

San Diego Unified School District

Office of Leadership and Learning
Teacher Preparation and Support Department
San Diego Education Association

Elementary and Secondary Education Act (ESEA)
Highly Qualified Teacher (HQT)

**HIGH OBJECTIVE UNIFORM STATE STANDARD EVALUATION
(HOUSSE)**

PART I

**Guidebook and Assessment
of Qualification of Experiences Form**

Revised 9/20/2012 ar

HIGH OBJECTIVE UNIFORM STATE STANDARD EVALUATION (HOUSSE)
PART I

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HIGH OBJECTIVE UNIFORM STATE STANDARD EVALUATION (HOUSSE) PART I

Introduction

The district and SDEA designed the HOUSSE-PART I authorization process following federal and California Department of Education (CDE) guidelines. The HOUSSE process is one of the ways "not new" teachers can meet Education and Secondary Education Act (ESEA), formerly No Child Left Behind (NCLB) core academic subject area competence requirements. A "not new" teacher is one whose first credential is dated **prior** to July 1, 2002. "Not new" teachers can demonstrate core academic subject area competence in HOUSSE-PART I through a combination of:

- Prior experience in the core academic content area
- Coursework in the core academic content area
- Leadership and service to the profession in the core academic content area
- Standards-aligned professional development in the core academic area

Each activity is assigned a point value. The accumulation of 100 points on HOUSSE-PART I is sufficient for compliance with the NCLB requirement.

What are the Core Academic Content Areas?

English, Reading/Language Arts, Mathematics, Science, Foreign Languages, Civics/Government, Economics, History, Geography and the Arts

How do I Complete the Process?

Use this Guidebook to assist you in the process of completing the CALIFORNIA HOUSSE-PART I Assessment of Qualifications and Experiences form. Follow the directions outlined on the following pages to determine if you are able to accumulate sufficient points through HOUSSE-PART I. Once you have accumulated 100 points, you have met the requirement and have completed the process. For example, some teachers with five or more years of experience that hold advanced degrees may only need to complete the first two parts of the form. (There are no rewards or incentives for accumulating more than 100 points.)

Steps to Completing the HOUSSE-PART I: Assessment of Qualification and Experience

Start by writing your name, and current core academic assignment on the form. Select the appropriate ESEA Core Academic Subject Area that you teach. Elementary teachers will select "General Subjects/Elementary" for the core academic content area. Secondary teachers will select the content area in which they are seeking HOUSSE authorization. Secondary teachers assigned to teach more than one core academic content area will complete a form for **each** content area.

I. PRIOR EXPERIENCE IN ASSIGNED AREA:

You may accumulate 10 points per year for up to five years (a maximum of 50 points) for your experience in teaching this content area as a credentialed teacher. Out-of-state experience, non-consecutive years, and part time assignments may be counted. Points are awarded as follows:

- 1 year = 10 points
- 2 years = 20 points
- 3 years = 30 points
- 4 years = 40 points
- 5 years = 50 points
- 5+ years = 50 points

To complete the Prior Experience section, count the number of years you have taught in the core area for which you are seeking HOUSSE authorization. Experience credit cannot exceed 50 points for five years of service. If the number of years you have taught in this core academic content area exceeds five, circle 5. Enter the corresponding number of points in the points column, have your principal/site administrator attach documentation for verification. Documentation may include yearbook photos, lesson plans, tests, and/or paperwork from other districts.

Example 1: An elementary teacher has taught at a district elementary school for a total of 12 years. This teacher would be able to accumulate 50 points for experience, the maximum allowed by CDE guidelines.

Example 2: A secondary teacher credentialed in science taught science for three years in another state and one year in the district. This teacher would be able to accumulate 40 points for experience; 10 points for each of the three years taught in another state (30 points) and 10 points for the one year taught in the district.

