



**Addendum #1
to NCLB NYS Field Memo #05-2003
(as revised in January 2004)**

August 20, 2004

To: Charter Schools
Deans, Directors and Chairs of Teacher Education
District Superintendents of Schools
Nonpublic School Administrators
Regional Certification Officers
State Professional Standards and Practices Board for Teaching
Superintendents of Public Schools

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Office of the Professions and Continuing Education

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Subject: Addendum #1 to NCLB NYS Field Memo #05-2003 (as revised in January 2004) on the High Objective Uniform State Standard of Evaluation

In response to a March 31 letter from the U.S. Secretary of Education, technical assistance and suggestions from the field, this addendum updates NCLB NYS Field Memo #05-2003, as revised in January 2004, on the high objective uniform State standard of evaluation (HOUSSE).

- It adds items to clarify the HOUSSE.
- To give teachers additional options for demonstrating their subject matter competency, it changes the HOUSSE rubric in Appendix D–Part 1 for “elementary” teachers and the HOUSSE rubric in Appendix D–Part 2 for “middle/secondary” teachers.

NCLB NYS Field Memo #05-2003 (as revised in January 2004) can be found at <http://www.highered.nysed.gov/nclbhome.htm>.

If you have questions about this memo, please write to nclbnys@mail.nysed.gov.

UPDATED GUIDANCE:

ADDENDUM #1

to

NCLB NYS Field Memo #05-2003

(as revised in January 2004)

**The University of the State of New York
The New York State Education Department
August 2004**

ADDENDUM #1
TO NCLB NYS FIELD MEMO #05-2003 (as revised in January 2004)

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**ADDENDUM #1
TO NCLB NYS FIELD MEMO #05-2003 (REVISED January 2004)**

Introduction

In response to a March 31 letter from the U.S. Secretary of Education and related technical assistance and to suggestions from the field, this addendum updates NCLB NYS Field Memo #05-2003, as revised in January 2004, on the high objective uniform State standard of evaluation (HOUSSE).

- It adds items to clarify the HOUSSE.
- To give teachers more options for demonstrating their subject matter competency, it changes the rubric in Appendix D–Part 1 for “elementary” teachers and the rubric in Appendix D-Part 2 for “middle/secondary” teachers.

This non-regulatory guidance reflects the New York State Education Department's (SED) interpretation of the No Child Left Behind Act of 2001(NCLB) based on the statute and final regulations as well as draft non-regulatory guidance and technical assistance provided by the U.S. Department of Education (USDOE) through the date of its publication. This guidance supersedes previous SED guidance, unless otherwise noted, and is subject to change in response to additional federal regulations and guidance. Questions about this guidance should be sent to nclbnys@mail.nysed.gov.

**Part A
NCLB Requirements for the HOUSSE
NO CHANGES**

**Part B
Teachers Who May Want to Use the HOUSSE
NEW ITEMS**

B4. Must teachers who have already passed a HOUSSE be re-evaluated using the updated rubrics?

No. The updated rubrics give more options to teachers who are not yet highly qualified for all their teaching assignments in core academic subjects.

B5. How does the HOUSSE apply to teachers of multiple core academic subjects?

In a March 31, 2004 letter that the U.S. Secretary of Education sent to Chief State School Officers, the Secretary said that teachers of multiple core academic subjects could use a multi-subject HOUSSE to demonstrate their subject matter competency for each subject they teach. Subsequently, USDOE staff provided clarification of the features of a multi-subject HOUSSE. It appears that New

York's existing HOUSSE, including the updates to Appendix D that appear in this Addendum, has all the flexibility that the Secretary intended for teachers of multiple core academic subjects. This flexibility includes the following features.

- Teachers of multiple core academic subjects who must use the “middle/secondary” definition of “highly qualified” may use the rubric in Appendix D - Part 2 as many times as needed during the same HOUSSE evaluation session, once for each core academic subject they teach. They are not required to have separate HOUSSE evaluation sessions for each subject that they teach.
- Teachers of multiple core academic subjects who must use the “middle/secondary” definition of “highly qualified” and who have teaching experience in more than one core academic subject may use the same year of experience to earn experience points for more than one subject. For example, a teacher could earn 10 points for English and 10 points for math if the teacher had only one year of teaching experience prior to school year 1998-1999 teaching both English and math.

