

NCLB Highly Qualified Teacher Workbook

**Meeting the
No Child Left Behind (NCLB)
Highly Qualified Teacher Requirement
in Washington State**



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Public Instruction

May 2006

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Meeting the No Child Left Behind (NCLB) Highly Qualified Teacher Requirement in Washington State

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Introduction

Purpose

The Office of Superintendent of Public Instruction (OSPI), with the assistance of a stakeholder workgroup, has constructed a comprehensive process to ensure school district administrative staff and teachers are supported in meeting the federal No Child Left Behind (NCLB) requirement for highly qualified teachers (HQT). Completion of the processes and use of OSPI forms and worksheets included in this workbook provide districts with appropriate documentation. Although the use of OSPI's forms and worksheets is at the district's discretion, districts are required to keep records that provide evidence they are in compliance with meeting NCLB requirements. HQT forms and worksheets are posted on the OSPI Web site in Word format and may be used by districts "as is" or may be used as a template or example for districts to ensure district processes and records focus on appropriate identification and documentation.

Also included in this HQT process is the documentation for special education teachers to meet Individuals with Disabilities Education Improvement Act (IDEA or IDEiA) highly qualified teacher requirements in addition to NCLB requirements when necessary.

Overview of NCLB and IDEA Highly Qualified Requirements

The NCLB definition of a highly qualified teacher is a teacher who:

- Has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

NCLB highly qualified teacher criteria are grouped into two categories by level:

- Teachers at the Elementary Level (Grades K–5 and 6 when Grade 6 is a self-contained classroom), and
- Teachers of Secondary Grade Levels—Middle and High School (Grade 6 when it is structured as departmentalized classes and Grades 7 through 12)

The NCLB highly qualified teacher requirement applies to all teachers who teach in the core academic areas of:

- English, Language Arts, Reading
- Mathematics, Science
- History, Civics/Government, Geography, Economics
- Foreign Languages (World Languages)
- Art—Visual Arts, Theatre, Dance, Music (General, Choral, Instrumental)

The Individuals with Disabilities Education Improvement Act (IDEA or IDEiA) requires that special education teachers:

- Hold at least a bachelor's degree, and
- Hold full state special education certification/licensure:

- A pre-'87 (Lifetime Unendorsed) certificate, or
- An Endorsed teaching certificate with a Special Education endorsement, and
- If teaching a core academic subject area, meet the NCLB highly qualified teacher requirement.

Summary of Changes

Washington's definitions and procedures to meet No Child Left Behind (NCLB) highly qualified teacher (HQT) requirements were revised based on guidance from the U.S. Department of Education (ED) in Fall 2005. Revised procedures are in alignment with NCLB statutory language describing the highly qualified teacher requirements. The forms referred to in this section are contained in this manual; refer to the Table of Contents for specific page numbers.

- **HOUSSE Evaluation (High Objective Uniform State Standard of Evaluation) procedure for pre-'87 teachers** (Lifetime Unendorsed certificates) remains available through the annual evaluation as described in RCW 28A.405.100, but procedures, must be uniform from teacher to teacher, grade level to grade level, and school to school throughout the state. This option must include *documentation of Grade Level Expectations (GLEs) or Essential Academic Learning Requirements (EALRs) in the evaluation to make the application of the process uniform* from teacher to teacher, grade level to grade level for each core academic area from school to school throughout the state of Washington. Forms are available to document this process.
- **HOUSSE Plan of Assistance procedure for post-'87 teachers** (Endorsed certificates) remains available through the plan of assistance as outlined in WAC 181-82-110,* but procedures must be uniform from teacher to teacher, grade level to grade level, and school to school throughout the state. This option must include *documentation of GLEs or EALRs in the HOUSSE Plan of Assistance* (to make the application of the process uniform) from teacher to teacher, grade level to grade level for each core academic area from school to school throughout the state of Washington. Forms are available to document this process.
* WAC 180-82-110 was renamed WAC 181-82-110 in January 2006.
- **Elementary Level**—Teachers of elementary level curriculum must meet HQT through one of two methods: a state test or a HOUSSE. Therefore, at the elementary level, an endorsement, a degree or major, coursework equivalent to a major, or National Board Certification is not sufficient by itself to meet the HQT requirement. *However, a new Points-Based HOUSSE process is available and will include points for various factors such as certificates/endorsements held, course work, experience, professional learning, etc.*
- **Middle School Level**—The Elementary Education endorsement is not sufficient by itself to meet the HQT requirement. Also, the Middle Level (Primary) endorsement is not sufficient by itself to meet the HQT requirement. *See the new Points-Based HOUSSE.*
- **Special Education**—Special education teachers, at all levels, who teach core academic content as part of their teaching assignment are required to meet NCLB content area knowledge requirements. At the elementary level they must meet the same requirement as elementary education teachers. At the secondary levels they must meet NCLB content

area knowledge requirements in each core academic subject they are teaching. *See the new Points-Based HOUSSE.*

- **Social Studies Endorsement for Middle and High School**—The Social Studies endorsement is not sufficient by itself to meet the HQT requirement in (1) History, (2) Geography, (3) Civics and Government, or (4) Economics. *See the new Points-Based HOUSSE.*
- **ESL/Bilingual Endorsements**—These endorsements are not sufficient by themselves to meet the HQT requirement. *See the new Points-Based HOUSSE.*
- **Endorsement-related Assignment**—Endorsement-related assignment is not sufficient by itself to meet the HQT requirement. *See the new Points-Based HOUSSE.*
- **Multiple-Subjects Assignment**—Teachers of more than one subject must meet the HQT requirement for each core academic subject to which they are assigned. *See the new Points-Based HOUSSE.*
- **Content Area Specialists (Music, Art, Reading, Math, World Languages) in an Elementary Level Assignment**—Teachers of K–12 or secondary content area specialties are treated the same as teachers of core academic subjects at the secondary level. They must meet the HQT requirement for each core academic subject to which they are assigned, but endorsement, degree, major, equivalent of a major, National Board certificate, or Praxis II test may be used to meet the HQT requirement.

Documenting Highly Qualified Status

Documenting a teacher's highly qualified status is accomplished through the following steps.

Step 1 Identify the teacher's teaching assignment.

- If the teacher is assigned to teach at least one core academic subject or the elementary curriculum, the teacher must meet NCLB HQT requirements.
- If the teacher is not assigned to teach at least one core academic subject or the elementary curriculum, the teacher does not need to meet NCLB HQT requirements, and no additional steps are taken.

Step 2 Complete an identification form—**Identification Forms A through D.**

- If the teacher meets the HQT requirement in the assignment using the identification form, no additional steps are taken.
- If the teacher does not meet the HQT requirement using only the identification form, proceed to a HOUSSE option.

Step 3 Choose one of two HOUSSE options, if needed.

- Option 1—Annual process:
 - HOUSSE Evaluation—For pre-'87 (Lifetime Unendorsed) certificate holders. See **Form 1A.**
 - HOUSSE Plan of Assistance—For teachers with endorsed certificates. See **Form 1B.**
- Option 2—One-time process for each assignment:
 - Points-Based HOUSSE using the Points-Based HOUSSE Matrix—Form 2 and, as applicable, Worksheets 2A through 2D.

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Washington State The Path to NCLB Highly Qualified Teacher (HQT) of Elementary Grades (K-5 or K-6)*

Start

Has the teacher passed the Praxis II Elementary Education (0014) test?



Yes

YES, the teacher meets NCLB Highly Qualified Teacher requirements for elementary grades.

NO

Has the teacher passed the Praxis II Early Childhood Education (0021) test?



Yes

YES, the teacher meets NCLB Highly Qualified Teacher requirements for K-3 grades.

