

**United States Virgin Islands**  
**Department of Education**  
**High, Objective, Uniform State Standard of Evaluation (HOUSSE)**

**Final Approved Copy**

The following is the Department's proposed High Objective Uniform State Standard of Evaluation (HOUSSE). It was developed in collaboration with the Commissioner of Education and members of her leadership team, University of the Virgin Islands, members of the Human Capital Subcommittee and other community partners. The Virgin Islands Board of Education has authority and jurisdiction pursuant to Title 17, Section 121 to approve or disapprove rules and regulations proposed by the Commissioner of Education, for the certification, selection... and appointment of teachers, librarians,... and other professional personnel of the Department of Education, subject to the final approval of the Governor.

The No Child Left Behind Act of 2001 (NCLB) requires all states and territories to ensure that all students are taught by highly qualified teachers in the core academic subjects within public schools. Compliance must be achieved by the end of the 2005-2006 academic year. In order to meet the definition of highly qualified, as described in NCLB, the Virgin Islands Department of Education's public school teachers must possess a valid Virgin Islands teaching certificate *and* demonstrate competency in the subject areas in which they teach.

NCLB defines subject matter competence requirements, but also allows States to define a high, objective, uniform state standard of evaluation (**HOUSSE**) to provide educators with an additional option to demonstrate subject matter competency.

This standard must be one that, among other requirements, "provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches" [Section 9101(23)(c)(ii)(III)].

States can establish a process of evaluating teacher knowledge and ability based on a high, objective, uniform state standard of evaluation that meets each of the following criteria [Section 9101(23)(C)(ii)]:

- **Both** grade-appropriate, academic subject matter knowledge and teaching skills;
- Be aligned with academic content and student achievement standards developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Be applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the State and Territories;
- Take into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
- Be made available to the public upon request.

The statute also permits the States, when developing their HOUSSE procedures, to involve multiple, objective measures of teacher competency. These standards for evaluation must be applied to each candidate in the same way. The U.S. Virgin Islands HOUSSE option will:

- Be available to teachers hired prior to 2001 who have not satisfied the content requirements under NCLB;
- Be available to vocational teachers who have a minimum of ten years of experience in their field and have been teaching for at least three consecutive school years ;
- Additionally, teachers who are fully certified in middle grades or secondary education, but are teaching a course outside of their certification field for a minor part of the day may also use the HOUSSE to be considered highly qualified.

The U.S. Virgin Islands HOUSSE option is made up of a point system which allows a teacher to document evidence of his or her content knowledge to demonstrate that he or she is highly qualified in that area. Teachers can earn up to 200 points within the proposed system. An indexed total of 150 points or more for the seven identified categories results in a teacher being determined to be “highly qualified” as defined by NCLB. Seventy-five percent or more of the possible points, or 150, qualifies an individual for certification under the U.S. Virgin Islands HOUSSE standards. Demonstration of knowledge in a particular content area is based on points earned from the following sources:

1. **College-Level Coursework: (60 points)** Official transcripts, from accredited institutions of higher education, document coursework. Courses that are specific to the teaching assignment can serve as documentation of content knowledge. The coursework must be in the core content area, i.e. not pedagogy. Teachers receive one (1) point for every credit in the core content area up to 40 points. Up to 20 credits of course work in professional studies related to the core content area will be accepted. Again, teachers receive 1 point for every credit. The maximum total of points earned through college course work is 60 points.
2. **Professional Development in the Content Area: (20 points)** One (1) point per ten (10) clock hours of training up to twenty (20) points will be accepted towards certification of a “highly qualified” professional. Professional development must be consistent with the definition of “high quality professional development” delineated in Section 9101 of NCLB. Training must include:
  - A focus on increased content knowledge and teaching skills;
  - Issues which support improved classroom management skills;
  - The advancement of teacher understanding of Standards Based Reform (SBR) instructional strategies;
  - Providing staff with knowledge and skills to instruct and provide academic support services to children with Limited English Proficiency (LEP);
  - Technology training to improve teaching and learning;
  - Instruction in ways to work with parents more effectively;
  - Instruction in methods of teaching children with special needs;

- Instruction in the use of data and assessments to inform classroom practice;
  - Information that is an integral part of School Improvement Plans (SIPs);
  - Content standards and student academic achievement standards;
  - Development by teachers, parents, and administrators;
  - Regular evaluation for impact on increasing teacher effectiveness and improved student academic achievement Curricular and programs that are aligned with standards; and
  - High-quality, sustained, intensive and classroom-focused information.
3. **Service to the Profession:** Up to **20 points** can be received in this area.  
 Service must be specific to the teaching assignment listed on the Content Knowledge Matrix (e.g. department chair, cooperating teacher for a student teacher, resource teacher) Four points can be earned for each documented year of service or activity. The service must have been completed within the most recent 5 years.
4. **Scholarship and Recognition in the Content Area:** Up to **15 points** can be earned through content specific awards.
5. **Portfolio Assessment With Direct Observation (30 points)**  
 This type of assessment can result in a teacher earning a maximum of 22 points, 2 points for each of the 11 areas, not including teaching background. A team of trained evaluators will complete a checklist assessing the teacher's evidence of knowledge on each of the established criteria for their portfolio. The team may include subject area coordinators and members of the Department's leadership team or their designee. At least one member of the team will be highly qualified in the subject area being evaluated. The teacher's points in the area of Direct Observation will be based on two evaluations by a specialized team. A maximum of 8 pts are possible for each observation.
6. **Years of Teaching Experience in the content area with Satisfactory or Better Performance Appraisals:**  
**(45 points)** Documented teaching experience within public and/or accredited schools with performance evaluations indicating satisfactory or better performance in the content area can serve as documentation for content knowledge. Teachers receive three (3) points for each year of teaching experience within the most recent ten school years, and one (1) point for each year of teaching experience prior to the most recent ten school years, where a satisfactory or better evaluation was received.
7. **Student Achievement:** Up to **10 points** can be earned through demonstrated student achievement. First, second or third place in a student academic competition; documented student learning as demonstrated via territorial and national test scores or teaching awards can result in earning 5 points. One achievement will be recognized. Documented increase in students' standardized test scores at or above grade level or proficiency is also eligible for 5 points.

## ELIGIBILITY PROCEDURES

To be eligible to utilize the USVI HOUSSE option, teachers who teach in their core subject area, but lack “highly qualified” credentials must have taught in their core subject area full time for not less than one complete school year in one district, or VIDE accredited non-public institution.

Veteran teachers hired after the 1995/1996 School Year must have successfully passed the Praxis I teacher proficiency examination - a requirement for all teachers hired after the 1995/1996 School Year.

Teachers must complete one USVI Highly Qualified Teacher Identification form for **EACH** core academic content area teaching assignment for which they do not meet the federal definition of “highly qualified.” Elementary generalists and special education teachers who teach all subjects to one group of students during the school day need to complete only one form.

### **What happens after I complete the Content Knowledge Matrix?**

After completion of the Content Knowledge Matrix, attach the appropriate documentation. The teacher must return all forms (Highly Qualified Teacher Identification Form and USVI HOUSSE: Content Knowledge Matrix) to the building principal to be kept on file at the building. A copy of this form should be forwarded to the Office of the District Superintendent and the Division of Human Resources. These forms will be subject to the regular territorial monitoring process and used to compile territory-wide data for NCLB.

