

## Meeting Highly Qualified Requirements For Alternative Education Teachers

The purpose of this communiqué is to explain/clarify how the term “highly qualified,” used in the ESEA/NCLB impacts alternative education teachers in Michigan.

**All public elementary and secondary school teachers, including special education, bilingual education, and alternative education teachers who teach core academic subjects, must meet the “highly qualified” requirement by the end of the 2005-2006 school year.**

### What are the Core Academic Subjects?

English/Language Arts

Reading

Mathematics

Foreign Languages

The Arts:

Visual Arts,

Instrumental Music,

Vocal Music,

Dance and

Theatre

Science:

General Science,

Biology,

Chemistry,

Earth/Space,

Physical Science and

Physics

Social Studies:

Social Studies,

Civics and Government,

History,

Geography and

Economics

### What does “Highly Qualified” mean for Alternative Education Teachers?

Alternative education teachers who hold a Michigan elementary certificate are highly qualified for teaching alternative education students in a self-contained middle school or secondary class in which students are performing at the elementary level and not receiving credit towards high school graduation.

Secondary certified teachers with an endorsement in at least one of the core academic subjects can use the HOUSSE options, including the multidisciplinary portfolio, to demonstrate that they are highly qualified to teach each subject taught in the self-contained alternative classroom.

Middle school departmentalized alternative education classrooms must be staffed with appropriately certificated, endorsed, and highly qualified teachers.

Alternative education students who perform at the secondary level in departmentalized alternative education classrooms, for which graduation credit is earned, must be taught by highly qualified secondary teachers who are appropriately certificated and endorsed.

Alternative education teachers who instruct secondary students for high school graduation credit in a self-contained setting must demonstrate that they are highly qualified in each of the core academic areas in which they are assigned to teach.

## **Options Which May Be Beneficial for Secondary Self-Contained Alternative Education Teachers to Meet the Highly Qualified Requirement**

**Passage of the appropriate subject exam(s) of the MTTC.** An alternative education teacher in a self-contained classroom may demonstrate competence through the passage of the MTTC subject exam for each core area which the alternative ed teacher instructs secondary students. Teachers assigned to teach in departmentalized classes/classrooms may use the MTTC subject area exam to demonstrate competence in a certificate endorsement that is based on completion of a minor.

**Major in the core academic area: Must also be an endorsement on the teaching certificate.**

**Master's degree in the core academic area or area related to and supporting the core academic subject.**

**National Board Certification, as appropriate.**

**Coursework equivalent to an undergraduate major of 30 semester hours**

Because subject area minors, alone, are not recognized by ESEA/NCLB as a means of demonstrating competence, other coursework including general education and electives in the minor area should be reviewed to determine, if, when added, the teacher meets the 30 hour equivalent to an undergraduate major in the core subject(s) taught.

Any college courses in a core academic area may be used as long as they are reflected on official collegiate transcript.

Education and other courses that specify a core subject area in the title/course description (i.e. Methods for Teaching Math; Developing Adolescent Reading Fluency, etc.) are also acceptable.

# HOUSSE

ESEA/NCLB allows the state to set High Objective Uniform State Standards of Evaluation (**HOUSSE**) as a process for veteran teachers to meet the highly qualified requirement. The following State Board of Education approved options are available to secondary alternative education teachers.

## HOUSSE OPTION #1

Three years of teaching experience, and since the issuance of the provisional certificate, has completed 18 semester hours\* in a planned standards-based approved program or a masters or higher degree.

\*The semester hours taken must be shown to reflect knowledge in the core academic subject area(s) being taught.

## HOUSSE OPTION #2

Three years of teaching experience and:

Six semester hours in a core subject area(s) within the last five years. Teachers are urged to look at all courses completed during this time period that specify a core subject area in the title/course description and others that reflect the attainment of deeper content knowledge in the core academic subject(s) being taught.

**or**

90 clock hours of professional development activities in core subject area(s) within the last five years including, for example, special seminars and training in reading, social studies content standards, instruction and assessment, etc.

\*Semester hours can be converted into clock hours (1 semester hour = 15 clock hours) to meet an option objective.

\*Other professional development experiences in the core subject area may be converted as applicable, such as, classroom observations of teachers, journal reading, supervision of student/intern teachers, mentoring, study groups, etc. See Attachment A for a list of additional optional activities that may be used for professional development. Attachment B may be used to document professional development activities.

