

**PERSONNEL (Certificated)**

**AR 4124      Teacher Qualifications Under the No Child Left Behind Act**

**Definitions**

*Core academic subjects* include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (20 USC 7801)

*Teacher new to the profession* is a teacher who either graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. (5 CCR 6100)

*Teacher not new to the profession* is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR 6100)

**Teacher Qualifications**

To meet the teacher qualification requirements of the federal No Child Left Behind (NCLB) Act for staff newly hired to teach core academic subjects, a teacher shall meet all of the following conditions: (20 USC 6319, 7801; 5 CCR 6101, 6110)

1. Hold at least a bachelor's degree.
2. Have a credential or be currently enrolled in an approved intern program for less than three years.
3. Demonstrate subject matter competency in accordance with the applicable requirements below.

Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession: (5 CCR 6100-6112)

1. An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing. (CTC). (5 CCR 6102)
2. An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR 6103-6104)
  - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes.

- b. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher.
3. A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR 6111)
    - a. A validated statewide subject matter examination certified by the CTC.
    - b. University subject matter program approved by the CTC.
    - c. Undergraduate major in the subject taught.
    - d. Graduate degree in the subject taught.
    - e. Coursework equivalent to the undergraduate major.
  4. A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject currently assigned: (5 CCR 6112)
    - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes.
    - b. University subject matter program approved by the CTC.
    - c. Undergraduate major in the subject taught.
    - d. Graduate degree in the subject taught.
    - e. Coursework equivalent to the undergraduate major.
    - f. Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards.
    - g. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher.

To demonstrate fulfillment of the HOUSSE option as described in item #2 or #4 above, a teacher who is not new to the profession shall use forms available through the California Department of Education to summarize his/her years of experience in the grade span or subject, core academic coursework in the assigned grade span or subject, standards-aligned professional development, and service to the profession in the relevant core academic content area. If this summation is insufficient to demonstrate competency, the evaluation shall include direct observation and portfolio assessment in the grade span or subject taught to determine whether the teacher meets Standards 3 and 5.1 of the California Standards for the Teaching Profession. If the teacher does not satisfactorily meet Standards 3 and 5.1, subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers pursuant to Education Code 44500-44508 or other

individualized professional development plan pursuant to Education Code 44664 aimed at assisting the teacher to meet Standards 3 and 5.1. (5 CCR 6104)

A teacher who has been determined by another school district or County Office of Education in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. A teacher who has been determined to meet the subject matter competency requirements outside of California shall be considered to have met those subject matter requirements for the particular subject and/or grade span in California. (5 CCR 6120, 6125)

A teacher shall not meet the teacher qualification requirements of the NCLB if he/she is teaching: (5 CCR 6115)

1. With an emergency permit.
2. With a supplemental authorization, except where the supplemental authorization is based on a major or a major equivalent in the subject taught, or a local authorization for the subject taught.
3. With a state or local waiver for the grade or subject taught.
4. As a pre-intern.

#### Certification of Compliance

All teachers teaching core academic subjects shall complete and sign a certificate of compliance and attach appropriate documentation. The Superintendent or designee shall verify the information and retain the signed original copy.

The Director of Human Resources shall annually attest in writing as to whether all teachers are in compliance with federal requirements related to teacher qualifications. Copies of the attestation shall be maintained by the Director of Human Resources and shall be available to any member of the public upon request. (20 USC 6319)

#### Plan for Highly Qualified Teachers

The Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements no later than the end of the 2005-06 school year. (20 USC 6312, 6319)

As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet the NCLB requirements. (20 USC 6319)

#### Parent Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student that they may request information regarding the professional qualifications of their child's classroom teachers, including but not limited to: (20 USC 6311)

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC 6311; 34 CFR 200.61)

The notice and information provided to parents/guardians shall be in an understandable and uniform format, and to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC 6311)

**El Dorado County Office of Education Policy**  
**Superintendent Policy Administration Regulation – AR 4124**

**ATTESTATION REGARDING QUALIFICATIONS OF TITLE I TEACHERS**

*Instructions:* The following certification must be annually completed and signed by the Director of Human Resources,

I certify that all teachers hired to teach core academic subjects meet the following qualifications:

1. Hold at least a bachelor's degree.
2. Have a credential or are currently enrolled in an approved intern program for less than three years.
3. Have demonstrated subject matter competence as required by 5 CCR 6100-6115 for the grade level(s) taught and the teacher's length of time in the profession.

\_\_\_\_\_  
Signature of Director of Human Resources

\_\_\_\_\_  
Date

**El Dorado County Office of Education Policy  
Superintendent Policy Administration Regulation – AR 4124**

**PARENTAL NOTIFICATION OF TEACHER QUALIFICATIONS**

To Parents/Guardians:

Under the NCLB, teachers of core academic subjects are required to hold state certification and demonstrate subject matter competency for the grade span or subject matter taught.

