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NCLB

Teacher Requirements

Resource Guide

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California Department of Education

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Introduction

To maintain California's position as a world-class leader both economically and technologically, the State must continue to develop and support a world-class educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population. The State must also ensure the equitable distribution of the most well-prepared teachers and administrators, particularly in low-performing schools that serve a disproportionate number of poor and minority students, English learners, and special education students. Recruiting and developing highly qualified teachers and administrators is the most important investment of resources that local, state, business, and community leaders can make in education.

California's teacher workforce is the largest in the country, with more than 300,000 teachers serving a student population of more than six million. The California Department of Education (CDE) serves more than 9,223 schools under the local control of more than 1,059 school districts.

Over the past decade, California's public education system has undergone unprecedented change. The State's standards-based reform movement has transformed the focus and goals of public education, challenged schools to set higher expectations for all students, and held everyone from superintendents to students responsible for academic performance. Policymakers have focused on improving California's educational system by lowering class sizes in the primary grades, establishing standards across the curriculum, and initiating a standards-based assessment and accountability system. The State's accountability system has been expanded to include new standards tests and the California High School Exit Examination (CAHSEE).

As a result of these efforts, California students have continued to improve in academic performance, as indicated by the results of the 2006 Standardized Testing and Reporting (STAR) Program.¹ Test scores in reading and mathematics are up in nearly every grade and more students are passing the CAHSEE.

Most recently, California has dedicated itself to improving the quality and effectiveness of all its teachers. These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the state. Despite its vast numbers of students, teachers, local educational agencies (LEAs), and school sites, California has made huge strides toward making sure that all children are taught by highly qualified and effective teachers.

What is the purpose of this NCLB Teacher Requirements Resource Guide?

This guide has been updated to clarify changes in both federal and state requirements for the NCLB goal of providing all students with "highly qualified teachers" and to provide practical guidance to California school districts and county offices of education as they implement the requirements. In general, NCLB Teacher Quality requires that teachers:

¹ Standardized Testing and Reporting (STAR) Results. California Department of Education, 2006

- Have at least a bachelor's degree from an accredited institution of higher education;
- Hold full state certification; and
- Demonstrate subject-matter competence for each NCLB core academic subject they teach.

Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB mandates the state educational agency (SEA) monitor the LEAs to ensure that only highly qualified teachers (HQTs) are hired to teach NCLB core academic subjects and that only highly qualified teachers are hired to teach in Title I programs and Title II, Part A, Class Size Reduction programs. This section similarly requires the SEA to ensure that poor and minority students are not taught at higher rates than other children by non-highly qualified, inexperienced, and out-of-field teachers.

In contrast to previous reauthorizations of the Elementary and Secondary Education Act, the NCLB Act of 2001 requires that the SEA and the LEAs be held jointly accountable for the goals included in the law. This guide is intended to provide information for district office personnel, site administrators, program directors, and other education professionals to implement NCLB teacher quality requirements correctly and navigate California's monitoring process for HQTs, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program.

SECTION 1

No Child Left Behind Teacher Requirements and Local Educational Agencies Responsibilities

1.1 NCLB requirements for teachers

One key goal of the federal reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act of 2001, is that all students are taught by highly qualified teachers (HQT) by the end of the 2005/06 school year. To this end, each local educational agency (LEA) must develop a plan to ensure that all elementary, middle, and high school teachers who are assigned to teach core academic subjects meet the NCLB requirements:

- Have at least a bachelor's degree from an accredited institution of higher education;
- Hold full state certification²; and
- Demonstrate subject-matter competence for each NCLB core academic subject they teach

NCLB provides funds to assist LEAs in providing every classroom with an HQT. In particular, Title II, Part A, Training and Recruiting High Quality Teachers and Principals, provides professional development funds that must be targeted first to move non compliant teachers into compliance, then to schools that have the lowest proportion of NCLB compliant teachers, which have the largest average class size, or are identified for school improvement (Title II, Sec. 2122). LEAs must give priority to the use of Title I, Part A, funds together with other federal, state, and local funds to upgrade the teaching staff and the entire educational program.

1.2 Timelines for compliance

Beginning with the 2006/07 school year, all teachers who teach in Title I classrooms and Title II, Part A-funded class size reduction classrooms must meet all NCLB teacher quality requirements when hired or assigned to teach in those environments. All other public school teachers who teach NCLB core academic subjects must be NCLB-compliant when hired or a plan must be developed to ensure they will be highly qualified by the end of that school year.

1.3 Three requirements for NCLB teacher compliance

In California, teachers of an NCLB core academic subject must have:

- At least a bachelor's degree from an accredited institution of higher education;

² "Full state certification" is defined as holding the appropriate California teaching credential, supplementary authorization, subject matter authorization, Intern credential, or local teaching assignment as defined by California Education Code.

- Hold the appropriate California teaching credential, supplementary authorization, or subject matter authorization or be enrolled in a California Commission on Teacher Credentialing (CTC) approved intern program for no more than three years; and
- Demonstrate subject-matter competence for each NCLB core academic subject they teach.

1.4 Core academic subject areas

In California, the NCLB Core Academic Subjects are defined as:

- Mathematics (including math intervention and CAHSEE-math classes);
- Biological sciences; chemistry; geosciences; physics;
- Social Science (history, government, economics, geography);
- Foreign languages (specific);
- Drama/theater; visual arts (including dance), music; and
- English/language arts/reading (including reading intervention and California High School Exit Exam [CAHSEE]- English classes).

Self-contained elementary school teachers must demonstrate competence in the areas generally taught as part of the elementary school curriculum.

1.5 Classifications and types of teachers under NCLB

NCLB recognizes two classifications of teachers: “new” and “not new.” In California, a teacher is classified as “new” to the profession if the teacher was issued a California credential, a California intern credential/certificate, an out-of-state teaching credential on or after July 1, 2002. A teacher is classified as “not new” to the profession if the teacher was issued a California credential, a California intern credential/certificate, or an out-of-state teaching credential before July 1, 2002.

A teacher’s classification as “new” or “not new” is based on entry into the profession (original issuance date on the document) even if the original credential was allowed to expire.

NCLB recognizes two types of teachers: elementary school teachers and middle/high school teachers. The options available for demonstrating subject-matter competency differ for each classification and type of teacher (see Chart 1 at the end of Section 1). Out-of-state NCLB HQT compliance may be transferable to California, if the issuing state’s requirements are at least as rigorous as those of California.

1.6 Options for demonstrating NCLB core academic subject competency for elementary school teachers

Multiple Subject-credentialed teachers—elementary (generally recognized as K–6, self-contained)

“New” elementary school teachers have only one option to demonstrate subject-matter competency:

- Pass a CTC-approved multiple subject matter exam, currently titled “California Subjects Examination for Teachers (CSET) Multiple Subject.”
 - Previous exams included Multiple Subject Assessment for Teachers (MSAT), National Teachers Exam (NTE): General Knowledge section of the Core Battery; and NTE, Commons Examination.

“Not new” elementary school teachers have two options to demonstrate subject-matter competency:

- Exam option: Pass any current or prior CTC-approved multiple-subjects exam.
- High Objective Uniform State Standard of Evaluation (HOUSSE) option: States can establish a process to evaluate teacher knowledge and ability based on a high, objective uniform State standard of evaluation that meets federally established criteria (Section 9101[23][C][ii][III]).