Upon completion of the High Objective Uniform State Standard of Evaluation (HOUSSE) Content Knowledge Matrix, the Virgin Islands Department of Education (VIDE) shall make a determination that the candidate has achieved the requisite points to be considered “highly qualified”. Thereafter, the names of the candidates who attain the requisite points to be considered “Highly Qualified” shall be forwarded to the Virgin Islands Board of Education (VIBE) in the form of a notarized listing of eligible candidates along with the Evaluation Content Area Matrix for each candidate in order to be considered for a Class I or Class II certification.

**United States Virgin Islands (USVI) HOUSSE:  
Content Knowledge Matrix  
General Instructions**

**Who must complete the USVI HOUSSE Standard: Content Knowledge Matrix?**

Teachers who complete the USVI Highly Qualified Teacher Identification Form(s) and do not satisfy the federal definition of a Highly Qualified Teacher in one or more core academic content areas for which they have teaching assignments must complete the USVI HOUSSE: Content Knowledge Matrix. The following teachers will need to complete the USVI HOUSSE Matrix:

- Elementary and secondary teachers hired in the USVI before the 1995/1996 academic year who were not required to take a teacher proficiency examination or content area examinations (e.g., Praxis I)
- All elementary teachers hired prior to 2001, who have not been certified by the Virgin Island Board of Education (VIBE) and have not passed a validated content area exam
- Junior high/secondary teachers who have not satisfied one of the other criteria outlined in the federal definition must complete a USVI HOUSSE Standard: Content Knowledge Matrix.
- Junior High or Middle School teachers (grades 6-8) with an elementary (K-6) certificate who are teaching one or more core academic subjects who hold elementary certificates may not satisfy the federal definition of a “highly qualified” teacher of a core academic content for the upper grades if their training did not include 30 credits in the academic content they are teaching.
- Teachers from outside the USVI who took a content area licensure exam to obtain certification in another state may present their passing score as evidence that they have satisfied the federal definition of a “highly qualified” teacher.

Elementary teachers hired after the 1995/1996 School Year are still required to pass a teacher proficiency examination. The examination validated for use in the United States Virgin Islands is the Praxis I.

Special education teachers and English as a Second Language (ESL) teachers who provide direct instruction of core academic content must satisfy the federal definition of a Highly Qualified Teacher as outlined below:

Special education teachers with primary responsibility for direct instruction of core academic content in elementary grades and self-contained classes in junior high/middle school grades must meet the same requirement as the Elementary Generalist.

Special education teachers with primary responsibility for direct instruction core academic content in junior high and secondary grades must meet the requirement based on the grade level of the content/ curriculum they are teaching rather than the chronological age of the

students. For example, a special education teacher responsible for math instruction for a class of high school students with developmental disabilities who is teaching in an elementary-level curriculum could satisfy the federal definition of “highly qualified” as an Elementary Generalist. If this same teacher also has an assignment to teach algebra to a class of high school students with learning disabilities, he or she must also be qualified at the secondary level in mathematics content in order to satisfy the federal definition of a “highly qualified” teacher.

**Reminder:** The USVI HOUSSE Standard provides teachers who do not satisfy the federal definition with an **alternate** way to demonstrate that they are highly qualified to teach core academic content. Elementary teachers and junior high or middle school/secondary teachers who have met one of the five criteria outlined on the USVI Highly Qualified Teacher Identification form do not need to complete a USVI HOUSSE Standard: Content Knowledge Matrix.

### **How does the Content Knowledge Matrix work?**

The Content Knowledge Matrix allows teachers to demonstrate content competency in each core academic subject they teach through a variety of options arranged in seven categories. The categories are as follows:

1. **Performance Evaluation** - Official performance appraisals in the content area that have been documented to the teachers official personnel record may be used to demonstrate subject matter competence.
2. **Content Area College Coursework** – Transcripts of college coursework in core academic content, on or offline, at accredited institutions of higher education demonstrate core content knowledge. Noncredit courses do not satisfy this requirement.
3. **Years of Teaching Experience** In addition to years of professional teaching experience with a satisfactory or better performance appraisal in the content area, the teacher will be required to participate in a portfolio assessment of teaching performance in the content area along with a minimum of one direct observation;
4. **Content Area Professional Development Activities** - Serving on a standards, curriculum or assessment committee; completing a National Board assessment; or engaging in high-quality, sustained, research-based professional development focused on content-specific instructional and assessment strategies can demonstrate core content knowledge. Professional development must meet the standards outlined in NCLB which are delineated in the introductory section of this document.
5. **Service to the Profession** - Service must be specific to the teaching assignment listed on the Content Knowledge Matrix (e.g. department chair, cooperating teacher for a student teacher, resource teacher, etc.)
6. **Scholarship and Recognition in the Content Area** – Demonstration of awards specific to the teaching assignment demonstrates core content knowledge. Making content-specific presentations in your subject area for your school/district or for a professional education

conference, and publishing content-related articles in journals is noteworthy. Activities must have been completed within the last five years to be considered.

- 7. Student Achievement** - Up to 10 points can be earned through the teachers' demonstrated impact on the student's trajectory of growth. This can be demonstrated through the student's performance on standardized test scores at or above grade level at or above proficient or first, second or third place in a regional or national student academic competition. One achievement will be recognized.

**United States Virgin Islands**  
**High, Objective, Uniform State Standard of Evaluation (HOUSSE)**  
**Highly Qualified Elementary Teacher**

To activate the HOUSSE option, an elementary teacher (Grades K-6) must have a minimum of a bachelor's degree in an area such as liberal arts, social studies, the sciences, business administration or the equivalent degree with a major in one of the highly qualified subject areas outlined in NCLB.

**1. College Coursework**

- **Course work in content area:** 1 point per semester hour with a maximum of 40
- **Course work in professional studies related to content area:** 1 point per semester hour with a maximum of 20. Includes education courses in: methods of teaching in the area of assignment, learning theory, learning styles, differentiating instruction for sub-groups of students, assessment/evaluation, and introduction to special education, reading, and technology.

**2. Professional Development**

One point per ten (10) clock hours of training up to a maximum of 20 points. Activities must meet the professional development standards set forth in NCLB and outlined in the Virgin Islands Department of Education's professional development policies and procedures. They must also be specific to the subject/content area. For example:

- Professional development focused on academic content standards;
- Professional development related to state assessments in the content area or academic content standards;
- Data analysis related to the effectiveness of instruction;
- Curriculum mapping, curriculum alignment, and curriculum auditing;
- Differentiating instruction for subgroups and individuals;
- Professional development related to students with special needs, e.g. students with disabilities, gifted students, students with limited English proficiency;
- Professional development appropriate to teaching assignment;
- Professional development related to working with parents;
- Professional development related to improvement in classroom management;
  
- Trainer of curriculum alignment, curriculum mapping or curriculum audits in the content area;
- Clinical faculty in a formal school-university partnership;
- Research-based state, regional, or national presentation;
- Peer mentoring, peer coaching, peer review.
  
- Any professional activity that is recognized and acknowledged by the VIDE in which the teacher educates, leads or mentors other teachers to advance their professional practice in grade appropriate subject matter, teaching skills, and/or academic content standards.

