



Maryland Classroom

A Publication from the Maryland State Department of Education

The Highly Qualified Special Education Teacher

One of the primary provisions of the federal No Child Left Behind Act is that by the end of the 2005–06 school year, all teachers must be “highly qualified” in the core academic subject(s) they teach. In October 2003, to help veteran teachers meet this “highly qualified” requirement, the State Board of Education adopted Maryland’s HOUSSE (High, Objective, Uniform State Standard of Evaluation), a pair of rubrics allowing teachers to demonstrate competence in their subject area(s) without taking additional tests (see *Maryland Classroom*, Vol. 9, No. 2, May 2004).

However, because the federal guidelines stipulated that teachers had to complete one rubric for each core academic subject they teach, the process became repetitive for multi-subject teachers, such as those teaching in special education and ESL programs.

Therefore, the U.S. Department of Education allowed states to streamline their HOUSSes to help experienced¹ multi-subject teachers demonstrate competence more easily.

Maryland has applied this multi-subject streamlining policy to special educators. In October 2004, the State Board adopted the Special Education HOUSSE, which allows experienced special education teachers to count their certification and some coursework, activities, and honors multiple times—once for each subject they teach.

The HOUSSE applies only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions, or selecting appropriate

accommodations do not need to demonstrate subject-matter competency in those subjects.

On this page is the rubric for experienced special education teachers working in early childhood, elementary, or Alt-MSA² assignments. On page 4 is the rubric for experienced middle and secondary special education teachers. These rubrics, along with instructions for filling them out, are in *Using Maryland’s HOUSSE—on the Web* at www.marylandpublicschools.org (under Newsroom/Publications).

The Department will next develop a multi-subject HOUSSE for ESL teachers.

¹An “experienced” teacher is one hired before the first day of the 2002–03 school year.

²Teachers whose students take the Alt-MSA—whether those students are in elementary, middle, or high school—complete the rubric below.

Continued on page 4

MARYLAND CORE ACADEMIC SUBJECT AREA COMPETENCY RUBRIC FOR SPECIAL EDUCATION TEACHERS WORKING IN EARLY CHILDHOOD (ECE), ELEMENTARY, OR ALT-MSA (ALL LEVELS) ASSIGNMENTS

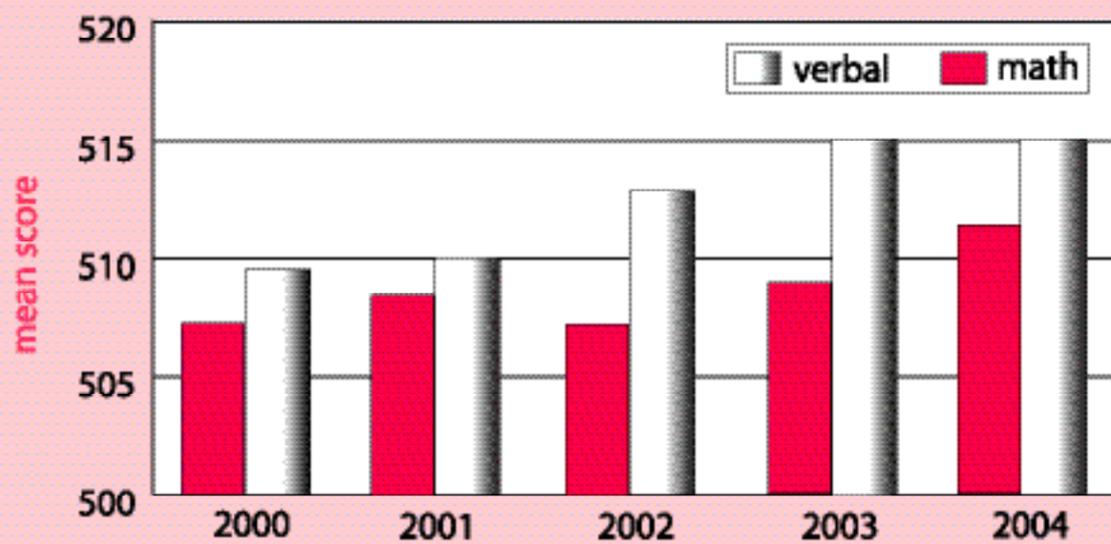
Name: _____ SSN: _____ School System: _____ School: _____

Note: Special education teachers in early childhood, elementary, or Alt-MSA (all levels) assignments who have not achieved 100 points in column 1 must obtain a total of 100 points with a minimum of 36 points from column 2 in order to achieve “highly qualified” status.