Example 3: A teacher taught mathematics on an emergency permit at a high school during the 1998-1999 and 1999-2000 school years, and as a pre-intern during 2000-2001. This teacher was an intern during the 2001-2002 and 2002-2003 school years, received a professional clear mathematics credential in July 2003, and continued to teach mathematics in the district in 2003-2004. This teacher would not earn points for teaching on the emergency permit. However, the teacher would earn 20 points for the two-year internship, and 10 points for the year teaching on the professional clear credential. This teacher would earn a total of 30 experience points.

Example 4: A teacher taught for four years (1995-1999), then took a leave of absence and returned to teaching in 2003-04 and taught for one year. Although this teacher had a break in service s/he could accumulate 40 points for the four years (1995-1999) and 10 points for teaching in 2003-04. This teacher would accumulate 50 points for experience.

II. CORE ACADEMIC COURSEWORK IN ASSIGNED AREA

You may also accumulate points for coursework completed. The coursework component of HOUSSE is broken into two parts. Teachers at elementary schools teaching on multiple subject credentials should refer to section “1” below designated for elementary teachers. Secondary teachers (except teachers at middle schools who have been designated to teach elementary) should refer to the middle/high school section “2” below. There are four options to choose from within each section. You may select only **one** option for your points.

1. Elementary School Teachers Core Academic Coursework: Select one if appropriate

- A. *Completed 18 semester units in each of four core areas (50 points):* 1) Reading, Language Arts, 2) Mathematics and Science, 3) History and Social Sciences, and 4) the Arts. Review your official transcript(s) to determine if you have completed 18 semester units in **each** of the four core areas listed above. Coursework must be non-remedial with a final grade of C or better. Count the number of units you completed in **each** of the four areas listed above. A copy of your transcript(s) must be attached to your HOUSSE Assessment of Qualifications and Experience form with notations indicating which courses are being used to meet the requirements of each content area. Teachers using this component to meet the ESEA requirement should circle "A" attach a copy of their transcript(s) with notations indicating which courses are being used for each content area, and enter 50 under the points column of the HOUSSE Assessment of Qualifications and Experience form. Note: multiply quarter unit totals by 2/3 for equivalence to semester units. To use this component for HOUSSE, you must have completed 18 semester units in **each** of the four core areas. The Human Resource Department must verify all transcripts.

Example 1: After reviewing her transcripts, a teacher notes that she has completed 24 units in reading/language arts, 12 units in mathematics and science, 18 units in history/social sciences, and three units in the arts. This teacher would **not** be able to accumulate points under this component because she did not complete 18 units in **each** of the areas.

Example 2: A transcript review reveals that a teacher has completed 18 semester units in **each** of the four core areas. The teacher uses different colored highlighters to indicate which courses are being used for each of the core areas and prepares a master list by content area. The teacher attaches the highlighted transcript(s) and master list to the HOUSSE Assessment of Qualifications and Experience form, circles "A" and enters 50 points.

OR

- B. *Completed a CCTC approved Liberal Studies Waiver Program (50 points).* Teachers who earned a Ryan teaching credential through an approved liberal studies waiver program may have taken courses in a variety of subject areas in place of the MSAT or CSET examinations. If you took either of these examinations, it is noted on your credential and you are already considered to be ESEA compliant for an elementary teaching assignment. If after reviewing your credentials you find that you hold a Ryan credential and do not find a

notation that you took an examination, then you have completed a CCTC approved liberal studies waiver program and have accumulated 50 points from this section. If you are using this part of HOUSSE to meet your ESEA requirement, circle "B" under the Elementary Teachers section, enter 50 points, and attach a copy of your Ryan credential to your HOUSSE Assessment of Qualifications and Experience form. A Ryan credential is distinguished by one of the following renewal codes: R14R, R14D, RS3, or RS5. To verify that you hold a Ryan credential, attach a copy of your credential showing its renewal code. If you are unable to locate your credential, this information is available on line at www.ctc.ca.gov.

Example 1: After reviewing his/her credential a teacher notes it is a Ryan credential. There is no mention that s/he took an examination to meet California subject matter requirements. This teacher, therefore, completed a liberal studies waiver program and accumulates 50 points. This teacher will circle - number "B" on the form, enter 50 points in the points column, and attach a copy of his/her Ryan credential.

