

# The Georgia HOUSSE

## Introduction

The Georgia Content Area Rubric is the State's high objective uniform state standard of evaluation (HOUSSE). It is an assessment system that is used to verify a veteran teacher's competency in academic subjects in which the teacher teaches. HOUSSE may be used if a veteran teacher meets all requirements to be fully certified to teach in Georgia, but does not meet either the content or testing requirement to be considered "highly qualified."

The HOUSSE is available for a small number of veteran special education teachers who are the teacher of record for multi-subjects, returning retired teachers, and teachers holding life certificates only.



**Highly Objective Uniform State Standard of Evaluation (HOUSSE)  
GEORGIA CORE ACADEMIC CONTENT AREA RUBRIC  
No Child Left Behind Act of 2001: Title II Part A**

The HOUSSE is available for a small number of veteran special education teachers who are the teacher of record for multi-subjects, returning retired teachers, and teachers holding life certificates only.

**HOUSSE** is an assessment that may be used to verify a veteran teacher's competency if the teacher has not met either the content or testing requirement in a specific core academic area. The HOUSSE assessment requires three or more years of successful experience teaching a core academic content subject, based on annual performance evaluations.

**Regular Education Teachers**

**HOUSSE** is an option for veteran regular education teachers to be assessed as "highly qualified." HOUSSE cannot be used to change the certification status of regular education teachers.

**Special Education Teachers**

**HOUSSE** is an option for veteran special education teachers to be assessed as "highly qualified" and to add core academic content concentration area (s) to consultative special education certificates only.

The LEA administrator must complete the Georgia Core Academic Content Area Rubric for teachers in each core academic content area in which the **HOUSSE** is to be applied. Refer to the Georgia Implementation Guidelines: Criteria for Highly Qualified Teachers, the authoritative document for implementing the Title II, Part A requirements located at <http://www.gapsc.com/nclb/home.html>.

**Note: A complete HOUSSE Rubric FOR EACH core academic content area (English, reading, language arts, mathematics, broad-field science (such as physics, biology, or chemistry), foreign languages, broad-field social studies (such as civics and government, economics, history, geography), and the arts (visual arts, music, band and chorus) is required for an early childhood/middle grades or secondary teacher.**

**(Revised July 2003; revised March 2005, effective July 2005; revised September 2006; revised July 2007)**

**TEACHER:**

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

**PREPARER:**

Prepared by: \_\_\_\_\_

**APPROVALS:**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teaching Field: \_\_\_\_\_

Date Prepared: \_\_\_\_\_

Superintendent/  
Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Core Academic Content Area \_\_\_\_\_

<b>Criteria for Regular Education Teachers and Special Education Teachers</b>				
<b>Years of Experience in the Core Academic Content Area</b>	<b>College/ PLU Course Work in the Core Academic Content Area</b>	<b>School, System-Level, State, Regional or National Activities or Service Related to the Core Academic Content Area</b>	<b>Scholarship in the Core Academic Content Area</b>	<b>Teacher Effectiveness in the Core Academic Content Area</b>
<p><b>Experience must be in the core academic subject / content area in a public or private P-12 school.</b></p> <ul style="list-style-type: none"> <li>• Experience teaching the subject at the appropriate level, e.g. Early Childhood, Middle Grades, Secondary P-12</li> <li>• Experience teaching the subject at another P-12 level</li> </ul>	<p><b><u>Regular Education Teachers:</u></b></p> <p>College level course work must be in content specific to the core academic content area.</p> <p>Core academic major/degree in the specific subject/content area</p> <p><b><u>Special Education Teachers:</u></b></p> <p>Course work must be in content specific to the core academic content area.</p> <p>College courses and/or PLUs in the core academic content area can be used to add core academic content concentrations to special education certificates.</p>	<p><b>Activities (7 year recency requirement) must be professional in nature and specific to the core academic subject/content area. There is no time limit on PLU credits earned.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Service on a school/system committee that developed, selected, evaluated, validated and/or aligned content standards, curriculum, and/or assessments</li> <li>• Completed local, state, regional or national activities directly related to content area that were awarded PLU credits</li> <li>• Presenter/trainer in content workshop at the district level</li> <li>• Active participation at regional, state, or national content areas, seminars or workshops related to the content area</li> <li>• Instructor of a content course at a college/university</li> <li>• Service on state, regional or national committee that developed, selected, evaluated and/or aligned content standards, content curriculum or content assessments</li> </ul>	<p><b>Accomplishments must be content specific to the core academic subject/content area.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Recipient of state or national teaching award in content area *</li> <li>• Content presentations at regional, state, or national professional content organization conferences</li> <li>• Publication of content article in a regional, state, or national journal</li> <li>• Authored published textbook *</li> <li>• Contributor to published textbook</li> <li>• Completion and submission of all assessments for National Board Certificates</li> <li>• Acquisition of National Board Certification *</li> </ul>	<p><b>Accomplishments in impacting student achievement in the core academic subject area.</b></p> <p>Assessment data to support claim of the teacher’s positive impact on achievement levels of assigned students for a period of at least 3 years.</p> <p>Examples of teacher effectiveness data include:</p> <p>Georgia High School Graduation Test (GHSGT)</p> <p>Individualized Education Program (IEP)</p> <p>Pre/post tests in an core academic content area</p> <p>End of Course Test (EOCT)</p> <p>Criterion – Referenced Competency Test (CRCT)</p> <p>Standardized Achievement Tests, such as the Iowa Test of Basic Skills (ITBS)</p> <p>Portfolio Assessments</p>

