



Alabama

***High Objective
Uniform State Standard
of Evaluation
(HOUSSE)
for
Highly Qualified
Teachers***

SUPPLEMENT

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State Superintendent
Alabama Department of Education
December 18, 2003

SUPPLEMENT TO ALABAMA TEACHER HOUSSE MODEL

Introduction

This document is provided to help teachers complete the HOUSSE Application and Worksheets. It contains explanations, clarifications, and procedures. The Supplement will also be useful to superintendents and other school system personnel who will be assisting applicant teachers, reviewing application portfolios, and submitting those portfolios to the Alabama State Department of Education.

Section I. Overview of the HOUSSE Option

A. Who should use the HOUSSE option?

New teachers (employed in a public school after the first day of school 2002-2003) may not use the HOUSSE option. This option may be used only by not new teachers (began teaching in a public school before or on the first day of school 2002-2003), who have not documented that they are HQ and will not be (1) going back to school to acquire further credits in the content area(s) of their teaching assignments or (2) exercising the test option. See information on page 6 pertaining to minimum course content requirements for elementary and middle/secondary teachers

B. What is required if I choose the HOUSSE option?

You will need to complete Form HSE and all sections of the “HOUSSE Application and Worksheets” and provide the required documentation for each worksheet. You should then submit the entire package to your superintendent or the school system administrator designated by the superintendent to handle HOUSSE applications. The school system will review and verify the contents of your application portfolio and submit it to the State Department of Education.

You may have a limited number of entries in some portfolio categories (components), perhaps none in an area such as “Recognition In Content Area.” However, that lack may easily be offset by entries and points achieved in other components. If you add together the total number of points possible in all components, you will find that a grand total of 165 points is possible. However, only 100 points are required to achieve Highly Qualified Teacher (HQT) status. You can achieve HQT status using as few as three components. (You can see a summary of the components and point structure on page 1 of the Application and Worksheets.)

C. What are the components (categories) in the HOUSSE model?

Although a number of components were considered for inclusion in the HOUSSE model, the educator task force that worked on its development finally settled on six components:

- College Coursework In Content Area
- College Coursework In Professional Studies Related To Content Area
- Professional Development Related To Content Area
- Professional Activities Related To Content Area
- Years of Public School Experience In Content Area
- Recognition In Content Area

There are six worksheets that you will complete – one for each component. The worksheets provide detailed information about what can and cannot be included. Further explanations and clarifications for each worksheet are provided in Section III of this Supplement, so you will want to read both the worksheets and the related information in this Supplement carefully before completing the worksheets.

Section II. Procedures

A. Responsibilities

It is the teacher's responsibility to complete the information required on the worksheets and to provide the required documentation. Neither your school system nor the State Department of Education has responsibility for placing information on the forms or attaching required documentation. Your school system and school systems in which you have previously taught may have information or documentation that you need which they can supply to you. Colleges and universities that you attended should be able to supply copies of your transcript(s). However, it is your responsibility to obtain the necessary documentation, complete the forms, and attach the documentation.

Please note! In addition to completion of the application portfolio, you (teacher) also need to complete Form HSE (HOUSSE Option Highly Qualified Teacher Checklist) and staple that form to the HOUSSE Application (page 1 of "Application and Worksheets"). This form will ensure that the State Department of Education (SDE) has your current address. A letter verifying your HQT status will be sent by the SDE after your portfolio has been reviewed.

It is the responsibility of the superintendent (or another person designated by the superintendent) to review your completed application portfolio, verify its contents, sign the application (page 1), and submit it to the State Department of Education.

It is the State Department of Education's responsibility to review application portfolios, determine HQT status, and notify both teachers and superintendents of decisions.

B. What is to be submitted?

The entire application portfolio is to be submitted to the State Department of Education. The packet should include Form HSE, the one page application form, the six completed worksheets (coursework, experience, etc.), and the documentation requested for each worksheet.

Be sure that all required demographic and verification information has been provided:

- Form HSE.
- Application Form – teacher name, current certification, school system, school, teaching/content area for which HQT status is sought, superintendent/designee signature, date, and teacher Social Security number (upper right corner).
- Worksheets – teacher Social Security number in upper right corner of each worksheet.

C. Submission procedures and timelines

1. After completing the application portfolio, the teacher should submit it for verification and appropriate signature to his/her superintendent or person designated by the superintendent to review and verify application portfolios.
2. After verifying the contents of the application portfolio (application and worksheets) and determining that the teacher has met the criteria for attaining HQT status, (minimum of 100 points attained), the local superintendent or designee should submit the entire application portfolio to

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Teacher Education and Certification
Alabama Department of Education
P. O. Box 302101
Montgomery, Alabama 36130-2101

NOTES TO SCHOOL SYSTEMS:

- Please do not submit portfolios from your school system individually. Send those completed in any given month as a package (batch) on the last working day of the month.
- To ensure review and determination of a teacher's HQT status for the 2004-2005 school year, his/her portfolio must be received by the State Department of Education no later than March 31, 2004.