### **HOUSSE OPTION #3**

Demonstration of highly qualified via multiple subject portfolio including methods/pedagogy classes, etc.

See attached for details of the multidisciplinary portfolio.

### **Additional Information**

The highly qualified mandate is not a “we/they” issue for teachers and management. Rather, it should be viewed as a collaborative partnership to improve instruction and support academic success for all students.

It is expected that teachers and district personnel will work together to determine one’s highly qualified status, based on Michigan’s Definition for Identifying Highly Qualified Teachers.

Teachers must understand that they are ultimately responsible for making sure they are highly qualified, similar to their obligation of meeting all certification requirements and maintaining a valid state certificate.

For clarification of Michigan’s Definition for Identifying Highly Qualified Teachers, please contact:

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# Michigan Multidisciplinary Portfolio Guidelines

## HOUSSE Option #3

NOTE: The multidisciplinary portfolio must be completed, as per the local portfolio process, based on the Michigan Highly Qualified Teacher Content Area Portfolio Guidelines which are at [www.mea.org/esea](http://www.mea.org/esea) or [www.michigan.gov/documents/Portfolio\\_Assessment\\_82163\\_7.doc](http://www.michigan.gov/documents/Portfolio_Assessment_82163_7.doc).

ESEA/NCLB allows the state to set High Objective Uniform State Standards of Evaluation (HOUSSE) options as a process by which veteran teachers can meet the highly qualified requirement. HOUSSE Option #3 allows for the development and submission of a content area portfolio as a means of demonstrating competence. To structure this process, "Michigan Content Area Portfolio Guidelines" were developed by the Michigan Department of Education and approved by the State Board of Education.

In summary, a portfolio developed to comply with these guidelines is the purposeful collection/documentation of experiences, activities, events and opportunities that support professional learning and demonstrate competence in one or more of the core academic areas specified in ESEA/NCLB.

The portfolio process includes four structural/functional categories:

- Teaching Experience;
- College Level Course Work;
- Content Specific Professional Development Activities; and
- Service to the Profession in the Content Area.

These components/areas form the frame within which subject area competence must be demonstrated.

As a consideration for secondary alternative education teachers who teach in a self-contained classroom who have an endorsement in at least one core academic subject, a multiple subject portfolio/multidisciplinary portfolio is also offered as a High Objective Uniform State Standard of Evaluation (HOUSSE) option for meeting the highly qualified requirement.

The multidisciplinary portfolio is designed to allow the secondary alternative education teacher to demonstrate competence in the range of core academic areas that define the comprehensive curriculum that he/she can be assigned or is expected to teach. These academic areas include: reading, language arts, math, science, and social studies.

The alternative education teacher in a self-contained classroom must demonstrate competence in each of these five areas. Competence in each of the areas may be demonstrated in different ways (within these guidelines), each experience, activity or event included in the portfolio must be documented, and, the required report forms must be used where applicable. See attachments at the end of this document.

**Following are the four components/categories in which competence must be demonstrated by secondary alternative education teachers in the self-contained classroom who select the multidisciplinary portfolio to meet the highly qualified requirement.**

**Teaching Experience** – See Attachment C

The teacher must have an endorsement on his/her Michigan teaching certificate in at least one of the core academic subjects. The teacher must have up to five years of successful teaching experience in at least one of the five core academic areas. Teaching experience must be documented on Attachment C.

**College Level Course Work** – See Attachment D

The teacher must have successfully completed a minimum of 30 semester hours with at least 6 semester hours in each of the core academic areas of English/language arts, math, science, and social studies. These 30 semester hours must include at least 3 semester hours in the core academic area of reading, which is required for a Michigan secondary level teaching certificate. All course work may have been completed anytime during the teacher's collegiate preparation program. Successful completion of course work must be submitted on required report form and documented by official transcript.

**Content Specific Professional Development Activities** – See Attachment B, as referenced earlier, and B-1 and B-2.

As defined by ESEA/NCLB, the term professional development includes activities that:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and other members of the educational team knowledge and skills to enable students to meet and achieve state academic standards; and
- Involve many other experiences, activities and opportunities that are "not one-day or short-term workshops or conferences."