Example 2: A teacher notes that her credential indicates she took an exam and she remembers taking the MSAT. It is **possible** that this teacher is already ESEA compliant and should check with the Human Resource Department to determine if this is the case.

OR

- C. *National Board Certification in grade span* (60 points). Teachers who hold National Board Certification within the area they are teaching may accumulate 60 points if their **current** teaching assignment is at a grade level covered by the certification. If you wish to use this component to meet your ESEA requirement, circle number "C" enter 60 in the points section and attach a copy of your National Board for Professional Teaching Standards certificate to your HOUSSE Assessment of Qualifications and Experience form. It is recommended that NBC teachers also seek other areas to meet the required points should their grade level and/or content area change.

OR

- D. *Completed an advanced degree in teaching, curriculum/instruction, or assessment in core academic area-MAT/MEd/MA/MS*. Teachers who have completed any advanced degree in the areas that support teaching and instruction in core academic areas will earn 60 points. Circle "D" under the Elementary section of the HOUSSE Assessment of Qualifications and Experience form, enter 60 in the points column, and attach a copy of your degree(s) and/or your transcript(s) indicating the degree was awarded.

Example: A teacher completed an MA degree in elementary education in 1979. This teacher is currently teaching at an elementary school and would accumulate 60 points under this component by circling "D" on the HOUSSE Assessment of Qualifications and Experience form then writing 60 under the points section. A copy of the degree(s) or transcript(s) stating the degree(s) has been earned must be attached to the HOUSSE Assessment of Qualifications and Experience form.

2. Middle/High School Core Academic Coursework: select one if applicable

A. *Completed CCTC Supplemental Authorization (50 points)*. If you have a supplemental authorization added to your teaching credential, you are able to teach single subject matter (departmentalized) course(s) within the field(s) named on the certificate. If you use this component, circle "A" under the Middle/High School section of the HOUSSE Assessment of Qualifications and Experience form and enter 50 in the points section. A copy of your supplemental authorization must be attached to the form. If you do not have a copy of your credential, you may go to www.ctc.ca.gov, print the page that details your supplemental authorization, and attach it to your form.

OR

B. *Completed 15-21 Units of Core Academic Area (30 points)*. To determine if you have completed 15-21 semester units in the core area(s) for which you are seeking HOUSSE authorization, review your official transcript(s) and count the number of units completed in each content area(s). Coursework may be undergraduate or graduate level, and must be non-remedial with a final grade of C or better. Attach a copy of your transcript to your HOUSSE Assessment of Qualifications and Experience form with notations indicating which courses are being used to meet the requirements of each content area. Teachers using this component should circle "B" attach a copy of their official transcript, and enter 30 under the points column. Note: multiply quarter unit totals by $\frac{2}{3}$ for equivalence to semester units. The Human Resource Department must verify all transcripts.

Example: A foreign language teacher reviews his/her official transcript(s) and verifies s/he has earned 18 semester units in Spanish. This teacher will circle "B" on the HOUSSE Assessment of Qualifications and Experience form, enter 30 in the points column, and attach a copy of the official transcript(s) with the Spanish courses highlighted.

OR

C. *Completed 22-30 Units of Core Academic Area (50 points)*. To determine if you have completed 22-30 semester units in the core area(s) for which you are seeking HOUSSE authorization, review your transcript(s) and count the number of units completed in each content area(s). Coursework may be undergraduate or graduate level, and must be non-remedial with a final grade of C or better. Attach a copy of your transcript(s) to your HOUSSE Assessment of Qualifications and Experience form with notations indicating which courses are being used for each content area. Teachers using this component should circle "C" attach a copy of the official transcript(s) and enter 50 under the points column. Note: multiply quarter unit totals by $\frac{2}{3}$ for equivalence to semester units. The Human Resource Department must verify all transcripts.

