

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

Placement and Retention Data

Data reflect the placement and retention rates of teachers for each cohort year listed. These data are based on information provided by the Teach Tennessee program.

Cohort Year	Number of Teachers	Retained 1+ years	Retained 2 + years	Retained 3+ years	Retained 4+ years
2005 – 06	38	71.1%	68.4%	63.2%	57.9%
2006 – 07	40	95.0%	85.0%	75.0%	57.5%
2007 – 08	41	87.8%	80.5%	75.6%	
2008 - 09	18	88.9%	44.4%		
2009 - 10	21	95.2%			

Program Requirements

Teach Tennessee offers two different pathways to college graduates and professionals interested in pursuing a teaching career in high-need subject areas such as math, science, and foreign language.

Governor's Fellows: applicants must have (1) at least five years of relevant professional work experience, (2) 24 semester college credit hours or 36 quarter hours with a 3.0 GPA and/or a passing score on the Praxis II exam in the content area they wish to teach

Commissioner's Fellows: applicants must have a bachelor's degree with a 3.0 GPA or a passing score on the Praxis II content exams