1.7 Examination process for “new” elementary school teachers

NCLB requires all elementary school teachers “new” to the profession who receive a multiple subject teaching credential or a multiple subject intern credential to demonstrate subject-matter competency by exam. (5 CA ADC § 6102) For NCLB compliance, all “new” teachers who receive a Multiple Subject Preliminary, Clear, Professional Clear or an intern credential on or after July 1, 2002, must pass a CTC-approved subject-matter exam to become NCLB-compliant (even though they may not be required to do so in order to receive a credential). Currently, the CSET is the only CTC-approved exam for “new” school elementary teachers.

These examination requirements apply to individuals who completed a CTC-approved liberal studies program of course work and were issued their credential after July 1, 2002. These individuals must pass the examination for “new” elementary school teachers even if they were awarded their multiple subject credentials on the basis of completion of the liberal studies program.

Information on the CSET is available at www.cset.nesinc.com and at www.ctc.ca.gov. Information on the exam dates and registration, as well as a computer-generated practice exam, is available at www.cset.nesinc.com.

1.8 Options for demonstrating core academic subject competency for “not new” teachers

Any current or previously approved CTC multiple subject credential exam listed below will satisfy the requirements of the NCLB “demonstration of subject matter competence” for teachers who teach elementary core subject matter.

Current Exam for Multiple Subject Credentials:

California Subject Examination for Teachers: Multiple Subject (CSET:MS)

Prior Exams for Multiple Subject Credentials:

Multiple Subject Assessment for Teachers (MSAT)

National Teaching Exams (NTE): General Knowledge Section of the Core Battery

National Teaching Exams (NTE): Commons Examination

California-prepared teachers who satisfied the subject-matter requirement by completing a CTC-approved Subject Matter Program will have “General Subjects” printed on their credential.

Teachers who have satisfied the subject-matter requirement by passing a CTC-approved exam will have “General Subjects Examination” printed on their credential.

1.9 Options for demonstrating NCLB core academic subject competency for middle/high school teachers

Single Subject Credentialed Teachers – Middle/High School

“New” middle/high school teachers have two options to demonstrate subject-matter competency:

- Exam option: Pass a CTC-approved subject-matter exam in the NCLB core academic subject area.
- Course work option:
 - a) CTC-approved single subject matter program in the core area;
 - b) Major in the core area;
 - c) Graduate degree in the core area; or
 - d) Major equivalent in the core area (32 non-remedial units earned with a grade of C or higher); (It is recommended that districts use the CTC’s guidelines for issuing a supplementary or subject matter authorization when determining which courses should count. The guidelines are found on the CTC’s Web site at <http://www.ctc.ca.gov/credentials/manuals.html>).
 - e) Advanced certification (National Board Certification) in the core area; or

“Not new” middle/high school teachers have four options to demonstrate subject-matter competency:

- Exam option (CTC-approved single subject matter program in the core area);
- Course work option (major or major-equivalent in the core area);
- Advanced certification (National Board Certification) in the core area; or
- High Objective Uniform State Standard of Evaluation (HOUSSE) option: Completion of Part 1 and/or Part 2 of HOUSSE (see Chart 1 at the end of Section 1).

1.10 Acceptable current and former teaching credential exams and determination of whether a teacher has passed an exam to qualify for a credential

For a complete listing of the exams available for single subject credentials, please see the CTC Web site at <http://www.ctc.ca.gov/credentials/CAW-exams.html>.

California-trained teachers who have satisfied the subject-matter requirement by completing an approved subject-matter program will have “Single Subject” printed on their credential.

Teachers who have satisfied the subject-matter requirement by passing a CTC-approved exam will have “Single Subject Examination” printed on their credential.

1.11 Program funds authorized in NCLB that LEAs can use to help teachers meet the NCLB teacher requirements

Key programs authorized in NCLB provide funds that can be used to improve teacher quality and include, but are not limited to the following:

- Title I, Part A, requires that LEAs use at least five percent (5%) of their Title I funds for professional development activities to ensure that teachers who are not currently highly qualified meet that standard by the end of the 2006-07 school year (Section 1119[1]). In addition, any school identified as in need of improvement for failing to make adequate yearly progress must spend ten percent (10%) of its Title I, Part A, funds on professional development, including teacher mentoring programs (Section 1116[c][7][A][iii]).
- Title II, Part A, helps states and school districts ensure that all students have effective teachers by providing funds for helping teachers meet the NCLB teacher requirements. The NCLB law cites that funds may be used for “providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified ...” (Section 2113). Permissible Title II, Part A, activities include, but are not limited to, various forms of high-quality, scientifically based professional development in gaining subject-matter knowledge, improving teaching skills, assisting teachers in the use of state academic content standards and student achievement standards, and conducting State assessments to improve student achievement. Schools have considerable discretion in the use of Title II, Part A funds.
- Title II, Part B, the Mathematics and Science Partnerships program, provides funding to the SEA to competitively establish institutions of higher education-LEA

partnerships to enhance teachers' subject-matter knowledge and the quality of teaching in mathematics and science (Section 2201[a]).

- Title II, Part C, the Troops-to-Teachers and Transition to Teaching programs, supports efforts to help school districts hire, train, and retain individuals from other careers and backgrounds as teachers in high-need schools (sections 2303 and 2313).
- Title II, Part D, the Enhancing Education Through Technology program, requires each local recipient of funds to use at least 25 percent (25%) of those funds for ongoing, sustained, and high-quality professional development on the integration of advanced technologies into curriculum and instruction and on the use of those technologies to create new learning environments (Section 2416[a]).
- Title III, Part A, authorizes LEAs to use formula grant funds for professional development of teachers who provide instruction to students needing English-language acquisition and language enhancement (Section 3111[a][2][A]).
- Title V, Part A, authorizes LEAs to use formula grant funds to provide professional development activities carried out in accordance with Title II, Part A, as well as to recruit, train, and hire HQTs to reduce class size (Section 5131[a][1]).

1.12 Authorized activities under NCLB for improving teacher quality

Title II, Part A, specifically authorizes the use of funds for the following activities related to improving teacher quality:

- Signing and retention bonuses and differential pay for NCLB-qualified teachers
- Bonuses and reimbursement for course work for teacher certification in areas of high need (i.e., math, science, special education and English-language acquisition)
- Bonuses and reimbursement for course work for advanced degrees or certification (i.e., National Board Certification)
- Merit pay linked to measurable increases in student academic achievement
- Partnerships with for-profit and nonprofit entities through grants or contracts to provide professional development activities, course work, test preparation, and testing
- Paraprofessional training toward teacher certification
- High-quality professional development and training in core content knowledge and effective instructional strategies, methods, and skills required to meet the NCLB teacher requirements

- High-quality professional development in the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
- Training in the use of technology for instruction and analyzing achievement data
- Teacher mentoring, induction, and support programs for new teachers
- Implementation of approved CTC alternative certification and internship programs
- Teacher salaries for class size reduction (teachers must be NCLB compliant at the time of hire or placement in program)

Chart 1, California's NCLB Teacher Quality Requirements, on the next page summarizes the requirements of NCLB. For a detailed definition of each requirement and further information on options to demonstrate core academic subject-matter competence, please refer to Section 3 of this guide.