With respect to this definition, the teacher must list at least five professional development experiences in which he/she has participated within the last five years from June 30, 2006 that support teaching and learning in the core academic areas. This might include participation:

- To develop, select or evaluate content standards;
- To align local content standards with state standards;
- To develop, validate or evaluate content assessments;
- At local, regional or state professional development seminars/workshops;
- In action research study groups;
- or
- Completion of the portfolio assessment for National Board Certification.

In keeping with the State Board approved guidelines for a content area portfolio, this content specific professional development activities section of the multidisciplinary portfolio must also include a reflection statement on how the combination of professional activities has improved/impacted your teaching practice/classroom instructional strategies. See Attachment B-1.

(See Attachment A, as noted earlier, for a list of additional optional activities that may be used for professional development.)

Some activities classified as “professional development” may also be classified as “service to the profession in the content area” and may be interchanged to demonstrate competence for either component. Note: A given activity may not be used for both “professional development” and “service to the content area.”

### **Service to the Profession in the Content Area** – See Attachment E

The sharing of content knowledge and pedagogical skill, and the application of principles and practices acquired by experience to the teaching and learning for the continuous improvement of schools is a critical means by which the teaching profession is sustained. For this reason, “Service to the Profession in the Content Area” is one of the four structural/functional categories of the multidisciplinary portfolio process.

Service to the Profession within the last five years from June 30, 2006, must be related to the core academic areas. Experience and opportunities that may be used to demonstrate competence in this category may include, but is not limited to:

- A department chair or team leader;
- A mentor teacher;
- A cooperating teacher for student teacher;
- An officer in a regional, state, or national professional content organization;
- A content instructor at an institution of higher education;
- A recognized content specialist at the district level;
- A National Board assessor;
- A member of a district/building school improvement team;
- An author/publisher of professional literature related to core academic areas;
- A participant in the development, selection, validation, or evaluation of standard in any of the cored academic areas;
- A participant in the development, pilot, evaluation of curriculum, instructional or assessment tools/procedures, etc., in any of the core academic areas;
- A participant in the development/validation of state/national assessments.

## Attachment A

### Optional Professional Development Activities for the Michigan Multidisciplinary Portfolios

- Conducting action research projects
- Joining a cadre of in-house trainers and participating in the facilitation of professional development for other teachers
- Giving presentations on content at conferences – See Attachment F
- Leading a schoolwide committee or project on curriculum reform for a period of not less than one full semester
- Coaching a colleague, being a mentor, or being mentored in a content area – See Attachments G and G-1
- Attending an in-depth institute in a content area
- Writing an article addressing instructional or content related topics
- Observing model lessons/visiting model schools/programs and providing a written summary of the relevance to the teacher's own practice or content knowledge
- Developing curriculum for the teacher's specific content area of assignment
- Doing school improvement planning focused on increasing the depth of content knowledge
- Examining new technological resources to supplement lessons and providing written analysis for effective classroom implementation and training
- Participating in Study Group Activities—must be in a content area – See Attachment H
  - ★ Analyzing teaching cases
  - ★ Training/planning lessons with a teaching colleague
  - ★ Examining student data and implementing curriculum and or change in instructional strategies and practice to improve student achievement
  - ★ Participating/leading a book study
  - ★ Participating in a study or support group
  - ★ Reading and summarizing journals, educational magazines, books
  - ★ Critique and analyze educational videos
  - ★ Studying content standards for your state and providing a written summary

**NOTE:** Appropriate documentation must be submitted to support participation in these activities for meeting the NCLB portfolio requirements.

# Attachment B

## HIGH OBJECTIVE UNIFORM STATE-STANDARD OF EVALUATION

<b>RECORD OF PROFESSIONAL DEVELOPMENT FOR TEACHERS WHO MUST MEET NCLB HIGHLY QUALIFIED REQUIREMENTS</b>
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### GENERAL INSTRUCTIONS:

This document is to be used to determine whether a teacher meets the high objective uniform state-standard of evaluation (HOUSSE) as part of the process for identifying a highly qualified teacher (defined in Section 9101 of the No Child Left Behind Act of 2001). Record all professional development activities that are content related and aligned to the district/building school improvement plan for improving student performance. The teacher must also have an individual professional development plan that is approved by the local school improvement team on file with the employing school district. Professional development activities must be within the last five years from June 30, 2006 and recorded by date, title, purpose addressed and in hour increments. The form should be submitted to the Superintendent/chief executive office and kept on file in case of an audit.

