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.

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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 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.
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.
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.
INSTRUCTIONS

• **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.
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.
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.
INSTRUCTIONS

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.
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
Introduction to Modern Math 1 and 2
Probability and Statistics
Survey of College 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
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

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
Instructional Media
Observing Learning/Teaching Models
Portfolio Development
Foundations of Curriculum Development
Special Education

Educational Psychology
History or Philosophy of Education
Student Teaching
Computers in the Classroom
Education/Action Research

17
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 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
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 area\(^1\) (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:

NEW\(^2\) 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.

NEW\(^2\) 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 major\(^3\), a graduate degree, or advanced certification\(^4\), 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)

\(^1\)Core 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.

\(^2\)New teacher means a teacher without at least one year of verifiable teaching experience.

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

\(^4\)Advanced 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

<table>
<thead>
<tr>
<th>Name:</th>
<th>SSN:</th>
<th>School System:</th>
<th>School:</th>
</tr>
</thead>
</table>

### 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**

### 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)**

### POINT (S) ALLOWED

<table>
<thead>
<tr>
<th>POINT (S) ALLOWED</th>
<th>100 points per activity listed above</th>
</tr>
</thead>
</table>

### APC and/or NBC Course Work in the CAS for ECE or Elementary Teachers

<table>
<thead>
<tr>
<th>Math</th>
<th>min.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>(college math, algebra, geometry, finite math, trigonometry, statistics, calculus, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>min.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>(biology, botany, physics, chemistry, physical science, earth science, astronomy, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

### Years of Satisfactory Teaching Experience

<table>
<thead>
<tr>
<th>ECE:</th>
<th>yrs. X 4 pts. =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary:</td>
<td>yrs. X 4 pts. =</td>
</tr>
</tbody>
</table>

### Continuing Professional Development

<table>
<thead>
<tr>
<th>Earn semester hours of graduate education course work w/grade “B” or better:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn MSDE CPD credits for education related workshops:</td>
</tr>
</tbody>
</table>

### Activities, Service, Awards, and Presentations related to the Early Childhood or Elementary Education

- 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
  - Other locally approved leadership role

### STOP
You have 100 points and are highly qualified!

### # Hrs.: # Years: # Hrs.: # Activities: # Service: # Awards: # Presentations: GRAND TOTAL:

### TOTAL Points

**Note:** 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

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Home Phone</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Current Home Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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<tbody>
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</tbody>
</table>

School System

<table>
<thead>
<tr>
<th>School Name</th>
<th>CAS Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

For local school system use

<table>
<thead>
<tr>
<th>Name of auditor</th>
<th>Date materials audited</th>
<th>Signature of auditor</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
<th>COLUMN 4</th>
<th>COLUMN 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTIONS</td>
<td>APC and/or NBC</td>
<td>Course Work in the CAS</td>
<td>Years of Satisfactory Teaching Experience</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>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.</td>
<td>Earn semester hours of content course work* with a grade of “C” or better or MSDE CPD credit:</td>
<td>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 &amp; theatre):</td>
<td>Earn semester hours of graduate education course work with grade “B” or better:</td>
<td>Documented service on a local, state or national committee to:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• develop, select or evaluate content standards</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>• develop, select or evaluate content curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• align local content standards with state standards</td>
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<td></td>
<td>• develop, validate or evaluate content assessments</td>
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<td></td>
<td>Refereed Publications:</td>
</tr>
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<td></td>
<td>• Publish content article in a textbook or a refereed state, regional, or national journal</td>
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<td></td>
<td>Or</td>
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<td></td>
<td></td>
<td>Other locally approved leadership role</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Local Teacher of the Year</td>
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<td></td>
<td>• State Teacher of the Year</td>
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<td></td>
<td></td>
<td></td>
<td>• Milken Award winner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Present academic content at local, state, regional or national professional meeting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Performance (artistic) in field of teaching</td>
</tr>
</tbody>
</table>

POINT (S) ALLOWED

<table>
<thead>
<tr>
<th>POINT (S) per activity listed above</th>
<th>100 points</th>
<th>1 point per credit earned or taught</th>
<th>4 points per year</th>
<th>1 point per credit earned or taught for a maximum of 10 points</th>
<th>1 point per documented activity, service, award, or presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 100 points and are highly qualified!</td>
<td>100 points</td>
<td>Minimum 30 points</td>
<td>Maximum 50 points</td>
<td>Maximum 10 points</td>
<td></td>
</tr>
</tbody>
</table>