These requirements help us to ensure that all students receive the best education by teachers who are highly skilled and knowledgeable in their subject areas. Our office is currently working to determine that our teachers meet these requirements and, if necessary, help teachers meet the requirements through additional support and training.

Currently, a teacher who is authorized to teach in California, but who has not yet completed the process for meeting the NCLB requirements, has taught your child for four or more consecutive weeks.

You may contact El Dorado County Office of Education to request the qualifications of your child's teacher. If you have any questions, please contact the Director of Human Resources at 530.622.7130.

**NCLB TEACHER REQUIREMENTS: Certificate of Compliance**

Teacher's Name: \_\_\_\_\_

Core Academic Subject Area Assignment \_\_\_\_\_

- All teachers: To become NCLB compliant you must complete the three requirements listed below.
- Middle/High school teachers: One certificate must be completed for each core academic subject taught.
- Elementary teachers: Complete one certificate for multiple subjects.

If you have questions, see the Instructions for completing the *NCLB Teacher Requirements: Certificate of Compliance*. (Sec. 3.1-3.3)

- 1. I have a bachelor's degree (Sec. 3.2.1)
- 2. I have an appropriate California Credential. (Sec. 3.2.2) Type \_\_\_\_\_ Date of issuance \_\_\_\_\_
- 3. I have demonstrated core academic subject area competence by completing: (Sec. 3.2.3)

✓ Check one box to determine the appropriate option/s:

- I am a "New" to the profession teacher.  
     "New" elementary teachers must select Exam option.  
     "New" middle/high school teachers may select Exam or Coursework option.
- I am a "Not new" to the profession teacher.  
     "Not new" elementary teachers may select Exam or HOUSSE option.  
     "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

✓ Check one box from the option/s available.

**EXAM**

- I have passed a CCTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject that I teach.

**COURSEWORK**

- I have completed a CCTC approved subject matter program in the core subject that I teach.
- I have an undergraduate major in the core subject I teach.
- I have an undergraduate major equivalent in the core subject I teach (32 non-remedial semester units).
- I have a graduate degree in the core subject I teach.

**ADVANCED CERTIFICATION**

- National Board Certification in the core subject I teach

**HOUSSE**

- I have completed California's High Objective Uniform State Standard of Evaluation in the core subject I teach. (See Sec. 3.3, Form 2 and/or Form 3.)

**This certificate relates to the following NCLB Core Academic Subject: (Check one)**

- English
- Reading/Language Arts
- Mathematics
- Science
- Civics and Government
- Economics
- Arts
- Foreign Language
- History
- Geography

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Self-Contained/Elementary Multiple subjects

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Verified by (Superintendent/designee) \_\_\_\_\_ Date: \_\_\_\_\_

- ✓ Attach appropriate documentation and evidence.
- ✓ The teacher retains a signed copy of this form.
- ✓ LEAs retain a signed original of this form for NCLB data reporting purposes.

**CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION**

**CALIFORNIA HOUSSE – PART 1**  
**Assessment of Qualifications and Experience**

Teacher’s Name \_\_\_\_\_

Current Core Academic Assignment \_\_\_\_\_

I have accumulated the 100 Points required for the California HOUSSE. (Attach evidence)

<b>HOUSSE-PART 1: PRIOR EXPERIENCE IN ASSIGNED AREA</b>	<b>Total Points</b>
Experience in teaching core area - 10 pts per school year (Five years maximum) Circle years teaching this core academic subject: 1 2 3 4 5	50 pts Max. _____pts
<b>HOUSSE-PART 1: CORE ACADEMIC COURSEWORK IN ASSIGNED AREA</b>	<b>Points</b>
<b>Elementary Teachers Core Academic Coursework: Select one if appropriate</b> A. Completed 18 semester units in each of four core areas: 1)Reading/ Language Arts, 2) Mathematics and Science, 3) History and Social Sciences and 4) the Arts. - 50 pts, or B. Completed a CCTC approved Liberal Studies Waiver Program - 50 pts, or C. National Board Certification in grade span - 60 pts, or D. Completed an advanced degree in teaching, curriculum instruction, or assessment in core academic area [e.g., MAT/MEd/MA/MS] 60 pts  <b>Middle/High School Core Academic Coursework: Select one if applicable</b> A. Completed CCTC-Supplementary Authorization – 50 pts., or B. Completed 15-21 Units of Core – 30 pts., or C. Completed 22-30 Units of Core – 50 pts., or D. Completed an advanced degree in teaching/curriculum/assessment in core academic area [e.g., MAT/MEd/MA/MS] – 60 pts.	_____pts
<b>HOUSSE-PART 1: STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA</b>	<b>Points</b>
<b>Standards Aligned Professional Development</b> (20 hrs = 5 pts, 40 hrs = 10 pts....) <ul style="list-style-type: none"> <li>• Reading and Mathematics Professional Development Program (AB466 Training)</li> <li>• Beginning Teacher Support and Assessment (BTSA) Programs</li> <li>• Participate, but not yet certified, in National Board Certification program.</li> </ul> <p>NOTE: This list is not exhaustive. Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers’ knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public. (See Section 3.2.3.1)  <i>* See Attached EDCOE Approved List of NCLB Acceptable Professional Development Activities</i></p>	(Within last six years)  _____pts
<b>HOUSSE-PART 1: LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA</b>	<b>Points</b>
<b>Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts</b> Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair National / State Recognition as “Outstanding Educator” in Content Area  NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public. (See Section 3.2.3.1) <i>* See Attached EDCOE Approved List of NCLB Acceptable Positions of Leadership and Service to the Profession</i>	_____pts

