advanced Professional Certificate (APC) issued by MSDE in early childhood or elementary education and/or Achieve certification from the National Board for Professional Teaching Standards in early childhood (EC/GEN) or elementary education (MC/GEN)	Earn semester hours of content course work* with a grade of "C" or better or MSDE CPD credit in: Math _____ min.9 (college math, algebra, geometry, finite math, trigonometry, statistics, calculus, etc.) Science _____ min.9 (biology, botany, physics, chemistry, physical science, earth science, astronomy, etc.) English _____ LA/rdg _____ Soc.Stu. _____ (history, political science, geography, sociology, economics, anthropology) Arts _____ (music, art, drama, theatre) Teach a content course at an IHE: _____ _____	Must be full-time (not less than 9 consecutive mos. for 50% or more of the school week or the equiv.) and assigned in early childhood or elementary education: ECE: ___ yrs. X 4 pts. = ___ Elementary: ___ yrs. X 4 pts. = ___	Earn semester hours of graduate education course work w/grade "B" or better: _____ _____ _____ Earn MSDE CPD credits for education related workshops: _____ _____ _____ Teach an education related course at an IHE or at a local school _____ _____ _____	Documented service on a local, state or national committee to: • develop, select or evaluate content standards _____ • develop, select or evaluate content curriculum _____ • align local content standards with state standards _____ • develop, validate or evaluate content assessments _____ Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal _____	Documented service as a: • Department chair or team leader _____ • Mentor teacher _____ • Cooperating teacher for intern _____ • School Improvement Team member _____ Or Other locally approved leadership role _____	<ul style="list-style-type: none"> • Local Teacher of the Year _____ • State Teacher of the Year _____ • Milken Award winner _____ • Present academic content at local, state, regional or national professional meeting _____ • Performance (artistic) in field of teaching _____
POINT (S) ALLOWED	100 points per activity listed above  You have 100 points and are highly qualified!	1 point per credit earned or taught Minimum 40 points required with <u>9 points each</u> in math & science	4 points per year Maximum 50 points	1 point per credit earned or taught for a maximum of 10 points	1 point per documented activity, service, award, or presentation Maximum 10 points		
		# Hrs.:	# Years:	# Hrs.:	# Activities: # Service: # Awards: # Presentations:		
	<u>TOTAL Points</u>	<u>TOTAL Points</u>	<u>TOTAL Points:</u>	<u>TOTAL Points</u>	<u>TOTAL Points:</u> <u>GRAND TOTAL:</u>		

*Course work (other than reading courses) from a department, school or college of education with an EDU prefix is not acceptable for content course work. Credits earned using CLEP are acceptable if they are reflected on the official transcript.

HOUSSE VERIFICATION STATEMENT

Please print: Full Name

Social Security Number

Home Phone

Current Home Address

City

State

Zip

School System

School Name

CAS Assignment

Misrepresentation or falsification of information may result in personnel sanctions including termination from employment.

By signing this statement I verify that I hold a valid teaching certificate and that I have accurately completed the HOUSSE rubric that is attached to this verification statement. I understand that misrepresentation or falsification of information supplied on the HOUSSE rubric may result in personnel sanctions including termination from employment. I further understand that it is not necessary for me to send copies of my college transcripts, teaching certificates, or other content activity documentation, but that I agree to retain all documentation for review during periodic HOUSSE verification audits.

Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor

HOUSSE VERIFICATION STATEMENT

Please print: Full Name

Social Security Number

Home Phone

Current Home Address

City

State

Zip

School System

School Name

CAS Assignment

Misrepresentation or falsification of information may result in personnel sanctions including termination from employment.

By signing this statement I verify that I hold a valid teaching certificate and that I have accurately completed the HOUSSE rubric that is attached to this verification statement. I understand that misrepresentation or falsification of information supplied on the HOUSSE rubric may result in personnel sanctions including termination from employment. I further understand that it is not necessary for me to send copies of my college transcripts, teaching certificates, or other content activity documentation, but that I agree to retain all documentation for review during periodic HOUSSE verification audits.

Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor

MARYLAND CORE ACADEMIC SUBJECT AREA COMPETENCY RUBRIC FOR SPECIAL EDUCATION TEACHERS WORKING IN EARLY CHILDHOOD (ECE), ELEMENTARY, OR ALT-MSA (ALL LEVELS) ASSIGNMENTS

Name: _____ SSN: _____ School System: _____ School: _____

Note: Special education teachers in early childhood, elementary, or Alt-MSA (all levels) assignments who have not achieved 100 points in column 1 must obtain a total of 100 points with a minimum of 36 points from column 2 in order to achieve "highly qualified" status.

COLUMN 1	COLUMN 2 *	COLUMN 3	COLUMN 4	COLUMN 5			
Certification in Special Education	Course Work in Reading and Core Academic Subject Area	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations Related to Early Childhood, Elementary, or Alt-MSA Program Assignment (The items below are examples only, not a comprehensive list.)			
Achieve ExNdSpec Certification from the National Board for Professional Teaching Standards 100 points	Earn semester hours of content course work** with a grade of "C" or better or MSDE CPD credit in: <ul style="list-style-type: none"> • Reading ___ (min. 12) • Math ___ (min. 6) • Science ___ (min. 6) • English/Language Arts ___ (min. 6) • Social Studies ___ (min. 6) • Arts ___ 	Must be full-time and assigned in early childhood, elementary, or Alt-MSA program	Must be related to education: <ul style="list-style-type: none"> • Earn semester hours of graduate education course work with a grade of "B" or better • Earn MSDE CPD credits for education related course work • Teach an education related course at an IHE or at a local school system 	Documented service on a local, state or national committee to: <ul style="list-style-type: none"> • develop, select or evaluate content standards _____ • develop, select or evaluate content curriculum _____ • align local content standards with state standards _____ • develop, validate or evaluate content assessments _____ Refereed Publications: <ul style="list-style-type: none"> • Publish content article in a textbook or a refereed state, regional, or national journal _____ 	Documented service as a: <ul style="list-style-type: none"> • Department chair or team leader _____ • Mentor teacher _____ • Cooperating teacher for intern _____ • Content instructor at an IHE _____ • School Improvement Team member _____ Or Other locally approved leadership role _____	<ul style="list-style-type: none"> • Local Teacher of the Year _____ • State Teacher of the Year _____ • Milken Award winner _____ • Present academic content at local, state, regional or national professional meeting _____ 	
Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment 100 points	Teach a content course at an IHE _____ 1 point per credit earned or taught						
Hold APC issued by MSDE in special education 64 points	1 point per credit earned or taught						
Hold Standard Professional Certificate (SPC) issued by MSDE in special education 40 points	Minimum 36 points required with specific content minimums as noted above						
Points based on special education certification as noted above	Total reading and content- specific semester hours/credits	4 points per year Maximum 50 points	1 point per credit earned or taught for a maximum of 20 points	1 point per documented activity, service, award, or presentation Maximum 20 points			
# Points:	# Hrs.:	# Years:	# Hrs.:	# Activities:	# Service:	# Awards:	# Presentations:
TOTAL Points	TOTAL Points	TOTAL Points	TOTAL Points	TOTAL Points			GRAND TOTAL:

*Column 2 **must** be completed if 100 points are not earned in column 1. **Course work (other than reading courses) from a department, school or college of education or an EDU prefix is not acceptable for content-specific course work. However, credits earned using CLEP are acceptable provided they are reflected on the official transcript.

HOUSSE VERIFICATION STATEMENT

Please print: Full Name

Social Security Number

Home Phone

Current Home Address

City

State

Zip

School System

School Name

CAS Assignment

Misrepresentation or falsification of information may result in personnel sanctions including termination from employment.