### **3. Service to the Profession or National /Territorial Level Activities Related to the Content Area**

A maximum of 20 points, 4 points for each year of documented service or activity, will be awarded. All service or activities must have occurred within the last 5 years. Activities must be professional in nature and specific to the subject/content area, such as

- Service on a school/system committee that developed, selected, or evaluated content standards;
  - Service on a school/system committee that developed, selected, or evaluated content curriculum;
  - Service on a school improvement team;
  - Service on a school/system committee that aligned local content standards with state standards ;
  - Service on a school/system committee to develop, validate, or evaluate content assessments
  - Completed local activities directly related to content area and activities were awarded continuing education credits;
  - Presented/trained in content workshop at the district level;
  - Service as a Department chair or team leader;
  - Service as a Mentor teacher;
  - Service as a Cooperating teacher for student teacher or intern.
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- Being a part of a team for writing curriculum guides in the content area for your school system;
  - Being a part of a team for writing assessments for your district ;
  - Teaching a quarter or semester course in your content area for a local college or university;
  - Being a part of a team for writing state content standards, curriculum models or assessments in the content area;

**4 Scholarship and Recognition in Content Area** One point will be awarded for each award. A maximum of 15 points can be received in this area. Recognition must be professional in nature and specific to the subject/content area. Such as:

- Territorial or National Teacher of the Year Award;
- Presidential Awards for Excellence in Mathematics and Science Teaching;
- Outstanding educator awards from recognized content professional organizations;
- Other territorial and national awards that are based on demonstrated knowledge and skill in your content area;
- State or national teaching excellence awards in content area;
- Research articles accepted for publication in a refereed journal in your content area

- A book specifically related to the content area for which you are applying (author or co-author).

## 5. Portfolio Assessment with Direct Observation

5.1 Portfolio – ( This element of the HOUSSE is required. It is not an option.) An assessment with a potential score of 2 points per area, for a total of 22 points, is included in the portfolio evaluation component. A team of trained evaluators, one of whom must be “highly qualified” in the area, will lead this HOUSSE initiative. The portfolio should be presented in a professionally acceptable format. The contents of the portfolio should include at least, nine (9) of the following items, not counting items one and two:

1. Teacher’s background ;
2. Class description: time, grade and content;
3. Written examinations: National Teacher's Exam, State licensure tests from another school district or other Virgin Islands Department of Education approved examination that would demonstrate pedagogical competence within the content area or mastery of the content area;
4. A personal statement of teaching philosophy and goals;
5. Documentation of efforts to improve one's teaching: seminars, programs;
6. First, second, or third place in student academic competition;
7. Implemented lesson plans, handouts and notes;
8. Graded student work such as tests, quizzes and class projects;
9. Video/audio tape of classroom lessons
10. Colleague observation records;
11. Written reflections on teaching;
12. Photographs of bulletin boards, chalkboards or projects;

The portfolio will be used as a medium for the teacher to demonstrate mastery of the application of the following abilities as they relate to Virgin Islands Department of Education’s (VIDE) Content Standards:

- The ability to understand and organize subject matter for student learning;
- The ability to demonstrate knowledge of the subject matter content and student development;
- The ability to organize curriculum to support student understanding of subject matter;
- The ability to interrelate ideas and information within and across subject matter areas;
- The ability to develop student understanding through instructional strategies that are appropriate to the subject matter;
- The ability to use materials, resources, and technologies to make subject matter accessible to students;
- The ability to assess students learning;
- The ability to establish and communicate learning goals for all students;

5.2 Direct Observation - The teacher's points in this area will be based on up to two direct observations which is equal to 4 points each for a maximum of 8 points. A teacher is directly observed using the content/context – specific performance expectations in the following categories: Long –Range Planning, Assessment and Planning, Using Appropriate Strategies, Providing Content, and Monitoring and Enhancing Instruction. Prior to being observed by the team of evaluators, the teacher must complete a self reflection form. The Review of Evidence Form may be used to document the direct observation requirement. The performance evaluation will be based on the extent to which the teacher:

- Focuses instruction on one or more of USVI Department of Education's learning goals and academic expectations;
- Develops instruction that requires students to apply knowledge, skills, and thinking processes within the subject area;
- Integrates skills, thinking processes, and content across disciplines;
- Creates and utilizes learning experiences that challenge, motivate, and actively involve the learner;
- Creates and uses learning experiences that are developmentally appropriate for learners within the content area;
- Develops and incorporates strategies that address physical, social, and cultural goals, as well as show sensitivity to differences;
- Arranges the physical environment to support the types of teaching and learning that occur;
- Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning in the content area;
- Develops and implements appropriate and on-going assessment processes;
- Secures and uses a variety of appropriate school and community resources to support learning in the content area;
- Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative;
- Uses knowledge acquired from past teaching experiences to anticipate instructional challenges in the content area.

**6. Years of Teaching Experience in the Subject Area: Up to 45 points for up to 30 years of performance appraisals of satisfactory or better can be included. Each appraisal can earn up to 3 points per year for the most recent 10 years. One point per year will be awarded for each year outside of the most recent 10 years. Experience may be in the Virgin Islands Public Schools or other accredited school system.**

**7. Achievement of Students Taught (This is a required element. It is not an option.)**

Up to 10 points can be earned through the teachers' demonstrated impact on the student's trajectory of growth in the content area. This can be demonstrated through standardized student test scores (class composite) at or above proficient or first, second or third place in a student academic competition. One achievement will be recognized. Points can also be earned in this category by demonstrating increased student achievement through the analysis of student work. The appropriate exhibits should be used to support this analysis.

## Highly Qualified Teacher Middle School/ Junior High School

To activate the HOUSSE option, a middle/junior high school teacher (Grades 7-8, 6-8, 6-9) **must have at least 18 semester hours** in the content area for which the application is made.

### 1. College Coursework

- **Course work in content area:** 1 point per semester hour with a maximum of 40
- **Course work in professional studies related to content area:** one (1) point per semester hour with a maximum of 20. Includes education courses in: methods of teaching in the area of assignment, learning theory, learning styles, differentiating instruction for sub-groups of students, assessment/evaluation, and introduction to special education, reading, and technology.

### 2. Professional Development

One point per ten (10) clock hours of training up to a maximum of 20 points. Activities must meet the professional development standards set forth in NCLB and outlined in the Virgin Islands Department of Education's professional development policies and procedures. They must also be specific to the subject/content area. For example:

- Professional development focused on academic content standards;
- Professional development related to state assessments in the content area or academic content standards;
- Data analysis related to the effectiveness of instruction;
- Curriculum mapping, curriculum alignment, and curriculum auditing;
- Differentiating instruction for subgroups and individuals;
- Professional development related to students with special needs, e.g. students with disabilities, gifted students, students with limited English proficiency;
- Professional development appropriate to teaching assignment;
- Professional development related to working with parents;
- Professional development related to improvement in classroom management;
  
- Trainer of curriculum alignment, curriculum mapping or curriculum audits in the content area;
- Clinical faculty in a formal school-university partnership;
- Research-based state, regional, or national presentation;
- Peer mentoring, peer coaching, peer review.
  
- Any professional activity that is recognized and acknowledged by the VIDE in which the teacher educates, leads or mentors other teachers to advance their professional practice in grade appropriate subject matter, teaching skills, and/or academic content standards.

### **3. Service to the Profession or National / Territorial Level Activities Related to the Content Area**

A maximum of 20 points, 4 points for each year of documented service or activity, will be awarded. All service or activities must have occurred within the last 5 years. Activities must be professional in nature and specific to the subject/content area, such as

- Service on a school/system committee that developed, selected, or evaluated content standards;
  - Service on a school/system committee that developed, selected, or evaluated content curriculum;
  - Service on a school improvement team;
  - Service on a school/system committee that aligned local content standards with state standards ;
  - Service on a school/system committee to develop, validate, or evaluate content assessments
  - Completed local activities directly related to content area and activities were awarded continuing education credits;
  - Presented/trained in content workshop at the district level;
  - Service as a Department chair or team leader;
  - Service as a Mentor teacher;
  - Service as a Cooperating teacher for student teacher or intern.
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- Being a part of a team for writing curriculum guides in the content area for your school system;
  - Being a part of a team for writing assessments for your district ;
  - Teaching a quarter or semester course in your content area for a local college or university;
  - Being a part of a team for writing state content standards, curriculum models or assessments in the content area;

**4 Scholarship and Recognition in Content Area** One point will be awarded for each award. A maximum of 15 points can be received in this area. Recognition must be professional in nature and specific to the subject/content area. Such as:

- Territorial or National Teacher of the Year Award;
- Presidential Awards for Excellence in Mathematics and Science Teaching;
- Outstanding educator awards from recognized content professional organizations;
- Other territorial and national awards that are based on demonstrated knowledge and skill in your content area;
- State or national teaching excellence awards in content area;
- Research articles accepted for publication in a refereed journal in your content area
- A book specifically related to the content area for which you are applying (author or co-author).

