

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	• Summative evaluation consistent with scoring at/above standards of Comprehensive Assessment in the Framework for Evaluation	Within 10 yrs	10 per evaluation	20		
		• Career Ladder II • Career Ladder III	N/A N/A	5 10	5 10		
3	College coursework	• 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		

Mandated by Federal No Child Left Behind Legislation

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	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, foreign languages, civics and government, economics, arts, history, and geography. For an elementary teacher (K-6), the content area should be listed as "elementary" since NCLB requires that teacher to demonstrate their 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 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 Assessment of the Framework for Evaluation and Professional Growth. The scoring expectation is that the standard for a professionally licensed teacher has been met as defined on page 40 of the Framework. The evaluation must be on file.
- Points are applicable for the highest attained Career Ladder Level II or III only.

Content Indicator 3 – College coursework

Official transcripts (attached) should be used to evaluate college coursework in the following:

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

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 (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 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).