Section III. Completing The Portfolio

In this section of the Supplement you will find explanations, definitions, and reminders pertinent to completion of the “Application Form and Worksheets.” Certain information is contained on each worksheet, and you should read that information carefully. The information contained here provides additional clarification.

Application Form (page 1)

- Be sure to complete all demographic information on this form, including Social Security number, as previously mentioned.
- Content Area For Which HQT Status Is Sought:

Read carefully the information on the Application form, and then write in the blank the teaching/content area for which you are requesting HQT status. Please note that:

- K-6 teachers should write in “elementary.”
- Middle school or high school teachers must complete separate application portfolios for each content area in which they are requesting HQT status.
- Special education teachers at the elementary level (Grade 6 and below) should write in “elementary.” Special education teachers at the middle/secondary level (Grade 7 and above) must complete separate application portfolios for each content area in which they are requesting HQT status.
- There is no HQT status for teachers in the “exception” fields listed; i.e., career/technical education, health education, physical education, driver & traffic safety education, ROTC.

“Measure” Column. In this column you should record the number of semester hours of credit, number of activities, years of experience, and/or number of recognitions you are submitting.

“Total Points” Column. Multiply the number of hours, activities, etc., in the “Measure” Column by the number listed in the “Point Value” Column and enter the result.

“Verification” Column. The superintendent or designee reviewing and verifying your application portfolio should place his/her initials in each cell in this column, thereby indicating the accuracy of the entries in the other columns.

College Coursework In Content Area (page 3)

- Be sure to place your name and Social Security number on the lines provided.
- Courses in pedagogy should not be included on this form. Only courses in a discipline, e.g., mathematics, English, biology, general science, etc., are to be included on this worksheet.
- Please note that you are to attach to this worksheet a photocopy of every college/university transcript (does not have to be an original unless you are using a transcript not previously submitted to the State Department of Education as part of the certification process) that contains one or more of the courses you are listing and that you have marked on the transcript the courses you have listed on the worksheet, so that a reviewer can easily find them. Courses you include on the Content Area Worksheet should be marked with a “C.”
- If you are an elementary teacher, you are not eligible to use the HOUSSE option unless you have completed a minimum of six semester hours in each of four content areas (English language arts, including reading; mathematics; science; and social science). If you have met that requirement, complete the worksheet. Include all hours in those content areas.
- If you are a middle school or secondary teacher, you are not eligible to use the HOUSSE option unless you have completed at least 18 semester hours in the content area for which you are applying. If you have met that requirement, complete the worksheet. Include all hours completed in the content area.
- No distinction between graduate and undergraduate hours has been made. Semester hours at both levels have the same value.
- Please note that the “Semester Hours” Column requires that quarter-hour credits must be translated to semester hours. The formula has been provided on the worksheet.
- Be aware, as stated on the worksheet, that you cannot count any course for which you did not earn college/university credit.
- Be sure to complete the calculations at the bottom of the worksheet, and remember that the maximum number of points you can receive in this portfolio component is 40, even if you have taken enough courses to exceed 40 semester credit hours.

College Coursework In Professional Studies Related to Content Area (page 4)

- Be sure to place your name and Social Security number on the lines provided.
- Courses in the content areas (mathematics, science, history, etc.) should not be included on this form.
- Not all professional studies courses a teacher has taken can be counted. Only courses that have direct relationship to instruction in the content area for which a teacher is seeking HQT status can be included. Those courses include courses in methods of teaching in the content area (area of teaching assignment), courses in learning theory, courses in teaching to learning styles, courses in differentiating instruction for sub-groups of students (e.g., special needs students, ELL students, gifted learners), courses in assessment and evaluation, courses in technology applications in instruction, and courses in reading.
- Remember to attach the required documentation to this worksheet, i.e., copies of college/university transcripts with the courses you are entering on the worksheet clearly marked. Courses you are including on the Professional Studies Worksheet should be marked “PS.”
- Only courses in which you earned credit from senior colleges/universities with state-approved teacher education programs can be included.
- Remember to translate quarter-hour credit earned to semester hours.
- Complete the computations required at the bottom of the page, and remember that you can count only 35 semester hours (35 points), no matter how many hours above that number you have taken.
- No distinction between graduate and undergraduate hours has been made. Semester hours at both levels have the same value.
- Graduate coursework not related to the content area in which you are applying for HQT status cannot be included, e.g., administration.

Professional Development Related to Content Area (page 5)

- Be sure to enter your name and Social Security number on the lines provided.
- Read the following description of high-quality professional development from the “No Child Left Behind Act.” This description should further clarify the kinds of professional development activities that can be included in your application portfolio.

