



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 (HOUSSE) 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, and in November 2005, the ESOL rubric. In accordance with Maryland’s Plan for Meeting the Highly Qualified Teacher Goal, approved by the United States Department of Education in August 2007, the availability of HOUSSE will expire at the conclusion of the 2013-2014 school year.

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 helped produce this document. Grateful acknowledgment is made to the HOUSSE Implementation Work Group and 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. 22-30.

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 (with at least one year of verifiable teaching experience) 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

INSTRUCTIONS

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

INSTRUCTIONS

How do I achieve “highly qualified” status?

(This information is also provided in chart form on page 20, “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) for regular education HOUSSE rubrics, (For special education and ESOL, applicability of NBC is limited. Please refer to pages 8–16 for additional information) **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 (with at least one year of verifiable teaching), 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 with at least one year of verifiable teaching experience. For elementary and secondary teachers in regular education classroom assignments, this experience must be prior to the end of the **2006-2007** 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 for Early Childhood, Elementary, Secondary, and PreK-12 subject areas.

In order to comply with federal NCLB requirements, some teachers may choose to complete the HOUSSE rubric. 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 16) 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.

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. If the minimum requirements are not met for any one column where required, the rubric cannot be used.

INSTRUCTIONS

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 and your local school system 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). This column is mandatory.

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 this requirement for elementary and secondary teachers in regular education assignments: Eligible experience must be earned prior to the end of the **2006-2007** school year.

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 Teachers—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 APC in elementary education, grades 1-6 and middle school is acceptable for a middle school CAS assignment.)

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. Be certain to indicate the coursework selected on the rubric. This column is mandatory.

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

INSTRUCTIONS

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. Be certain to indicate the coursework selected on the rubric. This column is mandatory.

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. For elementary and secondary teachers in regular education classroom assignments, this experience must be prior to the end of the **2006-2007** school year. 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 five. 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, or select another option to obtain highly qualified designation.

Step 5

Sign the HOUSSE verification statement on the reverse side of the HOUSSE rubric and send the rubric and verification statement to your local school system.

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, you are already highly qualified. If you hold an NBC in Exceptional Needs Specialist and you are teaching at the early childhood or elementary level, 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 16) 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 28 or *Special Education Middle and Secondary* rubric on page 32. Please note: Teachers of all grade levels in ALT-MSA assignments are to use the rubric on page 28.

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 and teaching at the ECE or elementary levels or an APC in Severely & Profoundly Disabled (column 1 on the rubric) results in 100 points and deems you highly qualified. Please stop since you do not need to complete the rubric. MSDE and your local school system 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 and are assigned at the early childhood or elementary level, you are highly qualified. (see step 3).

If you hold an APC in SPD and are teaching SPD students, you are highly qualified (see step 3).

Please note this requirement for special education teachers: Eligible experience must be earned prior to the end of the **2010-2011** school year.

Please note the minimum points indicated in column 2, including those specific to math and science content (ECE and elementary Alt MSA 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)— NBC Option.** If you hold an NBC in Exceptional Needs Specialist and you are teaching at the early childhood or elementary level, you have 100 points and therefore are highly qualified.

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- **HOUSSE for Severely and Profoundly Disabled Assignments — APC Option.** If you hold a valid APC in SPD and you are teaching in a SPD assignment, you have 100 points and therefore are highly qualified.
- **HOUSSE for Middle or Secondary Assignments - NBC Option.** If you hold a valid NBC in Exceptional Needs Specialist and you are teaching in a middle or secondary assignment, you receive the points indicated.
- **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. Be certain to indicate the course work on the rubric. This column is mandatory.

Middle and Secondary: 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. Be certain to indicate the course work on the rubric. This column is mandatory.

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. For special education teachers this experience must be prior to the end of the **2010-2011** school year. 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.

I N S T R U C T I O N S

Step 4

Tally your points from columns two through five. (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 or select another option for obtaining highly qualified designation.