## Portfolio Assessment with Direct Observation

5.1 Portfolio –(This element of the HOUSSE is required. It is not an option.) An assessment with a potential score of 2 points per area, for a total of 22 points, is included in the portfolio evaluation component. A team of trained evaluators, one of whom must be “highly qualified” in the area, will lead this HOUSSE initiative. The portfolio should be presented in a professionally acceptable format. The contents of the portfolio should include at least, nine (9) of the following items, not counting items one and two:

- Teacher’s background ;
- Class description: time, grade and content;
- Written examinations: National Teacher's Exam, State licensure tests from another school district or other Virgin Islands Department of Education approved examination that would demonstrate pedagogical competence within the content area or mastery of the content area;
- A personal statement of teaching philosophy and goals;
- Documentation of efforts to improve one's teaching: seminars, programs;
- First, second, or third place in student academic competition;
- Implemented lesson plans, handouts and notes;
- Graded student work such as tests, quizzes and class projects;
- Video/audio tape of classroom lessons
- Colleague observation records;
- Written reflections on teaching;
- Photographs of bulletin boards, chalkboards or projects;

The portfolio will be used as a medium for the teacher to demonstrate mastery of the application of the following abilities as they relate to Virgin Islands Department of Education’s (VIDE) Content Standards:

- The ability to understand and organize subject matter for student learning;
- The ability to demonstrate knowledge of the subject matter content and student development;
- The ability to organize curriculum to support student understanding of subject matter;
- The ability to interrelate ideas and information within and across subject matter areas;
- The ability to develop student understanding through instructional strategies that are appropriate to the subject matter;
- The ability to use materials, resources, and technologies to make subject matter accessible to students;
- The ability to assess students learning;
- The ability to establish and communicate learning goals for all students;

**5.2 Direct Observation** - The teacher's points in this area will be based on up to two direct observations which is equal to 4 points each for a maximum of 8 points. A teacher is directly observed using the content/context – specific performance expectations in the following categories: Long –Range Planning, Assessment and Planning, Using Appropriate Strategies, Providing Content, and Monitoring and Enhancing Instruction. Prior to being observed by the team of evaluators, the teacher must complete a self reflection form. The Review of Evidence Form may be used to document the direct observation requirement. The performance evaluation will be based on the extent to which the teacher:

- Focuses instruction on one or more of USVI Department of Education's learning goals and academic expectations;
- Develops instruction that requires students to apply knowledge, skills, and thinking processes within the subject area;
- Integrates skills, thinking processes, and content across disciplines;
- Creates and utilizes learning experiences that challenge, motivate, and actively involve the learner;
- Creates and uses learning experiences that are developmentally appropriate for learners within the content area;
- Develops and incorporates strategies that address physical, social, and cultural goals, as well as show sensitivity to differences;
- Arranges the physical environment to support the types of teaching and learning that occur;
- Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning in the content area;
- Develops and implements appropriate and on-going assessment processes;
- Secures and uses a variety of appropriate school and community resources to support learning in the content area;
- Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative;
- Uses knowledge acquired from past teaching experiences to anticipate instructional challenges in the content area.

**6. Years of Teaching Experience in the Subject Area:** Up to 45 points for up to 30 years of performance appraisals of satisfactory or better can be included. Each appraisal can earn up to 2 points per year for the most recent 10 years. One point per year will be awarded for each year outside of the most recent 10 years up to ten points. Experience may be in the Virgin Islands Public Schools or other accredited school system.

**7. Achievement of Students Taught (This is a required element. It is not an option.)**

Up to 10 points can be earned through the teachers' demonstrated impact on the student's trajectory of growth in the content area. This can be demonstrated through standardized student test scores (class composite) at or above proficient or first, second or third place in a student academic competition. One achievement will be recognized. Points can also be earned in this category by demonstrating increased student achievement through the analysis of student work. The appropriate exhibits should be used to support this analysis.

## Highly Qualified Secondary Teacher HOUSSE

To activate the HOUSSE option, a junior high /secondary teacher (Grades 7-12) **must have at least 18 semester hours** in the content area for which application is made.

### 1. College Coursework

- **Course work in content area:** 1 point per semester hour with a maximum of 40
- **Course work in professional studies related to content area:** 1 point per semester hour with a maximum of 20. Includes education courses in: methods of teaching in the area of assignment, learning theory, learning styles, differentiating instruction for sub-groups of students, assessment/evaluation, and introduction to special education, reading, and technology.

### 2. Professional Development

One point per ten (10) clock hours of training up to a maximum of 20 points. Activities must meet the professional development standards set forth in NCLB and outlined in the Virgin Islands Department of Education's professional development policies and procedures. They must also be specific to the subject/content area. For example:

- Professional development focused on academic content standards;
- Professional development related to state assessments in the content area or academic content standards;
- Data analysis related to the effectiveness of instruction;
- Curriculum mapping, curriculum alignment, and curriculum auditing;
- Differentiating instruction for subgroups and individuals;
- Professional development related to students with special needs, e.g. students with disabilities, gifted students, students with limited English proficiency;
- Professional development appropriate to teaching assignment;
- Professional development related to working with parents;
- Professional development related to improvement in classroom management;
  
- Trainer of curriculum alignment, curriculum mapping or curriculum audits in the content area;
- Clinical faculty in a formal school-university partnership;
- Research-based state, regional, or national presentation;
- Peer mentoring, peer coaching, peer review.
  
- Any professional activity that is recognized and acknowledged by the VIDE in which the teacher educates, leads or mentors other teachers to advance their professional practice in grade appropriate subject matter, teaching skills, and/or academic content standards.

### **3. Service to the Profession or National / Territorial Level Activities Related to the Content Area**

A maximum of 20 points, 4 points for each year of documented service or activity, will be awarded. All service or activities must have occurred within the last 5 years. Activities must be professional in nature and specific to the subject/content area, such as

- Service on a school/system committee that developed, selected, or evaluated content standards;
  - Service on a school/system committee that developed, selected, or evaluated content curriculum;
  - Service on a school improvement team;
  - Service on a school/system committee that aligned local content standards with state standards ;
  - Service on a school/system committee to develop, validate, or evaluate content assessments
  - Completed local activities directly related to content area and activities were awarded continuing education credits;
  - Presented/trained in content workshop at the district level;
  - Service as a Department chair or team leader;
  - Service as a Mentor teacher;
  - Service as a Cooperating teacher for student teacher or intern.
- 
- Being a part of a team for writing curriculum guides in the content area for your school system;
  - Being a part of a team for writing assessments for your district ;
  - Teaching a quarter or semester course in your content area for a local college or university;
  - Being a part of a team for writing state content standards, curriculum models or assessments in the content area;

**4 Scholarship and Recognition in Content Area** One point will awarded for each award. A maximum of 15 points can be received in this area. Recognition must be professional in nature and specific to the subject/content area. Such as:

- Territorial or National Teacher of the Year Award;
- Presidential Awards for Excellence in Mathematics and Science Teaching;
- Outstanding educator awards from recognized content professional organizations;
- Other territorial and national awards that are based on demonstrated knowledge and skill in your content area;
- State or national teaching excellence awards in content area;
- Research articles accepted for publication in a refereed journal in your content area
- A book specifically related to the content area for which you are applying (author or co-author).

