ALABAMA

High Objective Uniform State Standard of Evaluation (HOUSSE)-Reinstated 2006

Developed and revised to comply with:

No Child Left Behind Act of 2001 (NCLB) and
Individuals with Disabilities Education Act of 2004 (IDEA 2004)

Alabama Department of Education

Joseph B. Morton
State Superintendent of Education

(Effective March 2006)
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Authority and Purpose for the HOUSSE

The *No Child Left Behind Act of 2001* (NCLB) requires that all core academic subject teachers be “highly qualified” by the end of the 2005-2006 school year. The *Individuals with Disabilities Education Act of 2004* (IDEA 2004) reinforces the NCLB requirement and provides additional guidance for special education teachers. Specifically, NCLB Title IX, Section 9101(23) defines the term “highly qualified teacher” and provides criteria for “highly qualified” elementary and middle/secondary core academic subject teachers who are “new” and “not new” to the profession. The definition authorizes a high objective uniform state standard of evaluation (HOUSSE) as a means for “not new” teachers to demonstrate core academic subject competency. (See Appendix A.)

The *Alabama Model for Identifying Highly Qualified Teachers-Revised 2006* (Alabama Model-2006) provides background information related to the federal “highly qualified teacher” requirement and describes the ways in which teachers in Alabama schools may be deemed “highly qualified.” This document, *Alabama: High Objective Uniform State Standard of Evaluation-Reinstated* describes Alabama’s HOUSSE and includes forms and worksheets teachers may use to exercise one of the HOUSSE options. The Alabama Model-2006 is a necessary companion document when using the HOUSSE.

Alabama’s HOUSSE was initially implemented in January 2004 as a teacher portfolio assessment. In an effort to more closely align Alabama’s highly qualified teacher review process with the NCLB definition and criteria, HOUSSE was expanded early in 2006 to include the elementary checklist component. On March 21, 2006, the Assistant Secretary of the U. S. Department of Education-Office of Elementary and Secondary Education, notified states that the HOUSSE process must be completed by the end of the 2005-2006 school year to coincide with the time by which all currently employed core academic subject teachers were required to be highly qualified. Alabama’s HOUSSE implementation was phased out during spring and summer 2006 and was discontinued on August 15, 2006.

At the beginning of the 2006-2007 school year, approximately 6% of all elementary core academic subject classes and 17% of all middle/secondary core academic subject classes in the state’s public schools were taught by teachers who had not yet met the highly qualified teacher requirement. Based on a request from Alabama’s State Superintendent of Education to the U. S. Department of Education, Alabama was allowed to amend its *State Plan for Highly Qualified Teachers* (Revised-December 2006) to reinstate the HOUSSE for use by teachers who hold a valid Alabama certificate, excluding an emergency certificate, and had at least two full academic years of teaching experience at the end of the 2005-2006 school year.

The “Reinstated” HOUSSE

This document, *Alabama: High Objective Uniform State Standard of Evaluation-Reinstated* is the most up-to-date guidance for use of the HOUSSE option to demonstrate highly qualified teacher status. It is a streamlined version of the previous *Alabama: High Objective Uniform State Standard of Evaluation-Revised 2006*. While there are no new elements or guidelines, a few points of eligibility and documentation requirements that were troublesome in the previous implementation period have been restated and emphasized in this document.

This document is designed to assist the following individuals in preparing and submitting HOUSSE applications during the “reinstatement” period:

1. Teachers who hold valid certificates and had at the end of the 2005-2006 school year at least two full academic years of teaching experience in the subject and grade level for which the teacher is certified and seeking highly qualified teacher status; but, for whatever reason, did not submit an application prior to August 15, 2006.

2. Teachers who submitted HOUSSE applications during the period January 2004 – August 2006; but, for whatever reason, the application could not be reviewed and/or approved prior to August 15, 2006. Note: Teachers in this group who are currently assigned to teach one or more core academic subjects and have
not yet met the highly qualified teacher requirement based on a non-HOUSSE review are invited to submit new HOUSSE applications for review. Due to the timeliness of information in the applications, only current applications can be reviewed.

3. Local school system staff designated by a local superintendent to provide technical assistance and oversight for compiling, reviewing, verifying, and submitting HOUSSE applications.

While there are no “new” criteria or procedures for the reinstated HOUSSE, following are points to keep in mind for applications submitted during the reinstatement period:

- All applications submitted subsequent to August 15, 2006, will be considered as new applications. Applications must be on forms that were approved for use at that time. Applications that are submitted on the “old” forms that were discontinued in March 2006 will be returned to the sender for correction.
- Applications must be complete and organized with the Cover Page on top, followed by the consecutive numbered worksheets with applicable documentation immediately following each worksheet for which entries are made. Applications that do not meet this requirement will be returned to the sender for correction.
- The Supplement EXP form, Alabama’s official state form for verifying teaching experience is the only acceptable documentation for teaching experience in Alabama schools. (A Supplement EXP form may be obtained from the central office of any local public school system or from the State Department of Education Web site: http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=5393&sort=19.
- Complete applications for teachers who provide clear evidence to establish HOUSSE eligibility will be expedited through log-in, review and approval, and preparation of a letter indicating highly qualified teacher status. These steps will be accomplished on a rolling basis as applications are received.
- Applications that cannot be approved will be logged out and returned to the sender for correction and resubmission.