COLUMN 1	COLUMN 2*	COLUMN 3	COLUMN 4	COLUMN 5		
Certification in Special Education	Course Work in Reading and Core Academic Subject Area	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations Related to Early Childhood, Elementary, or Alt-MSA Program Assignment (The items below are examples only, not a comprehensive list.)		
Achieve ExNdSpec Certification from the National Board for Professional Teaching Standards 100 points	Earn semester hours of content course work** with a grade of “C” or better or MSDE CPD credit in: • Reading ____ (min. 12) • Math ____ (min. 6) • Science ____ (min. 6) • English/Language Arts ____ (min. 6) • Social Studies ____ (min. 6) • Arts ____	Must be full-time and assigned in early childhood, elementary, or Alt-MSA program	Must be related to education: • Earn semester hours of graduate education course work with a grade of “B” or better • Earn MSDE CPD credits for education related course work • Teach an education related course at an IHE or at a local school system	Documented service on a local, state or national committee to: • develop, select or evaluate content standards • develop, select or evaluate content curriculum • align local content standards with state standards • develop, validate or evaluate content assessments Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal	Documented service as a: • Department chair or team leader • Mentor teacher • Cooperating teacher for intern • Content instructor at an IHE • School Improvement Team member Or Other locally approved leadership role	• Local Teacher of the Year • State Teacher of the Year • Milken Award winner • Present academic content at local, state, regional or national professional meeting
Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment 100 points	Teach a content course at an IHE _____ 1 point per credit earned or taught Minimum 36 points required with specific content minimums as noted above					
Hold APC issued by MSDE in special education 64 points						
Hold Standard Professional Certificate (SPC) issued by MSDE in special education 40 points						
Points based on special education certification as noted above	Total reading and content-specific semester hours/credits	4 points per year Maximum 50 points	1 point per credit earned or taught for a maximum of 20 points	1 point per documented activity, service, award, or presentation Maximum 20 points		
# Points:	# Hrs.:	# Years:	# Hrs.:	# Activities:	# Service:	# Awards: # Presentations:
TOTAL Points	TOTAL Points	TOTAL Points	TOTAL Points	TOTAL Points		GRAND TOTAL:

*Column 2 **must** be completed if 100 points are not earned in column 1. **Course work (other than reading courses) from a department, school or college of education or an EDU prefix is not acceptable for content-specific course work. However, credits earned using CLEP are acceptable provided they are reflected on the official transcript.