Chart 1

California's NCLB Teacher Quality Requirements

“NEW” to the Profession	“NOT NEW” to the Profession
Holds a credential or intern credential/certificate issued on or after July 1, 2002	Holds a credential or intern credential/certificate issued before July 1, 2002
ELEMENTARY LEVEL	ELEMENTARY LEVEL
<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment or be enrolled in a CTC approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ul style="list-style-type: none"> • Exam option: Pass a CTC-approved multiple subject matter exam-currently, the California Subjects Examination for Teachers (CSET) Multiple Subject. 	<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ul style="list-style-type: none"> • Exam option: Pass a CTC-approved multiple subject matter exam-currently, the California Subjects Examination for Teachers (CSET) Multiple Subject. • HOUSSE option: Complete Part 1 and/or Part 2 of HOUSSE.
MIDDLE AND HIGH SCHOOL LEVELS	MIDDLE AND HIGH SCHOOL LEVELS
<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment; or a supplementary authorization or subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the NCLB core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or major equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area <ul style="list-style-type: none"> • Advanced certification (National Board Certification in the core area or VPSS) 	<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment; or a supplementary authorization or subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the NCLB core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area C. Advanced certification (National Board Certification in the core area or VPSS) D. HOUSSE option: Completion of Part 1 and/or Part 2 of HOUSSE

SECTION 2

No Child Left Behind Considerations for Unique School Levels and Programs

Meeting the NCLB teacher compliance requirements have brought about a number of school-level and program-specific issues. This section discusses some of the unique NCLB teacher compliance issues at middle schools, charter schools, alternative schools, necessary small schools, special education teachers, and teachers of English learners.

2.1 Options for demonstrating NCLB core academic subject competency for middle school teachers who teach a core class and hold a multiple subject credential

Multiple subject credentialed teachers—middle school core class

California *Education Code (EC)* Section 44258.1 allows the holder of a credential authorizing instruction in a self-contained classroom to teach in any of grades five to eight, inclusive, in a middle school if the holder of the credential teaches two or more subjects for two or more periods per day to the same group of pupils.

Elementary designation as identified on California Basic Educational Data System (CBEDS) Professional Assignment Information Form (PAIF): subject matter competency verification

The school must declare the middle school core classes as “Elementary” (CBEDS-PAIF) to allow the teacher to use this option for NCLB subject-matter verification.

“New” teachers:

- Pass a CTC-approved multiple subject matter exam, currently titled the “California Subjects Examination for Teachers (CSET) Multiple Subject”

“Not new” teachers:

- Exam option: Passing any current or prior CTC-approved multiple subject matter exam
- High Objective Uniform State Standard of Evaluation (HOUSSE) option: Completion of Part 1 and/or Part 2 of HOUSSE. States can establish a process to evaluate teacher knowledge and ability based on a high, objective uniform State standard of evaluation that meets federally established criteria (Section 9101[23][C][ii][III]).

Middle/high school designation as identified on CBEDS-PAIF: subject matter competency verification

“New” teachers:

- Pass the appropriate CTC-approved single subject matter exam, course work option or advanced certification for *each and every* course covered in the core class.

“Not new” teachers:

- HOUSSE for *each and every* course covered in the core class
- Exam or course work or advanced certification for *each and every* course covered in the core class

2.2 Options for demonstrating NCLB core academic subject competency for middle school teachers who teach a core class and hold the appropriate single subject credentials

Appropriate single subject credentialed teacher—middle school core class

If a single subject credentialed teacher is teaching a middle school core class, that teacher must hold the appropriate single subject credential for each of the courses in the core. For example, if the teacher is teaching a Math/Integrated Science core, the teacher would need to hold the appropriate mathematics credential (currently the Single Subject Foundational-Level Mathematics or Single Subject Mathematics) and the appropriate science credential (currently the Single Subject Life Science, Single Subject Physical Science, Single Subject Science: Biological Science, Single Subject Science: Chemistry, Single Subject Science: Physics, or the Single Subject Science: Geo-science).

For “new” teachers subject-matter verification is accomplished via the credential, either through exam or CTC-approved subject-matter program.

For “not new” teachers subject-matter verification is accomplished via the credential, either through exam or CTC-approved subject-matter program.

2.3 Options for demonstrating NCLB core academic subject competency for middle school teachers who teach a core class and hold a supplementary or subject-matter authorization

Supplementary Authorization: CTC issued based on 20 units

“New” middle school teachers have four options to demonstrate subject-matter competency:

- Exam;
- Major in the core area;
- Graduate degree in the core area; or
- Major equivalent in the core area (32 non-remedial units earned with a grade of C or higher) (It is recommended that districts use the CTC’s guidelines for issuing a supplementary or subject matter authorization when determining which courses should count. The guidelines are found in the CTC’s Administrative Assignment Manual.);
- Advanced certification in the core area.

“Not new” middle/high school teachers have six options to demonstrate subject-matter competency:

- Exam;
- Major in the core area;
- Graduate degree in the core area;
- Advanced certification in the core area;
- HOUSSE; or
- Major equivalent in the core area (32 non-remedial units earned with a grade of C or higher)(It is recommended that districts use the CTC’s guidelines for issuing a supplementary or subject matter authorization when determining which courses should count. The guidelines are found in the CTC’s Web site at <http://www.ctc.ca.gov/credentials/manuals.html>).

Subject-matter authorization: CTC issued based on 32 units

For both “new” and “not new” teachers, subject-matter verification is established via the subject-matter authorization.

2.4 Charter school teachers and NCLB teacher requirements

Charter school teachers of NCLB core academic subject, as defined in the NCLB Act of 2001, must meet all of the NCLB requirements. Charters may decide, for credentialing purposes **only**, that which is non-core. Federal law defines teacher requirements for NCLB Core Academic Subjects (California *EC* Section 47605[1]).

The NCLB Act of 2001 requires the following for charter school teachers in order to be considered highly qualified:

- Must hold at least a bachelor’s degree;
- Must demonstrate competence in the core academic areas in which they teach; and
- Must meet the credentialing requirements established in the state’s public charter school law (California *EC* Section 47605[L]).

2.5 Teachers in secondary alternative education programs and necessary small high schools

In many secondary alternative education programs and necessary small high schools, teachers teach many, and sometimes all, subjects. This practice is either by necessity or by design. Teachers who provide instruction in these environments must meet the same NCLB teacher requirements as do other teachers. In an effort to provide these teachers with a rigorous and appropriate method of verifying NCLB subject-matter competency, the California Department of Education (CDE) created the Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings (Verification Process for Special Settings [VPSS]).

The VPSS process is available to “new” and “not new” teachers assigned to teach in alternative education settings and secondary special education settings. Upon completion of the process, the participating teacher will be NCLB-compliant in each of four core academic areas (science, mathematics, social science, and English/language arts/reading) in an alternative setting. This demonstration of subject matter competency is transferable only within the alternative settings addressed in this process. Please contact any of the persons listed under “NCLB Teacher Quality Requirements” on page 38 of this resource guide for further information on this process.