Eligibility for HOUSSE

The Alabama Model-2006 defines a “new” teacher as one who has taught in a public school for less than two full academic years. Conversely, a “not new” teacher is one who has taught in a public school for two or more full academic years. The NCLB definition of “highly qualified” teacher” specified that “not new” teachers may demonstrate core academic subject competency in each subject the teacher teaches based on a HOUSSE.

Any teacher, including a teacher currently employed in a private school or a teacher who is not currently employed, who meets the following criteria is eligible to use options in Alabama’s HOUSSE to demonstrate core academic subject knowledge and related teaching skills:

- Holds a valid Alabama teaching certificate.
- Has official documentation of having taught one or more core academic subjects in a public school for two or more full academic years. (Years of experience must be in the subject and grade level for which the teacher is seeking highly qualified status and the prerequisite number of years varies for the HOUSSE elementary checklist measures.)
- Is assigned or anticipates assignment to teach a core academic subject for which the teacher has official documentation of the prerequisite number of years teaching experience for the HOUSSE measure chosen.
- Meets the prerequisite content coursework requirements described herein.

As an exception to NCLB and in an effort to assist local school systems in recruiting and hiring highly qualified special education teachers, IDEA 2004 made the HOUSSE available to “new” middle/secondary special education teachers who meet the following criteria:

- Teach exclusively students with disabilities.
• Are assigned to teacher multiple core academic subjects.
• Are highly qualified in English language arts, mathematics, OR science at the time of being hired for the first time in a public school.

In other words, a middle/secondary special education teacher who meets the first two criteria listed above and is deemed highly qualified – on the basis of a Praxis II subject-specific test, an academic major, coursework equivalent to an undergraduate academic major, a graduate degree, or advanced certification – in the area of English language arts OR mathematics OR science; may meet the highly qualified teacher requirement in the other two of those three subjects or in another core academic subject through a HOUSSE portfolio, not later than two (2) years after the date of initial employment in a local school system. (If a new middle/secondary special education teacher is highly qualified only in a core academic subject other than English language arts, mathematics, or science at the time of initial employment, that teacher is not eligible to use a HOUSSE portfolio.)

Alabama’s HOUSSE includes two types of options for demonstrating academic content knowledge and teaching skills: (1) content-related portfolio and (2) content-related elementary checklist. As is implied by the descriptor, the content-related elementary checklist may be used only by teachers who are certified to teach elementary grades. Through each of the types of options, a teacher may earn points for allowable measures based on verification of available evidence. The federal criteria indicate that the state may take into consideration, but not base judgment primarily on, the number of years a teacher has taught the content area for which he/she is certified and seeking highly qualified status. Teaching experience is used as a measure in the portfolio option and in the elementary checklist option. Only years of teaching the subject and grade level for which the teacher is certified and seeking highly qualified status may be considered.

**HOUSSE Portfolio Description and Instructions**

The HOUSSE portfolio option allows “not new” teachers to submit evidence in multiple categories to demonstrate core academic subject knowledge and teaching skills in a subject and grade level for which the teacher is certified and seeking highly qualified teacher status. The option is applicable to both general education and special education teachers. A separate application must be submitted for each subject/grade level for which highly qualified status is requested. To be deemed highly qualified based on a HOUSSE portfolio, a teacher must earn a minimum of 100 points in a combination of three or more of the following categories:

• **College Coursework in Content Area** – A maximum of 40 points may be earned in this category. All courses must be verified by official transcripts from regionally accredited institutions of higher education. To be eligible for the HOUSSE portfolio option, a “not new” elementary or middle/secondary general or special education teacher, or a “new” middle/secondary special education teacher who is HOUSSE-eligible in accordance with IDEA 2004, Section 602(10)(d)(iii), must meet minimum content coursework prerequisites:

  (a) An elementary, Grades K-6, teacher must have earned a minimum of 6 semester hours in each of the four major core academic subjects: English language arts (including reading), mathematics, science, and social science.

  (b) A middle/secondary, Grades 7-12, teacher must have earned at least 18 semester hours in the content area for which the teacher is certified and is seeking highly qualified teacher status.

• **College Coursework in Professional Studies Related to Content Area** – A maximum of 35 points may be earned in this category. All courses must be verified by official transcripts from regionally accredited institutions of higher education. Professional studies include education courses in methods of teaching in the assigned subject/grade level, learning styles, the nature and needs of learners, differentiating instruction for diverse student populations, assessment and evaluation, classroom management, reading, and instructional/educational technology.
• **Professional Development Related to Content Area** – A maximum of 36 points may be earned in this category. All activities for which points are earned must meet the NCLB and state definitions of high-quality professional development related to the subject for which the teacher is certified and seeking highly qualified status and/or teaching skills related to teaching that subject (See Appendix B.) Activities in which the teacher participated during the past 10 years may be counted.

• **Professional Activities Related to Content Area** – A maximum of 20 points may be earned in this category. Activities for which points are earned must demonstrate clear evidence of subject knowledge and teaching skills in the subject/grade level for which the teacher is seeking highly qualified status.

• **Years of Public School Experience in Content Area** – A maximum of 30 points may be earned in this category. Two points may be counted for each year within the past ten years for teaching in the subject/grade level for which the teacher is certified and seeking highly qualified status; one point may be counted for each year prior to the past ten years.