Step 5

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

Instructions for completing the HOUSSE rubric for ESOL Certificated Educators.

In order to comply with federal NCLB requirements, some teachers may choose to complete the HOUSSE rubric. 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 16) 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: on page 36.

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 English as a New Language (column 1 on the rubric) results in 100 points and deems you highly qualified. Please stop since you do not need to complete the rubric. MSDE and your local school system already has your certification information on file and requires no further action from you.
- APC in ESOL (column 1) and teaching English/Reading-Language Arts to ESOL students results in 100 points and deems you highly qualified. Please stop since you do not need to complete the rubric. MSDE and your local school system 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)—Please note, for ESOL teachers, eligible experience must be earned prior to the end of the **2010-2011** school year.
- 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 this requirement for ESOL teachers: Eligible experience must be earned prior to the end of the **2010-2011** school year.

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.

INSTRUCTIONS

Step 3

Column 1

HOUSSE for ESOL certificated teachers – NBC Option. If you hold a valid NBC in English as a New Language, and you are teaching ESOL students, you have 100 points and therefore are highly qualified.

HOUSSE for ESOL certificated teachers – APC Option. If you hold a valid APC in ESOL, and you are teaching English/Language Arts to ESOL students, you have 100 points and therefore are highly qualified.

HOUSSE for ESOL certificated teachers – APC Option. If you hold an APC in ESOL and you are teaching another CAS (social studies, science, etc), you have earned the points indicated.

HOUSSE for ESOL certificated teachers – SPC Option. If you hold a SPC in ESOL

Column 2—Course Work Option

Content specific for ECE and Elementary: A minimum of 36 credits – reading [12] and content [24] (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. Be certain to indicate the coursework selected on the rubric. This column is mandatory.

Content specific to Middle, or Secondary: A minimum of 15 credits – reading [6] and content [9] (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. Be certain to indicate the coursework selected on the rubric. This column is mandatory.

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. For ESOL teachers, eligible experience must be earned prior to the end of the **2010-2011** school year. 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.

I N S T R U C T I O N S

Step 4

Tally your points from columns two through five. 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, or select another option to obtain highly qualified designation.

Step 5

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

INSTRUCTIONS

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	Finite Math
Algebra	Introduction to Modern Math 1 and 2
Geometry	Probability and Statistics
Trigonometry	Survey of College Math 1 and 2
Elements of Math 1 and 2	

Science (In secondary content areas, content specific course work is required. The number of credits will depend on which HOUSSE rubric is being used and the specific content area. Please consult with appropriate staff in your local school system's Human Resources for individual guidance.)

Anatomy	Evolution
Astronomy	Geology
Biology	Meteorology
Botany	Oceanography
Chemistry	Physical Science
Earth Science	Physics
Ecology	Zoology
Environmental Science	

English

English 1 and 2	Oral Communication (Speech)
Literature by Minorities in America	Survey of American Literature
Literature electives	Survey of British Literature
Nature and History of Language	Traditional or modern grammar
Non-Western Literature	Written Composition
Poetry	

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	



I N S T R U C T I O N S

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 or intern

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



THANK YOU

**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) OR ESOL.**

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 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 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 at least one year of verifiable teaching experience.

³Coursework equivalent to an academic major means 30 credit hours from a regionally accredited institution of higher education.

⁴Advanced certification means certification issued by the National Board for Professional Teaching Standards.

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 have occurred prior to the end of the 2006-2007 school year and 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 _____	• 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</u> points <u>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:		
	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 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

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Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor

Maryland Core Academic Subject Area Competency Rubric For Middle, Secondary, and PreK-12 (Art, Music, Dance, & Theatre) Teachers

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

Note: Middle, secondary, and PreK-12 (art, music, dance & theatre) teachers who have not achieved National Board Certification or who do not hold an Advanced Professional Certificate issued by MSDE must obtain 100 points, with a minimum of 30 points in column 2, in order to be highly qualified.