2.6 Special education teachers and NCLB teacher requirements

If a special education teacher is providing instruction in a core academic subject, that teacher must meet the NCLB teacher requirements for that core subject. The requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting. Special education teachers in kindergarten through grade eight may demonstrate subject-matter competence by passing the CSET: Multiple Subject or a previous CTC-approved multiple subject exam. “Not new” special education teachers may use the HOUSSE option to demonstrate subject-matter competence. If a special education teacher provides only consultation services to the teacher of core academic subjects or delivers special instructional assistance only in the classroom in which the core academic subject is taught, he or she is not required to be NCLB-compliant. These teachers may carry out such activities as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. In addition, the special education teacher does not have to meet NCLB requirements if he or she assists students with study skills or organizational skills and reinforces instruction that the child has already received from a teacher who is NCLB-compliant.

The U.S. Department of Education (ED) published in the Federal Register on August 14, 2006, the final regulations to implement the IDEA 2004 and became effective on October 13, 2006. These regulations provided additional flexibility for “new” special education teachers. A “new” special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, *when hired*, may use the HOUSSE process to demonstrate subject matter competency in the other core academic subjects he or she is teaching not later than two years after the date of employment. This additional flexibility was codified in California’s Title 5 Code of Regulations (5 CCR s 6111(b)).

2.7 Physical education teachers and NCLB teacher requirements

Currently, NCLB does not define physical education as a core academic subject; therefore, most physical education teachers do not have to meet the NCLB teacher requirements. Only physical education teachers who teach core academic subject classes, such as the arts (dance), are required to demonstrate NCLB compliance in that subject area. Although physical education is not considered an academic core academic subject, California still requires physical education teachers to be fully credentialed.

2.8 Career Technical Education teachers and NCLB teacher requirements

Career Technical Education teachers who teach core academic courses are required to meet the NCLB teacher requirements. The term “core academic subjects” is defined in NCLB as: English/language arts/reading, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Keep in mind that teachers teaching these subjects are required to possess a bachelor’s degree, which is not necessarily a requirement for the Career Technical Education Credential.

2.9 Adult education teachers and NCLB teacher requirements

The requirement that teachers be highly qualified applies to public elementary and secondary school teachers who teach a core academic subject. Therefore, because the law applies exclusively to K–12 teachers, teachers in adult education are not subject to the requirements of NCLB.

2.10 Preschool teachers and NCLB teacher requirements

The requirement that teachers be highly qualified applies to public elementary and secondary school teachers who teach a core academic subject. Therefore, because the law applies exclusively to K–12 teachers, preschool teachers are not subject to the requirements of NCLB.

2.11 Teachers of English learners and NCLB teacher requirements

Teachers of English learners who are assigned to teach core academic subjects must meet the same NCLB requirements as do other teachers of core academic subjects.

In California, possession of an English learner authorization is required if the teacher is providing instructional services to English learners. Although this is not a requirement to meet the definition of “highly qualified teacher” under NCLB, it is a state credentialing and assignment requirement. For information on the appropriate credential or authorization to serve English learners, contact the CTC’s Assignment Unit at cawassignments@ctc.ca.gov or (916) 322-0538.

2.12 Visiting international teachers and NCLB teacher requirements

This section is currently under review. Please check the CDE’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/index.asp> under FAQs for the update. For questions please contact the contacts listed under Teacher Quality.

2.13 Non-Public School teachers and NCLB teacher requirements

A nonpublic school (NPS) is a private, nonsectarian school that contracts with an LEA to enroll students with disabilities in an individualized education program and is certified by the (CDE). More [NPS](#) information is available on special education NPS Web page.

Passage of Assembly Bill 1858 changed California *EC* Section 56366.1(n)(1) to require staff employed by non public schools staff that receive funds through a contract for education services identified on an Individualized Education Program for students with disabilities to hold the same credentials equivalent to what is required by public school teachers.

Additionally, special education teachers in nonpublic schools are required to meet the **credentialing** requirements of IDEA and NCLB per California *EC* Section 56366.1(n). This means that NPS special education teachers need to hold a valid California special education credential or a valid Education Specialist Internship Credential for no more than three years. A temporary certificate, Provisional Internship Permit, Short-Term Staff Permit, Emergency Permit, or credential waiver does not fulfill this requirement.

If an NPS employs special education teachers who do not hold either a valid California special education credential or a valid Education Specialist Internship Credential for no more than three years, the CDE may grant the NPS a "conditional" renewal certification after the NPS has submitted an action plan for becoming fully compliant by the end of the 2006-07 school year.

SECTION 3

Steps for Meeting No Child Left Behind Teacher Requirements

3.1 Overview of the process for meeting NCLB teacher requirements

The following information is provided to assist LEAs in determining the status of their teachers regarding compliance with the NCLB. All teachers who teach core academic subjects must demonstrate NCLB compliance. In most cases, NCLB compliance is transferable to any LEA in California.

If a teacher has demonstrated NCLB compliance in another state, compliance status *may* be transferable to California if the original state's requirements are at least as rigorous as California's. In addition, the out-of-state teacher must be able to produce documentation verifying the criteria used and how he or she met the established criteria. For the purposes of NCLB data reporting and accountability, an LEA must keep the signed original "NCLB Teacher Requirements: Certificate of Compliance" within the teacher's personnel file. The LEA is also required under federal law and *Title 5* regulations to provide the teacher with a copy of the completed and signed "NCLB Teacher Requirements: Certificate of Compliance."

Elementary school teachers must demonstrate compliance for multiple subjects. The LEA completes one Certificate of Compliance form (see Form 1 and as needed, Form 2 and Form 3).

Middle and high school teachers must demonstrate compliance in each core subject taught. The LEA completes one Certificate of Compliance form (see Form 1 and, as needed, Form 2 and Form 3) for each subject area taught. Therefore, if a middle or high school teacher teaches English and Spanish, that teacher would need to be appropriately credentialed or otherwise authorized in both subject-areas, demonstrate subject-area competence by completing one of the acceptable options for *both* subjects, and the LEA would complete *two* Certificate of Compliance forms.