## 5. Portfolio Assessment with Direct Observation

5.1 Portfolio –(This element of the HOUSSE is required. It is not an option.) An assessment with a potential score of 2 points per area, for a total of 22 points, is included in the portfolio evaluation component. A team of trained evaluators, one of whom must be “highly qualified” in the area, will lead this HOUSSE initiative. The portfolio should be presented in a professionally acceptable format. The contents of the portfolio should include at least, nine (9) of the following items, not counting items one and two:

- Teacher’s background ;
- Class description: time, grade and content;
- Written examinations: National Teacher's Exam, State licensure tests from another school district or other Virgin Islands Department of Education approved examination that would demonstrate pedagogical competence within the content area or mastery of the content area;
- A personal statement of teaching philosophy and goals;
- Documentation of efforts to improve one's teaching: seminars, programs;
- First, second, or third place in student academic competition;
- Implemented lesson plans, handouts and notes;
- Graded student work such as tests, quizzes and class projects;
- Video/audio tape of classroom lessons
- Colleague observation records;
- Written reflections on teaching;
- Photographs of bulletin boards, chalkboards or projects;

The portfolio will be used as a medium for the teacher to demonstrate mastery of the application of the following abilities as they relate to Virgin Islands Department of Education’s (VIDE) Content Standards:

- The ability to understand and organize subject matter for student learning;
- The ability to demonstrate knowledge of the subject matter content and student development;
- The ability to organize curriculum to support student understanding of subject matter;
- The ability to interrelate ideas and information within and across subject matter areas;
- The ability to develop student understanding through instructional strategies that are appropriate to the subject matter;
- The ability to use materials, resources, and technologies to make subject matter accessible to students;
- The ability to assess students learning;
- The ability to establish and communicate learning goals for all students;

**5.2 Direct Observation** - The teacher's points in this area will be based on up to two direct observations which is equal to 4 points each for a maximum of 8 points. A teacher is directly observed using the content/context – specific performance expectations in the following categories: Long –Range Planning, Assessment and Planning, Using Appropriate Strategies, Providing Content, and Monitoring and Enhancing Instruction. Prior to being observed by the team of evaluators, the teacher must complete a self reflection form. The Review of Evidence Form may be used to document the direct observation requirement. The performance evaluation will be based on the extent to which the teacher:

- Focuses instruction on one or more of USVI Department of Education's learning goals and academic expectations;
- Develops instruction that requires students to apply knowledge, skills, and thinking processes within the subject area;
- Integrates skills, thinking processes, and content across disciplines;
- Creates and utilizes learning experiences that challenge, motivate, and actively involve the learner;
- Creates and uses learning experiences that are developmentally appropriate for learners within the content area;
- Develops and incorporates strategies that address physical, social, and cultural goals, as well as show sensitivity to differences;
- Arranges the physical environment to support the types of teaching and learning that occur;
- Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning in the content area;
- Develops and implements appropriate and on-going assessment processes;
- Secures and uses a variety of appropriate school and community resources to support learning in the content area;
- Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative;
- Uses knowledge acquired from past teaching experiences to anticipate instructional challenges in the content area.

**6. Years of Teaching Experience in the Subject Area:** Up to 45 points for up to 30 years of performance appraisals of satisfactory or better in the content area can be included. Each appraisal can earn up to 3 points per year for the most recent 10 years. One point per year will be awarded for each year outside of the most recent 10 years. Experience may be in the Virgin Islands Public Schools or other accredited school system.

**7. Achievement of Students Taught (This is a required element. It is not an option.)**

Up to 10 points can be earned through the teachers' demonstrated impact on the student's trajectory of growth in the content area. This can be demonstrated through standardized student test scores (class composite) at or above proficient or first, second or third place in a student academic competition. One achievement will be recognized. Points can also be earned in this category by demonstrating increased student achievement through the analysis of student work. The appropriate exhibits should be used to support this analysis.

**United States Virgin Islands Department of Education**

**Content Area Evaluation**

**Direct Observation and Summary Report**

Teacher \_\_\_\_\_ Semester and year \_\_\_\_\_

Employee \_\_\_\_\_ Employment status \_\_\_\_\_

School (s) \_\_\_\_\_ Content Area \_\_\_\_\_

Level:       Early Childhood       Elementary       Middle Level       Secondary

Category:    Regular Education       Special Education

The evaluation team has reached consensus that the preponderance of evidence *regarding this content area* supports the following judgments:

Competency Standards for Content Area Evaluations	Does Not Meet Standard	Meets Standard
<p><b>1: Long-Range Instructional Planning</b> The teacher develops a comprehensive long-range plan (LRP) that includes instructional goals, objectives, key materials, and student considerations that are appropriate for teaching the content and skills required by the grade-level state curriculum standards for this content area.*</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3: Assessment Planning</b> The teacher selects and/or develops appropriate methods for assessing the student learning required by the grade-level standards,* determines appropriate timelines for administering the assessments, and develops plans for making meaningful use of the assessment results.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>D 5: Using Instructional Strategies</b> The teacher selects and effectively uses instructional strategies that are appropriate for teaching the content and skills in the grade-level state curriculum standards* and that promote students' engagement in learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>6: Providing Content</b> (This should be determined through a minimum of two direct evaluations.) <b><i>The teacher teaches content that reflects the grade-level state curriculum standards* and is well-defined, accurate, current, and comprehensive.</i></b> Total Number of Points for Direct Evaluation _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>PD 7: Monitoring and Enhancing Learning</b> The teacher uses appropriate formal and informal methods to evaluate student learning, provides meaningful feedback, and makes appropriate adjustments to enhance learning during instruction and over time.</p>	<input type="checkbox"/>	<input type="checkbox"/>

\* For a student enrolled in special education, the appropriate knowledge and skills should be determined by his or her individualized education program (IEP).

### Overall Rating

- The teacher met all five competency standards and is considered “highly qualified” in this content area.*
- The teacher did not meet all five competency standards for this content area.*

### Comments and Recommendations

Date of final evaluation conference: \_\_\_\_\_

### Evaluation Team Members\*

Name of Evaluator	Title/Position
1. _____	_____
2. _____	_____
3. _____	_____

\* Evaluation teams must have of a minimum of three members, at least one of whom is “highly qualified” in the content area being evaluated.