	C O L U M N 1	C O L U M N 2	C O L U M N 3	C O L U M N 4	C O L U M N 5															
OPTIONS	APC and/or NBC	Course Work in the CAS	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards and Presentations related to the CAS (The items below are examples only, not a comprehensive list.)															
COMPETENCY TYPE	Hold Advanced Professional Certificate (APC) issued by MSDE in CAS being taught (Elementary APC acceptable for middle school level) and/or Achieve certification from the National Board for Professional Teaching Standards in CAS being taught.	Earn semester hours of content course work* with a grade of "C" or better or MSDE CPD credit : _____ _____ _____ <p>Teach a content course at an IHE: _____ _____</p>	Must have occurred prior to the end of the 2006-2007 school year , must be full-time (not less than 9 consecutive mos. for 50% or more of the school week or the equiv.) and assigned in middle, secondary or Prek-12 (art, dance, music & theatre): ____ yrs. X 4 pts. = ____	Earn semester hours of graduate education course work w/grade "B" or better: _____ _____ _____ <p>Earn MSDE CPD credits for education related workshops: _____ _____ _____</p> Teach an education related course at an IHE or at a local school _____ _____ _____	<table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> Documented service on a local, state or national committee to: • develop, select or evaluate content standards _____ </td> <td style="border: none; vertical-align: top;"> Documented service as a: • Department chair or team leader _____ </td> <td style="border: none; vertical-align: top;"> • Local Teacher of the Year _____ </td> </tr> <tr> <td style="border: none; vertical-align: top;"> • develop, select or evaluate content curriculum _____ </td> <td style="border: none; vertical-align: top;"> • Mentor teacher _____ </td> <td style="border: none; vertical-align: top;"> • State Teacher of the Year _____ </td> </tr> <tr> <td style="border: none; vertical-align: top;"> • align local content standards with state standards _____ </td> <td style="border: none; vertical-align: top;"> • Cooperating teacher for intern _____ </td> <td style="border: none; vertical-align: top;"> • Milken Award winner _____ </td> </tr> <tr> <td style="border: none; vertical-align: top;"> • develop, validate or evaluate content assessments _____ </td> <td style="border: none; vertical-align: top;"> Or Other locally approved leadership role _____ </td> <td style="border: none; vertical-align: top;"> • Present academic content at local, state, regional or national professional meeting _____ </td> </tr> <tr> <td style="border: none; vertical-align: top;"> Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal _____ </td> <td style="border: none;"></td> <td style="border: none; vertical-align: top;"> • Performance (artistic) in field of teaching _____ </td> </tr> </table>	Documented service on a local, state or national committee to: • develop, select or evaluate content standards _____	Documented service as a: • Department chair or team leader _____	• Local Teacher of the Year _____	• develop, select or evaluate content curriculum _____	• Mentor teacher _____	• State Teacher of the Year _____	• align local content standards with state standards _____	• Cooperating teacher for intern _____	• Milken Award winner _____	• develop, validate or evaluate content assessments _____	Or Other locally approved leadership role _____	• Present academic content at local, state, regional or national professional meeting _____	Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal _____		• Performance (artistic) in field of teaching _____
Documented service on a local, state or national committee to: • develop, select or evaluate content standards _____	Documented service as a: • Department chair or team leader _____	• Local Teacher of the Year _____																		
• develop, select or evaluate content curriculum _____	• Mentor teacher _____	• State Teacher of the Year _____																		
• align local content standards with state standards _____	• Cooperating teacher for intern _____	• Milken Award winner _____																		
• develop, validate or evaluate content assessments _____	Or Other locally approved leadership role _____	• Present academic content at local, state, regional or national professional meeting _____																		
Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal _____		• 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 30 points required	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															
	<u>TOTAL Points</u>	# Hrs.: _____ <u>TOTAL Points</u>	# Years: _____ <u>TOTAL Points:</u>	# Hrs.: _____ <u>TOTAL Points</u>	# Activities: _____ # Service: _____ # Awards: _____ # Presentations: _____ <u>TOTAL Points:</u> _____ GRAND TOTAL: _____															