By signing this statement I verify that I hold a valid teaching certificate and that I have accurately completed the HOUSSE rubric that is attached to this verification statement. I understand that misrepresentation or falsification of information supplied on the HOUSSE rubric may result in personnel sanctions including termination from employment. I further understand that it is not necessary for me to send copies of my college transcripts, teaching certificates, or other content activity documentation, but that I agree to retain all documentation for review during periodic HOUSSE verification audits.

Signature

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**MARYLAND CORE ACADEMIC SUBJECT AREA COMPETENCY RUBRIC
FOR MIDDLE AND SECONDARY SPECIAL EDUCATION TEACHERS
TO BE COMPLETED FOR EACH CAS AREA**

Name: _____ SSN: _____ CAS: _____ School System: _____ School: _____

Note: Special education teachers in middle and secondary assignments who have not achieved 100 pts. in column 1 must obtain a total of 100 pts. with a minimum of 15 pts. in column 2 to achieve highly qualified status.

COLUMN 1

COLUMN 2

COLUMN 3

COLUMN 4

COLUMN 5

Certification in Special Education	Course Work in Reading and CAS Area	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations related to the Core Academic Subject Area (The items below are examples only, not a comprehensive list.)		
Achieve ExNdSpec Certification from the National Board for Professional Teaching Standards 100 points	READING <ul style="list-style-type: none"> Earn semester hours of reading course work with a grade of "C" or better or MSDE CPD credit 	Must be Content Specific to CAS Area: <ul style="list-style-type: none"> Must be in a full-time teaching assignment in the CAS area. 	Must be related to education: <ul style="list-style-type: none"> Earn semester hours of graduate education course work with a grade of "B" or better 	Documented service on a local, state or national committee to: <ul style="list-style-type: none"> develop, select or evaluate content standards 	Documented service as a: <ul style="list-style-type: none"> Department chair or team leader 	<ul style="list-style-type: none"> Local Teacher of the Year
Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment 100 points	1 point per credit earned or taught Minimum 6 points required; maximum of 12 points		<ul style="list-style-type: none"> Earn MSDE CPD credits for education related course work 	<ul style="list-style-type: none"> develop, select or evaluate content curriculum 	<ul style="list-style-type: none"> Mentor teacher 	<ul style="list-style-type: none"> State Teacher of the Year
Hold APC issued by MSDE in special education 64 points	CONTENT SPECIFIC to CAS Area: <ul style="list-style-type: none"> Earn semester hours of content course work* with a grade of "C" or better or MSDE CPD credit. 		<ul style="list-style-type: none"> Teach an education related course at an IHE or at a local school system 	<ul style="list-style-type: none"> align local content standards with state standards 	<ul style="list-style-type: none"> Cooperating teacher for intern 	<ul style="list-style-type: none"> Milken Award winner
Hold Standard Professional Certificate (SPC) issued by MSDE in special education 40 points	1 point per credit earned or taught Minimum 9 points required			<ul style="list-style-type: none"> develop, validate or evaluate content assessments 	<ul style="list-style-type: none"> Content instructor at an IHE 	<ul style="list-style-type: none"> Present academic content at local, state, regional or national professional meeting
				Refereed Publications: <ul style="list-style-type: none"> Publish content article in a textbook or a refereed state, regional, or national journal 	<ul style="list-style-type: none"> School Improvement Team member 	
					Or Other locally approved leadership role	
Points based on special education certification as noted above	Total reading and content-specific semester hours/credits	4 points per year Maximum 50 points	1 point per credit earned or taught for a maximum of 20 points	1 point per documented activity, service, award, or presentation Maximum 20 points		
# Points :	# Hrs.:	# Years:	# Hrs.:	# Activities:	# Service:	# Awards:
# Presentations:						
TOTAL Points	TOTAL Points	TOTAL Points:	TOTAL Points	TOTAL Points	GRAND TOTAL: _____	

*Course work (other than reading courses) from a department, school or college of education or an EDU prefix is not acceptable for content-specific course work. However, credits earned using CLEP are acceptable provided they are reflected on the official transcript.

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