



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

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(High, Objective, Uniform State Standard of Evaluation)

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

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Maryland's HOUSSE

IN October 2003, the Maryland State Board of Education adopted a High, Objective, Uniform State Standard of Evaluation for Maryland's veteran teachers, providing them a convenient method of achieving "highly qualified" status using one of several options under the No Child Left Behind Act (the landmark federal legislation enacted in 2002).

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 Maryland Advanced Professional Certificate (APC) 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 will be disseminated to Superintendents, Directors of Human Resources, and other individuals responsible for determining and reporting on the qualifications of teachers in local school systems. Human resources professionals will share this document with teachers through a variety of mechanisms, and it is available on the MSDE Web site, www.marylandpublicschools.org.

Many individuals were involved in producing this document. Grateful acknowledgement is made to the HOUSSE Implementation Work Group as well as to the teachers and administrators who provided feedback. Group members wish to extend their appreciation to Ms. Lauren Proutt, MSDE Staff Specialist/Editor, who provided expertise in assembling ideas into a coherent whole.

HOUSSE Implementation Work Group

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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. 16-18).

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 (hired after the first day of the 2002-2003 school year) may have different requirements than those who are not new teachers.

Acronyms

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

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

What are the core academic subjects (CAS)?

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

- Art, Music, Dance, Drama/Theatre
- Early Childhood
- Elementary (including immersion)
- 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 12, “How to Achieve ‘Highly Qualified’ Teacher Status in Maryland.”)

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

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

OR

- Hold a bachelor’s degree or higher from a regionally accredited IHE, **and**
- Hold a valid Maryland Standard Professional Certificate (SPC) or Resident Teacher Certificate (RTC), **and**
- have passed the applicable state content test(s) in each of the CAS in which he or she is assigned and/or have completed an academic major or equivalent in each of the CAS for which he or she is assigned, **and,**
- **if an early childhood or elementary teacher new to the profession (hired after the first day of the 2002-2003 school year), have passed a state pedagogy test.**



Please stop and review the information above to determine if you are already highly qualified or if you need to complete the 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 the rubric.

OR

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

Note

HOUSSE is available only to teachers not new to the profession—those hired prior to the first day of the 2002-2003 school year. Information on NCLB and requirements for new teachers are available in the certification and NCLB areas of the MSDE Web site, www.marylandpublicschools.org.

Instructions for completing the HOUSSE rubric

In order to comply with federal NCLB requirements, some teachers may choose to complete the HOUSSE rubric which follows. 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 7) 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.

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 already has your certification information on file and requires no further action from you.
 - Course work in core academic subject area (column 2 on rubric)
 - Years of satisfactory teaching experience (column 3 on rubric)
 - Continuing professional development (column 4 on rubric)
 - Activities, service, awards and presentations (column 5 on rubric)

Note

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

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

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

Step 3

Column 1

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

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.

INSTRUCTIONS

- **Middle, Secondary and PreK-12.** A minimum of 30 content credits (one point equals one semester hour of credit) is required. The content-specific course work includes college credits completed in the academic major/department. MSDE CPDs, which are content specific, are also acceptable. Credits earned using College Level Entry Placement (CLEP) are acceptable provided they are reflected on an official transcript.

Column 3 - Years of Experience

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

Column 4 – Continuing Professional Development

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

Column 5 – Activities, Service, Awards and Presentations

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

Step 4

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

Step 5

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

INSTRUCTIONS

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 FOR ECE AND ELEMENTARY TEACHERS

ECE and elementary 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
College algebra/geometry courses	Intro. to Modern Math 1 and 2
College trigonometry courses	Probability and Statistics
Elements of Math 1 and 2	Survey of College Math 1 and 2

Science

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

Language Arts/Reading

Adolescent Literature
Any language arts courses
Any reading courses

INSTRUCTIONS

Social Studies

Anthropology
Economics
Geography
History

Philosophy
Political Science
Psychology
Sociology

Arts

Art
Dance
Drama
Music
Theatre

CONTENT COURSE WORK FOR MIDDLE SCHOOL, SECONDARY AND PRE-K-12 (ART AND MUSIC) TEACHERS

Middle school, secondary and pre-K-12 (art and music) 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.