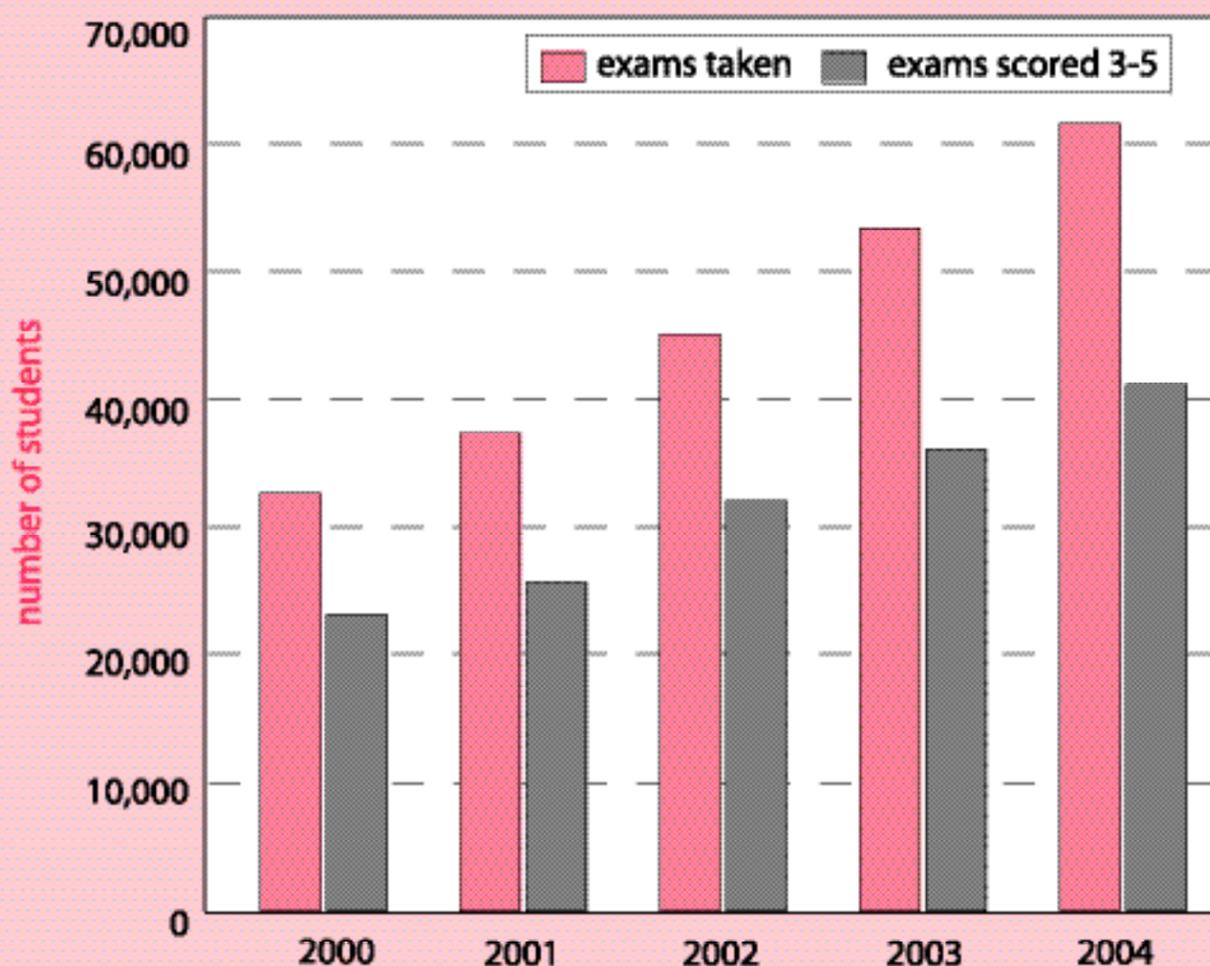
SAT scores are going up



Applauding the GREAT things going on in

Maryland Public Schools

AP participation & performance are rising



Did You

Maryland's
same as the
more students
Maryland to

mean cumulative
participation

Over the last
of seniors go
above—only
by 29%.

Maryland's
percentage
scoring 3-5
in five scores
an AP exam
and seniors
to one in four

Maryland's
proportion
ing AP courses
Maryland's
courses, which
schools do
score higher
students on
science, and

Arizona State
students of
outperform
Stanford-9
learning gains
spending more
school each

More under
are quitting
youth under
41% did. The
significant
more difficult
Adults expect
significant
smokers quit
than half sa

**WE
PRIDE**

Know?

average SAT score is the nation's, even though 20% take the test in the U.S.