Signed by Teacher \_\_\_\_\_ Date \_\_\_\_\_

Verified by LEA (Superintendent/designee) \_\_\_\_\_ Date \_\_\_\_\_

- ✓ Attach appropriate documentation.
- ✓ Attach a copy of HOUSSE-PART 1 to Certificate of Compliance (Form 1)
- Go to HOUSSE-PART 2 (Form 3) only if more points are necessary to reach a total of 100.

## **El Dorado County Office of Education**

### **Approved list of NCLB Acceptable *Professional Development Activities* as of June 1, 2004:**

- Standards-based formative assessment training;
- Beginning Teacher Support and Assessment (BTSA)/Induction program;
- Staff development for the implementation of state adopted instructional materials and intervention programs;
- Staff development to improve student achievement on the CA High School Exit Examination (CAHSEE);
- Staff development to improve student achievement in reading, writing, or mathematics;
- Staff development to increase achievement of English learners;
- Staff development to increase achievement of socioeconomically disadvantaged students;
- Staff development for the implementation of California Alternate Performance Assessment (CAPA) Standards;
- EDCOE offered training in core academic areas;
- Participation in State subject matter projects in core academic areas; and
- Participation on curriculum materials selection committee.

In accordance with law and administrative regulation, qualifying employees will receive one point for every four hours of high-quality standards-aligned professional development in a core academic area.

The Superintendent recognizes that suitable high-quality standards-aligned professional development opportunities continually change; thus, the approved list will be reviewed periodically and modified as needed.

## **El Dorado County Office of Education**

### **Approved list of NCLB Acceptable *Positions of Leadership and Service to the Profession* as of June 1, 2004:**

- Presenter of core content area standards-based professional development;
- Participation on curriculum materials selection committee;
- Core Subject-matter Mentor;
- Academic Curriculum Coach;
- University Supervising Teacher;
- Instructor at a regionally accredited college/university in content area/content methodology;
- BTSA/Teacher Support Programs (TSP) Support Provider/Consulting Teacher;
- Department Chairs with academic responsibilities;
- Consultants to other Districts;
- Published author on California Standards for the Teaching Profession (CSTP) 3 and 5.1 in professional journal – State or National audience;
- National/State Recognition as “Outstanding Educator” in content area/ grade span;
- Leadership role on WASC Accreditation Committee; and
- Formative Assessment Committee Member.

In accordance with law and administrative regulation, qualifying employees will receive 30 points for each year during which the teacher engages in one or more approved leadership and service to the profession in a core academic area (a maximum of 90 possible points).

The Superintendent recognizes that suitable opportunities for leadership and/or service to the profession continually change; thus, the approved list will be reviewed periodically and modified as needed.

**CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION**

**CALIFORNIA HOUSSE – PART 2**

**Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development**

Teachers Name \_\_\_\_\_

Current Core Academic Assignment \_\_\_\_\_

<b>HOUSSE-PART 2: DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT (Attach verification)</b>	<b>Points</b>
Completion of successful observations (20 points each) 1 observation = 20 pts, 2 observations = 40 pts.... Completion of successful portfolio assessment = 100 Points. (No partial credit)	_____pts

This review of evidence and observation form may be used to complete HOUSSE-PART 2. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1.\*

<b>STANDARD THREE UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>	<b>EVIDENCE (WRITTEN ON FORM OR ATTACHED) (Evidence may include interview, observation, and use of student achievement data, lesson and unit plans.)</b>
3.1 Demonstrating knowledge of subject matter content and student development	
3.2 Organizing curriculum to support student understanding of subject matter	
3.3 Interrelating ideas and information within and across subject matter areas	
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	
3.5 Using materials, resources, and technologies to make subject matter accessible to students	
<b>STANDARD FIVE ASSESSING STUDENTS LEARNING</b>	
5.1 Establishing and communicating learning goals for all students	

(\*Standards are from the California Standards for the Teaching Profession, CSTP, <<http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>>).

Verified by LEA Administrator/Designee \_\_\_\_\_ Date \_\_\_\_\_

- ✓ Attach appropriate documentation.
- ✓ Attach a copy of HOUSSE-PART 1 and PART 2 to *NCLB Teacher Requirements: Certificate of Compliance*. (Form 1).