**Highly Qualified Teacher Identification and Statement of Assurance**  
**Section I- Teacher Qualification Information**

Current Name	Social Security Number	School/Activity Center
Full Name as Shown on Hiring document (s)	Certificate Date	Teaching Assignment

Type of Certificate (please check):

1 year  
 \_\_\_Provisional                      \_\_\_Extension                      \_\_\_Class II                      \_\_\_Class I

Endorsements Listed on Certificate:

\_\_\_\_\_

**Section II – Highly Qualified To Teach**

Select from the list shown below (A-D) all options utilized to demonstrate having met the definition of being Highly Qualified to teach in core academic content area(s):

Endorsement	Option(s)	Endorsement	Option(s)	Endorsement	Option(s)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

- A. Certified by the Virgin Islands Board of Education to teach in content area assigned
- B. Have an earned academic major in the content area
- C. Have an earned master’s degree (or higher) in the content area
- D. Have coursework equivalent (at least 30 semester hours) of a major in the content area

**Section III – Assurance and Signature**

Please check one of the following

- I (print name) \_\_\_\_\_, have successfully met subject area competency requirements of the USVI definition for Highly Qualified teachers in the content area(s) stated above and am thereby Highly Qualified as defined in the federal legislation, ESEA/No child Left Behind, Section 1119 and Section 9101. I can, upon request, provide documentation verifying my demonstrated competence. I understand that misrepresentation or falsification of this information may result in suspension or revocation of my USVI teaching certificate or employment.
- I (print name) \_\_\_\_\_, do not currently meet the requirements of the USVI definition for Highly Qualified Teacher.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CC: Division of Human Resources                      Principal                      Superintendent of Schools

**UNITED STATES VIRGIN ISLANDS DEPARTMENT OF EDUCATION  
REFLECTION ON STUDENT LEARNING**

**Teacher:** \_\_\_\_\_ **Content area:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade level(s):** \_\_\_\_\_

**Lesson observed:** \_\_\_\_\_ **Date of observation:** \_\_\_\_\_

**Instructions to the teacher:** *Please address each of the following items as you reflect on the lesson that was observed for your Content Area Evaluation.*

1. Describe the lesson in terms of its objective(s), the relationship between the objective(s) and the grade-level state curriculum standards, and the ways in which this lesson fits into students' prior and future learning.
  
  
  
  
  
  
  
  
  
  
2. What types of formal and/or informal assessments did you or will you use to measure student progress in terms of the lesson's objective(s), and what criteria will you use to determine whether or not the students have met the learning objective(s)? *(Show and/or attach one or more samples of formal assessments.)*
  
  
  
  
  
  
  
  
  
  
3. What types of feedback have you provided or will you provide to students regarding their performance?
  
  
  
  
  
  
  
  
  
  
4. In terms of student learning, were the intended results accomplished? Why or why not?
  
  
  
  
  
  
  
  
  
  
5. What decisions did you make regarding subsequent instruction for these students, and why?

USVI High Objective Uniform State Standard of Evaluation (HOUSSE) Matrix for Demonstrating Subject Competency  
(For teachers who have not passed an Early Childhood Education or Elementary Education Subject Area Test )

Name \_\_\_\_\_ Signature \_\_\_\_\_ Employee Number: \_\_\_\_\_ Subject Area: \_\_\_\_\_

START National Board Certification in any subject	(Column 1) Coursework in the Core Academic Subject Area	(Column 2) Performance Evaluation	(Column 3) Years of Teaching Experience (with satisfactory or better performance in the Subject Area )	(Column 4) Service to the Core Academic Subject Areas	(Column 5) Scholarship, Awards, Presentations, and Publications in Academic Content Area	(Column 6) professional Development	(Column 7) Achievement of Students Taught
<b>IN USVI</b>  <b>IF</b> <b>NATIONAL</b> <b>BOARD</b> <b>CERTIFIED</b>  <b>YOU</b> <b>ARE</b> <b>HIGHLY</b> <b>QUALIFIED</b>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Semester hours of content coursework with a grade of “C” or better.</p> <p>An EDU or any other education prefix is not acceptable except for reading hours.</p> <p>or</p> <p>Credits earned using the College Level Examination Program (CLEP) are acceptable provided they are reflected on the college transcript.</p> <p>Semester hours of content coursework taught in an institution of higher education are acceptable</p>	<p><b>Must be employed as a full-time teacher, teaching the core academic subjects any portion of the day</b></p> <p>Applicable Elements:</p> <ol style="list-style-type: none"> <li>Direct Observation</li> <li>Portfolio Assessment</li> </ol>	<p>This document must be part of the employee’s official personnel record with signatures of District Superintendent and School Administrator recorded.</p> <p>The referenced document should be entitled:</p> <p>Annual Performance Ratings</p>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>Department chair/team leader</li> <li>Mentor teacher</li> <li>Cooperating teacher for student teacher;</li> <li>Academic club sponsor;</li> <li>Academic judge;</li> <li>Membership in a territorial or national professional content organization;</li> <li>Serve on a territorial or national committee to develop, select, evaluate, or validate content standards, curriculum, or assessments;</li> <li>Other (Provide documentation)</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>District teacher of the year;</li> <li>State teacher of the year finalist;</li> <li>State teacher of the year;</li> <li>National Educator Award;</li> <li>Present academic content at territorial or national conference;</li> <li>professional journal entry;</li> <li>Presidential Award for Excellence in Mathematics and Science Teaching;</li> <li>Outstanding Educator Awards from content professional organizations;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>District Professional Development;</li> <li>Regional Professional Development;</li> <li>National Professional development;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>First, second, or third place in student academic competition such as collegiate interscholastic meet</li> <li>Documented increase in student standardized test scores at or above grade level at or above proficient;</li> </ul>
	<p><b>STOP HERE</b></p>	<ul style="list-style-type: none"> <li>1 point per semester hour earned or taught (up to 50 points)</li> <li>½ point for course-related work in professional studies (up to 15 points)</li> </ul>	<p>--Direct observation, Maximum 20 points possible;</p> <p>--Portfolio Assessment Up to maximum 36 points</p> <p>(Documentation Required)</p>	<p>Prior to Fall 1995</p> <p>1 point per year</p> <p>Fall 1995 to current</p> <p>2 points per year</p> <p>(Not to exceed 20 points)</p> <p>(Documentation Required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b>.</li> </ul> <p>(Documentation required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b></li> </ul> <p>(Documentation required)</p>	<p>___points Mathematics</p> <p>___points Science</p> <p>___points Reading/ English</p> <p>___points Social Studies</p> <p>___points Foreign Languages</p> <p>___Visual/Performing Arts</p> <p>(One point per 10 clock hours)</p> <p>10 points any <b>one item</b></p> <p>20 points <b>two or more items</b></p> <p>(Documentation required)</p>
<b>200 Points</b>	# Semester Hours: _____	Direct Observation _____ Performance Rating _____ Portfolio Assessment _____	Years _____ of Experience			Institutes: _____ Prof. Dev. Hours: _____	
	TOTAL Points:	TOTAL Points:	TOTAL POINTS	TOTAL POINTS	TOTAL POINTS: _____	TOTAL POINTS:	TOTAL POINTS:

USVI High Objective Uniform State Standard of Evaluation (HOUSSE) Matrix for Demonstrating Subject Competency  
**Junior High School/Middle School**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Employee Number: \_\_\_\_\_ Subject Area: \_\_\_\_\_