3.1.1 Core Academic Subject Areas

When indicating the core academic subject area keep in mind that a separate certificate of compliance must be completed for each core subject. In California, the NCLB Core Academic Subjects are defined as:

- Elementary Multiple subject
- English/language arts/reading
- Secondary Reading Intervention and/or CAHSEE-English classes
- Mathematics
- Foundational-Level Mathematics
- Secondary Mathematics Intervention and CAHSEE-Mathematics classes
- Biological sciences

- Chemistry
- Earth Science/ Geosciences
- Physics
- Social science (history, government, economics and/or geography)
- Foreign languages (specific)
- Drama/theater
- Visual arts (including dance)
- Music

3.1.2 Transferability of this Certificate of Compliance

- Special Settings:** If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.
- ✓ **Check the box(es) that apply to this teaching assignment from the option/s available.**
 - Special Education**
 - Charter School**
 - Special Classes or Schools as defined in CA Ed Code Section 44865**

Generally, a certificate of compliance is transferable to any LEA within the state of California. However, there are special circumstances which limit the transferability of this certificate. When evaluating whether a certificate of compliance or any of its components are transferable the LEA must determine if special circumstances or exceptions are attached to any of the components. The following are the most common examples of certificate of compliance forms that are *not* transferable:

- A teacher is assigned by the local governing board to teach a subject outside of his/her credential area under California *EC* Section 44258.3. This authorization is valid only in the district in which the authorization was approved. Therefore, while that teacher may be NCLB compliant in that district this compliance is not transferable as the teaching authorization for this assignment may not transfer. The demonstration of bachelor's degree and subject matter competency may be transferred to the new employing LEA, but the new employing LEA must approve the teaching assignment in the core academic subject.
- A teacher is teaching in a special setting as defined by California *EC* Section 44865. The teacher is using the credentialing flexibility afforded to teachers in these settings and therefore this certificate of compliance is being used to demonstrate compliance in a subject matter outside of the teacher's credentialed area. Therefore, this compliance is transferable only within these specialized settings. The demonstration of bachelor's degree and subject matter competency may be transferred but this teacher must be issued a valid authorization to teach the core academic subject outside of these special settings.
- A "new" teacher is the primary instructor for a Special Education English class with the appropriate Special Education credential. This teacher was highly qualified in science when hired and has used the HOUSSE process to

demonstrate subject matter competency in English in accordance with California Title 5 Regulations (5 CCR § 6111(b)). This compliance is only transferable within the Special Education setting and does not demonstrate compliance in a non-Special Education English assignment. The demonstration of subject matter competence may travel with the teacher, but the teacher must be appropriately authorized to teach outside of the Special Education setting.

- A teacher has been assigned to teach art in a Charter School. That school's charter does not require the teacher to hold a California credential in accordance with California *EC* §47605(l). Therefore, that teacher may be NCLB compliant in art for this charter school, but this compliance is not transferable outside of this charter because there is no appropriate authorization in another setting. The demonstration of subject matter competence may travel with the teacher, but the teacher must be appropriately authorized to teach outside of this charter school.

3.1.3. NCLB Teacher Requirements: Certificate of Compliance (Form 1)

There are three progressive steps in verifying NCLB teacher quality compliance. For all teachers, “new” and “not new,” the LEA will need to complete Form 1; most teachers will be done at that point. However, if a “not new” teacher is unable to demonstrate his or her subject-matter competence through Form 1, he or she will need to use the HOUSSE process to verify subject-matter competency, using Form 2 and perhaps Form 3. Form 3 requires that sufficient evidence be presented to indicate that a teacher has demonstrated competence in the K–12 content standards pertaining to the teacher's assignment and has met California Standards for the Teaching Profession 3 and 5.1. If the teacher does not satisfactorily demonstrate competence as a part of the NCLB HOUSSE process, subject-matter competency shall be demonstrated through completion of a CTC-approved subject-matter exam or coursework.

3.1.4 HOUSSE-Part 1: Assessment of Qualifications and Experience (Form 2)

If a “not new” teacher needs to use the HOUSSE option to demonstrate subject-matter competence, the LEA must complete HOUSSE—PART 1 first. The accumulation of 100 points on HOUSSE-PART 1 is sufficient to comply with NCLB teacher requirements.

3.1.5 HOUSSE-Part 2: Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development (Form 3)

If a “not new” teacher has not accumulated 100 points on HOUSSE—PART 1, the LEA may choose to use HOUSSE—Part 2 to gain the rest of the points necessary to reach 100 points. If the portfolio option is selected, the entire portfolio must be completed successfully to comply with NCLB teacher requirements. Form 3 requires that sufficient evidence be presented to indicate that a teacher has demonstrated competence in the K–12 content standards pertaining to the teacher's assignment and has met California Standards for the Teaching Profession 3 and 5.1.

3.2 Steps for filling out the “NCLB Teacher Requirements: Certificate of Compliance”

The Certificate of Compliance must be completed by appropriately trained LEA personnel only; teachers are **not** to complete this form. NCLB regulations apply to **all** teachers of core academic subjects. An elementary school teacher must demonstrate compliance for the elementary grade span. A middle or high school teacher must demonstrate compliance in each core academic subject area that he or she is assigned to teach. If all elements of the compliance are transferable, this is a one-time demonstration of compliance.

3.2.1 Complete a bachelor’s degree

1. **Bachelor’s degree:** Name of accredited institution conferring the degree _____

- NCLB requires teachers of core academic subjects to possess a bachelor’s degree from a regionally accredited institution.
- Acceptable evidence is a copy of the degree.
- Regarding special circumstances, federal law requires all teachers who teach a core academic class as defined by NCLB, including teachers who teach in a charter program or Career Technical Education setting, have at least a bachelor’s degree.

3.2.2 Possession of a California credential appropriate for the assignment

2. **Appropriate California authorization for the Certificate of Compliance:**

Type _____

Date of issuance on the document _____

- Indicate the type of authorization the teacher holds as related to this assignment: single subject; multiple subject; supplementary authorization; subject-matter authorization; *EC* Section 44865 (Alternative Programs); Special Education; *EC* Section 44258.2 (Local Teaching Assignment—Middle Grades); *EC* Section 44258.3(a) (Local Teaching Assignment—any grade); *EC* Section 55803 (specialized secondary program); California Code of Regulations Title 5 §80027 (Limited Assignment Multiple or Single Subject Teaching Permit).
- Acceptable evidence is a copy of the California credential and/or authorization or the school board agenda showing that the Local Teaching Assignment was approved.
- Regarding special circumstances, if in the development of a charter school it is agreed that a teacher of an NCLB core academic subject does not need

to hold a California credential per California *EC* Section 47605(L), indicate so here.

California *EC* Section 47605(l): “Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

3.2.3 Determining “new” or “not new” status

✓ **Check one box to determine the appropriate options:**

- "New" to the profession teacher
 - "Not new" to the profession teacher
- A teacher is “new” to the profession if he or she holds a credential or California Intern Credential issued on or after July 1, 2002. A teacher is “not new” to the profession if he or she holds a credential or Intern Credential issued before July 1, 2002.
 - Acceptable evidence is a copy of the original credential upon which this designation is based.
 - Regarding special circumstances, if in the development of the charter school it is agreed that a teacher of an NCLB core academic subject does not need to hold a California credential per California *EC* Section 47605(L), then “new” or “not new” status should be based on the verifiable date on which the teacher first began teaching in a charter school.

3.2.4 Determining subject-matter competency

3. Demonstrated core academic subject area competence through completion of one of the following:

Based on “new” or “not new” status, determine how the teacher has met subject-matter competency.

✓ **Check one box from the options available.**

General Provisions

If a fully credentialed teacher is teaching within their field of authorization they are NCLB compliant by way of either examination or a subject-matter

program. The method of achieving this compliance will be indicated on their credential.

❑ Examination

- ALL “new” elementary/self-contained school multiple subject credentialed teachers *must* use this option.
- Acceptable evidence is indicated on the credential or copy of notification of a passing score.