	MD	US
average score	1026	1026
take rate	68%	48%

In the past decade, the proportion of students scoring a high score—600 or above on math SAT has increased

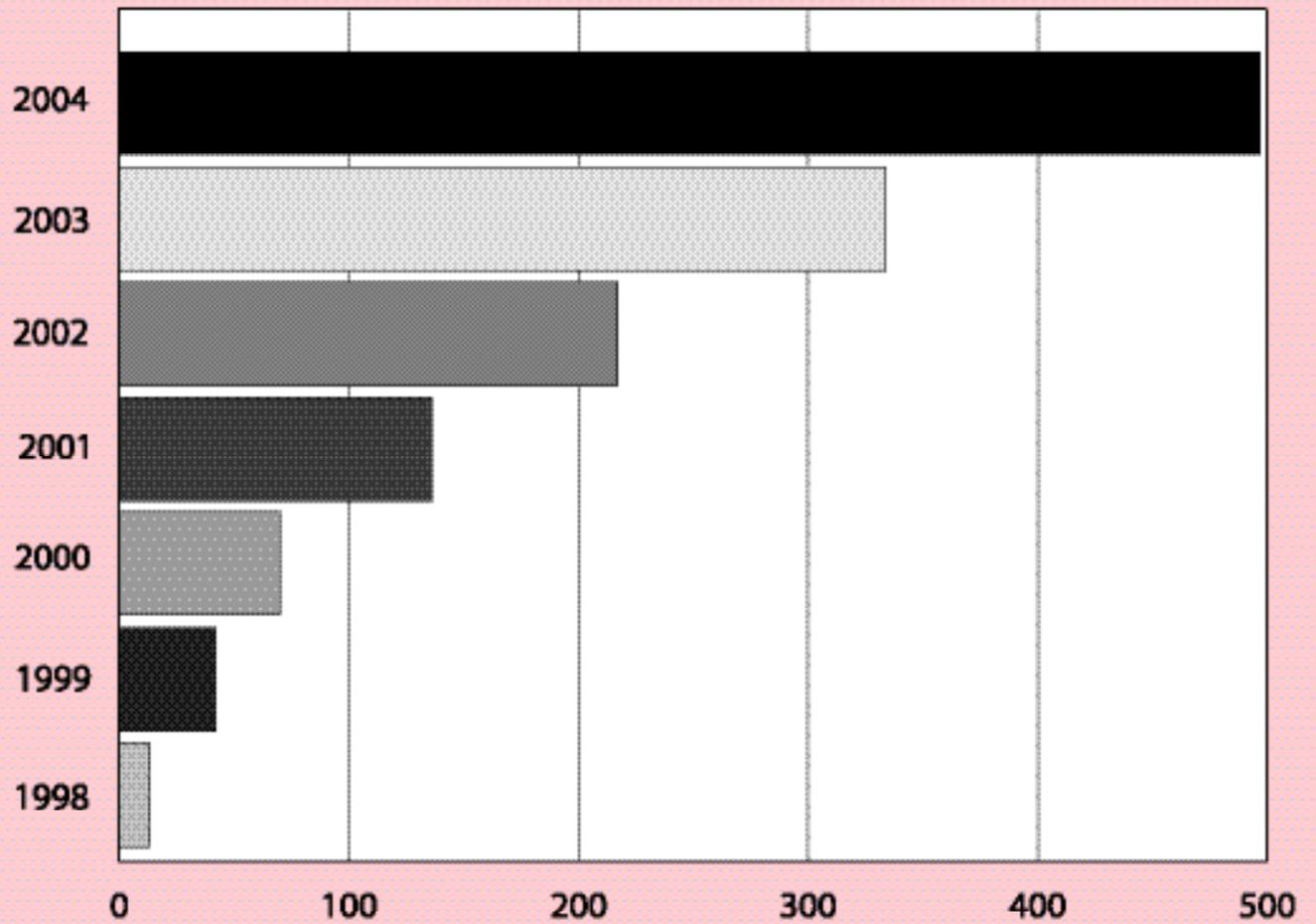
Maryland is #2 in the nation in the percentage of high school students taking AP exams. One student in five achieves the mastery level on the AP exam each year. Among juniors the mastery rate goes up to 25%.

Maryland is #5 in the nation in the percentage of public high schools offering AP courses. Ninety-four percent of public schools offer AP courses, compared to only 60% of private schools. In public schools, public school students are more likely to take AP courses than private school students. AP courses include AP calculus, computer science, and economics exams.

A University of Maryland study found that students with board-certified teachers scored higher on other students on the Achievement Test. Their scores were equivalent to those of students who had more than an extra month in school.