• **Recognitions in Content Area** – A maximum of 4 points may be earned in this category. Recognitions for which points are earned must be at the state, regional, national, or international level and must provide clear evidence of the teacher’s subject knowledge and/or related teaching skills in the subject for which the teacher is certified and seeking highly qualified status.

The HOUSSE Portfolio Application that may be downloaded and duplicated for teacher and/or local school system use is available on the Department Web site: [http://www.alsde.edu/html/HighlyQualifiedTeachersGuidanceandForms.asp](http://www.alsde.edu/html/HighlyQualifiedTeachersGuidanceandForms.asp).

The HOUSSE portfolio application is comprised of (1) a cover page, (2) a set of one-page worksheets for each of the categories described above, (3) a summary of points page, and (4) documentation submitted by the teacher and/or the local school system to verify points toward the 100-point minimum required for “highly qualified teacher” status. For a teacher who is employed or is under consideration for employment by a local public school system, the employing local superintendent of education must submit the application. For a teacher who is certified in Alabama and who meets the HOUSSE eligibility prerequisites as described in this document; but is not employed or under consideration for employment by a local public school system – including a teacher who is employed in a private school or a state-supported school that does not operate under the governance of a local public school system – the teacher may submit an application directly to the Alabama Department of Education.

**Documentation for each category should be placed in the application, immediately following the applicable worksheet page.** Do not place all documentation at the end of the application. Each completed application should be secured with a binder clip to hold worksheets and documentation together during transmittal and review of the application. **(DO NOT USE PAPER CLIPS, STAPLES, OR RUBBER BANDS as use of these items increases the likelihood that pages will become attached to an unrelated document.)**

Upon completion of the portfolio, **the teacher should retain a copy of the application** for future reference. If the application will be submitted by a local school system, a designated person in the central office who is designated by the local superintendent to handle HOUSSE applications must review the application, add any additional required documentation, and verify that the documentation included in the application verifies points earned that are listed on the Summary of Points page. A copy of the application should be retained by the sender for future reference. If the application will be submitted by the teacher applicant, the teacher is responsible for providing all required documentation and should place a transmittal memorandum (signed by the teacher) on top of the application.

Each complete portfolio will be peer reviewed by a team of recently retired teachers who work under contract with the Department. Upon approval of verification of the required minimum of 100 points, a letter indicating
the subject(s) and grade level(s) for which a teacher is highly qualified will be sent by regular mail to the teacher and, if applicable, to his/her employing superintendent. A “highly qualified teacher” designation is valid in Alabama as long as the teacher retains valid certification and is assigned to teach a subject and/or grade level that is covered by the certificate and the “highly qualified teacher” letter.

Each HOUSSE portfolio worksheet has instructions and examples for completing the worksheet and collecting related documentation from which points can be verified. More in-depth instructions are provided here:

**HOUSSE Cover Page**

The Cover Page, which is the same for both the portfolio and elementary checklist options, provides important identifying information. Each requested item of information must be filled in for the application to be considered complete. All entries should be accurate, legible, and verifiable by local school system records and/or State Department of Education records. **A portfolio application that does not include a Cover Page with all information filled in will be considered incomplete and will be returned to the sender.**

**HOUSSE Portfolio – Summary of Points (Page 1)**

The Summary of Points page summarizes the total points earned on the application based on the measures for each category. Equally important, this page provides initials of a local reviewer in the local school system’s central office indicating to peer reviewers that documentation is included in the application to verify the points listed in the Total Points column. The superintendent’s signature and date authenticate the application. **A portfolio application that does not have a Summary of Points page with all information filled in will be considered incomplete.**

The “Content Area for Highly Qualified Teacher Status” is the key element to which all information submitted for the various categories of the HOUSSE portfolio application must relate.

- **For general education or special education core academic subject teachers of Grades K-6**, the “Content Area for Highly Qualified Teacher Status” should be, simply, *Elementary*. In Alabama, “Elementary” indicates all or some of the grades in the span of Kindergarten through Grade 6 and any or all of the core academic subjects included in the broad elementary curriculum. (The term “special education” does not identify a grade level or subject and should not be used in relation to the element “Content Area for Highly Qualified Teacher Status.”)

- **For general education or special education core academic subject teachers of Grades 7-12**, or any combination of grades considered to be “middle” or “secondary” school grades – e.g., Grades 4-8, Grades 6-12, Grades 7-12, Grades 5-8, Grades 9-12 – the “Content Area for Highly Qualified Teacher Status” should be **the name of the core academic subject** for which the teacher is certified, meets all HOUSSE eligibility prerequisites, and is seeking highly qualified teacher status. For example, if the teacher is certified in Biology and is teaching general science (for which Biology is proper certification) in Grades 4-8, the teacher must seek highly qualified teacher status in Biology and only Biology content courses may be included in the category College Coursework in Content Area on Page 2.

- **In the case of a middle/secondary special education teacher** who (1) holds a certificate that covers middle/secondary grades and (2) teaches one or more core academic subjects exclusively to students with disabilities who function as though they have a significant cognitive impairment – as indicated by an IQ of 55 or below – and who participate in the Alabama Alternate Assessment; the teacher may demonstrate subject knowledge and teaching skills based on the criteria for an elementary teacher. In this case, the “Content Area for Highly Qualified Teacher Status” should be **Alternate Achievement Standards (AAS)** on the Cover Page and on subsequent pages of the application.