❑ Subject-matter program (secondary only)

- This option applies only when the teacher holds the appropriate credential and has been assigned to teach the authorized subjects.
- A credential issued on the basis of a subject-matter program will not specify how the credential was awarded (if the credential does not say “examination,” the credential was issued on the basis of successful completion of a CTC-approved subject-matter waiver program).
- Acceptable evidence is a copy of the original credential.

❑ Other course work (secondary only)

- This option may apply in the case of someone teaching under a subject-matter authorization, supplementary authorization, or special education credential or someone who is assigned to teach in an alternative education program or assigned to teach under *EC* Section 44285.2 or 44258.3(a).
 1. Undergraduate major in the core subject
 2. Undergraduate major equivalent in the core subject (32 non-remedial semester units earned with a C grade or better)(It is recommended that districts use the CTC’s guidelines for issuing a supplementary or subject matter authorization when determining which courses should count. The guidelines are found in the CTC’s Administrative Assignment Manual.)
 3. Graduate degree in the core subject
 4. Acceptable evidence is a copy of the college transcripts with the appropriate units or major indicated.
 5. To determine whether units are acceptable refer to CTC’s Web site at <http://www.ctc.ca.gov/credentials/manuals.html>.

- If the teacher is teaching under a subject matter authorization, this authorization was issued by CTC based on the successful completion of 32 units. Therefore, for both “new” and “not new” teachers, subject-matter verification is established via holding the subject-matter authorization.

❑ **Advanced certification (secondary only)**

National Board Certification in the core subject

- This option may apply in the case of someone teaching under a subject-matter authorization, supplementary authorization, or special education credential or someone who is assigned to teach in an alternative education program or assigned to teach under a local assignment option such as *EC* Section 44285.2 or 44258.3(a).
- Acceptable Evidence is a copy of the advanced certification.

❑ **HOUSSE**

Completed California’s HOUSSE—Part 1 and/or Part 2 in the core subject (See Appendix B).

- This option is open only to “not new” teachers who were unable to meet subject-matter competency on the basis of the above criteria.

3.3 HOUSSE OPTION applies to "not new" teachers only:

NCLB subject-matter compliance permits the state of California to develop a "High Objective Uniform State Standard of Evaluation" for teachers “not new” to the profession as a way to demonstrate core academic subject-area competence. "Not new" teachers may demonstrate core academic subject-matter competence in multiple ways through a combination of:

- Prior experience in the core academic content area
- Course work in the core academic content area
- Standards-aligned professional development in the core academic content area
- Leadership and service to the profession in the core academic content area
- Observation and portfolio assessment in the core academic content area

A “not new” teacher may demonstrate subject-matter competence via California HOUSSE—PART 1: Assessment of Qualifications and Experience. The accumulation of 100 points on HOUSSE—PART 1 is sufficient to comply with NCLB teacher requirements.

If a “not new” teacher has not accumulated 100 points on HOUSSE—PART 1, the LEA may use HOUSSE—PART 2: Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development to gain the remaining points necessary to reach 100 points. If the portfolio option is selected, the entire portfolio must be completed successfully to comply with NCLB teacher requirements. HOUSSE—PART 2 requires that

sufficient evidence 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.

If the teacher does not satisfactorily demonstrate subject-matter competence through the HOUSSE process, subject-matter competency shall be demonstrated through the completion of an approved exam or course work option, if available.

3.3.1 Instructions for completing California HOUSSE—PART 1: Assessment of qualifications and experience

3.3.1.1 HOUSSE—PART 1: Prior experience in assigned area

- Teachers must earn 100 points through the HOUSSE process in order to demonstrate subject-matter competency. Each year of teaching experience in the core area earns the teacher ten points, with a five-year experience maximum toward the requisite point total.
- A maximum of five years and 50 points may be counted, out-of-state experience may be counted, and non-consecutive years may be counted. However, all experience must be at a similar level (e.g. secondary to secondary) and content specific.

3.3.1.2 HOUSSE—PART 1: Core academic course work in assigned area

3.3.1.2.1 Elementary school teachers

- Completed a CTC-approved liberal studies program (Credentials issued under the Teacher Preparation and Licensing Law of 1970 and Senate Bill (SB) 2042 will indicate “examination” if the credential was issued on the basis of an approved examination. If the multiple subject credential does not say “examination,” it was based on successful completion of an approved liberal studies program.)—50 points; or
- Completed 18 semester units in each of the four core areas: (1) English/language arts/reading; (2) mathematics and science; (3) history and social sciences; and (4) the arts. Or the teacher holds a Standard or General Elementary Credential, and has completed a liberal studies degree from an accredited institution of higher education.—50 points; or
- The teacher has been awarded National Board Certification in the elementary grades—60 points; or
- Completed an advanced degree in teaching, curriculum instruction, or assessment in an education-related field (e.g., Master of Arts, Ed.D., or Ph.D.[Administrative Leadership, Curriculum and Instruction, Education]. An advanced degree in special education or school counseling will not qualify.) —60 points.

3.3.1.2.2 Middle and high school teachers

- Holds the appropriate CTC-issued Supplementary Authorization (will be indicated on the credential)—50 points; or
- Completed 15–21 appropriately related, non-remedial semester units of core (refer to CTC’s Web site at <http://www.ctc.ca.gov/credentials/manuals.html>) —30 points; or
- Completed 22–30 appropriately related, non-remedial semester units of core (refer to CTC’s Web site at <http://www.ctc.ca.gov/credentials/manuals.html>) —50 points; or
- Completed an advanced degree in teaching, curriculum instruction, or assessment in an education-related field (e.g., Master of Arts, Ed.D., or Ph.D.[Administrative Leadership, Curriculum and Instruction, Education]. An advanced degree in special education or school counseling will not qualify.)—60 points

HOUSSE—PART 1: Standards-aligned professional development in assigned area

- The list provided is not exhaustive.
- Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers’ knowledge of core academic subjects and are standards-aligned, sustained, intensive, and classroom-focused.
- Because the standards were not in place in California until 1997, only professional development offered after that date is acceptable.
- One-day or short-term workshops and/or conferences are not acceptable and cannot be used to fulfill this requirement.
- NCLB requires that the list of professional development activities accepted by the LEA be available to the public.
- For each 20 hours of content-specific staff development, the teacher would earn 5 points.

HOUSSE—PART 1: Leadership and service to the profession in the assigned area

- Acceptable activities under this section include but are not necessarily limited to acting as: presenter or consultant in professional development in the relevant core academic standards-based content area; core subject-matter mentor; academic curriculum coach; university supervising master teacher in the content area; instructor in the content area at a regionally accredited college or university; Beginning Teacher Support and Assessment (BTSA) support provider in the core content area; published author on the core curriculum area; recognized

“Outstanding Educator” in content area at the state or national level;
leader in the core content area on a high school accreditation team;
facilitator or leader of a local instructional materials adoption committee
in the core subject taught.

- LEAs must develop a list of acceptable leadership and service activities, utilize the list uniformly throughout the LEA, and make the list available to the public upon request. Type of documentation will depend on the activity; points must be applied in the following manner: 1 year = 30 points, 2 years = 60 points, and 3 years = 90 points.

3.3.2 Instructions for completing California HOUSSE—PART 2: Assessment of current qualifications through classroom observation and/or portfolio development

If a “not new” teacher is unable to accumulate 100 points through HOUSSE—PART 1 (Form 2), the LEA may use the California HOUSSE—PART 2, observation or portfolio requirement (Form 3), to demonstrate core academic subject-matter competence by using classroom-based evidence. Assessment of evidence should indicate that California Standards for the Teaching Profession (CSTP) standards 3 and 5.1 and relevant key elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

3.3.2.1 Evaluation of a teacher’s progress toward NCLB compliance

Assessment of progress toward compliance is formative, not summative, in nature. LEA administrators or their designees may assess and support teachers throughout the process. An LEA designee might be an individual trained in formative assessment and the use of evidence to assess teaching practices, such as a coach, mentor, or support provider, who is NCLB-compliant in the subject matter. Assessment of evidence should indicate that all standards and elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

3.3.2.2 Using CSTP to guide the assessment of teacher competence

Evidence from the Observation or Portfolio assessment should be sufficient to indicate that CSTP standards 3 and 5.1 are met. The teaching standards are assessed in relation to the California K–12 academic content standards for the appropriate grade span and the core academic subject area to which the teacher is assigned.

3.3.2.3 Available evidence for assessing core academic subject-area competency

Typical forms of evidence are the observation of instruction, data on student work and achievement, lesson and unit plans, analysis of student work, interview, written response, and video or other media.

Observation(s): Documents required:

1. A lesson plan with statement of academic content standard(s) addressed
2. Analysis of student performance (If possible, use data on two students who did not achieve the expected lesson outcomes.)
3. Observer's notes
4. Assessment of evidence as sufficient or not sufficient to demonstrate competence
5. Signature of assessor (administrator or designee)

Portfolio development and assessment: Four entries are required.

Acceptable entries include:

1. Five sequenced lesson plans from a unit, chapter, or theme (Plans include a statement of the academic content standard[s] addressed, instructional strategies used, and expected student outcomes.)
2. Student assignments
3. Analysis of student performance with a focus, where appropriate, on two students who did not achieve proficiency on unit or chapter outcomes
4. Reviewer notes, including at least two observations
5. Assessment of evidence as sufficient or not sufficient to demonstrate competence
6. Signature of assessor (administrator or designee)

Note: Elementary school teachers must develop portfolio entries in three areas: (1) reading; (2) language arts/writing; and (3) mathematics. They must select one additional entry from the NCLB core areas of science and social science.

3.4 Teachers who do not meet the requirements through HOUSSE—PART 1 or HOUSSE—PART 2

If a teacher does not satisfactorily meet standards 3 and 5.1 of CSTP as part of the NCLB evaluation, subject-matter competency shall be demonstrated through an approved exam or course work option, if available.

SECTION 4

LEA Reporting and Accountability Requirements

In contrast to previous reauthorizations of the Elementary and Secondary Education Act, NCLB requires that all schools and districts achieve the goals included in the act. Among those goals is that all students will be taught by HQTs by the end of the 2005-06 school year.

All public schools and districts, irrespective of their funding sources, must determine the status of every core academic subject teacher. These data will be reported annually during the CBEDS collection.

This section describes each of the reporting and accountability requirements that must be satisfied by LEAs and/or their schools. Some requirements apply only to Title I, Part A, recipients. Others are required of all LEAs.

4.1 LEA parent notification to request professional qualifications of Title I teachers

At the beginning of each school year, LEAs receiving Title I, Part A, funds are required to notify the parents or guardians of each student attending a school receiving any Title I, Part A, funds that they may request information regarding the professional qualifications of their child's teacher(s) in core academic subject areas. The notices and information provided to parents must be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand. Please continue to check CDE's Title II Web page for copies of this model letter that has been translated into other languages. The following is a model notice:

4.1.1 Exhibit 1: Model Letter for Parents Right To Know Teacher Qualifications

(District Letterhead)

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) of certain academic subjects. The qualifications that must be provided include the following:

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple-subject credential, which allows them to teach a variety of subjects, as done in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree and many teachers have graduate degrees such as a master's or doctoral degree.

In addition to requesting the qualifications of the teacher, if a paraprofessional (teacher's aide) provides services to your child, you may request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications.

If you would like this information, please contact **[name]** at **[phone number]**.

Sincerely,
(Principal)

4.2 Parent notification of four-week instruction by teachers not meeting NCLB requirements

In addition to informing parents that they may request the qualifications of their child's teacher, schools that receive any federal funds under Title I, Part A, must also provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements. The CDE recommends that LEAs:

- Work closely with parent organizations to ensure that parents are well informed; and
- Utilize the HOUSSE option, if available, as soon as possible to verify compliance for the teachers who have not had an opportunity to demonstrate their subject-matter competence.

The notices and information provided to parents must be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand. Please continue to check CDE's Title II Web page for copies of this model letter that has been translated into other languages. The following is a model notice:

4.2.1 Exhibit 2: Model Letter of Four-Week Notice

<p><i>(District Letterhead)</i></p>
<p>To Parents/Guardians:</p>
<p>Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This federal law requires that parents be notified when their child has been taught for four or more consecutive weeks by a teacher who has not met the NCLB High Quality Teacher Requirements.</p>
<p>Under NCLB, teachers of certain academic subjects are required to have graduated from college, have the appropriate credential, and demonstrate knowledge in the subject and grade level they are teaching. These requirements help us to ensure that all students receive the best education from teachers who are highly skilled and knowledgeable in their subject areas.</p>
<p>Currently, <i>(insert teacher's name)</i> has not met all of the NCLB High Quality Teacher Requirements. Our district is working closely with <i>(insert teacher name)</i> to ensure that he or she will meet all federal requirements in a timely manner.</p>
<p>You may contact the district office to request the qualifications of your child's teacher. If you have any questions, please contact [insert name] at [insert number].</p>
<p>Sincerely,</p>
<p><i>(Principal)</i></p>

Appendix A: No Child Left Behind Resource Links

The following links provide further information, commentary, and clarification regarding implementation of NCLB.

US Department of Education

Draft Non-Regulatory Guidance on Improving Teacher Quality, October 5, 2006

<http://www.ed.gov/programs/teacherqual/guidance.doc>

Grover J. Whitehurst, Ph.D., *Title II Teacher Quality: Research on Teacher Preparation and Professional Development*

<http://www.ed.gov/admins/tchrqual/learn/preparingteachersconference/whitehurst.html>

NCLB Executive Summary

<http://www.ed.gov/nclb/overview/intro/execsumm.html>

NCLB Legislation, Regulations, Guidance, and Circulars

<http://www.ed.gov/about/offices/list/oese/legislation.html>

No Child Left Behind: A Toolkit for Teachers

(Important information on the law; focuses on the teacher quality provision and how the law supports teachers)

<http://www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf>

Title I—Improving Academic Achievement of the Disadvantaged, Final Regulations

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

US Department of Education's No Child Left Behind Web site

<http://www.ed.gov/nclb/landing.jhtml>

California Department of Education

California Department of Education

<http://www.cde.ca.gov/>

California State Board of Education

<http://www.cde.ca.gov/be/>

California State Board of Education: No Child Left Behind Teacher Regulations

<http://www.cde.ca.gov/nclb/sr/tq/>

FAQs on Charter Schools and No Child Left Behind

<http://www.cde.ca.gov/sp/cs/re/qandasec12dec05.asp>

FAQs on English Learners and No Child Left Behind

<http://www.cde.ca.gov/sp/el/>

FAQs on Highly Qualified Teachers under No Child Left Behind

<http://www.cde.ca.gov/nclb/sr/tq/faq.asp>

FAQs on Special Education and No Child Left Behind

<http://www.cde.ca.gov/nclb/sr/tq/nclbspecedfaq.asp>

California Commission on Teacher Credentialing

California Commission on Teacher Credentialing

<http://www.ctc.ca.gov/>

Organizational Links

National Staff Development Council: General Information on Staff Development

<http://www.nsd.org/>

Appendix B: California HOUSSE Forms

California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Web site.