START National Board Certification in any subject	(Column 1) Coursework in the Core Academic Subject Area	(Column 2) Performance Evaluation	(Column 3) Years of Teaching Experience (with satisfactory or better performance in the Subject Area )	(Column 4) Service to the Core Academic Subject Areas	(Column 5) Scholarship, Awards, Presentations, and Publications in Academic Content Area	(Column 6) professional Development	(Column 7) Achievement of Students Taught
<b>IN USVI  IF NATIONAL BOARD CERTIFIED  YOU ARE HIGHLY QUALIFIED</b>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Semester hours of content coursework with a grade of “C” or better.</p> <p>An EDU or any other education prefix is not acceptable except for reading hours.</p> <p>or</p> <p>Credits earned using the College Level Examination Program (CLEP) are acceptable provided they are reflected on the college transcript.</p> <p>Semester hours of content coursework taught in an institution of higher education are acceptable</p>	<p><b>Must be employed as a full-time teacher, teaching the core academic subjects any portion of the day</b></p> <p>Applicable Elements:</p> <ol style="list-style-type: none"> <li>Direct Observation</li> <li>Portfolio Assessment</li> </ol>	<p>This document must be part of the employee’s official personnel record with signatures of District Superintendent and School Administrator recorded.</p> <p>The referenced document should be entitled:</p> <p>Annual Performance Ratings</p>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>Department chair/team leader</li> <li>Mentor teacher</li> <li>Cooperating teacher for student teacher;</li> <li>Academic club sponsor;</li> <li>Academic judge;</li> <li>Membership in a territorial or national professional content organization;</li> <li>Serve on a territorial or national committee to develop, select, evaluate, or validate content standards, curriculum, or assessments;</li> <li>Other (Provide documentation)</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>District teacher of the year;</li> <li>State teacher of the year finalist;</li> <li>State teacher of the year;</li> <li>National Educator Award;</li> <li>Present academic content at territorial or national conference;</li> <li>professional journal entry;</li> <li>Presidential Award for Excellence in Mathematics and Science Teaching;</li> <li>Outstanding Educator Awards from content professional organizations;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>District Professional Development;</li> <li>Regional Professional Development;</li> <li>National Professional development;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>First, second, or third place in student academic competition such as collegiate interscholastic meet</li> <li>Documented increase in student standardized test scores at or above grade level at or above proficient;</li> </ul>
	<b>STOP HERE</b>	<ul style="list-style-type: none"> <li>1 point per semester hour earned or taught (up to 50 points)</li> <li>½ point for course-related work in professional studies (up to 15 points)</li> </ul>	<p>--Direct observation, Maximum 20 points possible;</p> <p>--Portfolio Assessment Up to maximum 36 points</p> <p>(Documentation Required)</p>	<p>Prior to Fall 1995</p> <p>1 point per year Fall 1995 to current 2 points per year (Not to exceed 20 points)</p> <p>(Documentation Required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time.</b></li> <li>20 points for <b>two or more items.</b></li> </ul> <p>(Documentation required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time.</b></li> <li>20 points for <b>two or more items</b></li> </ul> <p>(Documentation required)</p>	<p>___points Mathematics ___points Science ___points Reading/ English ___points Social Studies ___points Foreign Languages ___Visual/Performing Arts (One point per 10 clock hours)</p> <p>10 points any <b>one item</b> 20 points <b>two or more items</b> (Documentation required)</p>
<b>200 Points</b>	# Semester Hours: _____	Direct Observation _____ Performance Rating _____ Portfolio Assessment _____	#Years _____ of Experience			Institutes: _____ Prof. Dev. Hours: _____	
	TOTAL Points:	TOTAL Points:	TOTAL POINTS	TOTAL POINTS	TOTAL POINTS: _____	TOTAL POINTS:	TOTAL POINTS:

USVI High Objective Uniform State Standard of Evaluation (HOUSSE) Content Area Matrix for Demonstrating Subject Competency  
**Secondary Teacher**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Employee Number: \_\_\_\_\_ Subject Area: \_\_\_\_\_

START National Board Certification in any subject	(Column 1) Coursework in the Core Academic Subject Area	(Column 2) Performance Evaluation	(Column 3) Years of Teaching Experience (with satisfactory or better performance in the Subject Area )	(Column 4) Service to the Core Academic Subject Areas	(Column 5) Scholarship, Awards, Presentations, and Publications in Academic Content Area	(Column 6) professional Development	(Column 7) Achievement of Students Taught
<b>IN USVI</b>  <b>IF NATIONAL BOARD CERTIFIED</b>  <b>YOU ARE HIGHLY QUALIFIED</b>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Semester hours of content coursework with a grade of “C” or better.</p> <p>An EDU or any other education prefix is not acceptable except for reading hours.</p> <p>or</p> <p>Credits earned using the College Level Examination Program (CLEP) are acceptable provided they are reflected on the college transcript.</p> <p>Semester hours of content coursework taught in an institution of higher education are acceptable</p>	<p><b>Must be employed as a full-time teacher, teaching the core academic subjects any portion of the day</b></p> <p>Applicable Elements:</p> <ol style="list-style-type: none"> <li>Direct Observation</li> <li>Portfolio Assessment</li> </ol>	<p>This document must be part of the employee’s official personnel record with signatures of District Superintendent and School Administrator recorded.</p> <p>The referenced document should be entitled:</p> <p>Annual Performance Ratings</p>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>Department chair/team leader</li> <li>Mentor teacher</li> <li>Cooperating teacher for student teacher;</li> <li>Academic club sponsor;</li> <li>Academic judge;</li> <li>Membership in a territorial or national professional content organization;</li> <li>Serve on a territorial or national committee to develop, select, evaluate, or validate content standards, curriculum, or assessments;</li> <li>Other (Provide documentation)</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>District teacher of the year;</li> <li>State teacher of the year finalist;</li> <li>State teacher of the year;</li> <li>National Educator Award;</li> <li>Present academic content at territorial or national conference;</li> <li>professional journal entry;</li> <li>Presidential Award for Excellence in Mathematics and Science Teaching;</li> <li>Outstanding Educator Awards from content professional organizations;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>District Professional Development;</li> <li>Regional Professional Development;</li> <li>National Professional development;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>First, second, or third place in student academic competition such as collegiate interscholastic meet</li> <li>Documented increase in student standardized test scores at or above grade level at or above proficient;</li> </ul>
	<b>STOP HERE</b>	<ul style="list-style-type: none"> <li>1 point per semester hour earned or taught (up to 50 points)</li> <li>½ point for course-related work in professional studies (up to 15 points)</li> </ul>	<p>--Direct observation, Maximum 20 points possible;</p> <p>--Portfolio Assessment Up to maximum 36 points</p> <p>(Documentation Required)</p>	<p>Prior to Fall 1995</p> <p>1 point per year Fall 1995 to current 2 points per year (Not to exceed 20 points)</p> <p>(Documentation Required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b>.</li> </ul> <p>(Documentation required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b></li> </ul> <p>(Documentation required)</p>	<p>___points Mathematics ___points Science ___points Reading/ English ___points Social Studies ___points Foreign Languages ___Visual/Performing Arts (One point per 10 clock hours)</p> <p>10 points any <b>one item</b> 20 points <b>two or more items</b> (Documentation required)</p>
<b>200 Points</b>	# Semester Hours: _____	Direct Observation _____ Performance Rating _____ Portfolio Assessment _____	#Years _____ of Experience			Institutes: _____ Prof. Dev. Hours: _____	
	TOTAL Points:	TOTAL Points:	TOTAL POINTS	TOTAL POINTS	TOTAL POINTS: _____	TOTAL POINTS:	TOTAL POINTS:

**USVI High Objective Uniform State Standard of Evaluation (HOUSSE) Matrix for Demonstrating Subject Competency  
Vocational Teacher**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Employee Number: \_\_\_\_\_ Subject Area: \_\_\_\_\_