Example: A dance teacher's official transcripts indicate s/he has earned 36 units in his/her core content area, allowing him/her to accumulate 50 points in this section. This teacher will circle "C" on the HOUSSE Assessment of Qualifications and Experience

form, enter 50 in the points column, and attach a copy of the official transcript with the dance courses highlighted.

OR

- D. *Completed an advanced degree in teaching/curriculum/assessment in core academic area - MAT/MEd/MA/MS (60 points).* Teachers that have completed advanced degrees in the areas listed above will earn 60 points. If you use this component to meet the ESEA requirement, circle number “2” under the Middle/High School section of the HOUSSE Assessment of Qualifications and Experience form, enter 60 in the points column, and attach a copy of your degree and/or your transcript indicating the degree was awarded.

Example 1: A teacher completed an MA degree in curriculum and instruction in 2003. This teacher is currently teaching high school physics and would accumulate 60 points under this component by circling "D" on the HOUSSE Assessment of Qualifications and Experience form and writing 60 in the points section. A copy of the degree or transcript(s) stating the degree has been earned must be attached to the form.

Example 2: A teacher completed an MA degree in English literature. This teacher is currently teaching five sections of high school English and can use his/her Master’s degree toward HOUSSE authorization because it supports teaching and instruction in his/her content area. S/he will circle "D" on the HOUSSE Assessment of Qualifications and Experience form, write 60 under the points section, and attach a copy of the degree(s) or because of the major in English.

III. STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA

The district’s ongoing commitment to professional growth and development for teachers has resulted in numerous standards-aligned professional development opportunities. The following Point Values Chart lists professional development activities that teachers may use to accumulate points for the NCLB HOUSSE process, includes the number of points designated for each activity, and examples of how the activities may be verified. All professional development activities must have been completed since 1997. The CDE specifies that points may only be awarded for standards-based professional development completed in the core academic content area(s) in which a teacher is seeking HOUSSE authorization.

Point System: 4 hours = 1 point, 20 hours = 5 points, 40 hours = 10 points, 60 hours = 15 points, etc. To calculate the number of points for activities with hours that vary, take the total number of hours of participation and divide by four. For example, 20-hour activity, divided by 4 = 5 points.

PROFESSIONAL DEVELOPMENT VALUES CHART

GENERAL STANDARDS-BASED PROFESSIONAL DEVELOPMENT

Professional Development Activity	Examples of Documentation	Hours	Points
CFASST Year 1 Support Provider Training	Training confirmation memo, certificate of completion, or email from BTSA Program Manager	40	10
CFASST Year 2 Support Provider Training	Training confirmation memo, certificate of completion, or BTSA Program Manager	40	10
DISCOVER course (in core content area, for each one unit course)	Discover Transcripts	15	3.75
SDEA/district support and training program for National Board candidates	Training agendas, Program Manager’s signature	120	30
Site-based DRT training (focused on core content areas)	Site administrator's signature verifying hours	varies	varies
District's Supervising Teacher Workshop	Verification Form from Student Teaching Program office	15	3.75
Mandatory Staff Development Day (per year, must have attended all three days each year)	Site administrator's signature verifying attendance	24	6
Advanced Placement Summer Institute for Teaching Professionals	Certificate of completion or transcript	30	7.5
I Can Do It	Certificate of Completion	8	2

BILITERACY

Professional Development Activity	Examples of Documentation	Hours	Points
SB 395 Training	Certificate of completion	45	11.25
SB 1969 Training	Certificate of completion	45	11.25
California English Language Development Test (CELDT) Training	Certificate of completion	varies	varies
Student Oral Language Observation Matrix (SOLOM) Training	Agendas, materials, site administrator signature	varies	varies
SDCOE workshops and seminars	Registration receipt, transcripts, certificate of completion, or administrator signature verifying	varies	varies
California Association of Bilingual Education (CABE) Conference	Registration receipt, letter from organization, or site administrator's signature verifying attendance	varies	varies
Teachers of English to Speakers of Other Languages (CATESOL)	Registration receipt or letter from organization verifying attendance	varies	varies
Workshops and conferences sponsored by accredited universities	Transcripts	varies	varies
Spanish-English Biliteracy Transfer (SEBT) Training	Agendas, materials, site administrator signature	24	6
Systematic ELD A Focused Approach (Susa Dutro) Training	Agendas, materials, site administrator signature	32	8