NO

NO, the teacher must use a HOSSE (High Objective Uniform State Standard of Evaluation) to meet Highly Qualified.

Does the teacher hold an **unendorsed certificate** (certified **before** 1987)?



Yes

HOSSE Options

OR

Points-Based HOSSE = HQT

NO

HOSSE Evaluation for Pre-87 Certificated Teacher = HQT

- ◆ Annual
- ◆ Each Subject
- ◆ GLEs/EALRs

- ◆ One time

Does the teacher hold an **endorsed certificate** (certified **after** 1987)?



Yes

HOSSE Options

OR

Points-Based HOSSE = HQT

HOSSE Plan of Assistance for Post-87 Certificated Teacher = HQT

- ◆ Annual
- ◆ Each Subject
- ◆ GLEs/EALRs

- ◆ One time

*Includes 6th grade if self-contained class

Elementary Ed Endorsement includes ALL Core Academic Subjects.

Source: OSPI (www.k12.wa.us) and WEA (www.washingtonea.org)



Washington State The Path to NCLB Highly Qualified Teacher (HQT) of Secondary Grades (Middle* & High School)

Start ↓

Has/Does the teacher, in the subject area:

- ◆ passed the Praxis II, or
- ◆ have a Washington endorsement, or
- ◆ have an academic major, or
- ◆ have a graduate degree, or
- ◆ have National Board Certification, or
- ◆ have 45 quarter credits ?



Yes

YES, the teacher meets NCLB Highly Qualified Teacher requirements in the content area.



NO

NO, the teacher must use a HOUSSE (High Objective Uniform State Standard of Evaluation) to meet Highly Qualified.



Does the teacher hold an **unendorsed certificate** (certified **before** 1987)?



Yes



HOUSSE Options



NO



Does the teacher hold an **endorsed certificate** (certified **after** 1987), but is assigned to teach out of the endorsement area?



Yes



HOUSSE Options

HOUSSE Evaluation for Pre-87 Certificated Teacher = HQT



- ◆ Annual
- ◆ Each Subject
- ◆ GLEs/EALRs

OR

Points-Based HOUSSE = HQT



- ◆ One time per subject area

OR

HOUSSE Plan of Assistance for Post-87 Certificated Teacher = HQT



- ◆ Annual
- ◆ Each Subject
- ◆ GLEs/EALRs

Points-Based HOUSSE = HQT



- ◆ One time per subject area

*Includes 6th grade if configured by subject

Core Academic Subjects include: English, reading, language arts, mathematics, science, foreign language (designated world languages), civics and government, economics, history, geography and arts (music, theatre, visual arts, dance)

Source: OSPI (www.k12.wa.us) and WEA (www.washingtonea.org)



Instructions for the Use of NCLB and IDEA Highly Qualified Teacher Forms

Identification Forms

Purpose: Identification Forms are the first (and in some cases, only) forms that are used to determine HQT status. If a teacher is found to be highly qualified at a particular level, or in a particular core academic subject using the appropriate Identification Form, no further forms are needed for that subject.

- **Grade Levels.** For purposes of the highly qualified teacher requirement:
 - The Elementary Level is defined as Grades K–5 plus 6th grade self-contained classrooms.
 - The Secondary Level includes both middle level and high school:
 - The Middle Level is defined as 6th grade in the middle school configuration plus Grades 7–8.
 - High School is defined as Grades 9–12.

Information Collected: Identification Forms A through D record certification, education, and assignment information, and identify qualifications that may be used to verify the teacher meets the “highly qualified” definition.

Assignment-specific: If a teacher’s assignment changes, the teacher’s Identification Form(s) should be revised to reflect the current assignment, and to again determine HQT status.

A. Elementary Level Teachers

1. Use Identification Form A (Exception: Content area specialists teaching a single core academic subject use Identification Form B).
2. Part I: Using the teaching certificate and transcripts, complete Part I (certificate/degree) by recording the certificate type, whether pre-’87 or post-’87, and (if post-’87) which endorsements are held. Also record the degree(s) and name(s) of granting institution(s), noting any major(s) and minor(s).
3. Part II: With information on the teacher’s current assignment, complete Part II (teaching assignment), identifying core academic subjects and/or grade levels to which the teacher is assigned.
4. Part III: Determine whether the teacher meets the HQT requirement through the one statutory HQT route:
 - Passing the Praxis II in elementary education (Elementary Education: Content Knowledge, ETS code 0014), or
 - If assigned to teach Grades K–3, passing the Praxis II in early childhood education (Education of Young Children, ETS code 0021).

If so, nothing further needs to be done for this assignment. If not, proceed to Housse Option 1 or Housse Option 2 to determine HQT status.

B. Middle Level and High School Teachers (including K–12 content area specialists at the elementary level)

1. Use Identification Form B.
2. Part I and II: Same as for Form A.
3. Part III (Content Areas): List the core academic subjects to which the teacher is assigned. For each content area, determine whether the teacher meets the HQT requirement in that subject through one of the six routes shown. These include:
 - Passing a Praxis II test in that subject
 - Holding the Washington endorsement for that subject
 - An academic major in the subject
 - A graduate degree in the subject
 - A National Board certificate in the subject
 - 45 quarter (30 semester) hours in the subject

If so, nothing further needs to be done for this assignment. If not, proceed to HOUSSSE Option 1 or HOUSSSE Option 2 to determine HQT status.

C. Special Education Teachers at the Elementary Level

1. Use Identification Form C.
2. Part I and II: Same as for Form A.
3. Part III: Determine whether the teacher meets the NCLB HQT requirement through the one statutory HQT route:
 - Passing the Praxis II in elementary education (Elementary Education: Content Knowledge, ETS code 0014), or
 - If assigned to teach Grades K–3, passing the Praxis II in early childhood education (Education of Young Children, ETS code 0021).

If so, the teacher meets the HQT requirement under NCLB. If not, proceed to the next step.

4. Part IV: Determine whether the teacher holds a K–12 certificate (unendorsed) or holds a special education or early childhood special education endorsement. If either is true and the teacher is highly qualified under NCLB, the teacher also meets the HQT requirement under IDEA, and nothing further needs to be done for this assignment.
5. If the teacher does not yet meet highly qualified under NCLB, proceed to HOUSSSE Option 1 or HOUSSSE Option 2 to determine NCLB HQT status.
6. If the teacher does not yet meet highly qualified under IDEA, follow instructions from the OSPI Special Education office.

D. Special Education Teachers at the Middle Level and High School

1. Use Identification Form D.
2. Part I and II: Same as for Form A.

3. Part III (Content Areas): List the core academic subjects assigned to the teacher. For each content area listed, determine whether the teacher meets the HQT requirement in that subject through one of the six routes:
 - Passing a Praxis II test in that subject
 - Holding the Washington endorsement for that subject
 - An academic major in the subject
 - A graduate degree in the subject
 - A National Board certificate in the subject
 - 45 quarter (30 semester) hours in the subject

If so, the teacher meets the HQT requirement under NCLB. If not, proceed to the next step.

4. Part IV: Determine whether the teacher holds a K–12 certificate (unendorsed) or holds a special education endorsement. If either is true and the teacher is highly qualified under NCLB, the teacher also meets the HQT requirement under IDEA, and nothing further needs to be done for this assignment.
5. If the teacher does not yet meet highly qualified under NCLB, proceed to HOUSSE Option 1 or HOUSSE Option 2 to determine HQT status.
6. If the teacher does not yet meet highly qualified under IDEA, follow instructions from the OSPI Special Education office.

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HOUSSE Options—Forms and Worksheets

Teachers with more than one year of experience have two HOUSSE options to meet HQT requirements. Option 1 is an annual process, either the HOUSSE Evaluation for pre-'87 certificated teachers or the HOUSSE Plan of Assistance for post-'87 certificated teachers. Option 2, the Points-Based HOUSSE, involves a one-time-only process for each teaching assignment.

A. HOUSSE Option 1 is available to all teachers, in one of two formats, depending on the type of teaching certificate.

1. HOUSSE Evaluation for Pre-1987 (Unendorsed) Teachers

Teachers first certificated before 1987, who hold a Lifetime Unendorsed certificate, may meet the HQT requirement through the HOUSSE evaluation process.

- a. Use Form 1A, NCLB HOUSSE Evaluation for pre-'87 (unendorsed) certificate holders.
- b. Fill in the heading, identifying the teacher, the assignment and grade level, the observation date and year, and the core academic subject(s) being observed.
- c. Identify the GLEs or EALRs. If GLEs are available, they are to be used. Teachers for 11th and 12th grades should use GLEs if available, or 10th grade EALRs.
- d. Upon successful demonstration of understanding of the GLEs/EALRs, complete the form, file completed form in the school district HR/Personnel office, and retain for seven years for auditing purposes.

2. HOUSSE Plan of Assistance for Post-1987 (Endorsed) Teachers

- a. Use: Form 1B, NCLB HOUSSE Plan of Assistance for Post-'87 (Endorsed) Certificate Holders.
- b. Fill in the heading, identifying the teacher, the assignment and grade level, the plan date and year, and the core academic subject(s) to which the teacher is assigned.
- c. Identify the GLEs or EALRs in the plan of assistance. If GLEs are available, they are to be used. Teachers for 11th and 12th grades should use 10th grade GLEs if available, or 10th grade EALRs.
- d. Upon successful completion of the plan of assistance which cites the applicable GLEs/EALRs, complete the form, file completed form in the school district HR/Personnel office, and retain for seven years for auditing purposes.

B. HOUSSE Option 2, the Points-Based HOUSSE, is available regardless of certificate type. This option involves a Points-Based inventory of education, experience, professional development, and other qualifying factors in the teacher's background.

1. Points-Based Matrix

The six-page Washington Points-Based HOUSSE Content Knowledge Matrix assigns point values to various factors obtained from transcripts, certificates, employment records, clock hour transcripts/in-service forms, and other forms of documentation.

- a. Use Form 2 (six-page matrix).
- b. The Points-Based Matrix is used as a reference to identify how many points to record on individual Points-Based HOUSSE worksheets. The matrix itself need not be placed in each individual's file, as long as it is available for background reference.

2. Points-Based HOUSSE Worksheets

The Points-Based HOUSSE worksheets are used to tally points that are earned in the six categories of the Points-Based matrix:

- Category 1—College Credit Coursework for Certification
- Category 2—Teaching Experience
- Category 3—Professional Development
- Category 4—Internships and Work Experiences
- Category 5—Leadership
- Category 6—Awards/Honors/Publications

Note that points can only be awarded for such criteria if they are in the particular core academic area identified at the top of the worksheet under "content area."

a. Elementary Level

- (1) General education teachers, after using Identification Form A, and special education teachers, after using Identification Form C, may use Worksheet 2A if documenting content expertise through a Points-Based HOUSSE at the elementary level.
- (2) Content area specialists teaching a specific core academic subject (such as music, art, reading, math) at the elementary level, after using Identification Form B, may use Worksheet 2B or Worksheet 2C if documenting content expertise through a Points-Based HOUSSE.

b. Middle Level

General education teachers, after using Identification Form B, and special education teachers, after using Identification Form D, may use Worksheet 2B to document content expertise through a Points-Based HOUSSE at the middle level. Special cases include:

- (1) Multiple Subjects, Middle Level. General education teachers, teaching multiple subjects at the middle school level may use copies of Worksheet 2B
- (2) Special Education, Middle Level. Special education teachers at the middle level may use copies of Worksheet 2B to meet the HQT requirement.

- (3) Social Studies, Middle Level. Teachers of history, geography, civics and government, or economics at the middle level may use copies of Worksheet 2D or Worksheet 2B.

c. High School

General education teachers, after using Identification Form B, and special education teachers, after using Identification Form D, may use Worksheet 2C to document content expertise through a Points-Based Housse. Special cases include:

- (1) Multiple Subjects, High School. General education teachers teaching multiple subjects at the high school may use copies of Worksheet 2C.
- (2) Special Education, High School. Special education teachers at the high school also may use copies of Worksheet 2C to meet the HQT requirement.
- (3) Social Studies, High School. Teachers of history, geography, civics and government, or economics at the high school may use copies of Worksheet 2D or Worksheet 2C.

3. Affidavit

In the event that documentation for a particular experience, appointment, or assignment cannot be secured, a signed affidavit may be used providing the circumstances for the claimed points. See AFFIDAVIT.

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Washington State NCLB Highly Qualified Teacher (HQT) General Education Teachers at the Elementary Level

Name: _____ Certificate Number _____
 School Building: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes ☐ No ☐

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

☐ K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

☐ Early Childhood (P-3)

☐ Elementary Education Endorsement (K-8)

☐ Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Content Area Teaching Assignment (check all that apply):

☐ Elementary Curriculum (includes core content subjects of the elementary level curriculum)

☐ Other* – List Subject Area _____

☐ Other* – List Subject Area(s) _____

* Note: If assigned to teach only K-12 content area specialties (music, art, reading, etc.) use Identification Form B

Grade-level Assignment (check all that apply):

☐ K-5

☐ Grade 6 – Self-contained - 6th grade classroom (same teacher with the same students)

There are two statutory routes for teachers of elementary grades to meet highly qualified – a state test or HOUSSE:

Part III – Teacher passed Praxis II Elementary Education (0014) in Washington?

Yes ☐ No ☐

K-3 assignment only: Teacher passed Praxis II Early Childhood Education (0021)?

Yes ☐ No ☐

Yes – Teacher meets the NCLB definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (>1 yr) may meet NCLB highly qualified teacher requirements through a HOUSSE process. Two HOUSSE options are available: (1) HOUSSE Evaluation or HOUSSE Plan of Assistance; and (2) Points-Based HOUSSE.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

**Washington State NCLB Highly Qualified Teacher (HQT)
General Education Teachers at Middle Level & High School Level
& K-12 Content Area Specialists² (Reading, Math, Music, Visual Arts, Theatre Arts, Dance)**

Name: _____ Certificate Number _____
School Building: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes ☐ No ☐

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

☐ K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

☐ Early Childhood (P-3)

☐ Elementary Education Endorsement (K-8)

☐ Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Subject Area: Check all that apply (multiple sections of the same course count as one assignment).

☐ Science

☐ Music (General, choral, instrumental)

☐ Economics

☐ Mathematics

☐ Visual Arts

☐ Civics/Government

☐ English

☐ Theatre Arts

☐ Geography

☐ Language Arts

☐ Dance

☐ Reading

☐ History

☐ World Languages _____

Grade-Level Assignment: Check all that apply

☐ Grade 6 (departmentalized)

☐ Grade 9 – part of high school

☐ Elementary Level (Content Area Specialists Only)

☐ Grade 7

☐ Grade 10

☐ Grade 8

☐ Grade 11

☐ Grade 9 - part of middle or junior high school

☐ Grade 12

Part III - Content Areas:

Passed the Praxis II test*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a Washington endorsement*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have an academic major*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a graduate degree*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have National Board Certification*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have 45 quarter credits*?	Y	N	Y	N	Y	N	Y	N	Y	N

* in this content area. Classes must be at 100 level and above. Only one "Yes" answer is needed per content area to meet the HQT requirement.

HIGHLY QUALIFIED Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐

Yes – Teacher meets the NCLB definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (> 1yr) may meet NCLB highly qualified teacher requirements through a HOSSE process. Two HOSSE options are available: (1) HOSSE Evaluation or HOSSE Plan of Assistance; and (2) Points-Based HOSSE.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

**Washington State NCLB Highly Qualified Teacher (HQT)
Special Education Teachers at Elementary Level
(including students assessed at elementary level)**

Name: _____ Certificate Number _____
School Building: _____ Grade Level: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes ☐ No ☐

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

☐ K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

☐ Early Childhood (P-3)

☐ Elementary Education Endorsement (K-8)

☐ Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Content Area Teaching Assignment (check all that apply):

☐ Elementary Curriculum (includes multiple core content subjects of the elementary level curriculum)

☐ Other – List Subject Area _____

Grade-level Assignment (check all that apply):

☐ P-3 ☐ K-5 ☐ K-6

☐ Teaching exclusively students assessed against alternate achievement standards (WAAS – Portfolio & DAW)

Indicate level performance of students _____

There are two statutory routes for teachers of elementary grades to meet highly qualified - a state test or HOUSSE:

Part III - Teacher passed Praxis II Elementary Education (0014) in Washington?

Yes ☐ No ☐

K-3 assignment only: Teacher passed Praxis II Early Childhood Education (0021)?

Yes ☐ No ☐

Yes – Teacher meets the NCLB definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (> 1yr) may meet NCLB highly qualified teacher requirements through a HOUSSE process. Two HOUSSE options are available: (1) HOUSSE Evaluation or HOUSSE Plan of Assistance; and (2) Points-Based HOUSSE.

Part IV - Teacher holds either a K-12 Certificate (Unendorsed) or a Special Education Endorsement? Yes ☐ No ☐

Yes - Teacher meets the IDEA definition of a Highly Qualified Special Education Teacher.

No - Teacher does not meet the IDEA definition of a Highly Qualified Special Education Teacher.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

Washington State NCLB Highly Qualified Teacher (HQT) Special Education at Middle Level and High School Level

Name: _____ Certificate Number _____
School Building: _____ Grade Level: _____ District: _____

Part I - Washington Certificate and Degree Information

Hold at least a bachelor's degree? Yes ☐ No ☐

Certificate Type _____

Pre-'87 Certificate (Unendorsed Certificate):

☐ K-12 Certificate (Unendorsed)

Post-'87 Certificate (Endorsed Certificate):

☐ Early Childhood (P-3)

☐ Elementary Education Endorsement (K-8)

☐ Middle Level Endorsement(s) _____

Subject Area & Other Endorsement(s):

Degree Information:

BA/BS _____

Institution _____

MA/MS _____

Institution _____

Major(s) _____

Minor(s) _____

Part II - Teaching Assignment Information

Subject Area: Check all that apply (multiple sections of the same course count as one assignment).

☐ Science

☐ Music (General, choral, instrumental)

☐ Economics

☐ Mathematics

☐ Visual Arts

☐ Civics/Government

☐ English

☐ Theatre Arts

☐ Geography

☐ Language Arts

☐ Dance

☐ Reading

☐ History

☐ World Languages _____

Grade-Level Assignment: Check all that apply

☐ Grade 6 (departmentalized)

☐ Grade 9 – part of high school

☐ Teaching exclusively students assessed against
alternate achievement standards(WAAS – portfolio &
DAW) – indicate student level of performance

☐ Grade 7

☐ Grade 10

☐ Grade 8

☐ Grade 11

☐ Grade 9 - part of middle or junior high school

☐ Grade 12

Part III - Content Areas:

Passed the Praxis II test*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a Washington endorsement*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have an academic major*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have a graduate degree*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have National Board Certification*?	Y	N	Y	N	Y	N	Y	N	Y	N
Have 45 quarter credits*?	Y	N	Y	N	Y	N	Y	N	Y	N

* in this content area. Classes must be at 100 level and above. Only one "Yes" answer is needed per content area to meet the HQT requirement.

HIGHLY QUALIFIED Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐

Yes – Teacher meets the NCLB definition of a Highly Qualified Teacher. Attach appropriate documentation.

No – Experienced teacher (> 1yr) may meet NCLB highly qualified teacher requirements through a HOUSSE process. Two HOUSSE options are available: (1) HOUSSE Evaluation or HOUSSE Plan of Assistance; and (2) Points-Based HOUSSE.

Part IV - Teacher holds either a K-12 Certificate (Unendorsed) or a Special Education Endorsement? Yes ☐ No ☐

Yes - Teacher meets the IDEA definition of a Highly Qualified Special Education Teacher.

No - Teacher does not meet the IDEA definition of a Highly Qualified Special Education Teacher.

Signature of Person Completing Form _____ Date _____

Title of Person Completing Form _____

NCLB HOUSSE Evaluation for Pre-'87 (Unendorsed) Certificate Holders

(This form and procedures are solely for the purpose of meeting the NCLB highly qualified teacher requirement.)

The Washington HOUSSE Evaluation for pre-'87 (Unendorsed) Certificate Holders is **one of two HOUSSE options** for teachers holding an unendorsed Washington teaching certificate, or pre-'87 Certificate, to meet NCLB highly qualified teacher requirements.

Directions:

The Washington HOUSSE Evaluation for pre-'87 (unendorsed) certificate holders uses the following procedures to complete this process, which is through the observation component (or plan as described in the locally bargained professional growth option) of the teacher's annual evaluation process:

1. Identify Grade Level Expectations (GLEs), in subject areas that have GLEs, or
2. Identify Essential Academic Learning Requirements (EALRs), in subject areas for which no GLEs exist, and
3. Use 10th grade GLEs, if available, or 10th grade EALRs, if no GLEs are available for Grades 11-12.

Upon completion of observation (or plan for professional growth) in which teacher successfully demonstrates subject area knowledge:

1. Retain completed form in Human Resource/Personnel office for current school year, and
2. Keep records for seven years for auditing purposes.

Name _____ Certificate Number _____
 Building Name _____ District _____
 Teacher's Assignment and Grade Level _____

Observation (or Plan) Date _____ for Evaluation in School Year _____

Core Academic Area using Grade Level Expectations or Essential Academic Learning Requirements:

- | | | | |
|--|--|--|--------------------------------|
| <input type="checkbox"/> Science | <input type="checkbox"/> Economics | <input type="checkbox"/> World Languages (list language) | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> History | <input type="checkbox"/> Music (list area) | |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Civics/Government | <input type="checkbox"/> Visual Arts | |
| <input type="checkbox"/> Writing (English/Language Arts) | <input type="checkbox"/> Geography | <input type="checkbox"/> Performing Arts/Theatre | |

Teacher: Identify the grade level expectation(s) (GLEs) or Essential Academic Learning Requirement(s) (EALRs) that your lesson (or plan for professional growth) will demonstrate:

Evaluator: The teacher demonstrated understanding of the GLE(s) or EALR(s) and is satisfactory for the purposes of meeting the highly qualified requirements. Yes ☐ No ☐

If no, provide plan for additional opportunity for teacher to demonstrate subject area knowledge to meet NCLB highly qualified teacher requirement _____

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Evaluator's Title _____

NCLB HOUSSE Plan of Assistance for Post-'87 (Endorsed) Certificate Holders

(This form and procedures are solely for the purpose of meeting the NCLB highly qualified teacher requirement.)

The Washington HOUSSE Plan of Assistance for Post-'87 (Endorsed) Certificate Holders is **one of two HOUSSE options** for teachers holding an endorsed Washington teaching certificate, or Post-'87 Certificate, to meet NCLB highly qualified teacher requirements.

Directions:

The Washington HOUSSE Plan of Assistance for Post-'87 (Endorsed) Certificate Holders is based on the procedures found in WAC 181-82-110. The procedures require that a mutually developed written plan be developed by a representative of the district and the teacher that includes:

1. Necessary assistance to the teacher, and
2. Reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment, and for HQT requirements includes:
 - Focus on subject area knowledge aligned with the Grade Level Expectations (GLEs), in available subject areas, or
 - Use Essential Academic Learning Requirements (EALRs), in subject areas in which no GLEs exist, and
 - Use 10th grade GLEs, where available, and 10th grade EALRs, where no GLEs are available for grades 11-12.

Upon completion of the mutually developed written plan, the following procedures should be followed:

1. Retain completed form in Human Resource/Personnel office for current school year, and
2. Keep records for seven years for auditing purposes.

Name _____ Certificate Number _____
 Building Name _____ District _____
 Assignment out of endorsed area and Grade Level _____

Core Academic Area using Grade Level Expectations or Essential Academic Learning Requirements:

- | | | | |
|--|--|--|--------------------------------|
| <input type="checkbox"/> Science | <input type="checkbox"/> Economics | <input type="checkbox"/> World Languages (list language) | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> History | <input type="checkbox"/> Music (list area) | |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Civics/Government | <input type="checkbox"/> Visual Arts | |
| <input type="checkbox"/> Writing (English/Language Arts) | <input type="checkbox"/> Geography | <input type="checkbox"/> Performing Arts/Theatre | |

A designated representative of the district and the teacher agree to include the following Grade Level Expectations (GLEs) and Essential Academic Learning Requirements (EALRs) in the mutually developed written plan:

Options for Assistance to Teacher (indicate all that apply to mutually developed plan)

Professional Development: _____

☐ Additional Planning Time: _____

☐ Study Time: _____

☐ Mentor with Subject Area Teacher: _____

☐ Other: _____

Teacher's Signature _____ Date _____

District Representative's Signature _____ Date _____

Representative's Title _____

The Washington Points-Based HOUSSE Content Knowledge Matrix

Directions:

1. A total of 100 points is required on the Washington Points-Based HOUSSE Content Knowledge Matrix to meet NCLB highly qualified teacher requirements.
2. Steps to complete the Washington Points-Based HOUSSE process
 - a. Determine the grade level worksheet aligned with the teacher's assignment
 - b. Identify and record college credit coursework applicable to teacher's assignment on worksheet in Category 1
 - c. Proceed to Category 2 and document years of teaching experience on worksheet
 - d. Total points in first two categories. Continue through the remaining categories until a total of 100 points is reached. When 100 points are reached, stop point accumulation process and complete bottom of worksheet.
 - e. Attach worksheet to the teacher's identification form. Retain forms at the district office for seven years for auditing purposes. Provide a copy of the completed identification form and any worksheets to teacher.

Category 1: College Credit Coursework for Certification – *Maximum Points 90*

Successful completion of a credit course or courses in a core academic area from an accredited community college, college or university

- Course(s) may be taken in person or on-line
- Course(s) may be taken in or outside Washington
- Education course(s) are not eligible to be counted unless they are specifically connected to academic content
- Only one point designation/criterion can be used in Category 1.

<i>Category 1 Elementary Level</i>	<i>Criteria</i>	<i>Points</i>
For teachers of • Elementary Grades* (General Education, Special Education), or • Elementary Level Content (Special Education) for students assessed by WAAS at the elementary level Grade 6 – <u>Self-contained 6th grade</u> <u>classroom</u> use Elementary Level HOUSSE (same teacher, same students) <u>Departmentalized</u> classroom use Middle Level HOUSSE;	<ul style="list-style-type: none"> • Special Education Endorsement, <i>or</i> • Early Childhood Special Education, <i>or</i> • ESL Endorsement, <i>or</i> • Bilingual Endorsement, <i>or</i> <i>Documentation: Washington State Certificate</i>	45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed
	<ul style="list-style-type: none"> • Early Childhood Endorsement (P–3), <i>or</i> <i>Documentation: Washington State Certificate</i>	When teacher's assignment is aligned with the age band (K–3) of the Early Childhood Certificate, the point value counts 90 points. If teacher's assignment does not align with the age band of the Early Childhood Certificate, then the point value counts 60 points.
	<ul style="list-style-type: none"> • National Board Certification: Generalist Early Childhood Certificate for students ages 3 through 8, <i>or</i> • National Board Certification: Generalist Middle Childhood Certificate for students ages 7 through 12, , <i>or</i> <i>Documentation: National Board Certificate</i>	When Natl Board Certification is aligned with the teacher's age band teaching assignment , (K–3) the point value counts 90 points. When Natl Board Certification does not align with the teacher's age band teaching assignment, (at the elementary level), the point value counts 60 points. If 60 points are taken in this category, then an additional 30 points may be acquired through college coursework to equal 90 points.
	<ul style="list-style-type: none"> • Pre-'87 (Unendorsed) Certificate – K–12, <i>or</i> <i>Documentation: Washington State Certificate</i>	75 Points
	<ul style="list-style-type: none"> • Middle Level (Primary) Endorsement, <i>or</i> • Elementary Education Endorsement, <i>or</i> • Major or degree in Elementary Education, <i>or</i> <i>Documentation: Washington State Certificate or transcript</i>	90 Points

The Washington Points-Based HOUSSE Content Knowledge Matrix

<p><i>Elementary Level (continued)</i></p>	<p>Core academic coursework reflecting the subject areas of the elementary curriculum, including:</p> <ul style="list-style-type: none">• English,• Reading,• Language Arts,• Science,• Mathematics,• Social Studies (History, Geography, Economics, Civics and government),• Arts (Music, Theatre Arts, Visual Arts, Dance) <p>Documentation:</p> <p><i>Copy of transcripts – undergraduate and graduate level college coursework in core academic subjects</i></p>	<ul style="list-style-type: none">• 2 points per quarter credit, or• 3 points per semester credit <p>Up to 90 Points</p>	
<p><i>Category 1 Middle Level</i></p>	<p><i>Criteria</i></p>	<p><i>Points</i></p>	
<p>For teachers of</p> <ul style="list-style-type: none">• Middle Level – Grades 6-8* (General Education, Special Education, Alternative Education) or• Junior High – Grades 7-8• Middle Level Content (Special Education) <p>Points can be accrued by using a K–8 Endorsement and/or coursework credit relevant to subject area assignment – whichever provides the greater number of points relevant to the teaching assignment.</p> <p>* Grade 6 – Departmentalized classroom use Middle Level HOUSSE;</p> <p>Self-contained 6th grade classroom use Elementary Level HOUSSE (same teacher, same students)</p>	<ul style="list-style-type: none">• Pre-'87 Certificate (Unendorsed Cert) – Standard Certificate or <p>Documentation: <i>Washington State Certificate</i></p>	<p>45 points</p>	
	<ul style="list-style-type: none">• Special Education Endorsement, or• ESL Endorsement, or• Bilingual Endorsement, or <p>Documentation: <i>Washington State Certificate</i></p>	<p>45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed</p>	
	<ul style="list-style-type: none">• Elementary Education Endorsement (K–8), or• Major or degree in elementary education, or <p>Documentation: <i>Washington State Certificate or transcript</i></p>	<p>60 points</p> <p>College coursework beyond credits used for the K–8 endorsement and relevant to the teaching assignment may be claimed in Category 3.</p>	
	<ul style="list-style-type: none">• Middle Level (Primary) Endorsement, or <p>Documentation: <i>Washington State Certificate</i></p>	<p>75 points</p>	
	<p>Core academic area coursework relevant to teaching assignment:</p> <table><tr><td><ul style="list-style-type: none">• English/Language Arts• Reading• Science• Mathematics• History• Geography• Economics</td><td><ul style="list-style-type: none">• Civics and government• World Language• Music• Theatre Arts• Visual Arts• Dance</td></tr></table> <p>Documentation: <i>Copy of transcripts – undergraduate and graduate level college coursework in core academic subject relevant to teaching assignment.</i></p>	<ul style="list-style-type: none">• English/Language Arts• Reading• Science• Mathematics• History• Geography• Economics	<ul style="list-style-type: none">• Civics and government• World Language• Music• Theatre Arts• Visual Arts• Dance
<ul style="list-style-type: none">• English/Language Arts• Reading• Science• Mathematics• History• Geography• Economics	<ul style="list-style-type: none">• Civics and government• World Language• Music• Theatre Arts• Visual Arts• Dance		

The Washington Points-Based HOUSSSE Content Knowledge Matrix

<i>Category 1 High School Level</i>	<i>Criteria</i>	<i>Points</i>
For teachers of • High School (General Education, Special Education, Alternative Education)	<ul style="list-style-type: none"> • Special Education Endorsement, <i>or</i> • ESL Endorsement, <i>or</i> • Bilingual Endorsement, <i>or</i> <i>Documentation: Washington State Certificate</i>	45 points for endorsement only if: TEACHING STUDENTS ELIGIBLE FOR THE PROGRAM (Special Education, English Language Learners, or Bilingual) for which endorsed
	<ul style="list-style-type: none"> • Pre-'87 Certificate (Unendorsed), <i>or</i> <i>Documentation: Washington State Certificate</i>	45 points
	<ul style="list-style-type: none"> • Middle Level (Primary) Endorsements, <i>or</i> <i>Documentation: Washington State Certificate</i>	75 points (Available to be applied for use at the 9 th grade level only. If teacher's assignment is at the 10 th through 12 th grade, this endorsement may not be used for points.)
	Core academic area coursework representing core academic area teaching assignment: <ul style="list-style-type: none"> • English/Language Arts • Reading • Science • Mathematics • History • Geography • Economics • Civics and government • World Languages • Music • Theatre Arts • Visual Arts • Dance <i>Documentation: Copy of transcripts – undergraduate and graduate level college coursework in core academic subject relevant to teaching assignment.</i>	<ul style="list-style-type: none"> • 2 points per quarter credit, or • 3 points per semester credit Up to 90 Points

Category 2: Teaching Experience in the Core Academic Area – Maximum Points 49

<i>Criteria</i>	<i>Credits</i>
Teaching experience as a certificated teacher at a K–12 public school, private school or an Educational Service District (ESD) in the elementary curriculum or core academic area specified as the teaching assignment. Experience may be “in-state” or “out-of-state.” <i>Documentation:</i> <ul style="list-style-type: none"> • Employment records 	Per School Year – 10 Points or For less than a complete school year: Every 18 days = 1 point
Substitute teaching experience <i>Documentation:</i> <ul style="list-style-type: none"> • Employment records 	Every 18 days = 1 point

The Washington Points-Based HOUSSE Content Knowledge Matrix

Category 3: Professional Learning Experiences in the Core Academic Area Beyond Certification – Maximum Points 90	
Criteria	Credits and/or Points
<p>College coursework beyond that required for certification or endorsements claimed in Category 1.</p> <p>Participate in professional development designed to advance teachers' understanding and use of core academic area content (minimum 3 hours total learning for each activity).</p> <ul style="list-style-type: none"> Conference participation in content area Formalized study group in content area Content Workshops Professional development for text adoptions in content area, Professional development as a mentee, including participating in the Teacher Assistance Program Professional growth in content area Self-study in an organized and/or formalized process <p>Conference attendance and other professional development participation is limited to content specific to teaching assignment.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Certificate or documentation of completion from institution such as college, school district, content area organization Clock hour transcript and/or records and/or other records documenting completion of professional development <p><i>Includes clock hours, non-clock hours, Continuing Education Credits – CEUs</i></p>	<p>College Credits</p> <ul style="list-style-type: none"> 2 points per quarter credit, or 3 points per semester credit <p>Clock Hour Points 3 Clock Hour Minimum 3 clock hours = 0.6 point 4 clock hours = 0.8 point 5 clock hours = 1.0 point 6 clock hours = 1.2 points 7 clock hours = 1.4 points 8 clock hours = 1.6 points 9 clock hours = 1.8 points 10 clock hours = 2 points</p> <p>Non-clock Hour Points 3 Hour Minimum 3 hours = 0.6 point 4 hours = 0.8 point 5 hours = 1.0 point 6 hours = 1.2 points 7 hours = 1.4 points 8 hours = 1.6 points 9 hours = 1.8 points 10 hours = 2.0 points</p>
Category 4: Internships & Work Experiences in the Core Academic Area outside the School Setting – Maximum Points 30	
Criteria	Credits and/or Points
<p>Internships in the core academic area in a business, industry, or government environment</p> <p>Documentation:</p> <ul style="list-style-type: none"> Certificate of completion 	<p>40 clock hours of participation = 1 quarter credit = 2 points</p> <p>Per Calendar Year – 4 Points – Not to exceed maximum of 15 quarter credits (30 points) over multiple years.</p>
<p>Work experience in a core academic area – includes paid or unpaid experience. (Includes paid or unpaid work experience that reflects the content of the core academic</p> <p>Documentation:</p> <ul style="list-style-type: none"> Certificate of completion Employment records 	<p>Points 12 hours = 0.6 point 16 hours = 0.8 point 20 hours = 1.0 point 24 hours = 1.2 points 28 hours = 1.4 points 32 hours = 1.6 points 36 hours = 1.8 points 40 hours = 2.0 points</p>

The Washington Points-Based Housse Content Knowledge Matrix

Category 5: Professional Leadership in the Core Academic Area – Maximum Points 30	
<i>Criteria</i>	<i>Credits and/or Points</i>
Section A Mentoring role in the elementary curriculum or core academic area relevant to the teacher's current teaching assignment <ul style="list-style-type: none"> • Mentor teacher • Mentor teacher in alternative route program • Cooperating and/or supervising teacher for student Documentation: <ul style="list-style-type: none"> • <i>Copy of district and/or building documentation (such as contract or letter of appointment) or documentation from institution of higher education</i> 	Per school year: 10 Points
Section B Instructional Coach, Subject Area/Content Coach, Teacher on Special Assignment in a Subject Area/Content, teacher providing model teaching demonstrations in core academic area Documentation: <ul style="list-style-type: none"> • <i>Copy of district and/or building documentation (such as contract or letter of appointment)</i> 	Per school year: 10 Points
Section C Core academic area teaching experience at an accredited community college, college or university <ul style="list-style-type: none"> • Courses may be given in person or on-line • Courses may be given in or outside Washington • Education courses are not eligible to be counted unless they are specifically connected to academic content. Documentation: <ul style="list-style-type: none"> • <i>Copy of contract from institution granting credit for class or course taught</i> 	Credits per class: 5 points per quarter credit or 7.5 points per semester credit
Section D Presenter or facilitator of professional development in a core academic area (multiple presentations of the same program count once) <ul style="list-style-type: none"> • Conferences at regional, state, national or international • In-service program at district and/or building level Documentation: <ul style="list-style-type: none"> • <i>Copy of presenter contract or letter of appointment</i> 	Per presentation: 2 Points
Section E Department, team chair or teacher leader assignment related to a core academic area Documentation: <ul style="list-style-type: none"> • <i>Copy of letter of appointment</i> 	Per assignment, per school year: 5 Points

The Washington Points-Based HOUSSE Content Knowledge Matrix

Category 5: Professional Leadership in the Core Academic Area – *Maximum Points 30*

Section F Core Academic Area Committee Chairperson <ul style="list-style-type: none"> Content standards Content curriculum Content Assessment Textbook adoptions Documentation <ul style="list-style-type: none"> <i>Copy of verifying documentation (example: minutes) from appointing or supervising administrator of committee</i> 	Per committee, per school year: 5 Points
Section G Service on a core academic area committee to develop, select, validate, and evaluate local, state and/or national <ul style="list-style-type: none"> Content standards Content curriculum Content Assessment Textbook adoptions Documentation: <ul style="list-style-type: none"> <i>Copy of verifying documentation (example: minutes) from appointing or supervising administrator of committee</i> 	Per committee, per school year: 3 Points

Category 6: Awards, Honors, Publications – *Maximum Points 10*

<i>Criteria</i>	<i>Credits and/or points</i>
Publish an article addressing core academic content knowledge and/or core academic content-specific pedagogy in state, national or international professional journal (Article published in multiple sources may only be counted once) Documentation: <ul style="list-style-type: none"> <i>Copy of published article</i> 	Per article: 5 Points
Awards: annual educational/professional awards including school, district, regional, state, national Documentation: <ul style="list-style-type: none"> <i>Copy of official documentation indicating award</i> 	Per award, per level: 2 Points

Use with Identification Form A or C
General Education and Special Education Teachers at the Elementary Level
K-5 and 6th Grade (Self-Contained Classroom)

Teacher Name _____
 Building _____

Certificate # _____
 Content Area _____

Category 1: College Credit Coursework – Select One (Max. 90 pts)**Total Category _____ pts**

- ☐ A. SPED/ECSE/ESL/Bilingual (and teaching eligible students) (**45** pts);
☐ B. **or** Early Childhood Education Endorsement (age-aligned-**90** pts or not aligned-**60** pts);
☐ C. **or** NBPTS Generalist Early Childhood or Middle Childhood (age-aligned-**90** pts; unaligned-**60** pts)
☐ D. **or** Pre-'87 Unendorsed Certificate – Standard (**75** pts);
☐ E. **or** Pre-'87 with Major or degree in Elementary Education (**90** pts);
☐ F. **or** Middle Level (Primary) Endorsement (**90** pts);
☐ G. **or** Elementary Education Endorsement (K-8) (**90** pts);
☐ H. **or** Core Academic Coursework relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.)**Total Category _____ pts**

- ☐ A. Years completed _____ (x 10 pts/yr) pts Document is ☐ attached or ☐ at _____
☐ B. **plus** Days completed _____ (18 days=1 pt) pts Document is ☐ attached or ☐ at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts)**Total Category _____ pts**

- ☐ A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
☐ B. **plus** # of Total Clock Hours _____ pts Document is ☐ attached or ☐ at _____
☐ C. **plus** # of Total Non-clock Hours _____ pts Document is ☐ attached or ☐ at _____

Category 4: Internships & Work Experiences (Max. 30 pts.)**Total Category _____ pts**

- ☐ A. # 40-hr Internships _____ (x 2 pts) pts Document is ☐ attached or ☐ at _____
☐ B. **plus** # Hours of Work Experience _____ pts Document is ☐ attached or ☐ at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts)**Total Category _____ pts**

- ☐ A. # of Years Mentoring _____ (x 10 pts) pts Document is ☐ attached or ☐ at _____
☐ B. **plus** # of Years Coaching _____ (x 10 pts) pts Document is ☐ attached or ☐ at _____
☐ C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching _____ pts Document is ☐ attached or ☐ at _____
☐ D. **plus** # of Presentations _____ (x 2 pts) pts Document is ☐ attached or ☐ at _____
☐ E. **plus** # of Years _____ (x 5 pts) pts Document is ☐ attached or ☐ at _____
☐ F. **plus** # of Committees (Chair) _____ (x 5 pts) pts Document is ☐ attached or ☐ at _____
☐ G. **plus** # of Committees _____ (x 3 pts) pts Document is ☐ attached or ☐ at _____

Category 6: Awards, Honors, Publications (Max. 10 pts)**Total Category _____ pts**

- ☐ A. # Articles published _____ (x 5 pts) pts Document is ☐ attached or ☐ at _____
☐ B. **plus** # of Awards received _____ (x 2 pts) pts Document is ☐ attached or ☐ at _____

All Categories (1-6) **Total # points: _____ pts**Highly Qualified Requirements met Yes ☐ No ☐

Prepared by _____ Title _____ Date _____

Signature _____

Employee Signature _____

Use with Identification Form B or D

Teachers at the Middle Level

6th Grade (Middle Configuration) plus 7th/8th Grade & Content Area Specialists (K–8 level)Teacher Name _____
Building _____Certificate # _____
Content Area _____**Category 1: College Credit Coursework – Select One (Max. 90 pts)****Total Category** _____ **pts**

- ☐ A. Pre-'87 Unendorsed Certificate – Standard (**45** pts);
- ☐ B. **or** SPED/ESL/Bilingual (and teaching eligible students) (**45** pts);
- ☐ C. **or** Multiple Subjects Assignment – At least one other subject already meets HQ (**50** pts);
- ☐ D. **or** Elementary Education Endorsement (K–8) (**60** pts);
- ☐ E. **or** Pre-'87 with Major or degree in Elementary Education (**60** pts);
- ☐ F. **or** Middle Level (Primary) Endorsement (**75** pts);
- ☐ G. **or** Social Studies Endorsement (only if teaching History or Geography or Civics/Govt or Economics) (**90** pts);
- ☐ H. **or** Core Academic Coursework relevant to assignment
- # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.)**Total Category** _____ **pts**

- ☐ A. Years completed _____ (x 10 pts/yr) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is ☐ attached or ☐ at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts)**Total Category** _____ **pts**

- ☐ A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
- # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
- ☐ B. **plus** # of Total Clock Hours _____ _____ pts Document is ☐ attached or ☐ at _____
- ☐ C. **plus** # of Total Non-clock Hours _____ _____ pts Document is ☐ attached or ☐ at _____

Category 4: Internships & Work Experiences (Max. 30 pts.)**Total Category** _____ **pts**

- ☐ A. # 40-hr Internships _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # Hours of Work Experience _____ _____ pts Document is ☐ attached or ☐ at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts)**Total Category** _____ **pts**

- ☐ A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # of Years Coaching _____ (x 10 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ C. **plus** # of _____ qtr (x 5) or _____ sem (x 7.5) Teaching _____ pts Document is ☐ attached or ☐ at _____
- ☐ D. **plus** # of Presentations _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ E. **plus** # of Years _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ F. **plus** # of Committees (Chair) _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ G. **plus** # of Committees _____ (x 3 pts) _____ pts Document is ☐ attached or ☐ at _____

Category 6: Awards, Honors, Publications (Max. 10 pts)**Total Category** _____ **pts**

- ☐ A. # Articles published _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # of Awards received _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____

All Categories (1 through 6) **Total # points:** _____ **pts**Highly Qualified Requirements met Yes ☐ No ☐

Prepared by _____ Title _____ Date _____

Signature _____

Employee Signature _____

Use with Identification Form B

**Teachers at the High School Level
Grades 9–12 & K–12 Content Area Specialists**

Teacher Name _____
Building _____

Certificate # _____
Content Area _____

Category 1: College Credit Coursework – Select One (Max. 90 pts)**Total Category _____ pts**

- ☐ A. Pre-'87 Unendorsed Certificate – Standard (**45** pts);
- ☐ B. **or** SPED/ESL/Bilingual (and teaching eligible students) (**45** pts);
- ☐ C. **or** Multiple Subjects Assignment – At least one other subject already meets HQ (**50** pts);
- ☐ D. **or** Middle Level (Primary) Endorsement - **9th grade only** (**75** pts);
- ☐ E. **or** Social Studies Endorsement (only if teaching History or Geography or Civics/Govt or Economics) (**90** pts);
- ☐ F. **or** Core Academic Coursework relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points

Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.)**Total Category _____ pts**

- ☐ A. Years completed _____ (x 10 pts/yr) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** Days completed _____ (18 days=1 pt) _____ pts Document is ☐ attached or ☐ at _____

Category 3: Professional Development in Core Academic Area (Max. 90 pts)**Total Category _____ pts**

- ☐ A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment
 # of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points
- ☐ B. **plus** # of Total Clock Hours _____ _____ pts Document is ☐ attached or ☐ at _____
- ☐ C. **plus** # of Total Non-clock Hours _____ _____ pts Document is ☐ attached or ☐ at _____

Category 4: Internships & Work Experiences (Max. 30 pts.)**Total Category _____ pts**

- ☐ A. # 40-hr Internships _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # Hours of Work Experience _____ _____ pts Document is ☐ attached or ☐ at _____

Category 5: Leadership in the Core Academic Area (Max. 30 pts)**Total Category _____ pts**

- ☐ A. # of Years Mentoring _____ (x 10 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # of Years Coaching _____ (x 10 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ C. **plus** # of ____ qtr (x 5) or ____ sem (x 7.5) Teaching _____ pts Document is ☐ attached or ☐ at _____
- ☐ D. **plus** # of Presentations _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ E. **plus** # of Years _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ F. **plus** # of Committees (Chair) _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ G. **plus** # of Committees _____ (x 3 pts) _____ pts Document is ☐ attached or ☐ at _____

Category 6: Awards, Honors, Publications (Max. 10 pts)**Total Category _____ pts**

- ☐ A. # Articles published _____ (x 5 pts) _____ pts Document is ☐ attached or ☐ at _____
- ☐ B. **plus** # of Awards received _____ (x 2 pts) _____ pts Document is ☐ attached or ☐ at _____

All Categories (1 through 6) **Total # points: _____ pts**Highly Qualified Requirements met Yes ☐ No ☐

Prepared by _____ Title _____ Date _____

Signature _____

Employee Signature _____

(Optional) For Social Studies content areas

Social Studies Teachers at the Middle Level and High School Level Grades 6-12*May be used as an alternative to Worksheet 2B or 2C*Teacher Name _____
Building _____Certificate # _____
Content Area _____**Category 1: College Credit Coursework (Max. 90 pts)****Total Category _____ pts**☐ A. Social Studies:If teacher holds **Social Studies** endorsement/major: History & Geography & Economics & Civics/Govt=**90** ptsIf **History** is already HQ:..... Geography=**80** pts Economics=**80** pts ..Civics/Govt=**80** ptsIf **Geography** is already HQ:..... History=**70** pts Economics=**70** pts ..Civics/Govt=**70** ptsIf **Economics** is already HQ:..... Geography=**60** pts History=**60** pts Civics/Govt=**60** ptsIf **Civics/government** is already HQ:..... Geography=**70** pts Economics=**70** pts ..History=**70** pts☐ B. **or** Pre-'87 Unendorsed Certificate – Standard (**45** pts)☐ C. **or** Middle Level (Broad) Endorsement - **9th grade only** (**75** pts)☐ D. **or** Core Academic Coursework relevant to assignment# of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points**Category 2: Teaching Experience in Core Academic Area (Max. 49 pts.)****Total Category _____ pts**☐ A. Years completed _____ (x 10 pts/yr) pts Document is: ☐ attached or ☐ at _____☐ B. **plus** Days completed _____ (18 days=1 pt) pts Document is: ☐ attached or ☐ at _____**Category 3: Professional Development in Core Academic Area (Max. 90 pts)****Total Category _____ pts**☐ A. Core Academic Coursework (other than the courses used in Category 1) relevant to assignment# of Quarter Credits _____ x 2 = _____ points **or** # of Semester Credits _____ x 3 = _____ points☐ B. **plus** # of Total Clock Hours _____ pts Document is: ☐ attached or ☐ at _____☐ C. **plus** # of Total Non-clock Hours _____ pts Document is: ☐ attached or ☐ at _____**Category 4: Internships & Work Experiences (Max. 30 pts.)****Total Category _____ pts**☐ A. # 40-hr Internships _____ (x 2 pts) pts Document is: ☐ attached or ☐ at _____☐ B. **plus** # Hours of Work Experience _____ pts Document is: ☐ attached or ☐ at _____**Category 5: Leadership in the Core Academic Area (Max. 30 pts)****Total Category _____ pts**☐ A. # of Years Mentoring _____ (x 10 pts) pts Document is ☐ attached or ☐ at _____☐ B. **plus** # of Years Coaching _____ (x 10 pts) pts Document is ☐ attached or ☐ at _____☐ C. **plus** # of ____ qtr (x 5) or ____ sem (x 7.5) Teaching _____ pts Document is ☐ attached or ☐ at _____☐ D. **plus** # of Presentations _____ (x 2 pts) pts Document is ☐ attached or ☐ at _____☐ E. **plus** # of Years _____ (x 5 pts) pts Document is ☐ attached or ☐ at _____☐ F. **plus** # of Committees (Chair) _____ (x 5 pts) pts Document is ☐ attached or ☐ at _____☐ G. **plus** # of Committees _____ (x 3 pts) pts Document is ☐ attached or ☐ at _____**Category 6: Awards, Honors, Publications (Max. 10 pts)****Total Category _____ pts**☐ A. # Articles published _____ (x 5 pts) pts Document is: ☐ attached or ☐ at _____☐ B. **plus** # of Awards received _____ (x 2 pts) pts Document is: ☐ attached or ☐ at _____**All Categories (1 through 6) Total # points: _____ pts****Highly Qualified Requirements met** Yes ☐ No ☐**Prepared by** _____ **Title** _____ **Date** _____**Signature** _____**Employee Signature** _____

NAME: _____ **CERTIFICATE #:** _____

This form may be used to document background and experience claimed in the NCLB Points-Based HOUSSE in Washington State if other documentation is not available. Statements should provide details to include dates, place, and circumstances (# years, employer, agency, as applicable) for the events cited. Prepare one signed affidavit for each core academic subject.

Subject Area: Core academic subject (check one per statement)

- | | | |
|--|--|---|
| <input type="checkbox"/> Science | <input type="checkbox"/> Music (General, choral, instrumental) | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Civics/Government |
| <input type="checkbox"/> English | <input type="checkbox"/> Theatre Arts | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Dance | <input type="checkbox"/> World Language _____ |
| <input type="checkbox"/> Reading | <input type="checkbox"/> History | |

STATEMENT

Points-Based Matrix Categories: (Identify and Explain. See Points-Based Matrix for category descriptions)

- ☐ Category 2: Teaching Experience _____

- ☐ Category 3: Professional Learning _____

- ☐ Category 4: Internship & Work Experience _____

- ☐ Category 5: Professional Leadership ☐ Section A ☐ Section B ☐ Section C ☐ Section D ☐ Section E ☐ Section F ☐ Section G

- ☐ Category 6: Awards, Honors, Publications _____

AFFIDAVIT

I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing and all information included in this document is true and correct.

Signature Date City/State

Witness:

Signature Date City/State

1 contract year = 1 year, regardless of FTE % or the length of the State Board-approved academic year