Part C

New York State's Definition of the HOUSSE

NEW ITEM

C5. What changes are made to the HOUSSE rubrics in Appendix D?

This Addendum changes Appendix D to give teachers more options for demonstrating their subject matter competency.

Appendix D-Part 1. To give “elementary” teachers, including special education teachers providing instruction at the level of grades K through 6, more options for demonstrating their subject knowledge and teaching skills, options 3 and 6 are amended.

- Option 3 is amended to enable “elementary” teachers, including special education teachers providing instruction at the level of grades K through 6, to earn an unlimited number of points for graduate study in any common branch subject, with 20 points for every 3 graduate credits.
- Option 6 is amended to enable “elementary” teachers, including special education teachers providing instruction at the level of grades K through 6, to earn an unlimited number of points for successful completion of professional development, with 10 points for every 5 contact hours.

Appendix D-Part 2. To give “middle/secondary” teachers, including special education teachers providing specially designed instruction deemed equivalent to the general curriculum in grades 7 through 12, additional options for

demonstrating their subject matter competency in each core academic subject they teach, options 3, 4 and 5 are amended and option 12 is added.

- Option 3 is amended to enable “middle/secondary” teachers, including special education teachers providing specially designed instruction deemed equivalent to the general curriculum in grades 7 through 12, to earn an unlimited number of points for successful completion of college study in a core academic subject they teach, with 20 points for every 3 undergraduate credits and 30 points for every 3 graduate credits.
- Option 4 is amended to enable “middle/secondary” teachers, including special education teachers providing specially designed instruction deemed equivalent to the general curriculum in grades 7 through 12, to earn 100 points for having a license in a recognized profession that is related to the core academic subject they teach.
- Option 5 is amended to enable “middle/secondary” teachers, including special education teachers providing specially designed instruction equivalent to the general curriculum in grades 7 through 12, to earn 100 points for passing a federal or industry-standard exam in an occupational field related to the core academic subject they teach.
- A new option 12 enables “middle/secondary” teachers, including special education teachers providing specially designed instruction deemed equivalent to the general curriculum in grades 7 through 12, of multiple core academic subjects who are “highly qualified” in at least one core academic subject to earn up to 60 points for being mentored or intensively supported in a core academic subject by another teacher who is “highly qualified” in that subject. Specifically, these teachers may earn 20 points for each year in which they receive employer-based mentoring or a program of intensive support that consists of structured guidance and regular, ongoing support in an additional core academic subject from a teacher who is “highly qualified” in that subject. This new option can be used by all teachers whose certification permits them to teach multiple core academic subjects, including, but not limited to, certified teachers of students with disabilities, certified teachers in alternative education programs and teachers with middle school generalist certificates. New York’s HOUSSE must have this new option in order to comply with the flexibility requirements for rural teachers in the Secretary’s March 31, 2004 letter and the NCLB requirement that the HOUSSE be “applied uniformly” throughout the State.

Part D
Accountability and Records
NEW ITEMS

D5. May employers limit the options that teachers of core academic subjects use to demonstrate their subject matter competency?

SED's policy is that all employers, regardless of whether they receive Title I, Part A funds, should allow teachers who are not "new to the profession" to use the entire NCLB definition of "highly qualified," including the high objective uniform State standard of evaluation (HOUSSE). To advance the State's interest in meeting the federal deadlines for teacher quality," SED is in the process of proposing amendments to Part 120 of the Regulations of the Commissioner that would create a State requirement for all employers of public school teachers to use the entire NCLB definition of "highly qualified," including the HOUSSE.

D6. Can a public school employer set HOUSSE standards that exceed the New York State rubric?

No. Employers cannot change the substance of the HOUSSE rubrics. Section 9101(23)(C)(ii)(IV) of the NCLB clearly requires that the HOUSSE be "uniformly applied to all teachers in the same academic subject and the same grade level throughout the State." This means that employers must use the options in New York's HOUSSE rubrics as those options are stated in the rubrics. Employers may change the appearance of the HOUSSE rubric forms so long as they do not change the substance of the rubrics themselves.