HISTORY/SOCIAL STUDIES

Professional Development Activity	Examples of Documentation	Hours	Points
SDUSD Summer workshops and/or Accredited University sponsored	Agendas, materials, site administrator signature	varies	varies
Teaching American History	Agendas, materials, site administrator signature	Min. 40	10
Facing History and Ourselves	Certificate of completion, agenda, site administrator signature	Min. 40	10
Site-based HS professional development (e.g., Pulliam group)	Site administrator signature	varies	varies
International Studies Education Project of San Diego (ISTEP)	Agendas, materials, site admin signature	varies	varies
SDCOE workshops and seminars	Agendas, materials, site admin signature	varies	varies
UCSD History Project	Agendas, materials, site admin signature	varies	varies
College Board Conferences	Registration receipt, Certificate of completion, site admin signature	varies	varies
United States Federal Reserve Board	Registration receipt, Certificate of completion, site admin signature	Varies	varies

LITERACY

Professional Development Activity	Examples of Documentation	Hours	Points
Peer Coach/Staff Developer	Training Agendas, site administrator signature	varies	varies
Subject Matter Projects (California Literature Project and California Writing Project)	Transcripts, Certificate of completion letter from Project Director	varies	varies
District offered PD, seminars, and institutes	Agendas, materials, site administrator signature	varies	varies
Site-based PD (staff conferences, study groups, organized programs of classroom observations, etc.)	Site administrator signature verifying attendance, agendas	varies	varies
Reading Recovery Training	Certificate of completion, letter verifying certification, or transcripts	120	30
Literacy Training at Old Town (4 th Grade teachers)	Site administrator signature	40	10
Balboa Park Literacy Training (2002-2003, 5 th Grade teachers)	Site administrator signature	40	10
CORE Training	Agendas, materials, or site admin signature verifying attendance	20	40
AB 466 Training	Site administrator's signature verifying attendance	120	30
K-2 GATE Nurturing Scholars	Certificate of Completion, Agendas, materials, site administrator signature	24	6

MATHEMATICS

Professional Development Activity	Examples of Documentation	Hours	Points
AB 466 Training	Admin signature verifying attendance	120	30
Number Talks	Department sign-in sheets	6	1.5
Algebraic Thinking workshops	Department sign-in sheets	54	13.5
District mathematics seminars, institutes and workshops	Certificates, agendas, etc.	varies	varies
Site-based PD (e.g., mathematics conferences, site-based coaching, benchmark assessment, etc.)	Sign-in sheets varies by site	varies	varies
Subject Matter Project (Math Project)	Transcripts, certificate of completion	varies	varies
SDSU Mathematics Specialist Certificate Coursework	Transcripts	180	45
SDSU Algebra and Geometry Institutes	Transcripts	145	26.25
UCSD Algebra Institute	Transcripts	160	30
Conferences, conventions, or institutes provided by	Registration receipt, agendas, or site admin signature verifying attendance	varies	varies
Marilyn Burns Institute	Certificate of completion	30	7.5
OPEC		225	56.25

