

NEW YORK STATE HOUSSE RUBRIC - Part 2 – MIDDLE/SECONDARY ASSIGNMENTS

This rubric is for teachers with MIDDLE/SECONDARY ASSIGNMENTS, defined as classes in grades 7-12 in core academic subjects; classes in grades K-12 in the arts, languages other than English and reading; and “special classes” in core academic subjects for students with disabilities in grades 7-12 or the age equivalent.

- Teachers of the above classes who are beyond the first year of their first certification (or permitted to use IDEA flexibility) 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.

#	EDUCATION AND CREDENTIALS	POINTS EARNED
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 or 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 March 2006	

NEW YORK STATE HOUSSE RUBRIC - Part 3 - Definitions

TEACHING EXPERIENCE must be as a teacher, not a teaching assistant.

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.

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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