\* 30 Points Allowed for Regular Education Teachers Only

Core Academic Content Area \_\_\_\_\_

<b>Scoring Rubric for Regular Education Teachers</b> (HOUSSE Rubric to assess highly qualified status only)				
<b>Years of Experience in the Core Academic Content Area</b>	<b>College/ PLU Course Work in the Core Academic Content Area</b>	<b>School, System-Level, State, Regional or National Activities or Service Related to the Core Academic Content Area</b>	<b>Scholarship in the Core Academic Content Area</b>	<b>Teacher Effectiveness in the Core Academic Content Area</b>
Points:  10 points for each year of teaching experience in the core academic content area at the appropriate level  5 points for each year of teaching experience in the core academic content area at a different level  Maximum: 50 points	Points:  5 points for each 3-semester hour core academic content course  50 points for holding a major/degree in the core academic content area  10 points for completion of any additional graduate degree in the teaching field  Maximum: 70 points (See below)  50 points for a major/degree 10 points for a Master's degree 10 points for a EdS degree 10 points for Doctoral degree  <u>Required</u> Minimum: 15 points	Points:  5 points for each year per documented service or activity in the core academic content area (5 PLUs = 5 points)  Maximum: 30 points	Points:  5 points each per professional accomplishment in the core academic content area  30 points for accomplishments noted on page 2 with asterisks  Maximum: 30 points	Points :  Up to 50 points for 3 years' evidence in the core academic content area  15 points for 1 year data 30 points for 2 years data 50 points for 3 years data  Maximum: 50 points
# Years:	# Semester Cr Hours:  # Major/Degree:  # Graduate Degrees:	# Activities:	# Accomplishments:	Evidence provided:

- Regular education teachers must have points in at least 3 categories.
- Evidence documenting the “highly qualified” status of regular education teachers must be maintained on file at the LEA.

**Total Points:** \_\_\_\_\_

**Total Points Required:** **100 points**

Core Academic Content Area \_\_\_\_\_

**Scoring Rubric for Special Education Teachers**

**(HOUSSE Rubric to assess highly qualified status and to add core academic content area(s) to teaching certificates)**

<b>Years of Experience in the Core Academic Content Area</b>	<b>College/ PLU Course Work in the Core Academic Content Area</b>	<b>School, System-Level, State, Regional or National Activities or Service Related to the Core Academic Content Area</b>	<b>Scholarship in the Core Academic Content Area</b>	<b>Teacher Effectiveness in the Core Academic Content Area</b>
Points: 5 points for each year of teaching experience in the core academic content area at the appropriate level  Maximum: 25 points  <u>Required</u> Minimum: 15 points	College courses and/or PLUs in the core academic content area can be used.  Points: 10 points per 3-semester course in the core academic content area  1 PLU = 1 point 5 PLUs = 5 points  <u>Required</u> Minimum:  Early Childhood/Middle Grades Level 3 courses = 30 points  Secondary Level 5 courses = 50 points	Points: 5 points for each year per documented service or activity (5 PLUs = 5 points) in the core academic content area   Maximum: 15 points	Points : 5 points each per professional accomplishment in the core academic content area   Maximum: 15 points	Points : 15 points for 1 year data 30 points for 2 years data 50 points for 3 years data  Maximum: 50 points  <u>Required</u> Minimum: 15 points
# Years:	# Semester Cr Hours: #PLUs:  # Major/Degree:  # Graduate Degrees:	# Activities:	# Accomplishments:	Evidence provided:

- **SPECIAL EDUCATION TEACHERS MUST HAVE POINTS IN THE FOLLOWING 3 COLUMNS: Years of Experience in the Core Academic Content, College Level Course Work in the Core Academic Content Area, and Teacher Effectiveness.**
- **Evidence documenting the addition of core academic content concentration areas to special education teachers' certificates must be submitted to the Georgia Professional Standards Commission.**

**Total Points:** \_\_\_\_\_

**Total Points Required: 100 points**

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**ASSURANCE FORM**

**Georgia Professional Standards Commission  
HOUSSE Core Academic Content Area Rubric**

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Full Name (as it appears on the Georgia Teaching Certificate)

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Social Security Number or Certificate ID

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Home Phone

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Current Home Address

City

State

Zip

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Place of Employment (School)

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School System

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I hereby assure the Georgia Professional Standards Commission that I hold a valid Georgia teaching certificate and I have provided accurate information for the completion of the Georgia Core Academic Content Area Rubric, the State’s High Objective Uniform State Standard of Evaluation (HOUSSE). The evaluation is designed to help fulfill my “highly qualified” teacher requirements or to add core academic content concentration area(s) to my certificate as mandated by the federal *No Child Left Behind Act of 2001*.

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Signature of Teacher

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Signature of Notary **or** School Principal **or** Superintendent/Designee

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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As evaluator and preparer of the teacher’s Georgia Core Academic Content Area Rubric, I hereby assure the Georgia Professional Standards Commission that accurate information has been provided and the teacher meets requirements for being “highly qualified” based on the HOUSSE and the Georgia Implementation Guidelines.

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Signature of Superintendent/Designee

Date: \_\_\_\_\_

**Misrepresentation or falsification of information could result in referral to the Ethics Division of the Georgia Professional Standards Commission**

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The HOUSSE is available for a small number of special education teachers who are the teacher of record for multi-subjects, returning retired teachers, and teachers holding life certificates only.

### INSTRUCTIONS FOR COMPLETING THE HOUSSE (High Objective Uniform State Standard of Evaluation) GEORGIA CORE ACADEMIC CONTENT AREA RUBRIC

#### Purpose of HOUSSE for Regular and Special Education Teachers

HOUSSE is an assessment that may be used to verify a veteran teacher's competency if the teacher has not met either the content or testing requirement in a specific core academic content area. A score of 100 points or more on the HOUSSE Georgia Core Academic Content Area Rubric is required to determine that a veteran regular education teacher or special education teacher is "highly qualified," and/or to add core academic content concentrations to special education teachers' certificates.

#### Regular Education Teachers

HOUSSE is an option for veteran regular education teachers to be assessed as "highly qualified." HOUSSE cannot be used to change the certification status of regular education teachers.

#### Special Education Teachers

HOUSSE is an option for veteran special education teachers to be assessed as "highly qualified" and to add core academic content concentration area (s) to consultative special education certificates only.

The LEA administrator must complete the Georgia Core Academic Content Area Rubric for teachers in each core academic content area in which the HOUSSE is to be applied. For more information on the State policy for the implementation of the "highly qualified" teacher requirements, refer to the Georgia Implementation Guidelines: Criteria for Highly Qualified Teachers, the authoritative document for implementing the Title II, Part A requirements, located at <http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html>.

#### Definition of Veteran Teacher

A veteran teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years. (See ESEA Title II, Part A Draft Guidance.) The HOUSSE requires three or more years of successful experience teaching a core academic content area based on annual performance evaluations. Any teacher who has been teaching less than a total of three complete school years is considered new to the profession and is not eligible to use the HOUSSE.

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### Eligible Veteran Teachers

Effective Fall 2006, HOUSSE is applicable only to veteran teachers in the following situations:

- A teacher who holds a Life certificate to teach in Georgia, in the subjects and at the level in which the teacher is teaching, and has not been required to pass a state teacher certification test - Successful completion of the HOUSSE would allow the teacher to be considered “highly qualified.”
- A veteran special education teacher who is the teacher of record for two or more academic content subjects.
- A retired teacher returning to active teaching.