Definition of High Quality Professional Development ESEA

No Child Left Behind, Section 9101

<p>Professional development includes activities that:</p> <ul style="list-style-type: none"> • improve and increase teachers' knowledge of academic subjects they teach and enable teachers to become highly qualified • are an integral part of broad schoolwide and district-wide educational improvement plans • improve classroom management skills • are high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one day or short-term workshops or conferences • are aligned with and directly related to state academic content and the curricula and programs tied to the standards • are designed to give teachers of limited English proficient children and other teachers and instructional staff the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments 	<ul style="list-style-type: none"> • to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach • provide instruction in methods of teaching children with special needs • include instruction in the use of data and assessments to inform and instruct classroom practice • provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom
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- As the above examples on the worksheet indicate, short-term (1-2 hours), “one-shot” (no follow-up activity required, no continuation) professional development sessions cannot be counted. As a general rule, a high-quality professional development activity will be one that extends over more than one day. The actual time spent might have been a concentrated daylong, two-day, or multiple-day session, or it might have consisted of 4, 5, 6 or shorter sessions (1 ½ - 3 hours) spread over time. These several short sessions on the same topic together create an activity. Planned follow-up (i.e., classroom application) must have been a part of the activity.
- The professional development activities entered on the worksheet must have direct relationship to the content area for which you are seeking HQT status. They must fit the NCLB definition and the examples presented on the worksheet.
- Be sure to name or describe the activity specifically. Simply saying something like “school inservice day” or “school inservice day on test scores” is insufficient.
- Be sure to enter the dates of the activity. This is particularly important if the activity consisted of several short sessions spread over time.
- In the “Duration” Column, enter the total number of hours spent in actual professional development/learning and, if the activity consisted of several short sessions, the number of hours spent in each session for which you entered a date in the “Dates” Column.

- You must provide evidence of your participation in each activity that you enter on the worksheet. An agenda for a workshop, or seminar, or inservice session is insufficient evidence. Your school system may be able to assist you in providing the required documentation with a letter or participant records.
- If you completed activities that fit the criteria in a professional development plan developed in concert with your PEPE or local evaluation, you can include those activities, and you should be able to use the completed, signed, PDP form (including the results and benefits sections) as documentation.
- Remember that you can include in this component of your portfolio only professional development activities completed within the last ten years.
- Be sure to compute the points section of the worksheet. Note that you can include no more than 12 activities and receive no more than 36 points for this component of your application portfolio.

Professional Activities Related to Content Area (page 6)

As you can see when you study this worksheet, professional activities are defined differently than professional development. In this component, the teacher is a “doer” or “leader,” rather than the recipient of education. Actually, a teacher who engages in any of the suggested activities will learn a tremendous amount that can and should be transferred to the classroom. However, the role(s) and responsibilities required are quite different from those of a participant in a workshop, seminar, independent study, or class.

- Be sure to enter your name and Social Security number on the lines provided.
- Clinical faculty in school-university partnerships generally have responsibility for student teachers or interns, but there could be responsibilities other than that, e.g., collaborative activity with university faculty in a research activity.
- Please note that presentations that can be counted are those that either report research conducted by the teacher or programs, projects, practices based on research.
- There may be activities other than those mentioned that qualify for inclusion. Any activity recognized and acknowledged by the school system or state in which the teacher has educated, led, or mentored other teachers to advance their professional practice can be counted. Please be specific in describing an activity.
- Documentation for entries on this worksheet will need to be provided by the LEA or college/university for which an activity was performed.
- Please note that a maximum of five activities can be included.

Years of Public School Experience in the Content Area (page 7)

- Be sure to enter your name and Social Security number on the lines provided.
- Please note that only public school experience in the content area for which you are applying for HQT status can be included.
- Note also that service of one full semester or more during any given year counts as one year.
- Read the directions on the worksheet carefully. They list the categories of teaching experience that cannot be included.
- For experience in the subject for which HQT status is sought during the most recent ten years, whether in one public school system or several, a teacher receives 2 points per year. A teacher receives 1 point per year for up to ten additional years of public school teaching experience in the subject for which HQT status is sought.
- There is logic in giving more value to the most recent ten years of experience. This procedure acknowledges that recent experience contributes greatly to a teacher's content knowledge and related pedagogy and it provides some equity in the HOUSSE model among teachers with many years of experience and those with fewer years; yet, it gives value to longevity.
- Please note that the maximum number of points that can be obtained in this component is 30.

Recognition in Content Area (page 8)

- Be sure to enter your name and Social Security number on the lines provided.
- Recognitions that can be included are regional, state, and/or national awards, rather than local awards.
- Publications (articles, books) that can be included must apply directly to the content area in which the teacher is applying for HQT status.
- Please note that only two recognitions can be included.