Teacher's Name: _____ School/District: _____

Core Academic Subject: _____

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

✓ **Check the box(es) that apply to this teaching assignment from the option/s available.**

Special Education

Charter School

Special Classes or Schools as defined in CA Ed Code Section 44865

1. Bachelor's degree: Name of accredited institution conferring the degree _____

2. Appropriate California Authorization for this Assignment

✓ **Check one box indicating the authorization for this assignment**

Professional Clear, Preliminary or Clear Multiple subject Credential

Professional Clear, Preliminary or Clear Single Subject Credential: Subject _____

Professional Clear, Preliminary or Clear Special Education Credential

Other: Type _____ **Date of issuance on the document:** _____

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

"New" to the profession teacher. **Date of issuance on original credential or intern permit** _____

"New" elementary school teachers must select Exam option.

"New" middle/high school teachers may select Exam or Coursework option.

"Not new" to the profession teacher. **Date of issuance on original credential or intern permit** _____

"Not new" elementary school teachers may select Exam or HOUSSE option.

"Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. Demonstrated core academic subject area competence by completing one of the following:

✓ **Check one box from the option/s available.**

EXAM

CTC approved subject matter exam, including but not limited CSET, MSAT, or NTE, in the core subject

SUBJECT MATTER WAIVER PROGRAM (secondary only)

Completed a CTC approved subject matter program in the core subject

OTHER COURSEWORK (secondary only)

Undergraduate major in the core subject

Undergraduate major equivalent in the core subject (32 non-remedial semester units)

Graduate degree in the core subject

Advanced Certification (secondary only)

National Board Certification in the core subject

Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings (VPSS)

HOUSSE

Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: _____ Date: _____

Verified by Superintendent (or designee): _____

✓ **Attach appropriate documentation and evidence.**

✓ **The teacher must be provided with a signed copy of this form.**

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)

HOUSSE-PART 1: PRIOR EXPERIENCE IN ASSIGNED AREA	Total Points
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
HOUSSE-PART 1: CORE ACADEMIC COURSEWORK IN ASSIGNED AREA	Points
Elementary School Teachers Core Academic Coursework: Select one if appropriate	_____pts
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 CTC 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	
Middle/High School Core Academic Coursework: Select one if applicable	
A. Completed CTC-Supplementary Authorization – 50 points, or	
B. Completed 15-21 Units of Core – 30 points, or	
C. Completed 22-30 Units of Core – 50 points, or	
D. Completed an advanced degree in teaching/curriculum/assessment in core academic area {e.g., MAT/MEd/MA/MS} – 60 points	
HOUSSE-PART 1: STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA	Points
Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts....)	(Within last six years)
<ul style="list-style-type: none"> Reading and Mathematics Professional Development Program (AB466 Training) Beginning Teacher Support and Assessment (BTSA) Programs Participate, but not yet certified, in National Board Certification program. 	_____pts
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)	
HOUSSE-PART 1: LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA	Points
Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts	
Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair, or National / State Recognition as "Outstanding Educator" in Content Area	_____pts
NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public. (See Section 3.3 of the TRRG)	

Signed by Teacher _____ Date _____

Verified by LEA (Superintendent/designee) _____ Date _____

- ✓ Attach appropriate documentation.
- ✓ Attach to Certificate of Compliance (Form 1)
- ✓ Use HOUSSE-PART 2 (Form 3) only if necessary to reach a total of 100 points
- ✓ Teacher must be provided with copy of this completed and signed form.

CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION

CALIFORNIA HOUSSE – PART 2

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

Teacher's Name _____

Current Core Academic Assignment _____

HOUSSE-PART 2: DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT (Attach verification)	Points
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.

STANDARD THREE UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	EVIDENCE (WRITTEN ON FORM OR ATTACHED) (Evidence may include interview, observation, and use of student achievement data, lesson and unit plans.)
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	
STANDARD FIVE ASSESSING STUDENTS' LEARNING	
5.1 Establishing and communicating learning goals for all students	

Verified by LEA Administrator/Designee _____ Date _____

- ✓ **Attach appropriate documentation.**
- ✓ **Attach to NCLB Teacher Requirements: Certificate of Compliance. (Form 1)**
- ✓ **Teacher must be provided with copy of this completed and signed form.**

Further Information About the Federal NCLB Teacher Requirements

California Department of Education (CDE) staff is available to respond to questions from district and county administrators in California who are assisting teachers and working on the implementation of NCLB teacher requirements. Individual teachers should go first to their district administrators with questions and requests for assistance.

Questions About NCLB Teacher Quality Requirements

Lynda Nichols (Lead) LNichols@cde.ca.gov

Kelly Heffington KHeffington@cde.ca.gov

Questions About NCLB Teacher Data Collection and Reporting

Kimberly Eaton KEaton@cde.ca.gov

Karl Scheff (CBEDs Reporting) KScheff@cde.ca.gov

Questions About Compliance Monitoring, Interventions and Sanctions Program (CMIS)

Lynda Nichols (Lead) LNichols@cde.ca.gov

Kimberly Eaton KEaton@cde.ca.gov

Questions About NCLB Teacher Quality Requirements: High School/Career Tech Issues

Lloyd McCabe LMccabe@cde.ca.gov

Questions About NCLB Teacher Quality Requirements: Special Education

Janet Canning JCanning@cde.ca.gov

Questions About NCLB Teacher Quality Requirements: Charter Schools

Gary Page GPage@cde.ca.gov

Keith Edmonds (Independent Study Charter Schools) KEdmonds@cde.ca.gov

Questions About NCLB Title I Paraprofessional Requirements

Lynda Nichols LNichols@cde.ca.gov

Questions About Credentialing/Certification

The California Commission on Teacher Credentialing has jurisdiction over matters relating to the preparation and credentialing/certification of teachers. Questions may be directed to the Commission at credentialals@ctc.ca.gov. The Commission's home page is www.ctc.ca.gov. Please note that the CDE is not charged with issuance of credentials to teachers and other non-teaching positions.

Questions About Appropriate Assignments

Please note that the authority in the area of appropriate assignments rests with the California Commission on Teacher Credentialing and not with the CDE. This includes teaching and non-teaching positions as well as English learners and special education. Assignment questions may be directed to cawassignments@ctc.ca.gov. The Commission's Administrator's Assignment Manual may be found on their Web site at <http://www.ctc.ca.gov/credentials/manuals.html>.