THIS FORM SHOULD BE RETAINED BY THE SCHOOL DISTRICT/SCHOOL.  
DO NOT RETURN THIS FORM TO THE MICHIGAN DEPARTMENT OF EDUCATION.  
(Teacher – Keep copy for personal records.)

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Name of Teacher: \_\_\_\_\_

Name of School District Where Employed: \_\_\_\_\_

Name of Building Where Assigned: \_\_\_\_\_

Content Area of Focus: \_\_\_\_\_

Number of Years as a Contractual Teacher: \_\_\_\_\_

Number of Years with Current School District: \_\_\_\_\_

Current School Year: 20\_\_ - 20\_\_

### CONTENT SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES

DATE	TITLE/ACTIVITY	PURPOSE ADDRESSED	NUMBER OF HOURS ENGAGED

(over)



## Attachment B-1

# Michigan Content Area Portfolio

## Reflection on

## Content Specific Professional Development Activities

In keeping with the State Board approved guidelines for a content area portfolio, this content specific professional development activities section of the multidisciplinary portfolio must also include a reflection statement on how the combination of professional activities has improved/impacted your teaching practice/classroom instructional strategies.

Following is a tool that can be used to guide your reflection. The following questions may be used to prompt your thinking and writing about your professional development experience. Form B-2 may be used for your reflection statement.

- **Description:**
  - What did you do for professional development?
  - What was going on in your practice/with your students/at your school/in your district that influenced your professional development decision(s)?
  
- **Analysis/interpretation:**
  - Why did you participate in the professional development activities listed?
  - What did you expect to learn?
  - What prior knowledge/experience did the professional development activities relate to?
  - What new knowledge, practices, strategies, insights did you experience/learn?
  - What are your impressions about the information/tools, etc., shared/learned?
  
- **Application**
  - Exactly how will the information/tools, etc., from the professional development activities be used to improve student learning?

*Source: Tools for Schools, National Staff Development Council, April/May 2002*

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# Attachment C

## Teaching Experience Report

### for Michigan Multidisciplinary Portfolio

In order to meet the ESEA/NCLB highly qualified requirement through the Michigan Multidisciplinary Portfolio process, the secondary alternative education teacher in a self contained classroom must have up to five years of successful teaching experience in at least one of the five core academic areas (English/language arts, math, science, social studies and reading). This form is required as verification of work experience. Experience listed must be verified by the employing district(s).

<b>Personal Information</b>	
Name of Teacher	_____
Contact Information	_____
	_____

<b>Teaching Credential Information:</b> Check the type of Michigan certificate you hold:	
<input type="checkbox"/> Provisional Certificate	<input type="checkbox"/> Professional Education Certificate
<input type="checkbox"/> 18 Hour Continuing	<input type="checkbox"/> 30 Hour Continuing
	<input type="checkbox"/> Permanent
Identify the level of certificate you hold: <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	
Identify the subject area endorsement(s) indicated on you Michigan teaching certificate:	

<b>Teaching Assignment(s):</b>	
District name:	_____
District address:	_____
	_____
Taught full time under appropriate supervision: from _____ to _____	
Subject(s)	_____
To students in grade(s)	

(over)

<b>Teaching Assignment(s):</b>	
District name:	_____
District address:	_____ _____
Taught full time under appropriate supervision from	_____ to _____
Subject(s)	_____
To students in grade(s)	_____

<b>Teaching Assignment(s):</b>	
District name:	_____
District address:	_____ _____
Taught full time under appropriate supervision from	_____ to _____
Subject(s)	_____
To students in grade(s)	_____

Up to five years of teaching experience in at least one of the five core academic areas must be documented in the portfolio. Additional teaching assignments may be included by following the same format as above.

Printed Name of Teacher: \_\_\_\_\_

**I hereby certify that this teacher has fulfilled the teaching experience as noted above.**

\_\_\_\_\_  
Signature of Superintendent or designee

\_\_\_\_\_  
Date

**Misrepresentation or falsification of information may result in suspension or revocation of the teaching certificate.**

**PLEASE SUBMIT THIS FORM TO YOUR LOCAL DISTRICT, ISD, OR PSA SUPERINTENDENT OR CHIEF ADMINISTRATOR BY JUNE 30, 2006.**

# Attachment D

## College Level Course Work Report for the Michigan Multidisciplinary Portfolio Guidelines

In order to meet the ESEA/NCLB highly qualified requirement through the Michigan Multidisciplinary Portfolio process, the secondary alternative education teacher in a self-contained classroom must have successfully completed a minimum of 30 semester hours with at least 6 semester hours in each of the core academic areas of English/language arts, math, science, and social studies. These 30 semester hours must include at least 3 semester hours in the core academic area of reading, which is required for a Michigan secondary level teaching certificate. All course work may have been completed anytime during the teacher's collegiate preparation program.