CAS: Social Studies, 5-12 or 7-12

US History	Current Issues-foreign policy
World War II	Economics I and II
International Politics	US Government
Introduction to Sociology	

CAS: Biology, 5-12 or 7-12

Principles of Biology & Lab	Genetics & Lab
Molecular & Cellular Biology & Lab	Chemistry I & Lab
Microbiology & Lab	College Physics & Lab
Human Anatomy & Lab	

INSTRUCTIONS

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	



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

ACTIVITIES

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

Examples:

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

SERVICE RELATED TO CONTENT

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

Examples:

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

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

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/text books
- Artistic performance in the CAS

END OF INSTRUCTIONS



**Please proceed to the appropriate rubric
(Early Childhood/Elementary OR
Middle/Secondary/PreK-12).**

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 and Music)

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 and Music) 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, and theater), 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 hired after the first school day of the 2002-2003 school year in Maryland.

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

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

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		
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 <u> </u> min.9 (college math, algebra, geometry, finite math, trigonometry, statistics, calculus, etc.) Science <u> </u> min.9 (biology, botany, physics, chemistry, physical science, earth science, astronomy, etc.) English <u> </u> LA/rdg <u> </u> Soc.Stu. <u> </u> (history, political science, geography, sociology, economics, anthropology) Arts <u> </u> (music, art, drama, theatre) Teach a content course at an IHE: _____ _____	Must be full-time (not less than 9 consecutive mos. for 50% or more of the school week or the equiv.) and assigned in early childhood or elementary education: ECE: <u> </u> yrs. X 4 pts. = <u> </u> Elementary: <u> </u> yrs. X 4 pts. = <u> </u>	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 9 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

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

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

Signature

Date

For local school system use

Name of auditor


Date materials audited

Signature of auditor

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

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

Note: Middle, secondary, and PreK-12 (art & music) 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.

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 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			
COMPETENCY TYPE	<p>Hold Advanced Professional Certificate (APC) issued by MSDE in CAS being taught (Elementary APC acceptable for middle school level)</p> <p>and/or</p> <p>Achieve certification from the National Board for Professional Teaching Standards in CAS being taught.</p>	<p>Earn semester hours of content course work* with a grade of "C" or better or MSDE CPD credit :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teach a content course at an IHE:</p> <p>_____</p> <p>_____</p>	<p>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 (for art or music):</p> <p>_____ yrs. X 4 pts. = _____</p>	<p>Earn semester hours of graduate education course work w/grade "B" or better:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Earn MSDE CPD credits for education related workshops:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teach an education related course at an IHE or at a local school</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Documented service on a local, state or national committee to:</p> <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 _____ <p>Refereed Publications:</p> <ul style="list-style-type: none"> • Publish content article in a textbook or a refereed state, regional, or national journal _____ 	<p>Documented service as a:</p> <ul style="list-style-type: none"> • Department chair or team leader _____ • Mentor teacher _____ • Cooperating teacher for intern _____ • School Improvement Team member _____ <p>Or</p> <p>Other locally approved leadership role</p> <p>_____</p>	<ul style="list-style-type: none"> • Local Teacher of the Year _____ • State Teacher of the Year _____ • Milken Award winner _____ • Present academic content at local, state, regional or national professional meeting _____ • Performance (artistic) in field of teaching _____ 	
POINT (S) ALLOWED	<p>100 points per activity listed above</p> <div style="text-align: center;">  <p>You have 100 points and are highly qualified!</p> </div>	<p>1 point per credit earned or taught</p> <p>Minimum 30 points required</p>	<p>4 points per year</p> <p>Maximum 50 points</p>	<p>1 point per credit earned or taught for a</p> <p>maximum of 10 points</p>	<p>1 point per documented activity, service, award, or presentation</p> <p>Maximum 10 points</p>			
	TOTAL Points	# Hrs.: TOTAL Points	# Years: TOTAL Points:	# Hrs.: TOTAL Points	# Activities: TOTAL Points:	# Service: TOTAL Points:	# Awards: TOTAL Points:	# Presentations: 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

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