*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

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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 have occurred prior to the end of the 2010-2011 school year and 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	_____	_____	_____	_____	_____	_____	
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

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Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor

**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.

C O L U M N 1	C O L U M N 2	C O L U M N 3	C O L U M N 4	C O L U M N 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.)			
Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment 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 1 point per credit earned or taught Minimum 6 points required; maximum of 12 points	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 have occurred prior to the end of the 2010-2011 school year. 	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 _____ 	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 _____ 	<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 _____ 	
Achieve ExNd Spec Certification from the National Board for Professional Teaching Standards 80 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. Teach a content course at an IHE 1 point per credit earned or taught Minimum 9 points required			Refereed Publications: <ul style="list-style-type: none"> Publish content article in a textbook or a refereed state, regional, or national journal _____ 	Or Other locally approved leadership role _____		
Hold APC issued by MSDE in special education 64 points							
Hold Standard Professional Certificate (SPC) issued by MSDE in special education 40 points							
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.

HOUSSE VERIFICATION STATEMENT

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School System

School Name

CAS Assignment

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Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor

MARYLAND CORE ACADEMIC SUBJECT AREA COMPETENCY RUBRIC FOR TEACHERS (ESOL-CERTIFICATED) of ENGLISH LANGUAGE LEARNERS AT ALL GRADE LEVELS

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

Note: ESOL teachers in early childhood education, elementary, middle, & secondary assignments who haven't achieved 100 pts. in column 1 must obtain a total of 100 pts., including all requirements shown in column 2.

	Column 1	Column 2	Column 3	Column 4	Column 5			
OPTIONS	Certification in ESOL	Course Work in Reading and Core Academic Subject Area	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations related to the Core Academic Subject Area			
COMPETENCY TYPE	Achieve English as a New Language Certification from the National Board for Professional Teaching Standards 100 points	READING (6 points required for middle and secondary; 12 points required for ECE and elementary): - Earn semester hours of reading course work with a grade of "C" or better or MSDE CPD credit - Teach a reading content course at an IHE 1 point per credit earned or taught AND Content specific to Middle or Secondary CAS area (Minimum 15 points – reading [6]and content[9]): Earn semester hours of content course work * with a grade of "C" or better or MSDE CPD credit. CAS _____ (min. 9) Teach a content course at an IHE 1 point per credit earned or taught OR Content specific for early childhood or elementary (Minimum 36 points – reading[12] and content[24]) Earn semester hours of content course work** with a grade of "C" or better or MSDE CPD credit in: Math _____ (min. 6) Science _____ (min. 6) English/Language Arts _____ (min. 6) Social Studies _____ (min. 6) Arts _____ Teach a content course at an IHE _____ 1 point per credit earned or taught	Must have occurred prior to the end of the 2010-2011 school year. Must be Content Specific to Core Academic Subject Area. Must be full-time teaching assignment in the core academic subject area.	Must be related to education: 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: • 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 chapter or 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 • Content instructor at an IHE • School Improvement Team member Or • Other locally approved leadership role	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 issued by MSDE in ESOL; acceptable to teach English/Rdg-LA to ESOL students only 100 points							
	Hold Advanced Professional Certificate issued by MSDE in ESOL; for other CAS areas such as social studies or science. 64 points							
	Hold Standard Professional Certificate issued by MSDE in ESOL 40 points							
POINT(S) ALLOWED	Points based on ESOL certification as noted above	Total reading and content-specific semester hours/credits Minimum 15 points (middle or secondary) Minimum 36 points (ECE or elementary)	4 points per year Maximum 50 points	1 point per credit earned or taught. Maximum 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.

HOUSSE VERIFICATION STATEMENT

Please print: Full Name

Social Security Number

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School Name

CAS Assignment

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Signature

Date

For local school system use

Name of auditor

Date materials audited

Signature of auditor