SCIENCE

Professional Development Activity	Examples of Documentation	Hours	Points
District science seminars, institutes and workshops	Workshop confirmation, agendas, or site admin signature verifying attendance	varies	varies
Site-based PD (staff conferences, study groups, classroom observations, etc.)	Site administrator's signature verifying attendance	varies	varies
SDCOE science training	Registration receipt, agendas, or site admin signature verifying attendance	varies	varies
PD offered through SDSU, CSUSM, USD, Point Loma Nazarene, Scripps Research Institute, Salk Institute, or Neurosciences Institute	Registration receipt, agendas, or site administrator's signature verifying attendance	varies	varies
National, state, or regional science conferences that are standards-based	Registration confirmation or site admin signature verifying attendance	varies	varies
2001-2003 K-12 Alliance Institutes	Department database, sign-in sheets	84	21
2004 K-12 Alliance Institutes	Department database, sign-in sheets	49	12.25
2001-2004 Subject Matter Project (California Science Project) a.k.a. SEASAND Summer Institute	Certificate of completion, sign-in sheets (Dawn Page, Point Loma Nazarene University, for additional information)	60 90	15 22.5
Inquiry Institute (Ruben H. Fleet Science Center, Anson Lee)	Certificate/ 7 days of the institute; letter issued/ for 6 days or less of the institute.	80	20
CIPS Training	Department database, sign-in sheets	70	17.5
FOSS Training	Department database, sign-in sheets	varies	varies
A World in Motion	Department database, sign-in sheets	varies	varies
AIM Training	Department database, sign-in sheets	56	14
Associates Training	Department database, sign-in sheets	35	8.5
2003-2004 SALI Training	Department database, sign-in sheets	56	14
2004-2005 SALI Training	Department database, sign-in sheets	49	12.25
IES Training	Department database, sign-in sheets	7	1.75
TLC Training	Department database, sign in sheets	28	7

VISUAL AND PERFORMING ARTS

Professional Development Activity	Examples of Documentation	Hours	Points
Conferences, institutes or workshops provided by: ORFF, CMEA, MENC, ACDA, ASTA, SCSBOA, OAKE, CBDA, Suzuki, CAEA, NAEA, CDEA, CALPHERD, NDA, DEA, DTASC, AATE, EdTA, or CETA	Registration confirmation or site administrator's signature verifying attendance	varies	varie
California Arts Subject Matter Project	Registration confirmation or site admin signature verifying attendance	varies	varies
VAPA department workshops	VAPA Dir. or RT signature	varies	varies
Readers' Theatre Workshops	Registration confirmation	varies	varies
Attendance at honors rehearsals or observation of guest conductors	VAPA Director, Resource Teacher, or Honors Program Manager signature	varies	varies
Adjudicated festivals/clinics are provided after performances	Registration and description, including adjudication chairperson's name	varies	varies
SDCOE arts workshops, conferences, or institutes	Registration confirmation, admin signature verifying attendance	varies	varies
UCSD Extension courses	Transcripts, receipts, or syllabus	varies	varies

WORLD LANGUAGES

Professional Development Activity	Examples of Documentation	Hours	Points
Language Acquisition Resource Center (LRC) conferences, workshops, or seminars	Registration receipts, certificate of completion, agendas, materials, site administrator signature	varies	varies
California Foreign Language Project	Registration receipts, certificate of completion, agendas, materials, site administrator signature	varies	varies
SDCOE conferences, workshops, or seminars	Registration receipts, certificate of completion, agendas, materials, site administrator signature	varies	varies
Courses or workshops offered by accredited universities	Registration receipts, certificate of completion, agendas, materials, site administrator signature	varies	varies

IV. LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA

ESEA requires that districts develop a list of leadership/service activities that teachers may use to accumulate points towards their HOUSSE authorizations, utilize the list uniformly throughout the district, and make the list available to the public upon request. **Points may only be claimed for leadership/service activities performed within the content area(s)** for which you are seeking HOUSSE authorization. The CDE requires that all leadership/service activities support the core academic content area(s). Therefore, not all leadership and service activities teachers have performed will be found on this list.

Under CDE guidelines, 30 points are awarded for each year of accumulated service. You may accumulate points for leadership/service activities performed in the same category for multiple years. Documentation verifying the leadership/service activities must be included. Examples of documentation include: principal's signature verifying his/her knowledge that you performed the service, written documents such as the acknowledgment page of a publication produced through the work, a letter from the agency for which you carried out the role, certificates of accomplishment, transcripts, etc. **It is the teacher's responsibility to secure appropriate verification documents.**

To use the Leadership and Service to the Profession in an Assigned Area section of the HOUSSE Assessment and Qualification of Experience form, review the following list of approved district activities and identify those in which you participated. If you have participated in leadership activities that are not included on this list that meet the ESEA and CDE criteria that leadership/service activities performed within the content area(s) for which you are seeking HOUSSE authorization, contact your site administrator for approval to include the activity on the form. Write the name of the activity under Section "3." In the second column, list the documentation attached to the form or obtain your site administrator's signature to verify you have served in the role. In the third column, write the number of years you participated in the activity. In the last column, write the number of points you earned by referring to the following point system: 1 year = 30 points; 2 years = 60 points; and 3 years = 90 points.

Acceptable Leadership Roles for San Diego Unified School District

- Mentor Teacher
- Site-based or Central Office DRT
- Peer Coach/Staff Developer
- PAR Consulting Teacher
- Intern Support Provider
- BTSA Support Provider
- Parent Academic Liaison (PAL)
- Early Literacy Resource Teacher
- Math Resource Teacher
- Math Specialist
- Department Chairperson (secondary)
- Grade-level Chairperson (elementary)
- Supervising Teacher (15 points per semester for hosting a student teacher)

Acceptable Leadership Roles for San Diego Unified School District continued...

- College/University/Discover Instructor in your content area/content methodology (15 points per semester)
- Intern Program course instructor
- SB 395 Trainer
- Member of WASC Curriculum Committee
- Member of PQR Curriculum Committee
- Piloting textbooks aligned with State Content Standards and/or serving on an Adoption Committee
- Standards-based Report Card Committee Member
- Kindergarten Work Group
- Math, Science, or Literacy Administrator
- Central Office Literacy Resource Teacher
- Completion of an Action Research/Inquiry Project
- California Subject Matter Project Teacher Leader
- Presenter of standards-aligned professional development (120 hours = 30 points)
- Service as an officer on a local, regional or statewide curriculum or professional development organization (i.e., ASCD, NCTE, etc.)
- Central Office Curriculum, GATE, or BTSA Resource Teacher
- District Teacher of the Year
- CAP and/or Golden State Exam Scorer
- District Level Portfolio Scorer
- NBPTS Coach for District/SDEA support program
- Professional Growth Advisor
- Model Classroom Teacher
- ELL Team Leader

Example 1: A teacher served as mentor teacher in English from 1990-1993, and is currently teaching social science. In this case, the teacher may not use his/her mentor teacher service to accumulate points toward HOUSSE authorization because the mentor assignment was in English and not social studies, the area in which the teacher is seeking HOUSSE authorization.

Example 2: An elementary teacher served as a BTSA support provider for two years and completed an inquiry project in place of an alternative evaluation. The teacher has a certificate of appreciation from the BTSA program and a copy of his/her published inquiry project as documentation. This teacher could accumulate 90 points (60 for BTSA and 30 for the inquiry project) under the Leadership and Service to the Profession in Assigned Area section of the HOUSSE Assessment and Qualification of Experience form.

Example 3: A high school teacher served as a Golden State Exam scorer in 1994, on the WASC curriculum team in 2003, and hosted a student teacher for two semesters (i.e., one year). The teacher has a copy of the site's WASC document that includes his/her name as a participant of the leadership team in the content area s/he is teaching and the principal's

signature verifying s/he was a supervising teacher to a student teacher. S/he cannot, however, find any verification for the Golden State Examination scoring experience. Since this teacher has no documentation for the Golden State Exam scoring, s/he will not accumulate points for that experience. This teacher could accumulate 60 points under Leadership and Service to the Profession in Assigned Area section (30 points for WASC and 30 points for serving as a supervising teacher).

Example 4: A teacher was a course instructor for the district's intern program for two semesters and served as an intern support provider for three years. The teacher has copies of the course syllabus naming him/her as the instructor and the signature of the intern program manager to document service and leadership. This teacher could accumulate up to 120 points under the Leadership and Service to the Profession in Assigned Area section, far more than necessary to complete HOUSSE authorization.