The number of smokers in Maryland has declined. In 2000, 35% of smokers quit smoking; in 2002, 38% quit, a statistically significant change. Quitting proved to be more difficult for Maryland adults. The study found no statistically significant change in the number of smokers, even though more people wanted to quit.

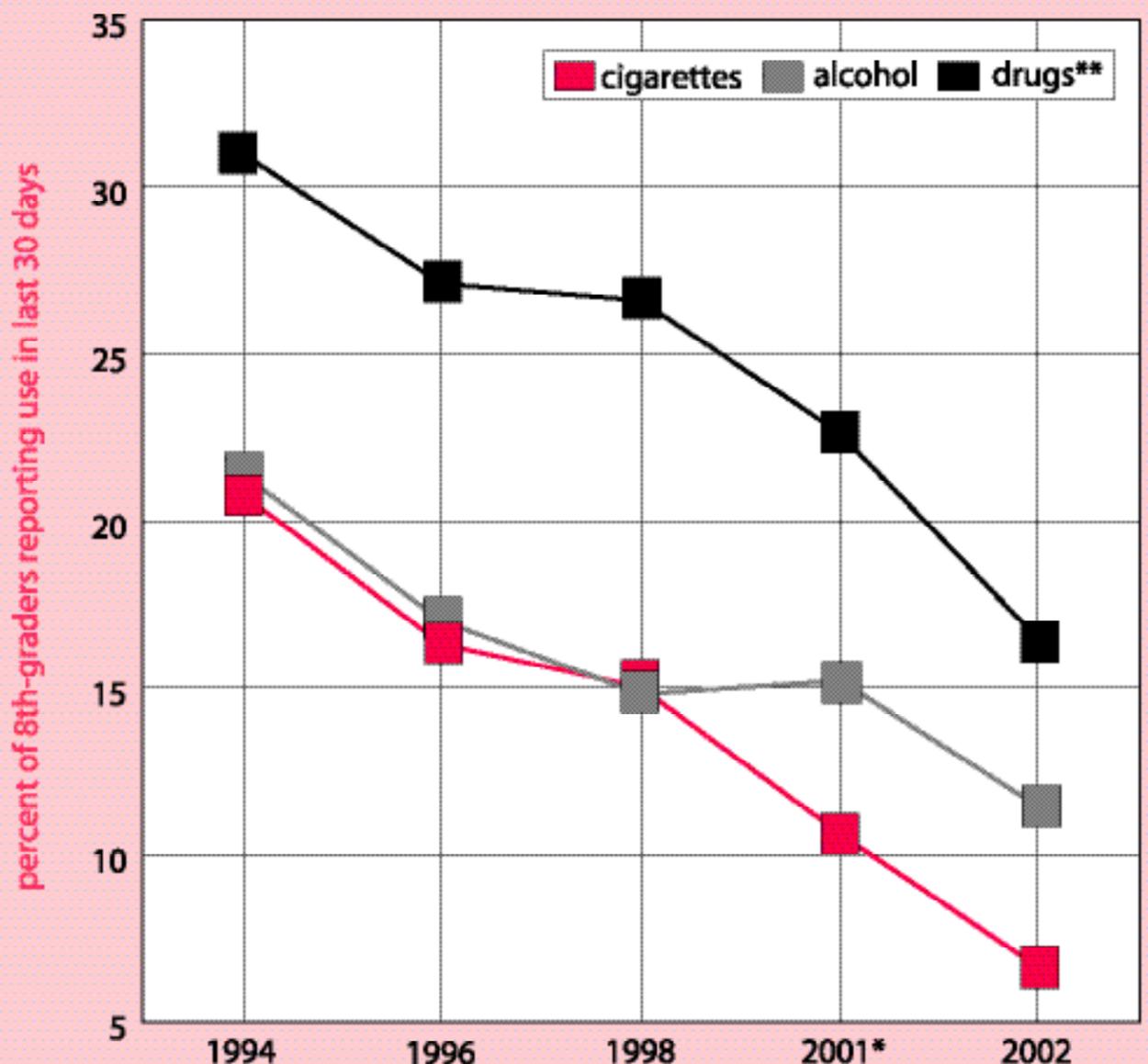
More teachers are getting certified by NBPTS



number of Board-certified teachers in MD*

*not adjusted for NBPTS-certified teachers moving into and out of Maryland public schools

Fewer middle-schoolers are using cigarettes, alcohol & drugs



*The Maryland Adolescent Survey was not conducted in 2000.

**other than alcohol and tobacco

**MARYLAND CORE ACADEMIC SUBJECT AREA COMPETENCY RUBRIC
FOR MIDDLE AND SECONDARY SPECIAL EDUCATION TEACHERS
TO BE COMPLETED FOR EACH CAS AREA**

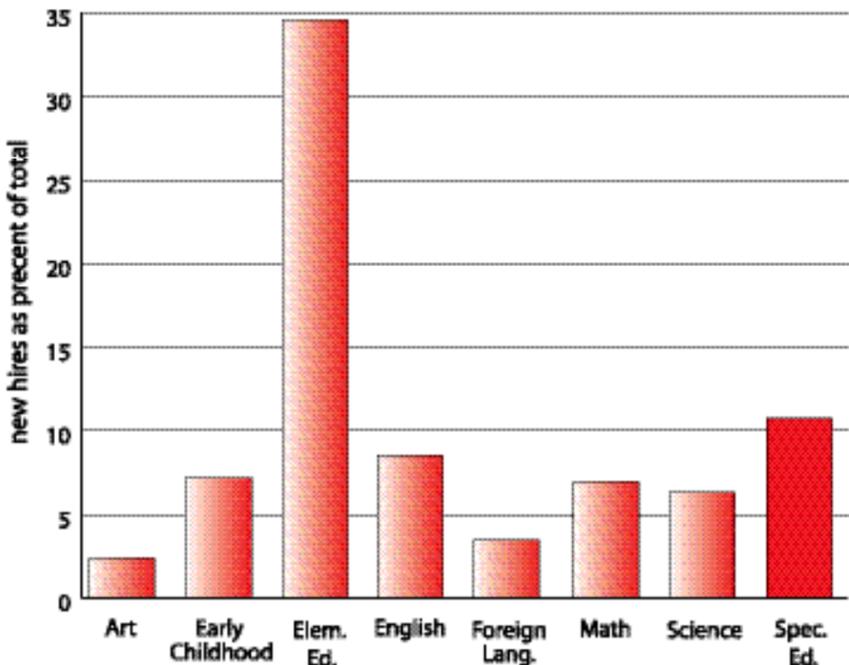
Name: _____ SSN: _____ CAS: _____ School System: _____ School: _____

Note: Special education teachers in middle and secondary assignments who have not achieved 100 pts. in column 1 must obtain a total of 100 pts. with a minimum of 15 pts. in column 2 to achieve highly qualified status.

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5							
Certification in Special Education	Course Work in Reading and CAS Area	Years of Satisfactory Teaching Experience	Continuing Professional Development	Activities, Service, Awards, and Presentations related to the Core Academic Subject Area (The items below are examples only, not a comprehensive list.)							
Achieve ExNdSpec Certification from the National Board for Professional Teaching Standards 100 points	READING • Earn semester hours of reading course work with a grade of "C" or better or MSDE CPD credit	Must be Content Specific to CAS Area: • Must be in a full-time teaching assignment in the CAS area.	Must be related to education: • Earn semester hours of graduate education course work with a grade of "B" or better • Earn MSDE CPD credits for education related course work • Teach an education related course at an IHE or at a local school system	Documented service on a local, state or national committee to: • develop, select or evaluate content standards • develop, select or evaluate content curriculum • align local content standards with state standards • develop, validate or evaluate content assessments Refereed Publications: • Publish content article in a textbook or a refereed state, regional, or national journal	Documented service as a: • Department chair or team leader • Mentor teacher • Cooperating teacher for intern • Content instructor at an IHE • School Improvement Team member Or Other locally approved leadership role	• Local Teacher of the Year • State Teacher of the Year • Milken Award winner • Present academic content at local, state, regional or national professional meeting					
Hold Advanced Professional Certificate (APC) in special education – Severely & Profoundly Disabled (SPD); acceptable only for SPD teaching assignment 100 points	1 point per credit earned or taught Minimum 6 points required; maximum of 12 points										
Hold APC issued by MSDE in special education 64 points	CONTENT SPECIFIC to CAS Area: • Earn semester hours of content course work* with a grade of "C" or better or MSDE CPD credit. • Teach a content course at an IHE										
Hold Standard Professional Certificate (SPC) issued by MSDE in special education 40 points	1 point per credit earned or taught Minimum 9 points required										
Points based on special education certification as noted above	Total reading and content-specific semester hours/credits	4 points per year Maximum 50 points	1 point per credit earned or taught for a maximum of 20 points	1 point per documented activity, service, award, or presentation Maximum 20 points							
# Points :	# Hrs.:	# Years:	# Hrs.:	# Activities:	# Service:	# Awards:	# Presentations:				
TOTAL Points	TOTAL Points	TOTAL Points:	TOTAL Points	TOTAL Points				GRAND TOTAL:			

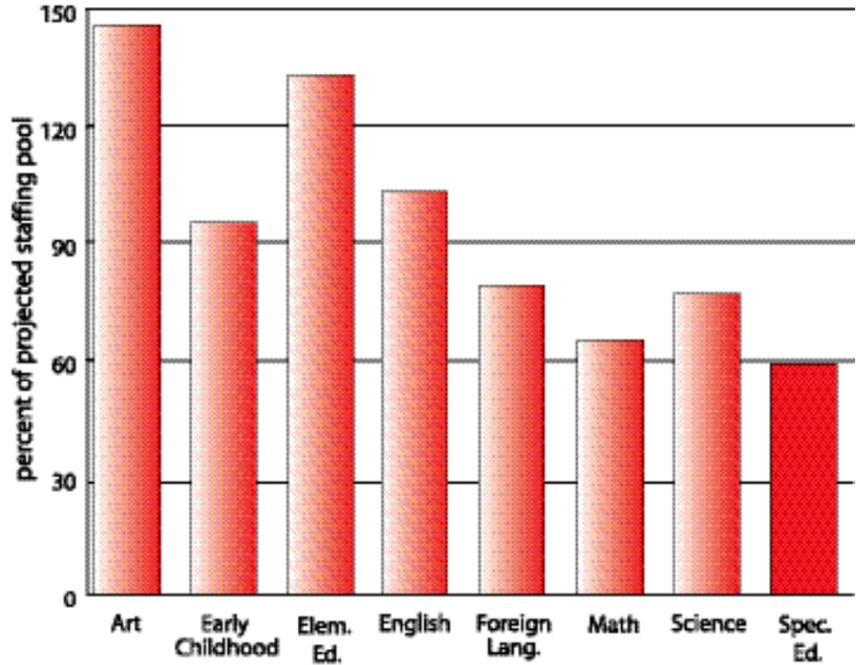
*Course work (other than reading courses) from a department, school or college of education or an EDU prefix is not acceptable for content-specific course work. However, credits earned using CLEP are acceptable provided they are reflected on the official transcript.

New hires: Special education vs. selected certification areas



Source: Maryland Teacher Staffing Report: 2004-2006

New hires as percent of projected need



Source: Maryland Teacher Staffing Report: 2004-2006

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If you have any questions or comments about this publication, please contact Nan Mulqueen, editor, at 410.767.0475.

Teacher candidates eligible for initial certification: Special education

	2001-02	2002-03
Generic Infant/Primary-Grade 3	35	15
Generic Grade 6-Adult	54	45

Teaching: By the Numbers

- Low-poverty classes taught by "highly qualified" teachers: 78%
- High-poverty classes taught by "highly qualified" teachers: 47%
- Certification areas with teacher surpluses: 7
- Certification areas with teacher shortages: 20
- Male prevalence in Maryland's population: 48%
- Male prevalence in Maryland's teacher population: 23%