# Hrs.:  # Years:  # Hrs.:  # Activities:  # Service:  # Awards:  # Presentations:  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.
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.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2*</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification in Special Education</td>
<td>Course Work in Reading and Core Academic Subject Area</td>
<td>Years of Satisfactory Teaching Experience</td>
<td>Continuing Professional Development</td>
<td>Activities, Service, Awards, and Presentations Related to Early Childhood, Elementary, or Alt-MSA Program Assignment</td>
</tr>
<tr>
<td>Achieve ExNdSpec Certification from the National Board for Professional Teaching Standards</td>
<td>Earn semester hours of content course work** with a grade of &quot;C&quot; or better or MSDE CPD credit in:</td>
<td>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</td>
<td>Must be related to education:</td>
<td>Documented service on a local, state or national committee to:</td>
</tr>
<tr>
<td>100 points</td>
<td>• Reading ___ (min. 12)</td>
<td>• Earn semester hours of graduate education course work with a grade of &quot;B&quot; or better</td>
<td>• develop, select or evaluate content standards</td>
<td>• Department chair or team leader</td>
</tr>
<tr>
<td>Hold Advanced Professional Certificate (APC) in special education – Severely &amp; Profoundly Disabled (SPD); acceptable only for SPD teaching assignment</td>
<td>• Math ___ (min. 6)</td>
<td>• Earn MSDE CPD credits for education related course work</td>
<td>• develop, select or evaluate content curriculum</td>
<td>• Mentor teacher</td>
</tr>
<tr>
<td>100 points</td>
<td>• Science ____ (min. 6)</td>
<td>• Teach an education related course at an IHE or at a local school system</td>
<td>• align local content standards with state standards</td>
<td>• Cooperating teacher for intern</td>
</tr>
<tr>
<td>Hold APC issued by MSDE in special education</td>
<td>• English/Language Arts ____ (min. 6)</td>
<td></td>
<td>• develop, validate or evaluate content assessments</td>
<td>• Content instructor at an IHE</td>
</tr>
<tr>
<td>64 points</td>
<td>• Social Studies ____ (min. 6)</td>
<td></td>
<td></td>
<td>• School Improvement Team member</td>
</tr>
<tr>
<td>Hold Standard Professional Certificate (SPC) issued by MSDE in special education</td>
<td>• Arts ___</td>
<td></td>
<td></td>
<td>Or</td>
</tr>
<tr>
<td>40 points</td>
<td>Teach a content course at an IHE 1 point per credit earned or taught</td>
<td></td>
<td></td>
<td>Other locally approved leadership role</td>
</tr>
<tr>
<td>Minimum 36 points required with specific content minimums as noted above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>SSN:</strong></td>
<td><strong>CAS:</strong></td>
<td><strong>School System:</strong></td>
<td><strong>School:</strong></td>
</tr>
</tbody>
</table>

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**

- **Certification in Special Education**
  - Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment
    - 100 points
  - Achieve ExNd Spec Certification from the National Board for Professional Teaching Standards
    - 80 points
  - Hold APC issued by MSDE in special education
    - 64 points
  - Hold Standard Professional Certificate (SPC) issued by MSDE in special education
    - 40 points

**COLUMN 2**

- **Course Work in Reading and CAS Area**
  - READING
    - 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
  - CONTENT SPECIFIC to CAS Area:
    - 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

**COLUMN 3**

- **Years of Satisfactory Teaching Experience**
  - Must be Content Specific to CAS Area:
    - 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.

**COLUMN 4**

- **Continuing Professional Development**
  - 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

**COLUMN 5**

- **Activities, Service, Awards, and Presentations related to the Core Academic Subject Area**
  - (The items below are examples only, not a comprehensive list.)
  - 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
    - Content instructor at an IHE
    - School Improvement Team member
  - Other locally approved leadership role
  - Present academic content at local, state, regional or national professional meeting

**Points based on special education certification as noted above**

<table>
<thead>
<tr>
<th># Points</th>
<th># Hrs.:</th>
<th># Years:</th>
<th># Hrs.:</th>
<th># Activities:</th>
<th># Service:</th>
<th># Awards:</th>
<th># Presentations:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**TOTAL Points**

<table>
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<tr>
<th>TOTAL Points</th>
<th>TOTAL Points</th>
<th>TOTAL Points</th>
<th>TOTAL Points</th>
<th>TOTAL Points</th>
<th>GRAND TOTAL:</th>
</tr>
</thead>
</table>

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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 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.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>Certification in ESOL</th>
<th>Course Work in Reading and Core Academic Subject Area</th>
<th>Years of Satisfactory Teaching Experience</th>
<th>Continuing Professional Development</th>
<th>Activities, Service, Awards, and Presentations related to the Core Academic Subject Area</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve English as a New Language Certification from the National Board for Professional Teaching Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Documented service on a local, state or national committee to:</td>
<td>Local Teacher of the Year</td>
</tr>
<tr>
<td>100 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• develop, select or evaluate content standards</td>
<td>State Teacher of the Year</td>
</tr>
<tr>
<td>Hold Advanced Professional Certificate issued by MSDE in ESOL; acceptable to teach English/Rdg-LA to ESOL students only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• develop, select or evaluate content curriculum</td>
<td>Milken Award winner</td>
</tr>
<tr>
<td>100 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• align local content standards with state standards</td>
<td>Present academic content at local, state, regional or national professional meeting</td>
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<tr>
<td>Hold Advanced Professional Certificate issued by MSDE in ESOL; for other CAS areas such as social studies or science.</td>
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<td>• develop, validate or evaluate content assessments</td>
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<td>64 points</td>
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<td>Refereed Publications</td>
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<tr>
<td>Hold Standard Professional Certificate issued by MSDE in ESOL</td>
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<td>• Publish content chapter or article in a textbook or a refereed state, regional, or national journal</td>
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<td>40 points</td>
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<td>• Other locally approved leadership role</td>
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<td><strong>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.</strong></td>
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</tr>
</tbody>
</table>

 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) and Minimum 36 points (ECE or elementary).

<table>
<thead>
<tr>
<th># Points</th>
<th># Hrs.:</th>
<th># Years:</th>
<th># Activities:</th>
<th># Service:</th>
<th># Awards:</th>
<th># Presentations:</th>
<th>TOTAL Points</th>
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</tr>
</tbody>
</table>

Total: 30
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