The minimum number of points required for a “highly qualified teacher” designation through the HOUSSE portfolio option is 100 points. (The maximum number of points possible on the HOUSSE portfolio is 165.) It is not necessary that points be earned in each category. **It is possible to accrue the required minimum of 100**
points in as few as three categories — Content Coursework in Content Area, Years of Public School Experience in Content Area, plus one other category. Early experience with the HOUSS portfolio indicates that it is helpful for the teacher to submit more coursework and activities than are required for the minimum of 100 points so that there is a “margin for error” for entries that reviewers deem to be not appropriately documented, that do not meet the definition and criteria for the category, or that otherwise may not be counted.

HOUSS Portfolio – College Coursework in Content Area (Page 2)

The College Coursework in Content Area page is used to verify the teacher’s eligibility to use the HOUSS portfolio option. To be eligible to use the HOUSS portfolio option, a “not new” general education or special education elementary teacher must have completed a minimum of 6 semester hours in each of the four major content areas: English language arts (including reading), mathematics, science, and social science. A general education or special education middle/secondary teacher must have completed a minimum of 18 semester hours in the content area for which the teacher is certified, has verified at least two full academic years of teaching experience, and is seeking highly qualified status. If the prerequisite coursework cannot be verified from official transcripts in the application, the applicant will be considered ineligible and the application will be returned to the sender. A portfolio application that does not have a College Coursework in Content Area page with all information filled in will be considered incomplete and will be returned to the sender.

The teacher and the local public school system designated staff person who verifies the courses and semester hours listed for coursework should review the transcript(s) carefully to determine whether credit earned is in quarter hours or semester hours. Dates of terms on the transcript and column headings for information listed should serve as clues for whether the credit is in quarter or semester hours or in some other format that is unique to the institution.

If coursework is listed in quarter hours on the transcript, the teacher and/or local school system designated staff person should multiply the number of quarter hours by 0.67 and round to the nearest tenth to convert to semester hours. For example, 5 quarter hours X 0.67 = 3.4 semester hours. Following is a conversion table for the most frequently granted quarter-to-semester hour conversions. List only semester hours in the “Semester Hours” column on Page 2 of the application.

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>X 0.67</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>X 0.67</td>
<td>3.4</td>
</tr>
<tr>
<td>4</td>
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<td>X 0.67</td>
<td>1.3</td>
</tr>
<tr>
<td>1</td>
<td>X 0.67</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Following are points to remember when completing the College Coursework in Content Area page:

- **THIS CATEGORY IS REQUIRED.** Prerequisite coursework should be listed first; other courses may be listed subsequently.
- Using the prerequisite coursework as a starting point, an elementary teacher may accrue no fewer than 24 points and no more than 40 points in the College Coursework in Content Area category. A middle/secondary teacher may accrue no fewer than 18 points and no more than 40 points in this category.
- A teacher who is certified in General Science and assigned to teach any core academic subject for which General Science is proper certification, may seek highly qualified status in General Science. Courses listed in the College Coursework in Content Area category may include courses with any science prefix, including physical science, biological science, earth science, physics, chemistry, astronomy, and geology. (Health and health science, however, may not be counted toward General Science.)
- A teacher who is certified in English Language Arts and assigned to teach any core academic subject for which English Language Arts if proper certification, may seek highly qualified teacher status in English
Language Arts. Courses listed in the College Coursework in Content Area category may include those with any language arts prefix, including English, literature, speech, journalism, theatre, drama, and reading.

- A teacher who is certified in a discrete subject – for example, Biology, Chemistry, History, English – and is teaching any subject for which the area of certification is considered proper certification; must request a review of highly qualified status in the same area as his/her certification. Consequently, only courses with a prefix that corresponds with the area of certification may be counted in the College Coursework in Content Area category.

- Official transcripts, from the regionally accredited colleges or universities that originally awarded credit, are the only acceptable documentation for College Coursework in the Content Area. Copies of transcripts should be placed in the application, immediately following the College Coursework in Content Area work sheet (Page 2). Grade reports and printouts from a college or university Web site that show the course information, grade, and credit hours may not be used to verify coursework in this category.

- Each semester hour of credit may be counted as one point. A maximum of 40 points may be earned in this category.

**HOUSSE Portfolio – College Coursework in Professional Studies Related to Content Area (Page 3)**

“Professional studies” are courses that prepare a teacher to teach a chosen subject/grade level effectively. Professional studies courses include the following: methods of teaching in the content area, learning styles, differentiating instruction for sub-groups of students, understanding the nature and needs of learners, classroom management, student assessment/evaluation, reading, and educational/instructional technology.

Courses that are required of all students seeking a degree in Education, without regard to the subject and/or grade level for which the teacher candidate may seek certification, are considered to be general professional courses. General professional courses may not be counted in the College Coursework in Professional Studies Related to Content Area category. Examples of general professional courses include Foundations/Philosophy of Education, Introduction to Teaching, Directed Teaching, Internship, Practicum, Curriculum Design, Elementary School Curriculum, Curriculum Implementation, among others.