Appendix D Rubrics for the HOUSSE

Appendix D -- Part 1 For teachers of common branch classes in grades K through 6 and special education classes with grades K through 6 instructional content		
<ul style="list-style-type: none"> ▪ Teachers of the above classes who are beyond the first year of their first certification and who have not passed both the New York State Teacher Certification Examination (NYSTCE) Liberal Arts and Sciences Test (LAST) and the NYSTCE Assessment of Teaching Skills – Written (ATS-W) -- or comparable tests accepted by SED when they were certified -- may demonstrate their subject matter competency and teaching skills using a “high objective uniform State standard of evaluation” (HOUSSE). ▪ To use the HOUSSE to demonstrate subject matter competency and teaching skills, teachers described above must earn at least 100 points as part of either (1) a pre-employment review or (2) an Annual Professional Performance Review conducted after August 1, 2003. Points may be earned on every line below. Please refer to Part 3 for definitions. 		
#	Coherent, objective information	POINTS EARNED
EDUCATION AND CREDENTIALS		
1	Successful completion of (a) a bachelor’s degree program with a general education component or (b) the Liberal Arts and Sciences Test (LAST). <i>(30 points)</i>	
2	Successful completion of a State-approved program leading to a common branch or special education certificate <u>or</u> successful completion of a State transcript review or individual evaluation leading to a common branch or special education certificate <u>or</u> possession of an extension to teach common branch classes on a 7–12 subject matter certificate. <i>(30 points)</i>	
3*	Successful completion of a State-approved graduate program or 30 graduate credits in elementary education, special education, reading, math or other common branch subjects <i>(30 points)</i> or graduate credit in those subjects <i>(20 points for every 3 graduate credits)</i> .	
4	Certification by the National Board of Professional Teaching Standards in elementary education or special education. <i>(100 points)</i>	
PROFESSIONAL EXPERIENCE AND DEVELOPMENT		
5	Teaching experience in common branch or special education classes. <i>(Up to 50 points, 10 points per year, 15 points per year after school year 1998-1999)</i>	
6*	Successful completion of professional development, pursuant to an employer’s professional development plan, that is aligned with the Regents learning standards. <i>(10 points for every 5 contact hours)</i>	
7	Supervision of a student teacher in a State-approved program leading to elementary or special education certification. <i>(30 points)</i>	
8	Professional service in elementary or special education. <i>(Up to 50 points, 10 points for each instance of professional service)</i> .	
9	A formal review of subject knowledge and teaching skills. <i>(50 points)</i>	
	*Revised August 2004	TOTAL POINTS

Appendix D -- Part 2

For teachers of core academic subjects in grades 7 through 12; specially designed instruction deemed equivalent to the general curriculum in grades 7 through 12; and the arts, foreign languages and reading at all grade levels

- Teachers of the above classes who are beyond the first year of their first certification and who have not demonstrated their subject matter competency for each core academic subject they teach in one of the ways permitted by the NCLB may demonstrate their subject matter competency using a "high objective uniform State standard of evaluation" (HOUSSE). The other ways that teachers may demonstrate their competency in a core academic subject are: (1) passing a NYSTCE Content Specialty Test (CST) in the subjects or a comparable test accepted by SED when they were certified; (2) completing an undergraduate major in the subjects; (3) completing coursework equivalent to a major (30 credits) in the subjects; (4) completing a graduate degree in the subjects; or (5) having a NYS permanent or professional certificate in the subjects.
- To use the HOUSSE to demonstrate subject matter competency in each core academic subject they teach, teachers described above must earn at least 100 points using this checklist as part of either (1) a pre-employment review or (2) an Annual Professional Performance Review conducted after August 1, 2003. Points may be earned on every line below. **Please refer to Part 3 for definitions.**