Teachers who are teaching on an Intern, Provisional, or Non-renewable certificate that are seeking certification are not considered veteran teachers and the HOUSSE option is not available to them. Since teachers who hold these certificates are training during that period, the years of teaching experience while holding an Intern, Provisional, or Non-renewable certificate may not be used in the HOUSSE. Likewise, experience in the classroom gained by paraprofessionals, or others not fully certified to teach, may not be used in the HOUSSE.

### Duration of HOUSSE for Regular Education Teachers

For regular education teachers, the LEA at the school system level must maintain all HOUSSE documents. The HOUSSE can remain in effect for Life certified teachers and for regular teachers who hold a Clear Renewable certificate as long as the teacher is employed by the LEA and is teaching in the field evaluated by HOUSSE. If the teacher moves to another school system, the new employer should determine if the HOUSSE documentation is sufficient for their approval.



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### Duration of HOUSSE for Special Education Teachers

For special education teachers, the LEA must submit evidence of successful HOUSSE(s) to the Georgia Professional Standards Commission (GaPSC) according to methods and procedures established by the GaPSC Certification Division. Application for certification by HOUSSE may be made by conventional US mail delivery with application forms downloadable at [www.gapsc.com](http://www.gapsc.com) and also by submission of electronic applications through Express Lane, a component of [www.gapsc.org](http://www.gapsc.org). Based on the HOUSSE evaluation, core academic content concentrations will be added to the special education teachers' certificates.

### Rubric Preparation

The LEA administrator who prepared the rubric (superintendent or designee) should record the date it was completed and attach any required documentation. It is the LEA's responsibility to identify what documentation is needed to support the HOUSSE. The appropriate school principal and the superintendent should review, approve and sign the completed rubric form. Additionally, the teacher and the superintendent/designee responsible for the preparation of the rubric should sign the Assurance Form. The school system and teacher should maintain copies of the HOUSSE documents for both regular education teachers and special education teachers

The teacher's HOUSSE packet should include the following items in order for the evaluation to be complete:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form (**For special education teachers only**)
3. Appropriate Scoring Rubric with point calculations, for each core academic content concentration area as needed to meet Title II Part A requirements
4. Documentation that may be used to verify teaching experience in the core academic content area, including core academic content-specific course work and graduate degrees, professional activities and service, scholarship in the core academic content area, and teacher effectiveness evidence (**To be maintained at the school system level**)
5. Signed Assurance Form

#### Regular Education Teachers

The school system is not required to submit any applications or documentation to the Georgia Professional Standards Commission, Certification Division, for regular education teachers assessed using HOUSSE. All of this information must be maintained at the local system level.

#### Special Education Teachers

Please note that school systems **MUST** submit the following items from the HOUSSE packet to the Georgia Professional Standards Commission, Certification Division, for special education teachers assessed using HOUSSE:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form
3. Scoring Rubric with point calculations, for each core academic content concentration area being added
4. Signed Assurance Form

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**LEA Responsibility**

The LEA is responsible for verifying that all of its teachers meet the “highly qualified” teacher requirements of the Elementary and Secondary Education Act. For those veteran teachers who qualify for the HOUSSE and choose not to meet the requirements through other avenues, such as testing and completing course work, the LEA is responsible for completing the HOUSSE Georgia Core Academic Content Area Rubric for each core academic content concentration area the teacher teaches where testing or core academic content requirements are not met.

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### Instructions for Completing the HOUSSE for Regular Education Teachers

The LEA-specified administrator (school principal or district administrator) should copy the rubric and complete the form for *each* core academic area and/or subject that the veteran teacher teaches and has **not** met testing or core academic content requirement. The rubric is designed to assess the veteran teachers' competency in core academic subjects that they teach by documenting years of teaching experience, college course work only and graduate degrees, and other professional development, service, scholarship, and teacher effectiveness related to the content areas in question. For each category there is an identified maximum number of points allowed and, in the categories related to professional activities and service. Points must be awarded in at least 3 categories and a minimum of 15 points must be awarded for college level course work only in the content area. Points are awarded in five categories with a requirement that 100 points be documented in order to satisfy the HOUSSE requirement. LEA administrators should make efforts to document content knowledge in the HOUSSE with performance-based evidence. Examples might include conference participation, redelivery or integration of new content knowledge into instruction.

#### HEADER INFORMATION

Print the veteran teacher's name as it appears on the teaching certificate and the teaching field/subject for which the HOUSSE is being used. Transcripts, personnel records, and professional development and service records should be used to calculate points for each of the categories using the following guidelines. Documentation from previous school system employers (in-state and out-of-state) should be provided in order to document teaching experience, service and other professional activities related to the content area that are awarded points on the rubric.

#### COLUMN 1: YEARS OF EXPERIENCE

Experience must be specific to the core academic content area and/or subject and must be in a P-12 public or private school. The experience should be at the chronological level (e.g. early childhood, middle grades, secondary). Multiply the number of years experience by 10. No more than 50 points may be awarded.

#### COLUMN 2: COLLEGE/PLU COURSE WORK

Referring to the teacher's college transcript, count the number of 3-semester hour college courses acquired in the specific core academic content area and/or subject and multiply by 5. College course work may be at the undergraduate or graduate level. College courses should be in the core academic content area and may include education courses that are predominantly content in nature. For courses that may be questionable as to their content focus, the LEA administrator/evaluator (not the GaPSC) should make the decision and attach documentation such as course descriptions or syllabi. A minimum of 15 points must be awarded in Column 2.

Completion of graduate degrees may be awarded 10 points each if these degrees are related specifically to the core academic content teaching field. No more than 10 points may be awarded for each degree completed: 10 points for a Master's degree, 10 points for an Educational Specialist, and 10 points for a Doctoral degree. No more than 70 points may be awarded in this category; however, at least 15 points must be awarded for college level course work related to the content area. **Note: PLU course work cannot be counted for regular education teachers.**

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### **COLUMN 3: ACTIVITIES OR SERVICE RELATED TO THE CONTENT AREA (SCHOOL, SYSTEM LEVEL, STATE, REGIONAL OR NATIONAL)**

Recent core academic content-specific activities at the school, system level, state, regional or national may be counted in this column. Multiply the number of activities times 5. It is acceptable to count the same activity for multiple years. Professional Learning Units (PLUs) should be calculated as 1 point for each PLU credit. A maximum of 30 points is allowed. Performance-based evidence or documentation for these activities or services is highly recommended. **Please note: Activities have a 7-year recency requirement. There is not a recency requirement on PLU credits earned.**

Examples:

- Service on a school/system committee that developed, selected, evaluated, validated, and/or aligned content standards, curriculum, and/or assessments
- Completed local, state, regional, or national activities directly related to content area that were awarded PLU credits
- Presenter/trainer in content workshop at the district level
- Active participation in regional, state, or national content associations, conferences, seminars or workshops related to the content area
- Instructor of a content course at a college/university
- Service on state, regional, or national committee that developed, selected, evaluated or aligned content standards, content curriculum, or content assessments.

### **COLUMN 4: SCHOLARSHIP IN THE CONTENT AREA**

Scholarship and professional achievements related to the content area may be counted in this category. Five points are awarded for most scholarly accomplishments; multiply the number of accomplishments by 5. Some accomplishments may be awarded 30 points due to the significance of the achievement. Remember, that to count in this category, like all other categories, the accomplishment must be related to the core academic content area. It is acceptable to count the same activity for multiple years. You may only count the same award, presentation, or publication one time. A maximum of 30 points is allowed in this category.

Examples:

- Recipient of a state or national teaching award (30 pts for regular education teachers only)
- Content presentations at regional, state, or national professional content organization conference
- Publication of content article in regional, state, or national journal
- Author of published textbook (30 pts for regular education teachers only)
- Contributor to published textbook
- Completion and submission of all assessments for National Board Certification
- Acquisition of National Board Certification (30 pts for regular education teachers only)

### **COLUMN 5: TEACHER EFFECTIVENESS**

Evidence that the teacher is accomplished in positively impacting student achievement can be included in this column. Summary assessment data on the achievement of assigned students for a period of at least 3 years is required as evidence. The format for presenting the evidence and

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criteria for evaluating the evidence should be determined by the school system. A maximum of 50 points can be awarded in Column 5.

Examples:

- Teacher pre-test/post test data
- Student portfolio data illustrating summative progress
- District grade level testing results
- National testing results
- Placement tests compared with follow-up tests or end of year placement tests

NOTE: Points must be awarded in at least 3 categories and a minimum of 15 points awarded in the area of college level course work.

### Final Steps

The person who prepared the rubric (superintendent or designee) should record the date it was completed and attach any required documentation. It is the LEA's responsibility to identify what documentation is needed to support the HOUSSE evaluation. The appropriate school principal and the superintendent should review, approve and sign the completed rubric form. Additionally, the teacher and the superintendent/designee responsible for the preparation of the rubric should sign the Assurance Form.

The regular education teacher's HOUSSE packet **MUST** include the following documents that should be maintained at the local level in order for the evaluation to be complete:

1. Georgia PSC Certification Application
2. Appropriate Scoring Rubric with point calculations, for each core academic content concentration area as needed to meet Title II Part A requirements
3. Documentation that may be used to verify teaching experience in the core academic content area, including core academic content-specific course work and graduate degrees, professional activities and service, scholarship in the core academic content area, and teacher effectiveness evidence
4. Signed Assurance Form

### Maintenance of HOUSSE Documents for Regular Education Teachers

HOUSSE records on regular education teachers should not be sent to the Georgia Professional Standards Commission. The school system **MUST** maintain all HOUSSE records and verify to the Georgia Professional Standards Commission that the veteran regular education teacher meets the "highly qualified" criteria. The teacher should also maintain a copy of the HOUSSE evaluation documents.

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### Instructions for Completing the HOUSSE to Document HiQ Status and to Add Core Academic Content Areas for Special Education Teachers' Certificates

The LEA-specified administrator (school principal or district administrator) should copy the rubric and complete the form for *each* core academic content area and/or subject and at the highest cognitive level in which the veteran special education teacher teaches and has **not** met the testing or core academic content requirement. The rubric is designed to assess the veteran special education teachers' competency in core academic subjects, which they teach by documenting years of teaching experience, college/PLU course work and graduate degrees, and other professional development, service, and scholarship related to the core academic content areas and cognitive level in question. For each category there are identified minimum and/or maximum number of points allowed and, in the categories related to professional activities and service. Points must be awarded in the following three (3) categories: Years of Experience, College/PLU Course Work in the Content Area, and Teacher Effectiveness. The first category, Years of Experience, requires a minimum of 15 points. A maximum of 25 points is allowed in category one (1). In the second category, College/PLU Course Work in the Content Area, a minimum of 50 points for high school teachers and 30 points for middle school teachers are required. In the Teacher Effectiveness category, a minimum of 15 points is required. Maximums of 15 points are allowed for category three (3), School/System-Level, State, Regional or National Activities or Service Related to the Content Area, and category four (4), Scholarship in the Content Area. The maximum number of points allowed for Teacher Effectiveness, category five (5), is 50 points. Points awarded in all five (5) of the categories must equal a total of at least 100 points documented in order to satisfy the HOUSSE requirement. LEA administrators should make efforts to document content knowledge in the HOUSSE with performance-based evidence. Examples might include conference participation, redelivery or integration of new content knowledge into instruction.

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Print the veteran special education teacher's name as it appears on the teaching certificate and the core academic content concentration area and cognitive level for which the HOUSSE is being used. Transcripts, personnel records, professional development and service records should be used to calculate points for each of the categories using the following guidelines. Documentation from previous school system employers (in-state and out-of-state) should be provided in order to document teaching experience, service and other professional activities related to the core academic content area that are awarded points on the rubric.

#### COLUMN 1: YEARS OF EXPERIENCE

Experience must be specific to the core academic content concentration area to be added to the certificate, and must be in a P-12 public or private school. The experience should be at the appropriate cognitive level (e.g. early childhood, middle grades, secondary). Multiply the number of years experience by 5. No more than 25 points may be awarded. The teacher must earn at least 15 points in this category.

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### **COLUMN 2: COLLEGE/PLU COURSE WORK**

Refer to the teacher's college/PLU transcript. Count the number of 3-semester hour college courses acquired in the specific core academic content concentration area and multiply by 10. Course work may be at the undergraduate or graduate level. Count the number of PLU points (1 PLU = 1 point). College/PLU courses should be in the core academic content area and may include education courses that are predominantly content in nature. For courses that may be questionable as to their content focus, the PSC will make the decision, however, the LEA should attach documentation such as course descriptions or syllabi. A minimum of 50 points for secondary school teachers and 30 points for early childhood/middle school teachers must be awarded in Column 2.

**Note: College and PLU course work may be counted in column 2 for special education teachers.**

### **COLUMN 3: ACTIVITIES OR SERVICE RELATED TO THE CONTENT AREA (SCHOOL, SYSTEM LEVEL, STATE, REGIONAL OR NATIONAL)**

Recent core academic content-specific activities at the school, system, state, regional or national level may be counted in this column. Multiply the number of activities times 5. Allowed activities may be no older than 7 years. There is no time limit for PLU credits earned. It is acceptable to count the same activity for multiple years. Professional Learning Units (PLUs) should be calculated as 1 point for each PLU credit. A maximum of 15 points is allowed. Performance-based evidence or documentation for these activities or services is highly recommended.

Examples:

- Service on a school/system committee that developed, selected, evaluated, validated, and/or aligned content standards, curriculum, and/or assessments
- Completed local, state, regional, or national activities directly related to content area that were awarded PLU credits
- Presenter/trainer in content workshop at the district level
- Active participation in regional, state, or national content associations, conferences, seminars or workshops related to the content area
- Instructor of a content course at a college/university
- Service on state, regional, or national committee that developed, selected, evaluated or aligned content standards, content curriculum, or content assessments.

### **COLUMN 4: SCHOLARSHIP IN THE CONTENT AREA**

Scholarship and professional achievements related to the core academic content area may be counted in this category. Five points are awarded for most scholarly accomplishments; multiply the number of accomplishments by 5. Remember that to count in this category, like all other categories, the accomplishment must be related to the core academic content area. It is acceptable to count the same activity for multiple years. You may only count the same award, presentation, or publication one time. A maximum of 15 points is allowed in this category.

Example:

- Content presentations at regional, state, or national professional content organization conference
- Publication of content article in regional, state, or national journal

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- Author of published textbook
- Contributor to published textbook
- Completion and submission of all assessments for National Board Certification
- Acquisition of National Board Certification

### COLUMN 5: TEACHER EFFECTIVENESS

Evidence that the teacher is accomplished in positively impacting student achievement can be included in this column. Student achievement data must be in the same core academic content as the concentration field used for the HOUSSE. Summary assessment data on the achievement of assigned students may be used as evidence. The format for presenting the evidence and criteria for evaluating the evidence should be determined by the school system. A maximum of 50 points can be awarded in Column 5. Special education teachers may earn 15 points for one year of effectiveness data, 30 points for two years of data, and 50 points for three years of effectiveness data.

Examples:

- Teacher pre-test/post test data
- Student portfolio data illustrating summative progress
- District grade level testing results
- National testing results
- Placement tests compared with follow-up tests or end of year placement tests

NOTE: Points **must** be awarded in the following three (3) categories: years of experience in the core academic content area, college level course work in the core academic content area and teacher effectiveness.

### Final Steps

The person who prepared the rubric (superintendent or designee) should record the date it was completed and attach any required documentation. It is the LEA's responsibility to identify what documentation is needed to support the HOUSSE evaluation. The appropriate school principal and the superintendent should review, approve and sign the completed rubric form. Additionally, the teacher and the superintendent/designee responsible for the preparation of the rubric should sign the Assurance Form.

The special education teacher's HOUSSE packet **MUST** include the following documents in order for the evaluation to be complete:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form (**For special education teachers only**)
3. Appropriate Scoring Rubric with point calculations, for each core academic content concentration area as needed to meet Title II, Part A requirements
4. Documentation that may be used to verify teaching experience in the core academic content area, including core academic content-specific course work and graduate degrees, professional activities and service, scholarship in the core academic content area, and teacher effectiveness evidence (**To be maintained at the school system level**)
5. Signed Assurance Form



**DRAFT**

**Submission of HOUSSE Documents to PSC (Special Education Teachers Only)**

Please note that school systems **MUST** submit the following four items **only** from the HOUSSE packet to the Georgia Professional Standards Commission, Certification Division, for special education teachers assessed using HOUSSE:

1. Georgia PSC Certification Application
2. Georgia PSC Special Education Academic Content Concentrations Form
3. Scoring Rubric with point calculations, for each core academic content concentration area being added
4. Signed Assurance Form