This form is required as verification of the successful completion of course work in each of the core academic areas and must be documented by official transcript.

Name of teacher \_\_\_\_\_

District where employed \_\_\_\_\_

Building where employed \_\_\_\_\_

Current teaching assignment \_\_\_\_\_

Number of years in current assignment \_\_\_\_\_ Date \_\_\_\_\_

Using the following format, identify at least six semester hours of course work that was successfully completed in each core academic area listed.

### ENGLISH/LANGUAGE ARTS

College/University Name	Course Title	Year Completed	Credit Earned

### MATH

College/University Name	Course Title	Year Completed	Credit Earned

(over)

**SCIENCE**

College/University Name	Course Title	Year Completed	Credit Earned

**SOCIAL STUDIES**

College/University Name	Course Title	Year Completed	Credit Earned

**READING**

College/University Name	Course Title	Year Completed	Credit Earned

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of School District Authority \_\_\_\_\_ Date \_\_\_\_\_

Print Name of School District Authority \_\_\_\_\_



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## Attachment F

# Michigan Content Area Portfolio

## Content Specific Professional Development Activities Conference Presentation(s)

Name: \_\_\_\_\_

School: \_\_\_\_\_

Content Area of Focus: \_\_\_\_\_

### **Provide the following information for each content specific presentation made:**

- Title of presentation/session
  
- Name and date of conference/meeting/session
  
- Description of target audience
  
- Objectives of the presentation

(over)



**Attachment G**  
**Michigan Content Area Portfolio**  
**Content Specific Professional Development Activities**  
**or Service to the Profession**  
**Mentoring a Teacher in the Content Area**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Content Area of Focus: \_\_\_\_\_

Name of Mentee: \_\_\_\_\_

School District: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

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Explain your philosophy of mentoring.

Identify several skills you feel are basic to being an effective mentor.

Identify how the mentoring experience in this core academic area has enhanced your teaching practice.

Identify the content specific resources that you have shared or assisted the mentee in using, developing, etc.

Record the conferences held with your mentee on the form that follows.

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**Attachment G-1**  
**Michigan Content Area Portfolio**  
**Mentor/Mentee Conference Record**

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

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_  
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Conference Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(over)

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Mentee signature: \_\_\_\_\_

Mentor signature: \_\_\_\_\_

# Attachment H

## Study Group

For professional development, and as a means of demonstrating competence in a specific content area, a teacher may choose to participate in a study group. A study group is a collection of people who gather together to examine a topic they have agreed to explore. In this forum, colleagues have a common vision and examine the factors that influence teaching and learning. Study groups promote the construction of knowledge by examining selected materials and engaging in meaningful professional dialogue around a chosen topic. Study groups acknowledge the expertise and contribution of each member of the group. A study group is useful when a teacher wants a forum for learning and applying new teaching techniques.

A Study Group is a type of job-embedded professional development in which individuals join efforts to enhance their capacity to improve students learning. **This process involves the following steps: (Summary information on each step must be provided.)**

- Analyzing student data to identify their needs.
- Forming the teacher group with interest in these needs.
- Developing an action plan on how the identified student needs will be addressed.
- Identifying what each teacher/group of teachers will do/learn to do to address the students' needs.

It is important to note that the “what” is the content of the study group. What teachers do is preceded by identifying students' needs, and teachers get direction for what they are to do based on student data that is collected and analyzed.

**In addition to the other information provided, the teacher involved in this professional development activity must clearly explain:**

- What he/she did to develop greater understanding of the core academic subject area of focus.
- What he/she has done to become more knowledgeable of the core academic subject area of focus.
- What he/she has done to become more skillful in the classroom with students in the core academic area.
- How has the group benefited the staff/grade/school, etc. in the core academic area.

*Reference: Powerful Designs for Professional Learning*