CORE ACADEMIC SUBJECT:		
#	Coherent, objective information for the above subject	POINTS EARNED
EDUCATION AND CREDENTIALS		
1	Successful completion of (a) a bachelor's degree program with a general education component or (b) the Liberal Arts and Sciences Test (LAST) (30 points)	
2	Successful completion of a State-approved program leading to a certificate in the subject <u>or</u> a State transcript review or individual evaluation leading to a certificate in the subject (30 points)	
3*	Successful completion of college courses in the subject (20 points for every 3 undergraduate credits and 30 points for every 3 graduate credits)	
4*	Licensure in a recognized profession that is related to the subject. (100 points)	
5*	Passing a federal or industry-standard exam in an occupational field related to the subject. (100 points)	
6	Certification in the subject by the National Board of Professional Teaching Standards. (100 points)	
PROFESSIONAL EXPERIENCE AND DEVELOPMENT		
7	Teaching experience in the subject in grades 7-12, including specially designed instruction deemed equivalent to the general education curriculum in grades 7-12. (Up to 50 points, 10 points per year, 15 points per year after school year 1998-1999)	
8	Successful completion of professional development in the subject, pursuant to an employer's professional development plan, that is aligned with the Regents learning standards. (Up to 50 points; 10 points for every 5 contact hours)	
9	Supervision of a student teacher in a State-approved program leading to certification in the subject or to certification in special education in a setting in which specially designed instruction deemed to be equivalent to the general education curriculum in grades 7 through 12 is provided. (30 points)	
10	Professional service related to the subject. (Up to 50 points, 10 points for each instance of professional service.)	
11	Formal review of subject knowledge. (50 points)	
12**	ONLY FOR TEACHERS OF MULTIPLE CORE ACADEMIC SUBJECTS WHO ARE HIGHLY QUALIFIED IN AT LEAST ONE CORE ACADEMIC SUBJECT. Mentoring or a program of intensive support that consists of structured guidance and regular, ongoing support in the subject from another teacher who is "highly qualified" in the subject. (Up to 60 points, 20 points per year)	
	TOTAL POINTS	
	*Revised **New August 2004	

**Appendix D – Part 3
Definitions**

FORMAL REVIEW

A formal review must be based on coherent, objective information about a teacher's subject matter competency in a subject. Reviews must cover at least one of the following:

- Instructional goals, objectives and plans
- Instructional delivery
- Student achievement
- Self-assessment

Formal reviews should be conducted in accordance with local collective bargaining agreements, where applicable, but such agreements need not include such reviews.

A peer review conducted by the New York State Academy of Teaching and Learning, described at <http://www.nysatl.nysed.gov/>, is acceptable.

GENERAL EDUCATION COMPONENT

The general education component of undergraduate programs is the coursework in the liberal arts and sciences that must be part of every State-approved bachelor's degree program in New York State under section 3.47 of the Commissioner's Regulations. For example, the liberal arts and sciences must be three-quarters of the work in Bachelor of Arts programs; one-half the work in Bachelor of Science programs; and one-quarter of the work in specialized bachelor's degree programs such as architecture.

PRE-EMPLOYMENT REVIEW

Candidates for teaching positions who are beyond their first year of certification may, with the agreement of their prospective employers, use the HOUSSE to demonstrate subject matter competency for all subjects they would be assigned to teach if they were hired.

PROFESSIONAL SERVICE

Examples of instances of professional service that would demonstrate a teacher's subject matter competency, and be counted as 10 points for each example, include:

- Providing district-approved professional development about the core subjects
- Providing mentoring to another teacher of the core subjects
- Giving presentations at professional meetings about the core subjects
- Developing curriculum in the core subjects
- Publishing in professional publications (journals, chapters, books) about the core subjects
- In the case of special education teachers:
 - Providing consultation services to general education teachers about teaching the general curriculum to students with disabilities
 - Providing special education services to students with disabilities in core academic subject areas
 - Providing services to nondisabled students in general education classes under the "incidental benefits" provisions of the IDEA
 - Providing supplemental instruction to students with disabilities related to a core subject area

Other comparable services may also be used.

Service can address either (1) the core academic subject itself or (2) strategies for teaching the core academic subject.

**RECOGNIZED PROFESSIONS OR FEDERAL OR INDUSTRY-STANDARD EXAMS
IN AN OCCUPATIONAL FIELD RELATED TO THE SUBJECT**

Career and Technical Education teachers would be most likely to use this type of information. LEAs and BOCES may use their best judgment to decide whether professional licensure and occupational exams are related to core academic subjects. See <http://www.op.nysed.gov/> for a list of professions licensed by the Board of Regents.

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