Following are points to remember when completing this page:

- Entries in this category are optional. While it is not required that any professional studies courses be entered, it is possible for a teacher to earn a maximum of 35 points in this category.

- Official transcripts, from the regionally accredited colleges or universities that originally awarded credit, are the only acceptable documentation for College Coursework in Professional Studies Related to Content Area. Copies of transcripts should be placed in the application, immediately following the College Coursework in Professional Studies Related to Content Area work sheet (Page 3). Grade reports and printouts from a college or university Web site that show the course information, grade, and credit hours may not be used to verify coursework in this category.

- Each semester hour of credit may be counted as one point.

**HOUSSE Portfolio – Professional Development Related to Content Area (Page 4)**

Professional development activities that may earn points in the HOUSSE portfolio must be designed to increase (1) the teacher’s knowledge of the core academic subject for which he/she is certified and seeking highly qualified status or (2) the teacher’s understanding of students and application of teaching skills to improve teaching practice. Such activities must meet the state and federal definition and criteria for high-quality professional development as outlined in the document Standards for Effective Professional Development in Alabama that was adopted by the State Board of Education on June 13, 2002. The Alabama standards are congruent with the NCLB definition of high-quality professional development in NCLB, Section 9101(34). (See Appendix B.)
Professional development is designed for the teacher to acquire or deepen subject or content-related knowledge and teaching skills needed to teach that content-related knowledge to various populations of students. Professional development implies that the teacher is a learner.

When completing the HOUSSE portfolio, the applicant should not include “professional service” activities on this page. Professional services are those activities that are required of a teacher by virtue of the fact that he/she is employed as a teacher. Professional services include, but are not limited to: attending Institute Day, attending faculty meetings; serving on school-based committees, (e.g., SACS, BBSST, textbook review, IEP/MET); conducting parent conferences, attending P.T.A./P.T.O meetings; attending orientation or awareness sessions, e.g., for products and/or services under consideration, new laws, and/or regulations); attending sessions on legal requirements (e.g., special education procedures, test administration procedures, sexual harassment, school safety, procedures for handling body fluids); attending meetings for explanations of administrative procedures (e.g., PEPE, recordkeeping using STI). These are examples only and are intended to serve here as “non-examples” of high-quality professional development.

Following are points to remember when completing the Professional Development Related to Content Area (Page 4):

- Entries in this category are optional. While it is not required that any professional development activities be entered, it is possible for a teacher to earn a maximum of 36 points in this category.
- To be counted in the Professional Development Related to Content Area category, the following must be evident for documentation that is included immediately following the worksheet: (1) the activity must be related to the subject area and grade level for which the teacher meets all HOUSSE eligibility prerequisites and is seeking highly qualified status; (2) the activity must meet criteria specified in the definition of high-quality professional development; and, (3) the learning process must be on-going, with planned follow-up to ensure that the learned content and strategies are implemented effectively to result in improved student learning.
- Professional development activities for which points are earned must have been accomplished within the past ten (10) years.
- Many educational conferences have sessions that are not designed to be high-quality professional development when attended as “stand-alone” sessions. Rather, it is intended that participants attend a series of related sessions over the duration of the conference to receive the benefit of high-quality professional development. When this is the case, documentation for attendance at multiple sessions or the entire conference may be presented as evidence of participation in a single, high-quality professional development activity.
- Documentation must be provided in the application, placed immediately following Page 4, to verify participation in each professional development activity listed. Documentation must include: (1) the teacher’s name’ (2) the name, date, and duration of the activity; and (3) the signature of the activity presenter or an authorized signature of the activity sponsor. An official transcript of professional development activities that includes the required elements and is signed by an authorized local public school system official may be used in lieu of separate documents for each activity.
- Each qualifying professional development activity may be counted as 3 points. A maximum of 12 activities may be counted, up to a maximum of 36 points.

HOUSSE Portfolio – Professional Activities Related to Content Area (Page 5)

“Professional activities” imply that the teacher was selected, on the basis of exemplary knowledge and teaching skills in the subject area, to use subject or content-related knowledge and teaching skills to educate, lead, review, or mentor other teachers to advance or critique their professional knowledge and/or practice in the subject and grade level for which the teacher meets all HOUSSE prerequisites and is seeking highly qualified status. In professional activities, the teacher is a doer. Examples of professional activities related to the content area frequently listed by teachers are listed on Page 5 of the portfolio application and in the following paragraph.
Following are points to remember when completing this page:

- Entries in this category are optional. While it is not required that any professional activities be entered, it is possible for a teacher to earn a maximum of 20 points in this category.
- A professional activity is one that is acknowledged by the school system, the state, a regional entity, or a national entity.
- As examples only, a teacher who is meets all HOUSSE prerequisites and is seeking highly qualified teacher status in Mathematics – substitute any subject – may earn points for:
  - serving on the school system-level committee for writing and/or revising the local school system’s Mathematics curriculum.
  - serving on the school system-level committee for reviewing and selecting Mathematics textbooks.
  - serving on the state committee to revise the course of study for Mathematics.
  - developing/writing/revising Mathematics assessments at the school system or state level.
  - serving as a teacher mentor to another Mathematics teacher as a part of a system-level teacher mentoring program that meets the state and NCLB definition and criteria of “teacher mentoring” (as that term is defined in Appendix C).
  - serving as a school system-appointed Mathematics coach.
  - supervising an internship for a student completing a teacher preparation program in Mathematics.
  - serving as a Mathematics content specialist on a SACS peer review team to conduct a site visit at the conclusion of a 5-year or 10-year review in a school other than the school in which the teacher currently teaches.
  - conducting training sessions in Mathematics content and/or teaching strategies for other Mathematics teachers.
  - teaching a full-term Mathematics course at a local 2-year or 4-year college or university.
  - making a pre-approved presentation of research-based content and/or teaching strategies at the annual conference of the Alabama Council of Teachers of Mathematics (ACTM) or the National Council of Teachers of Mathematics (NCTM).

- Documentation must be provided to verify participation in each professional activity listed on Page 5. Documentation must include: (1) the teacher’s name; (2) name or other identification, date, and duration of the activity; (3) an authorized signature of the activity sponsor; and (4) a reference to the related academic content area. A letter, on letterhead of the sponsoring entity and that includes the teacher name and other required elements, may be used in lieu of a certificate.

- Each qualifying professional activity may be counted as 4 points. A maximum of 5 activities may be counted, up to a maximum of 20 points. An activity that fits one of the descriptions provided in the examples above may be counted only one time (4 points) on the application, even though the same activity may be conducted multiple times during a teacher’s career.

HOUSSE Portfolio – Years of Public School Experience in Content Area (Page 6)

NCLB allows the state’s HOUSSE to take into consideration, but not be based primarily on, teaching experience in the content area. Alabama’s HOUSSE allows a maximum of 30 points, 30% of the required minimum of 100 points, to be based on teaching experience in public schools in the subject and grade level for which the teacher meets all HOUSSE eligibility prerequisites and is seeking highly qualified status. In keeping with research on factors that impact teacher effect, more weight is given to recent teaching experience. If the prerequisite minimum of two full academic years of public school teaching experience by the end of the 2005-2006 school year, in the subject and grade level for which the teacher is certified and seeking highly qualified status, cannot be verified from the official Supplement EXP form in the application, the applicant will be considered ineligible and the application will be returned to the sender. A portfolio application that does not have a “Years of Public School Teaching Experience” page with all information filled in will be considered incomplete and will be returned to the sender.

Following are points to remember when completing this page:

- THIS CATEGORY IS REQUIRED.
- Only years of public school teaching experience in the subject and grade level for which the teacher meets all HOUSSE prerequisites and is seeking highly qualified status may be considered. Years of experience cannot be verified if the term “special education” is entered in the “subject(s) taught” column on the Supplement EXP form.

- Only years of experience teaching as a fully certified/licensed teacher in a public school may be considered.

- Service of one semester or more in a given school year can be counted as one full year of teaching experience; however, only one partial year may be extrapolated to a full year. A partial year of teaching experience may not be considered to meet the HOUSSE eligibility prerequisite of having taught a minimum of two full academic years by the end of the 2005-2006 school year.

- Short-term or long-term substitute teaching, student teaching, teaching under an emergency certificate, teaching without a valid certificate, teaching summer school, working as a teacher aide or paraprofessional, and teaching of less than one semester during a given year may not be considered.

- A Supplement EXP to document each year of teaching experience for which points are earned must be included in each and every HOUSSE application and placed immediately following Page 6 in the application.

- The Supplement EXP form must be completely filled in to include: (1) the name of the public school system where the teacher was/is employed, (2) the subject/content area and grade level taught during each year or span of years, (3) the teacher’s name, and (4) the teacher’s social security number. (“Special education” is not a subject/content area and that term should not be used to describe the subject area(s) taught on the Supplement EXP.)

- Each year within the past 10 years of public school teaching experience in the subject and grade level for which the teacher meets all HOUSSE eligibility prerequisites and is seeking highly qualified status may be counted as two (2) points. Each year of public school teaching experience in the content area prior to the past 10 years may be counted as one (1) point. A maximum of 30 points may be earned in the Years of Public School Teaching Experience in Content Area category.

**HOUSSE Portfolio – Recognitions in Content Area (Page 7)**

Recognitions that demonstrate exemplary knowledge and related teaching skills in a core academic subject for which the teacher meets all HOUSSE eligibility prerequisites and is seeking highly qualified status may be used as a measure in the HOUSSE portfolio. Examples of awards, publications, and other recognitions that may be used to accrue points are provided on Page 7 of the application.

Following are points to keep in mind when completing this page:

- Entries in this category are optional. While it is not required that recognitions be entered, it is possible for a teacher to earn a maximum of 4 points in this category.
- Documentation of recognitions must be included in the portfolio application immediately after Page 7.
- Acceptable documentation will include (1) the teacher’s name, (2) a reference to the subject for which the teacher is seeking highly qualified status, (3) the basis of the recognition, (4) the date or timeframe of the service and resulting recognition; and (5) the name of the awarding or recognizing entity.
- Types of documentation that may be used include a copy of a certificate or resolution, a letter from the awarding or recognizing entity, or a copy of a newspaper article or other publication that includes the publication name and date as well as the teacher’s name and other required elements.
- Recognitions that are not based on demonstration of outstanding academic knowledge and those that may be awarded to any teacher, without regard to the subject area and grade level of the teacher, may not be considered.
- To be considered, recognitions must be made from the state, regional, national, or international level.
- A qualifying recognition may be counted as 2 points. A maximum of 2 activities may be counted, up to a maximum of 4 points.
The checklist option applies only to general education and special education teachers who are certified to teach elementary grades. The HOUSSE elementary checklist option allows “not new” elementary teachers, including special education teachers, to submit a checklist to request a designation of “highly qualified teacher” status based on having taught core academic subjects in elementary (Grades K-6) grades for at least two full academic years by the end of the 2005-2006 school year AND one of the following:

- Holds an advanced certificate (Class A or Class AA) in Early Childhood Education or Elementary Education **not in Special Education or Collaborative Special Education**;
- Holds an advanced certificate (Class A or Class AA) in an area “closely related” to elementary education – see Page 11, Alabama Model-2006 – **and** has ten or more years of full-time teaching experience in the content area.
- Holds a National Board for Professional Teaching Standards (NBPTS) certificate appropriate to the teacher’s assignment – see Page 11, Alabama Model-2006 – **and** has five or more years of full-time teaching experience in the content area; **OR**
- Has earned at least 12 semester hours of credit in each of the four major content areas in the elementary curriculum: English language arts, including reading, mathematics, science, and social science.

A teacher must earn a minimum of 100 points based on one of the four measures to be deemed highly qualified based on the HOUSSE elementary checklist.

The HOUSSE elementary checklist application is comprised of (1) a cover page, (2) a summary of points page, (3) a checklist for elementary coursework in the content area, if applicable, and (4) documentation submitted by the teacher or the local public school system to verify points toward the 100-point minimum required for “highly qualified teacher” status. The HOUSSE Elementary Checklist Application that may be downloaded and duplicated for teacher and/or local school system use is available on the Department Web site: [http://www.alsde.edu/html/HighlyQualifiedTeachersGuidanceandForms.asp](http://www.alsde.edu/html/HighlyQualifiedTeachersGuidanceandForms.asp).

Documentation should be placed in the application, immediately following the applicable worksheet page; not at the end of the application. Staple together all pages of the completed elementary checklist application, taking care to ensure that the pages do not become attached to an unrelated document.

Upon completion of the elementary checklist application, the teacher should retain a copy of the application for future reference. If the application will be submitted by a local school system, a designated person in the central office who is designated by the local superintendent to handle HOUSSE applications must review the application, add any additional required documentation, and verify that the documentation included in the application verifies points earned that are listed on the Summary of Points page. A copy of the application should be retained by the sender for future reference. If the application will be submitted by the teacher applicant, the teacher is responsible for providing all required documentation and should place a transmittal memorandum (signed by the teacher) on top of the application.

**HOUSSE Cover Page**

The Cover Page, which is the same for both the portfolio and elementary checklist options, provides important identifying information. Each requested item of information must be filled in for the application to be considered complete. All entries should be accurate, legible, and verifiable by local school system records and/or State Department of Education records. A checklist application that does not include a Cover Page with all information filled in will be considered incomplete and will be returned to the sender.

**HOUSSE Elementary Checklist – Summary of Points (Page 1)**

The elementary checklist Summary of Points page summarizes the total points earned on the application based on the measure used to demonstrate highly qualified status. Equally important, this page provides initials of a
reviewer in the local school system’s central office indicating to the peer reviewers that documentation is included in the application to verify the points listed in the Total Points column. The superintendent’s signature and date – or, for teachers who are not currently employed or under consideration for employment by a local public school system, the teacher applicant signature and date – authenticate the application for state staff responsible for receiving and logging in the application.

Following are points to remember when completing this page:

- **THIS PAGE IS REQUIRED.**
- The “Content Area for Highly Qualified Teacher Status” is the key element to which all information in the HOUSSE elementary checklist must relate. “Elementary” has been **pre-entered for this item** and this entry cannot be changed.
- A single, HOUSSE checklist Summary of Points page is provided to verify points for each of the four available checklist measures: advanced certificate plus experience; advanced certificate in a “closely related” area plus experience; NBPTS Certification plus experience; and college coursework (4 X 12) plus experience. **USE ONLY THE SECTION NEEDED FOR THE MEASURE SELECTED; SECTIONS NOT NEEDED SHOULD REMAIN BLANK.**
- Neither the teacher applicant nor the local school system reviewer is required to enter points on this page. Pre-entered points should **not** be modified. It is necessary only that those points be verified by initials of the local school system reviewer and that documentation be added to support the points pre-entered.
- Years of Public School Teaching Experience have been **pre-entered** on the form for the number of years required for the measure selected. More years cannot be counted. **Verification of fewer years will result in the applicant not being eligible for the measure and the application will be returned to the sender.** A **Supplement EXP form**, described earlier in this document, is the only acceptable documentation for teaching experience in Alabama public schools and must be included as the last page in the checklist application.
- For the College Coursework (4 X 12) measure, the teacher must have completed a minimum of 12 semester hours, or the equivalent, at a regionally accredited college/university in each of the four major content areas – English language arts, including reading; mathematics; science; social science. Since the number of hours is not variable, the numbers have been **pre-entered** as follows:
  - Each semester hour of credit is counted as 2 points, up to a maximum of 12 semester hours (24 points) for each of the four content areas. (A total of 96 points for the four content areas is earned using this measure. Points can be awarded only for courses on the official transcript that have a content course prefix. “Education” courses may not be counted as content courses.)
  - Four (4) points are awarded for the prerequisite minimum of two full academic years of teaching experience in a public school, by the end of the 2005-2006 school year, in one or more of Grades K-6.
- Since the Total Points for each measure is not variable, those numbers have been **pre-entered** in the Total Points column on the checklist Summary of Points page.

**HOUSSE Elementary Checklist – College Coursework in Content Area (4 X 12) (Page 2)**

This page must be completed only if the measure used to demonstrate highly qualified status is satisfactory completion of a minimum of 12 semester hours in each of the four major content areas in the elementary curriculum. **Coursework must be verified by official transcripts that must be submitted in the HOUSSE elementary checklist application.** (See Pages 8-9 of this document for information regarding course counting and conversion of quarter hours to semester hours.)

Following are points to remember when completing this page:

- **Use this page only if the College Coursework in Content Area (4 X 12) measure is used.**
- The names of regionally accredited colleges/universities for which official transcripts are provided should be entered in the appropriate space. The identifying acronym or other brief identifier that will be used in the coursework grid should be listed adjacent to the name of the college/university.
Courses representing a minimum of 12 semester hours in each of the major content areas – English language arts, including reading; mathematics, science, social science – should be listed in the respective designated areas of the coursework grid. Each information item requested should be provided for each course listed. **It is not helpful or desirable to list more courses than are needed to represent the minimum of 12 semester hours for each content area. Fewer hours will result in the applicant not being eligible for the measure and the application will be returned to the sender.**

- Official transcripts, from the regionally accredited colleges or universities that originally awarded credit, are the only acceptable documentation for College Coursework in the Content Area (4 X 12). Copies of transcripts should be placed in the application, immediately following the Elementary Checklist – College Coursework in Content Area (4 X 12) (Page 2). Grade reports and printouts from a college or university Web site that show the course information, grade, and credit hours may **not** be used to verify coursework in this category.
Appendix A

NCLB SEC. 1119(a)(b) QUALIFICATIONS FOR TEACHERS

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-
   (1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.
   (2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —
      (A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;
      (B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and
      (C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.
   (3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

(b) REPORTS-
   (1) ANNUAL STATE AND LOCAL REPORTS-
      (A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).
      (B) STATE REPORTS- Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).
      (C) INFORMATION FROM OTHER REPORTS- A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).
   (2) ANNUAL REPORTS BY THE SECRETARY- Each year, beginning with the 2002-2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).
Definition of “Highly Qualified Teacher”
NCLB-Section 9101(23)

(23) HIGHLY QUALIFIED. The term highly qualified’ —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.
Appendix B

NCLB, Section 9101(34)

(34) PROFESSIONAL DEVELOPMENT — The term "professional development" —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.
Appendix C
NCLB, Section 9101(42)

(42) TEACHER MENTORING - The term teacher mentoring means activities that —
(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that —
(i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and
part of an ongoing developmental induction process —
(I) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
(II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
(B) may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization.

Adopted by the State Board of Education
at its meeting June 10, 2004.

RESOLUTION TO ADOPT NINE STANDARDS FOR EFFECTIVE TEACHER INDUCTION & MENTORING PROGRAMS

WHEREAS, the foundation of a quality education for all students is providing quality teaching for all students and, moreover, that providing that quality demands the recruitment and retention of competent, qualified teachers; and

WHEREAS, research and current practice indicate that formal, comprehensive, induction and mentoring programs accelerate the successful transitioning of new teachers into the profession and provide the ongoing support so critical to reducing the flow of new teachers out of the profession; and

WHEREAS, induction and mentoring are priority activities under Title I and Title II of the No Child Left Behind Act of 2001 and standards are essential to ensuring well-designed and meaningful programs; and

WHEREAS, the Task Force on Teacher Quality, as a result of its two-year pilot of an induction and mentoring program, identified the need for state standards for exemplary induction and mentoring programs and by this resolution makes its recommendation to the State Board of Education for the adoption of such standards:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the following nine (9) standards for teacher induction and mentoring programs in Alabama and endorses the State Department of Education’s use of these standards in working with the 129 local school systems to enhance the quality of induction and mentoring activities statewide to increase the effectiveness of beginning teachers and thereby increase the performance of the students entrusted to them.
Standards for Effective Teacher Induction and Mentoring Programs

District induction and mentoring programs that support the continuous improvement and growth of beginning teachers have:

1. Goals that reflect local needs and are aligned with the goals of the district and the state.

2. Formal structures, policies, and procedures that support program implementation and address the following:
   - Induction
   - Mentoring process
   - Mentor training
   - Collaborative problem-solving and decision-making

3. Administrative leadership and commitment at the district and building level with designated persons responsible for implementation.

4. Confidentiality policies that guarantee the integrity of the mentoring relationship.

5. Clearly defined roles and responsibilities for mentors.

6. Identified criteria and methods for mentor selection and matching.

7. Adequate human and financial resources available to provide for effective implementation.

8. Mentor training and new teacher orientation provided prior to the opening of school and ongoing, high-quality professional development for mentors and protégés throughout the school year.

9. An evaluation plan for program improvement and accountability and to provide feedback to all stakeholders, particularly the institutions where any new-to-the-profession teacher completed an Alabama State Board of Education-approved program.