

PROFESSIONAL MATRIX

HOUSSE OPTION FOR DETERMINING HIGHLY QUALIFIED TEACHERS

Teacher Name _____ Content Area _____ Date _____

Complete one professional matrix for each content area. Refer to State Plan for detailed description of the teacher quality requirements.

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
1	Experience teaching in the specific content area	• Verification of teaching experience by LEA/LEAs	Within 10 yrs	5 per yr	40		
		• Content instructor at IHE (Institution of Higher Education)	Within 10 yrs	2 pts per sem hr	12		
2	Positive evaluations	• Positive evaluation consistent with scoring at/above standards of Comprehensive Assessment, or meeting/exceeding expectations for Focused Assessment in the Framework for Evaluation and Professional Growth	Within 10 yrs	10 per evaluation	20		
		• Career Ladder II	N/A	5	5		
		• Career Ladder III	N/A	10	10		
3	College coursework	<ul style="list-style-type: none"> • Content/subject area • Subject area pedagogy (methods) • Reading/writing for K-12 teachers in all subjects • Students with disabilities • English Language Learners • Students in poverty 	N/A	2 pts per sem hr	40		
4	Honors/awards/publications	• Each content article in regional, state, or national electronic or print journal	Within 10 yrs	2 per article	10		
		• Annual educational/professional awards including school, district, regional, state, national	Within 10 yrs	2 per award	10		

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
5	Professional leadership	• Trained mentor of new teachers	Within 10 yrs	2 per yr	30		
		• Department/grade/team chair		2 per yr			
		• SIP/SACS Committee Member		1 per yr			
		• SIP/SACS Chair (in addition to membership above) or Board of Examiners Team Member		1 per year			
		• Cooperating teacher for student teachers/interns		1 per sem			
		• Curriculum/standards/assessment committees (including curriculum mapping)		2 per committee			
		• Textbook adoption committee		2 per committee			
		• Coordinator/facilitator/instructional coach		2 per year			
		• Consultant to state or national initiatives (e.g., AP, ETS, Academic Decathlon, ACT)		2 per year			
6	Staff/professional development	• Participation in professional development pertaining to content area or addressing subgroup needs of NCLB	Within 10 yrs	2 per six-hour event	40		
		• Presenter/facilitator of professional development pertaining to content area or addressing subgroup needs of NCLB		3 per six-hour event			
		• Membership in regional, state, or national content-specific organization		1 per yr			
		• Officer in content-specific organization		2 per yr			
		• Attendance at conference of content-specific organization		1 per yr			
		• Presentation at conference of content-specific organization		2 per yr			
TOTAL POINTS ACCRUED (At least 100 required for highly qualified status)							

Professional Matrix Instructions

HOUSSE OPTION

For detailed information about the teacher quality requirements, refer to the Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act (NCLB) of 2001, available online at <http://tennessee.gov/education/mnclb.htm>. Teachers should read this plan prior to selecting any option to meet the federal requirements of NCLB.

The federal No Child Left Behind (NCLB) core academic subjects include: English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German, Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography. For an elementary teacher (K-6), the content area should be listed as "elementary" since NCLB requires elementary teachers to demonstrate competency in the broad elementary curriculum.

The Professional Matrix enables teachers to accumulate "points" for a variety of professional activities and accomplishments related to the content area and teaching skills as a means to achieve highly qualified status. **Teachers must accumulate 100 points** on the Matrix to achieve highly qualified status.

In addition to the documentation noted below for each indicator, building-level administrators may wish to consider other appropriate documentation. Participation in professional activities (including experience) from other states or LEAs may be considered with appropriate documentation.

In addressing the 10-year recency requirement, a year is defined as July 1 to June 30. Use the current school year at the time you complete the matrix as the base and count back 10 years to July 1 of the applicable school year. Include activities that occurred between July 1 ten years ago and June 30 of the current school year. For example, if you fill out the matrix during the 2003-2004 school year, you may include activities between July 1, 1993 and June 30, 2004.

Content Indicator 1 – Experience in the specific content area

- The teaching experience must be within the specific content area (irrespective of grade level) and may include out of state and/or other Local Education Agency (LEA) experience.
- Institution of Higher Education (IHE) instructional experience must be within the specific content area and may include out of state experience.

Content Indicator 2 – Positive evaluations

- Teachers may utilize previous positive evaluations in accordance with the scoring standards of the Comprehensive and Focused Assessment in the Framework for Evaluation and Professional Growth. The evaluation expectation is that the standard for a professionally licensed teacher has been met as defined on pages 40 and 86 respectively, of the Framework. The evaluation must be on file.
- If a teacher was evaluated using the State Model for Evaluation that preceded the Framework, the acceptable scoring standard is a rating of 3-5.
- Points are applicable for the highest level attained for Career Ladder Level II or III only.

Content Indicator 3 – College coursework

Official transcripts (attach) should be used to evaluate undergraduate and graduate level college coursework in the following (divide quarter hours by 1.5 to translate quarter hours to semester hours):

- Content/subject area
- Subject area pedagogy (methods)
- Reading/writing for K-12 teachers in all subjects
- Students with disabilities
- English Language Learners
- Students in poverty

- Technology integration which may include courses that focus on curricular uses of technology, problem-based learning with technology tools, etc.; excludes use of the internet, office software (WORD, EXCEL, etc.), communication tools (Outlook, GroupWise, etc.), programming or network design tools (Oracle, DB2, Access, HTML, Visual Studio, Front Page, etc.), etc.

Content Indicator 4 – Honors/awards/publications

- An article published in multiple sources may only be counted once (provide documentation).
- Awards may be counted more than once if awarded on more than one level. Levels include school, district, regional, state and national (provide documentation).

Content Indicator 5 – Professional Leadership

- Mentoring credit is awarded only to trained mentors who have served in a mentorship role. The mentor training must have been provided by the SDE or other state approved mentor training (attach copy of training certificate).
- Department, grade, or team chair assignment should be verified by building level administrator.
- SIP/SACS committee participation, including membership or chair, should be verified by building level administrator. Visiting SACS team membership is also acceptable. Board of Examiners' membership should be verified by building level administrator or by the State Department of Education, Office of Teacher Education and Accreditation.
- Cooperating teachers' supervision of student teachers/interns should be verified by building level administrator or Institution of Higher Education (IHE) coordinator.
- Instructional-based committee assignments (including textbook adoption, curriculum mapping, standards and assessments, Continuing Instructional Monitoring Plan (CIMP), etc.), should be verified by building level administrator and/or LEA administrator.
- Functions as a building-level coordinator, facilitator, or instructional coach should be verified by building level administrator.
- State or national consulting should be verified by the appropriate sponsoring agency.

Content Indicator 6 – Staff/professional development

- Professional development in the content area or related to the NCLB subgroups must be consistent with federal guidelines and in accordance with State Board of Education policy (www.state.tn.us/sbe). NCLB requires that professional development be ongoing and sustained. Such activities should be verified by building-level administrators.
- Presentation or facilitation of professional development is limited to a content area or pertaining to NCLB subgroups (Race/Ethnicity, Students with Disabilities, English Language Learners, and Economically Disadvantaged Students). Activity should be verified by building-level administrator.
- Membership and/or officer position is limited to content-specific organizations at the regional, state, or national level. These organizations may include Association of Supervision and Curriculum Development (ASCD), National Council of Teachers of Mathematics (NCTM), or Phi Delta Kappa (PDK), etc. It may not include sorority- or fraternity-type organizations (provide documentation).
- Conference attendance and/or presentation is limited to content-specific organizations (provide documentation).

TEACHER QUALITY ASSURANCE PAGE

All elementary, middle and high school teachers of core academic subjects must demonstrate that they meet the federal requirements. See instructions on the back of this form.

Full Name as it appears on Tennessee teaching license
(Last name, First name, and Middle name/initial)

Social Security Number

Current School System

School

License Endorsement Area(s) (List by codes)

Current Grade(s)/Subject(s) Taught

GENERAL OPTIONS

- Academic Major *(transcript attached)*
- Coursework Equivalent *(transcript attached)*
- Graduate Degree *(transcript attached)*
- National Board Certification *(copy attached)*
- NTE/PRAXIS Test *(documentation attached)*

HOUSSE OPTIONS (Existing teachers only)

- Professional Matrix *(attached)*
- Teacher Effect Data *(documentation attached)*
- Framework for Evaluation and Professional Growth
(option available after July, 2004)

Highly Qualified Content Area(s): Only one option is required for each content area. The following indicates the content area(s) and the option(s) that I have chosen to demonstrate that I meet the highly qualified requirements:

Content Area:	Content Area:	Content Area:
Option:	Option:	Option:

I hereby assure the Tennessee Department of Education that I hold a valid Tennessee teaching license. I understand that submission of this documentation demonstrates that I am a Highly Qualified Teacher in the above content area(s) under NCLB guidelines.

Misrepresentation or falsification of information may result in removal of highly qualified status and could be grounds for dismissal as a teacher under TCA 49-5-511.

Signature of Teacher

Date

LEA Review Verification

I assure the Tennessee Department of Education that I have reviewed the documentation of the above-named educator and recommend the highly qualified status.

Signature of LEA Representative
examining documentation

Director of Schools' Signature

Title

Date

Date

Teacher Quality Assurance Page Instructions

For detailed information about the teacher quality requirements, refer to the Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act (NCLB) of 2001, available online at <http://tennessee.gov/education/mnclb.htm>. **Teachers should read this plan prior to selecting any option to meet the federal requirements of NCLB.**

HIGHLY QUALIFIED CONTENT AREA(S)

For each content area in which a teacher wishes to demonstrate highly qualified status under NCLB, teachers must indicate the option used. **Teachers are not limited to the content area(s) they currently teach.**

The federal NCLB content areas are: English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography.

For an elementary teacher (K-6) in a self-contained classroom, the content area should be listed as "elementary" since NCLB requires an elementary teacher to demonstrate competency in the broad elementary curriculum.

OPTIONS

For each content area, a teacher must choose one option to demonstrate highly qualified status. Only one option, either a general option or a HOUSSE (Highly Objective Uniform State Standard of Evaluation) option, is required for each content area. The HOUSSE options are available to existing teachers only. See options chart below.

General Options:

- **Academic Major:** For a teacher of grades 7-12, the undergraduate major must be in the core academic content area indicated. Attach transcript as evidence.
- **Coursework Equivalent:** For a teacher of grades 7-12, the 24 semester hours (undergraduate and graduate courses) must be in the core academic content area indicated and may include up to six hours of content methodology coursework. Attach transcript as evidence.
- **Graduate Degree:** For a teacher of grades 7-12, the graduate degree must be in the core academic content area indicated. Attach transcript as evidence.
- **National Board Certification (NBC):** NBC must be at the grade level being taught (K-6) or in the core academic content area (7-12). Attach a copy of certificate.
- **NTE/PRAXIS Test:** Refer to Appendix A and Appendix A (Part 2) in the state plan for a list of the applicable tests and the passing scores being used for highly qualified status. Attach a copy of the documentation that identifies the appropriate test passed for the applicable content area. If a test has been validated by the SDE online search, a copy of the teacher certification information sheet from the website may be attached for documentation.

HOUSSE Options:

NCLB allows an existing teacher who is not new to the profession (hired before the first day of the 2002-03 school year), to demonstrate highly qualified status through a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

- **Professional Matrix:** One hundred (100) points must be accumulated for professional activities and accomplishments. Attach a copy of the completed Matrix.
- **Teacher Effect Data:** The most recent 3-year average gain comparison of the teacher vs. the state must be Not Detectably Different (NDD) or Above the state mean. A copy of the report should be attached for documentation.
- **Framework for Evaluation and Professional Growth:** This option is currently being developed. The revised Framework is expected to be available after July, 2004.

Options	Elementary (K-6)		Middle or HS (7-12)	
	New	Existing	New	Existing
General Options:				
Academic Major			√	√
Coursework Equivalent of Major			√	√
Graduate Degree			√	√
National Board Certification (NBC)		√		√
NTE/Praxis Test	√	√	√	√
HOUSSE Options:				
Professional Matrix		√		√
Teacher Effect Data		√		√
Framework for Evaluation & Professional Growth*		√		√

*This option is currently under development and is expected to be available after July, 2004.

LEA REVIEW VERIFICATION

The LEA Representative is the individual at the local level (school or central office) that has responsibility for determining teacher's highly qualified status.