

## Evaluation Option

The NCLB Act allows all existing teachers (elementary and secondary) the option to demonstrate competency in all academic subject areas via a highly objective uniform state standard of evaluation (HOUSSE). The state is developing the specific criteria for three HOUSSE options that will meet the content requirement. The following describes each option and the status of the development efforts.

### ▪ **Framework for Evaluation and Professional Growth**

Language within the domains and various components of the Framework is being strengthened to direct more focus on the evaluation of the teacher's subject-matter knowledge in the content area as well as a more focused assessment of their teaching skills related to the content area. Additionally, the modified Framework will address a teacher's efforts to remain current in the subject content area.

It is anticipated that the modified Framework will be presented to the SBE for first reading on October 31, 2003. This component will be incorporated into the state plan upon approval of the second reading by the SBE.

### ▪ **Professional Matrix**

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. Using a 100-point scale, teachers may earn points in the following general areas of professional endeavor in the content area:

- Experience in the specific content area
- Positive evaluations
- College coursework
- Honors/awards/publications
- Professional leadership
- Staff/professional development

The matrix includes recency requirements for some areas with maximum point limits for each of the above broad categories.

The Professional Matrix was approved by the SBE on August 22, 2003. (See Documents Section for the Matrix and instructions)

▪ **Teacher Effect Data**

*Teacher effect* data which is a statistical means of estimating the teacher's impact (effect), or lack of impact on student achievement or learning, has been produced as a component of the Tennessee Value-Added Assessment System (TVAAS) since 1996. The analysis of teacher effect data uses three-year average gain comparisons: teacher vs norm, teacher vs state, and teacher vs system as an estimated measure of the teacher's effect on student learning.

TVAAS teacher effect data is available for teachers in grades four (4) through eight (8) who teach reading, language, mathematics, science and/or social studies. At the high school level, teacher effect data is currently available for the Gateway exams in Biology and Algebra I. Teacher effect data will become available for the English II Gateway as well as additional end of course assessments as soon as the necessary number of years for generating these data are completed.

By state statute (TCA 49-1-606), teacher effect data is private. Therefore, if a teacher elects to use this option to achieve highly qualified status, the actual teacher effect data will remain private. The appropriate school administrator(s) will assure the SDE that the teacher has met the criteria as outlined herein.

The estimated average gain comparisons--teacher vs norm, teacher vs state, and teacher vs system--are reported as *Above* the mean, *Below* the mean, or *Not Detectably Different (NDD)* from the mean. NDD comparison scores are within two (2) standard errors of the mean which provides a 95% level of statistical confidence.

The following criteria for teacher effect data will determine highly qualified status:

- Most recent 3-year average gain comparison using the teacher vs state
- The teacher vs state gain comparison level must be NDD from the mean or Above the mean for the state
- Teachers in self-contained classrooms (K-6) must score NDD or Above in all applicable subject areas to use this option. If the teacher scores Below the mean in any one subject area, teacher effect data may not be used for highly qualified status.
- Middle grades (7-8) and high school (9-12) teachers must meet NDD or Above in each applicable subject area. If the teacher scores Below the mean in any subject area, teacher effect data may not be used for highly qualified status in that subject area.

This option was approved by the SBE on August 22, 2003.