START National Board Certification in any subject	(Column 1) Coursework in the Core Academic Subject Area	(Column 2) Performance Evaluation	(Column 3) Years of Teaching Experience (with satisfactory or better performance in the Subject Area )	(Column 4) Service to the Core Academic Subject Areas	(Column 5) Scholarship, Awards, Presentations, and Publications in Academic Content Area	(Column 6) professional Development	(Column 7) Achievement of Students Taught
<b>IN USVI</b>  <b>IF</b> <b>NATIONAL</b> <b>BOARD</b> <b>CERTIFIED</b>  <b>YOU</b> <b>ARE</b> <b>HIGHLY</b> <b>QUALIFIED</b>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Semester hours of content coursework with a grade of “C” or better.</p> <p>An EDU or any other education prefix is not acceptable except for reading hours.</p> <p>or</p> <p>Credits earned using the College Level Examination Program (CLEP) are acceptable provided they are reflected on the college transcript.</p> <p>Semester hours of content coursework taught in an institution of higher education are acceptable</p>	<p><b>Must be employed as a full-time teacher, teaching the core academic subjects any portion of the day</b></p> <p>Applicable Elements:</p> <ol style="list-style-type: none"> <li>Direct Observation</li> <li>Portfolio Assessment</li> </ol>	<p>This document must be part of the employee’s official personnel record with signatures of District Superintendent and School Administrator recorded.</p> <p>The referenced document should be entitled:</p> <p>Annual Performance Ratings</p>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>Department chair/team leader</li> <li>Mentor teacher</li> <li>Cooperating teacher for student teacher;</li> <li>Vocational club sponsor;</li> <li>Vocational/ Technology judge;</li> <li>Membership in a territorial or national vocational organization;</li> <li>Serve on a territorial or national committee to develop, select, evaluate, or validate content standards, curriculum, or assessments;</li> <li>Other (Provide documentation)</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Examples include service as:</p> <ul style="list-style-type: none"> <li>District teacher of the year;</li> <li>State teacher of the year finalist;</li> <li>State teacher of the year;</li> <li>National Educator Award;</li> <li>Present academic content at territorial or national conference;</li> <li>professional journal entry;</li> <li>Presidential Award for Excellence in vocational or technological innovations;</li> <li>Outstanding Educator Awards from professional vocational or trade organizations;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>District Professional Development;</li> <li>Regional Professional Development;</li> <li>National Professional development;</li> </ul>	<p><b>Must be content-specific to core academic subject area</b></p> <p>Applicable elements include:</p> <ul style="list-style-type: none"> <li>First, second, or third place in student vocational competition such as collegiate interscholastic meet</li> <li>Documented increase in student performance ratings in national vocational competition or documented on the job competencies at or above industry standard</li> </ul>
	<b>STOP</b> <b>HERE</b>  <b>200 Points</b>	<ul style="list-style-type: none"> <li>1 point per semester hour earned or taught (up to 50 points)</li> <li>½ point for course-related work in professional studies (up to 15 points)</li> </ul>	<p>--Direct observation, Maximum 20 points possible;</p> <p>--Portfolio Assessment Up to maximum 36 points</p> <p>(Documentation Required)</p>	<p>Prior to Fall 1995</p> <p>1 point per year Fall 1995 to current 2 points per year (Not to exceed 20 points)</p> <p>(Documentation Required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b>.</li> </ul> <p>(Documentation required)</p>	<ul style="list-style-type: none"> <li>10 points for any <b>one time</b>.</li> <li>20 points for <b>two or more items</b></li> </ul> <p>(Documentation required)</p>	<p>___points: Business ___points: Auto Motive ___points: Electricity ___points Carpentry ___ points Welding ___ points masonry ___points Cosmetology ___ Culinary Arts ___ Other _____ (One point per 10 clock hours)</p> <p>10 points any <b>one item</b> 20 points <b>two or more items</b> (Documentation required)</p>
	# Semester Hours: _____	Direct Observation _____ Performance Rating _____ Portfolio Assessment _____	#Years _____ of Experience			Institutes: _____ Prof. Dev. Hours: _____	
	TOTAL Points:	TOTAL Points:	TOTAL POINTS	TOTAL POINTS	TOTAL POINTS: _____	TOTAL POINTS:	TOTAL POINTS:

**USVI High Objective Uniform State Standard of Evaluation (HOUSSE) Content Area Matrix for Demonstrating Subject Competency  
(For teachers who have not passed an Early Childhood Education or Elementary Education Subject Area Test )**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Employee Number: \_\_\_\_\_ Subject Area: \_\_\_\_\_

START National Board Certification in any subject	(Column 1) <b>Coursework in the Core Academic Subject Area</b>	(Column 2) <b>Performance Evaluation</b>	(Column 3) <b>Years of Teaching Experience (with satisfactory or better performance in the Subject Area )</b>	(Column 4) <b>Service to the Core Academic Subject Areas</b>	(Column 5) <b>Scholarship, Awards, Presentations, and Publications in Academic Content Area</b>	(Column 6) <b>professional Development</b>	(Column 7) <b>Achievement of Students Taught</b>
<b>IN USVI  IF NATIONAL BOARD CERTIFIED  YOU ARE HIGHLY QUALIFIED</b>	<b>Must be content-specific to core academic subject area</b>  Semester hours of content coursework with a grade of “C” or better.  An EDU or any other education prefix is not acceptable except for reading hours.  or  Credits earned using the College Level Examination Program (CLEP) are acceptable provided they are reflected on the college transcript.  Semester hours of content coursework taught in an institution of higher education are acceptable	<b>Must be employed as a full-time teacher, teaching the core academic subjects any portion of the day</b>  Applicable Elements:  1. Direct Observation  2. Portfolio Assessment	This document must be part of the employee’s official personnel record with signatures of District Superintendent and School Administrator recorded.  The referenced document should be entitled:  Annual Performance Ratings	<b>Must be content-specific to core academic subject area</b>  Examples include service as: - Department chair/team leader - Mentor teacher - Cooperating teacher for student teacher; - Academic club sponsor; - Academic judge; - Membership in a territorial or national professional content organization; - Serve on a territorial or national committee to develop, select, evaluate, or validate content standards, curriculum, or assessments; - Other (Provide documentation)	<b>Must be content-specific to core academic subject area</b>  Examples include service as:  - District teacher of the year; - State teacher of the year finalist; - State teacher of the year; - National Educator Award; - Present academic content at territorial or national conference; - professional journal entry; - Presidential Award for Excellence in Mathematics and Science Teaching; - Outstanding Educator Awards from content professional organizations;	<b>Must be content-specific to core academic subject area</b>  Applicable elements include:  - District Professional Development;  - Regional Professional Development;  National Professional development;	<b>Must be content-specific to core academic subject area</b>  Applicable elements include:  - First, second, or third place in student academic competition such as collegiate interscholastic meet  - Documented increase in student standardized test scores at or above grade level at or above proficient;
	<ul style="list-style-type: none"> <li>• 1 point per semester hour earned or taught (up to 50 points)</li> <li>• ½ point for course-related work in professional studies (up to 15 points)</li> </ul>	--Direct observation, Maximum 20 points possible;  --Portfolio Assessment Up to maximum 36 points  (Documentation Required)	Prior to Fall 1995  1 point per year Fall 1995 to current 2 points per year (Not to exceed 20 points)  (Documentation Required)	<ul style="list-style-type: none"> <li>• 10 points for any <b>one time</b>.</li> <li>• 20 points for <b>two or more items</b>.</li> </ul> (Documentation required)	<ul style="list-style-type: none"> <li>• 10 points for any <b>one time</b>.</li> <li>• 20 points for <b>two or more items</b></li> </ul> (Documentation required)	___points Mathematics ___points Science ___points Reading/ English ___points Social Studies ___points Foreign Languages ___Visual/Performing Arts (One point per 10 clock hours)  10 points any <b>one item</b> 20 points <b>two or more items</b> (Documentation required)	<ul style="list-style-type: none"> <li>• 7 1/2 points for any <b>one item</b></li> <li>• 15 points for <b>two items</b></li> </ul> (Documentation required)
<b>STOP HERE</b>	# Semester Hours: _____	Direct Observation _____ Performance Rating _____ Portfolio Assessment _____	#Years _____ of Experience			Institutes: _____ Prof. Dev. Hours: _____	
<b>200 Points</b>	TOTAL Points:	TOTAL Points:	TOTAL POINTS	TOTAL POINTS	TOTAL POINTS: _____	TOTAL POINTS:	TOTAL POINTS: