

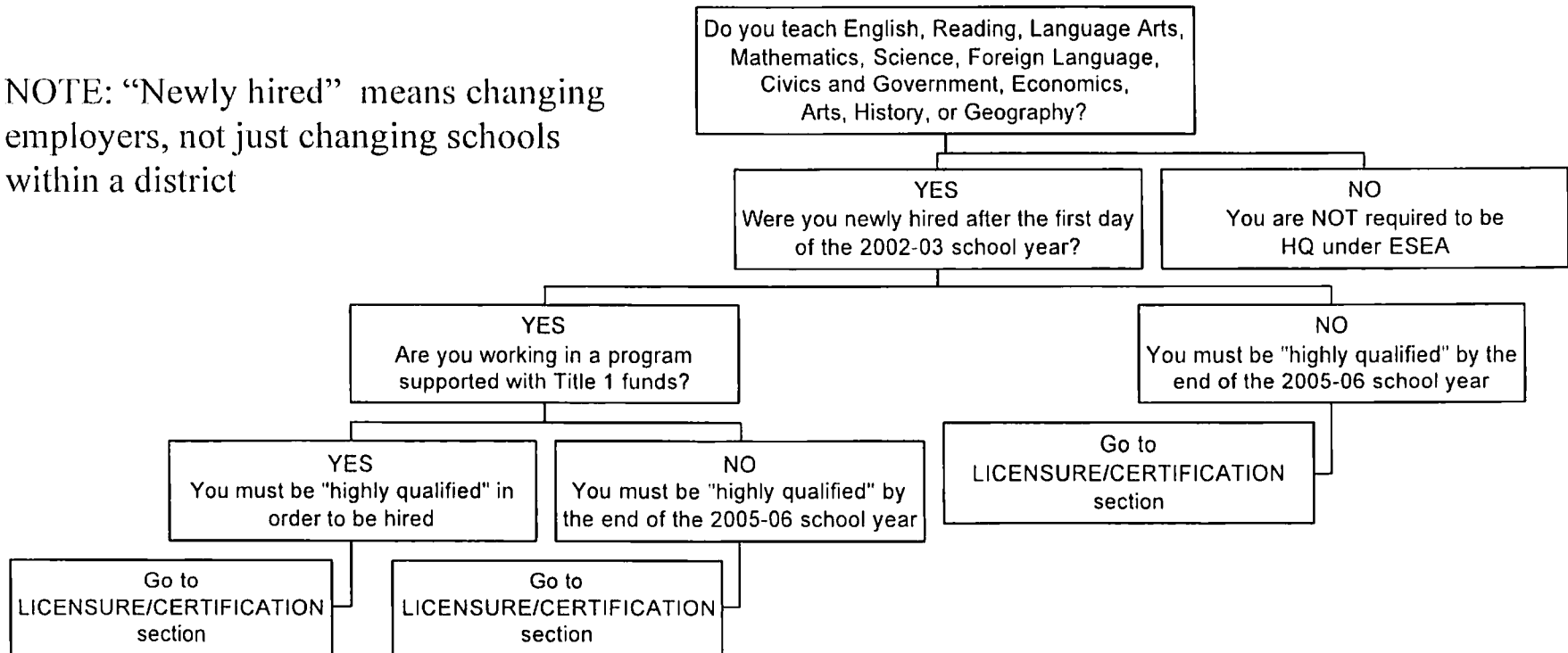
“Highly Qualified” Teacher

(as of December 1, 2002)

Follow the chart(s) until you reach: You are “highly qualified”

Timelines Section

NOTE: “Newly hired” means changing employers, not just changing schools within a district



Developed by NEA Teacher Quality
Department

Options for Demonstrating Subject Matter Competency in Massachusetts

In Massachusetts, highly qualified, as defined by NCLB, means that a teacher is certified (at any level of certification) **AND** has demonstrated subject matter competency in the appropriate subjects.¹ Though charter school teachers are not required to be certified under NCLB, they are required to meet the subject matter competency requirements in the appropriate subjects. The options for demonstrating subject matter competency in Massachusetts are listed below.

Means of Demonstrating Subject Matter Competency (Teachers Listed on the Left Have to Meet Only <u>One</u> of the Checked Options that Corresponds to Their Cohort):						
	Successful completion of the MA Teacher Test in the appropriate subjects ²	Possession of an Academic Major in the appropriate subjects	Possession of a Graduate Degree in the appropriate subjects	Successful Completion of Coursework equivalent to an undergraduate academic major in the appropriate subjects	Successful Completion of Advanced certification, in the appropriate subjects, through the National Board for Professional Teaching Standards or American Board	The Massachusetts High Objective Uniform Standard of Evaluation in the appropriate subject(s)(MA HOUSE) [Title IX, Section 9101] ³
Elementary School Teachers (including Kindergarten Teachers):						
Who are in their first year of teaching	✓					
Who are not in their first year of teaching	✓					✓
Middle and Secondary School Teachers:						
Who are in their first year of teaching	✓	✓	✓	✓	✓	
Who are not in their first year of teaching	✓	✓	✓	✓	✓	✓

¹ The appropriate subject(s) are the core academic subject(s) (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) in which the teacher teaches. Middle School generalist teachers must demonstrate competency in all of the subjects that they teach.

² Elementary school teachers would have to successfully complete the MA Teacher Test in Elementary Education, while Kindergarten teachers would have the option of successfully completing either the MA Teacher Test in Early Childhood or Elementary Education.

³ The MA HOUSE includes the successful approval of an Individual Professional Development Plan (IPDP). Please see the MA DOE's MA HOUSE policy document for additional details.

ANDOVER PUBLIC SCHOOLS

HOUSSE* Supplemental Log for Generalist Teachers

(*High Objective Uniform State Standard of Evaluation)

Generalist teachers (individuals who are licensed in a specific area such as Elementary, Special Education, and ESL who teach multiple core academic subjects) will most likely find that their current license renewal Individual Professional Development Plan (IPDP) (also known as a recertification IPDP) does not meet the HOUSSE requirements for "highly qualified". These educators will not be required to modify their current license renewal IPDP, unless they choose to do so. They should proceed and complete their current approved license renewal IPDP.

If these teachers would like to demonstrate that they are highly qualified through an IPDP, they will need to:

- Complete this supplemental log that documents how the HOUSSE requirements and PDP distribution (96 PDPs in content/content pedagogy related to the core academic subjects that the teacher teaches with at least 10 PDPs in each core academic subject) are being met.
- The HOUSSE log for highly qualified may include PDPs gained through multiple rounds of renewals (recertification) dating back to June 1999. The "log" must demonstrate that 96 PDPs are completed by the end of 2006 in the core academic subjects that the teacher teaches.
- *The teacher should complete the sections of the chart below that correspond with the core academic subjects that they teach. If a teacher does not teach one of the core subjects listed in the chart, that section of the chart does not need to be completed. Additionally, if a teacher teaches a core academic subject that is not listed in the chart, he/she should create a new section for that subject(s).*

Additional guidance about highly qualified and HOUSSE including a Frequently Asked Question document and Highly Qualified Teacher presentation can be found at: <http://www.doe.mass.edu/nclb/hq>



Teacher's Name: _____

Please list the core academic subjects that the teacher teaches:

CORE ACADEMIC SUBJECT	Name/Type of Professional Development/Activity	Content or Content Pedagogy (Please Indicate)	COMPLETION DATE	% of PDPs
Reading	Example: Graduate Course at Framingham State/Research and Practice in Reading Instruction	Content Pedagogy	5/00	67.5
Total Reading PDPs: (Minimum of 10 Required)				
English				

	Total English PDEs (Minimum of 10 Required)			
<i>Math</i>				
	Total Math PDEs (Minimum of 10 Required)			
<i>Social Studies</i>				
	Total Social Studies PDEs (Minimum of 10 Required)			
<i>Science</i>				
	Total Science PDEs (Minimum of 10 Required)			
<i>Other Core Academic Subject</i>				
TOTAL NUMBER OF PDEs IN LOG (MUST EQUAL A MINIMUM OF 96 PDEs)				

Teacher's Signature Upon Completion: _____ Date: _____

Principal's Signature Upon Review: _____ Date: _____

CC: *Teacher; Principal; Personnel File*