



TENNESSEE
STATE BOARD OF EDUCATION

SBE EDUCATOR LICENSURE AND PREPARATION SUBCOMMITTEE

DEC. 11, 2018

AGENDA

- 2018 Report Card Updates
- 2018 Annual Report Updates
- Discussion on Licensure Flexibility Options
- Researching Findings on Clinical Mentoring
- Wrap-Up

2018 REPORT CARD UPDATES

AMY OWEN

DR. KATHERINE MCELDOON

2018 EDUCATOR PREPARATION REPORT CARD ADVISORY COUNCIL

- EPP, district, state, and advocacy groups represented:
 - Austin Peay, Carson-Newman, Cumberland, Nashville Teacher Residency, UT-Martin
 - TN Organization of School Superintendents (TOSS), TN Association of School Personnel Administrators (TASPA), Paris Special Schools District
 - SCORE, Memphis Education Fund
 - State Board of Education member Bob Eby
 - Staff from the State Board, Department of Education, and Tennessee Higher Education Commission
- Met July 21, Sept. 24, and Nov. 16

Section	2018 Enhancements	Potential Changes for 2019 Design Refresh
Landing Page	<ul style="list-style-type: none"> Reframe language on landing page from a focus on evaluating EPPs to indicate the purpose of the report is to show on how EPPs are performing on the State Board's key priority areas Move overall score to the far right column to better indicate it is comprised of three domain scores Add "TN" to title of Employment column 	<ul style="list-style-type: none"> Reorganize landing page to increase ease-of-use for lay user (e.g., search by region or type of program; more like US News and World Report) With new satisfaction data and other changes, reset scoring framework
Candidate Profile	<ul style="list-style-type: none"> Admissions Assessment: Expanded to include percentage of completers admitted based on qualifying test scores on the ACT, SAT, <u>or</u> all three components of the Praxis: CORE assessment 	<ul style="list-style-type: none"> High-demand endorsements: Determine top areas of need based on refreshed data Diversity: continue exploring ways to report on different types of diversity at EPPs (e.g., male/female, first-generation college students, PELL eligibility)
Employment	<ul style="list-style-type: none"> Allow space for EPPs to provide a short statement on other common options their students pursue Begin providing unscored data on three-year employment and third-year retention rates Rephrase "first year placement rate" as "rate of first-year employment in TN public schools" 	<ul style="list-style-type: none"> Decide whether or not to score three-year placement and/or third-year retention rates Continue to work with providers on ways to gather information about completers working outside TN public schools

Section	2018 Enhancements	Potential Changes for 2019 Design Refresh
Provider Impact	<ul style="list-style-type: none"> • Add overall level of effectiveness (LOE) as unscored metric • Provide links to legislation regarding student assessment from 2017-18 and report from external consultants on data validity and reliability • Ensure providers are held harmless if any of their completers chose not to count their 2017-18 evaluation results due assessment irregularities 	<ul style="list-style-type: none"> • Consider if and how to include LOE moving forward
Leader Prep Module	<ul style="list-style-type: none"> • New, unscored module with basic demographic statistics and brief narrative from EPPs with leader prep programs 	<ul style="list-style-type: none"> • Work with EPPs, districts, and education researchers to determine what metrics are appropriate to score regarding leader prep
Highlights Module	<ul style="list-style-type: none"> • 2018 State Focus: Literacy 	<ul style="list-style-type: none"> • 2019 State Focus: current options include diversity and early childhood
Satisfaction Module	<ul style="list-style-type: none"> • Data not yet available 	<ul style="list-style-type: none"> • Review data; decide on metrics; incorporate into scoring framework

2018 REPORT CARD PRODUCTION & COMMUNICATION TIMELINE

CURRENT PRODUCTION STATUS

- Working very closely with TDOE Annual Reports Team
- Aligning data sources and metrics
- Merging in other data files (candidate assessment, impact, employment, etc.)
- Rigorous data quality checks and processes

FEEDBACK FROM TACTE

- Based on feedback from tabletop discussion at TACTE, SBE will:
 - Provide more advanced notice of data review and embargo windows
 - Clearly communicate changes for Report Card to EPPs
 - Consider ways to expand opportunities for EPPs to provide feedback in advance of 2019 design refresh
- EPPs can also sign up to receive monthly email newsletters from SBE about upcoming meetings. Please encourage colleagues to sign up on our website!

EPP'S OPPORTUNITIES FOR DATA REVIEW

- Mid January: as in previous years, SBE will send each EPP a spreadsheet containing all completers we have on record for their report card and those completers' data
- Late January/early February: SBE will send each EPP its own Report Card (pdf document) for review during an embargo period
 - EPPs may use this information to develop their responses to their Report Card for media and other stakeholders
- Feb. 15, 2019: 2018 Teacher Prep Report Card goes live online

SHARING 2018 UPDATES WITH EPPs

- Following this subcommittee meeting, SBE staff will email all EPP contacts with the final decisions regarding the 2018 Report Card
- In addition, the next EPP Update newsletter from TDOE after that meeting will include the same information

2018 ANNUAL REPORT UPDATES

MICHAEL DEURLEIN



DISCUSSION ON LICENSURE FLEXIBILITY OPTIONS

MICHAEL DEURLEIN
AMY OWEN

LICENSURE FLEXIBILITY OPTIONS

- At the October 2018 Board meeting, several members requested more information on licensure flexibility options.
- These options include:
 - Permits
 - Waivers
 - The One-Out Provision

DEFINING TERMS

	Permit	Waiver	One-Out Provision
Definition	Permits may be issued by the Department when, despite a targeted recruitment strategy, a district or charter school is “unable to obtain the services of a licensed educator for the type and kind of school in which a vacancy exists.” <i>Permits may not be issued for courses with an End-of-Course exam or special education courses.</i>	For a teacher to teach more than one (1) course or more than two (2) sections of one (1) course outside the area of endorsement, an employment standard waiver must be requested and approved. <i>Waivers may not be issued for courses with an End-of-Course exam or special education courses.</i>	A teacher may teach up to two (2) sections of one (1) course outside the area of endorsement. <i>This option does NOT apply to courses with an End-of-Course exam or special education courses.</i>
Relevant Rule	SBE Rule 0520-02-03-.08	SBE Rules 0520-01-02-.12 and 0520-01-02-.03(2)	SBE Rule 0520-01-02-.03(2)
Qualifications	Bachelor’s degree (not required for applicants in occupational education)	Active teaching license and endorsement in another area	Active teaching license and endorsement in another area

RESEARCHING FINDINGS ON CLINICAL MENTORING

DR. MATT RONFELDT

UNIVERSITY OF MICHIGAN

TDOE-UM PARTNERSHIP: LEVERAGING DATA TO IMPROVE TEACHER EDUCATION IN TENNESSEE

Matt Ronfeldt

Associate Professor of Educational Studies

Presentation to Tennessee State Board of Education

December 11, 2018



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PRELIMINARY RESULTS

- Many of the findings presented here are PRELIMINARY results from work that is ongoing and subject to change.
- Please do not cite or circulate without the permission of Matt Ronfeldt (ronfeldt@umich.edu).

ACKNOWLEDGEMENTS

- Institute of Education Sciences & Gates Foundation
- Tennessee Department of Education
- EPPs in Tennessee
 - *Especially TTU, Lipscomb, Freed-Hardeman, LMU, Tusculum, Union, UT Martin, Carson-Newman*
- Collaborators (**alphabetical by last name**)
 - *Emanuele Bardelli, Stacey Brockman, Shanyce Campbell, James Cowan, Dan Goldhaber, Joy Johnson, Hannah Mullman, John Papay, Chris Tien, Matt Truwit*

BACKGROUND

- **2013: TDOE & Matt began collaborating**
 - *Test for significant & meaningful differences between EPPs on graduates' observation ratings*
- **2015: Institute of Education Sciences State Longitudinal Data Systems (IES-SLDS) Grant**
 - *Using historical data to identify promising preparation features*
 - *Design initiatives to leverage these features for program improvement purposes*

PREVIEW: CLINICAL MENTOR RESEARCH & INITIATIVES

- **Analysis of historical data on Clinical Mentors (CMs):**
 - *Are program completers (PCs) more instructionally effective when they learn to teach with more instructionally effective CMs? (YES)*
 - *Do teachers do worse on evaluation scores in years that they serve as CMs? (NO)*
- **Mentors Matter Initiatives – randomized trials (w/in EPPs)**
 - **Placement – use prior eval data to target CM recruitment**
 - *Do districts using targeted recruitment strategies increase CM instructional effectiveness? (Yes, though preliminary)*
 - *Are PCs from these districts more instructionally effective? (TBD)*
 - **Training - train CMs in coaching**
 - *Do CMs feel the trainings have been useful? (YES)*
 - *Do PCs with trained CMs report better coaching? Perform better? (TBD)*

ANALYSIS OF HISTORICAL DATA

ARE PROGRAM COMPLETERS MORE INSTRUCTIONALLY EFFECTIVE WHEN PLACED WITH MORE INSTRUCTIONALLY EFFECTIVE CLINICAL MENTORS?



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BACKGROUND

- State policymakers increasingly setting minimum requirements for clinical mentors' (CMs') years of experience, tenure, & instructional effectiveness (NRC, 2010; NCATE, 2010)
 - *2015: TN amongst first states to set minimum evaluation score to serve*
- Such policies assume that, to be effective mentors of program completers (PCs), CMs must be instructionally effective
- Are PCs more instructionally effective when they learn to teach with more instructionally effective CMs?

ANALYSIS OF HISTORICAL DATA

- TDOE asked all EPPs for historical data on CMs
- 21 EPPs responded
 - *2,985 PCs (2010-11 to 2014-15 cohorts) linked to 3,393 CMs within 917 field placement schools*
 - *PCs subsequently hired in 1,211 schools, with eval data*
- Model PC observation ratings (or TVAAS) as a function of CM observation ratings (or TVAAS)
 - *4-level HLMs (years in teachers in schools in districts)*

	PC Overall Observation Ratings	PC Overall TVAAS
CM Years of teaching experience	-0.0017 (0.0012)	0.00014 (0.0023)
CM Overall observation ratings	0.088*** (0.025)	0.012 (0.064)
CM Overall TVAAS score	-0.0054 (0.015)	0.062* (0.033)
CM Math TVAAS score	-0.033 (0.020)	-0.051 (0.045)
CM ELA TVAAS score	-0.016 (0.020)	0.066* (0.039)
PC characteristics	x	x
CM characteristics	x	x
Field placement school characteristics	x	x
Current school characteristics	x	x
EPP fixed effects	x	x

CONCLUSIONS

- **PCs had better observation ratings (TVAAS) when their CMs had better observation ratings (TVAAS)**
 - *Compared with PCs whose CMs had average ratings of 3.0, PCs whose CMs had average ratings of 5.0 performed as though they had taught an additional year.*
- **First empirical support for policies setting minimum requirements for instructional effectiveness to serve as a clinical mentor**
 - *Two new studies have found similar results (Chicago, Washington)*
 - *Limitation: only a subset of EPPs; would like to reproduce with ALL*

TRANSITION

- Despite this promising evidence & state policy (minimum eval requirements to serve as CM), EPP leaders report that PCs are not always placed with most instructionally effective CMs.
- Likely many reasons why. One commonly mentioned is that CMs fear evaluation scores may decline when mentoring PCs.

DO TEACHERS RECEIVE DIFFERENT EVALUATION
SCORES IN YEARS THAT THEY SERVE AS CMS?



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BACKGROUND

- The only existing evidence suggests that these fears may have warrant (Goldhaber et al., 2018)
 - *In Washington, teachers have lower achievement gains in math in years they host a student teacher.*
 - *Effects are small & concentrated among lowest-performing CMs.*
- Did not consider effects on observation ratings
- We also wondered if results may differ in different state and evaluation contexts

ANALYSIS OF HISTORICAL DATA

- **Unique dataset of CMs from 18 EPPs in the state**
 - *Serving as CMs from 2010-11 to 2013-14 (n~4,500)*
 - *This covers roughly 25% of the total number of PCs in TN in any given year*
- **We merge to this dataset teacher evaluation data (2012-2017), teacher assignment data, and school characteristics**
- **Compare observation ratings (or TVAAS) of a given teacher when serving as CM vs. other years**
 - *Teacher fixed effects regression models*

	Observation Ratings		TVAAS - All Subjects	
	Teacher Fixed Effects (1)	Diff-in-Diff (2)	Teacher Fixed Effects (3)	Diff-in-Diff (4)
Clinical Mentor (CM)	0.040*** (0.007)	0.053*** (0.007)	0.008 (0.006)	0.014* (0.006)
Ever CM		0.108*** (0.007)		0.040*** (0.006)
Mean Outcome	3.885	3.885	0.063	0.040
Standard Deviation	0.572	0.582	0.358	0.379
<i>Year Fixed Effects</i>	Yes	Yes	Yes	Yes
<i>Teacher Fixed Effects</i>	Yes		Yes	
<i>Experience Fixed Effects</i>	Yes	Yes	Yes	Yes
<i>School Fixed Effects</i>		Yes		Yes
<i>N</i>	174214	242339	91726	127669
<i>R-Squared</i>	0.771	0.292	0.689	0.125
<i>Adjusted R-Squared</i>	0.639	0.286	0.541	0.110

CONCLUSIONS

- Compared to other years, teachers get better observation ratings in years they serve as CM
 - *No effects (or small positive effects) on TVAAS*
 - *Limitation – data on CMs only for some EPPs and years. Hope to reproduce analyses for all CMs in the state*
 - *More research also needed to understand why different results across states & what may explain boost in performance*
- **Fears of receiving lower scores seem to be unwarranted. Evaluation scores may even benefit.**

SUMMARY AND NEXT STEPS

- Instructionally effective CMs seem to have positive effects on PC performance
- Teachers' performance may actually benefit from serving as a CM
- Can we increase the number of instructionally effective teachers serving as CMs?
 - *Perhaps there are not enough instructionally effective teachers in districts and subject areas needed.*

MENTORS MATTER INITIATIVES



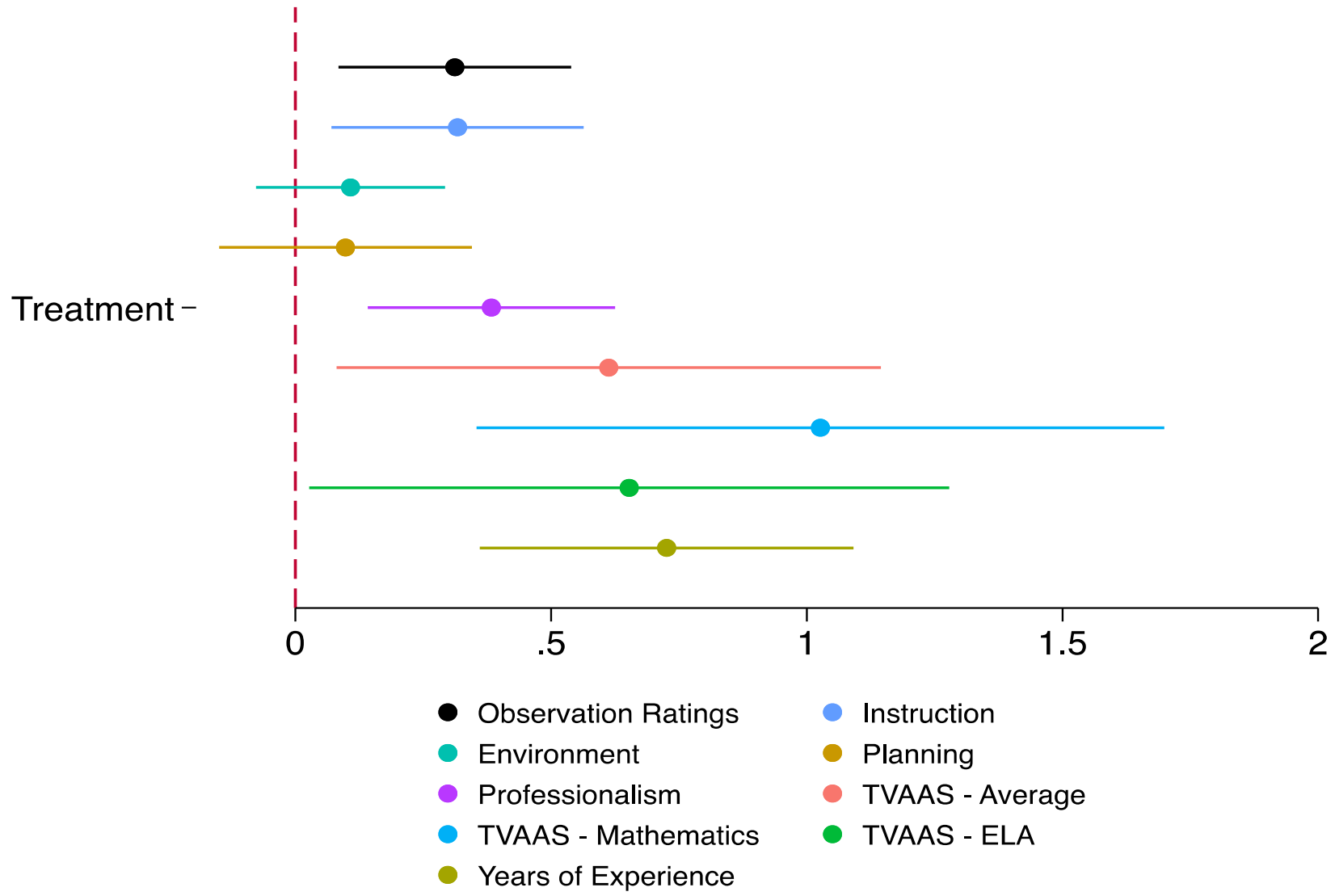
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MENTORS MATTER

- Two different initiatives that randomize PCs within EPPs to either the initiative or to business-as-usual approach
- Placement Initiative
 - *Use existing evaluation data to target the recruitment of more instructionally effective teachers to serve as CMs*
- Training Initiative
 - *Provide training to CMs to (1) improve instructional modeling in Questioning and (2) improving feedback practices*
 - *TN teachers score lower on Questioning than other domains*

MENTORS MATTER: PLACEMENT (OVERVIEW)

- **Rationale:** To support district, school & EPP leaders in prioritizing evaluation information in their recruitment of CMs
 - *Where EPP leaders do this, they don't have access to eval data*
 - *District leaders have access but may not prioritize (other considerations)*
- Pilot this year with TTU
- Identify the districts-grade-subject area combinations (**blocks**) in which CMs are needed
- Use prior data (observation ratings, TVAAS, years of experience) to identify the most instructionally effective teachers in each **block**
- Randomly assign neighboring districts to focus recruitment with teachers on these lists (or business-as-usual)



PRELIMINARY CONCLUSIONS & NEXT STEPS

- Using lists to target recruitment increases average instructional effectiveness of CMs
 - *Mentors in treatment are ranked, on average, 6th in their blocks; mentors in control are ranked 42nd.*
 - *The average quality percentile for treatment CMs is 79 (vs. 64 for control); recruitment lists boosted by 15 percentile pts*
- Next: Do PCs assigned to targeted CMs have better instructional performance (once employed)?

MENTORS MATTER: TRAINING (BACKGROUND)

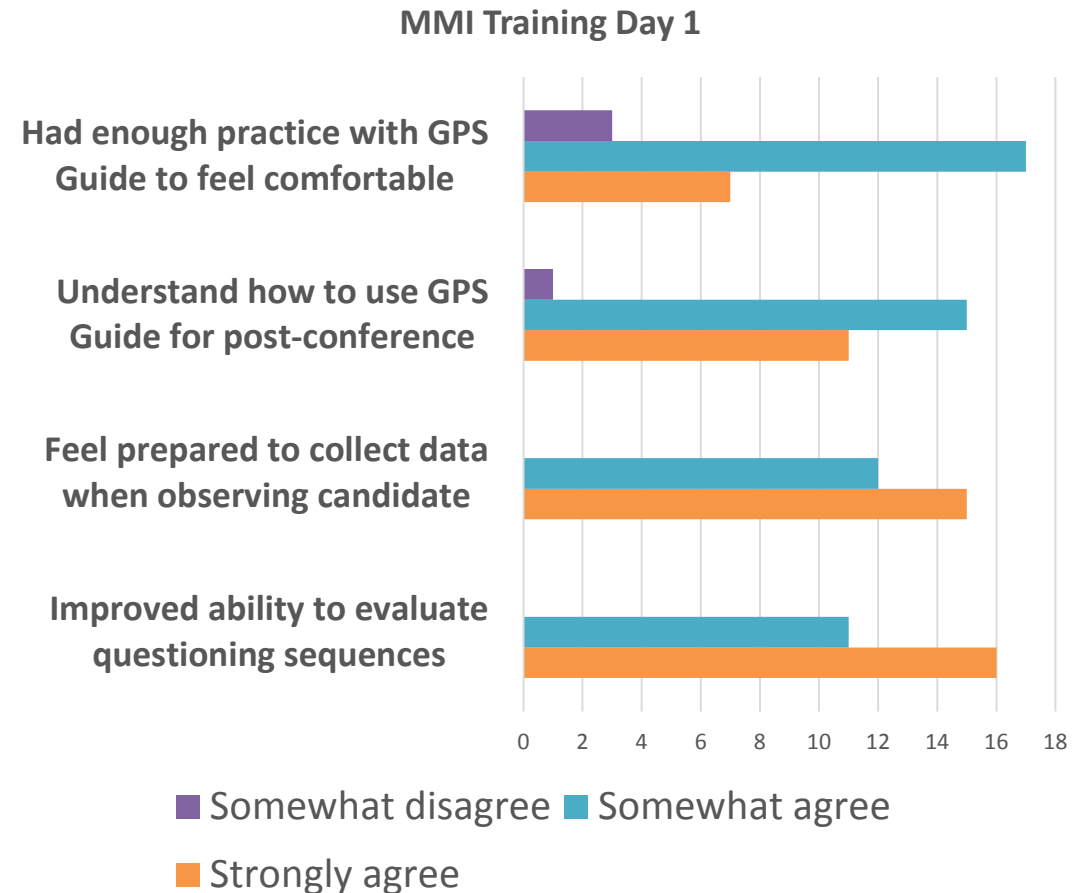
- CMs typically report receiving little training in coaching practice
 - *During interviews, EPP leaders reported a strong interest in support for CM training*
- Teachers in TN score lowest in the Instruction domain & Questioning is one of lowest indicators
- The TDOE (with others) developed a CM training program focused on coaching PCs on Questioning and feedback practices
 - Randomly assign CMs to receive new training or business-as-usual training

MENTORS MATTER: TRAINING (OVERVIEW)

- Spring 2018: Freed-Hardeman and Carson-Newman
- Fall 2018: Freed-Hardeman, Union, and UT Martin
- 56 clinical mentors, 11 clinical supervisors
- Co-developed by TEAM Coaches, Offices of Educator Effectiveness, Licensure and Preparation, Nashville Teacher Residency
- Two webinars, two face-to-face trainings, interim application activities, Digital Mentor Handbook and GPS Feedback Guides
- Emphasize three Mentor Competencies:
 - Model Effective Instruction
 - Provide Actionable Feedback
 - Develop Supportive Relationships
- Focus on providing opportunities for mentors to practice applying effective questioning and feedback

MENTORS MATTER TRAINING FEEDBACK: DAY 1

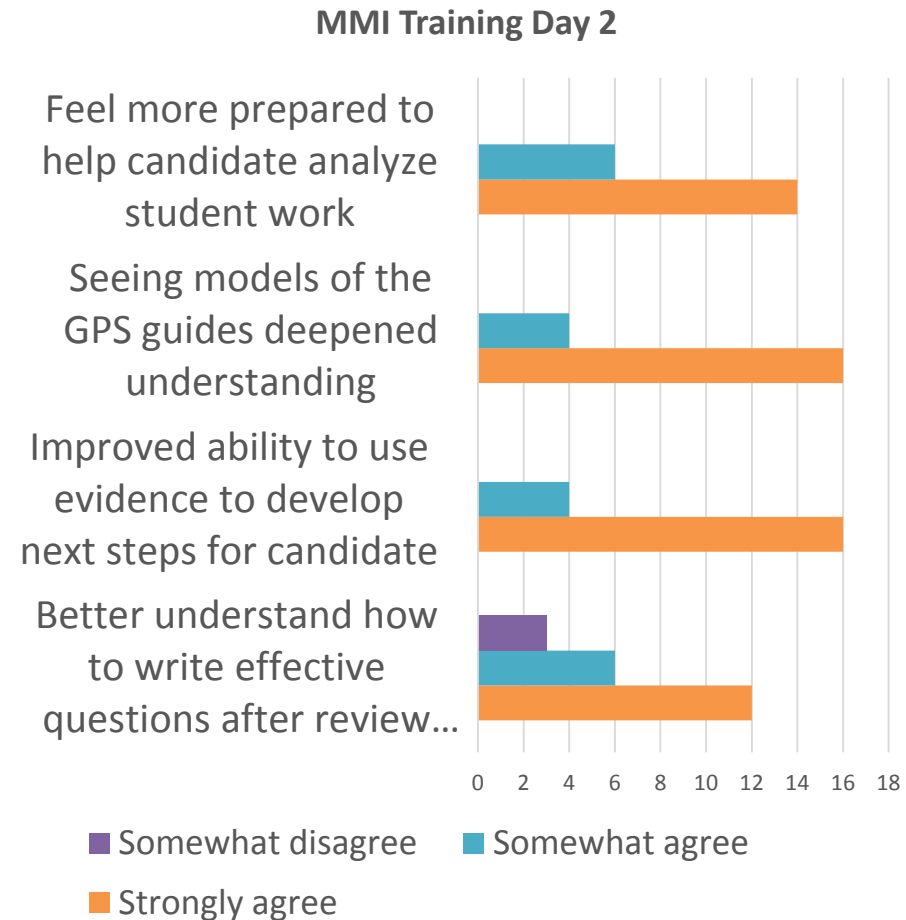
- 29 participants in Day 1
- Focused on helping mentors with (1) questioning and (2) feedback techniques
- Participants felt *training was highly beneficial & practical*
 - *85% strongly agreed* that they were glad they attended
 - *85% strongly agreed* would recommend to colleague



- *"I feel it was an effective use of my time. I re-evaluated how I view questioning on the TEAM Evaluation. I feel I have a better understanding of how to use questioning and how to share it with my teacher candidate."*
- *"One of the best trainings I have been to over my entire teaching career. I will use this information ... to improve my questioning, feedback, and overall teaching! I believe this will be a tremendous help for teacher candidates; this is the type of information they need to become successful in their path of teaching. I am going to share this with my principal because this would make a very good professional development!"*
- *"There needs to be more breaks. When we teach kids we have to take in account students' attention span. I think the same goes for adults ... it was a lot of information to process."*
- *"I would like more practice with providing quality feedback based on data and reflective questions."*

MENTORS MATTER TRAINING FEEDBACK: DAY 2

- 24 Participants in Day 2 Training
- Focused on use of GPS guides to gather evidence, develop next steps, plan lessons, & analyze student work
- Participants felt very strongly that *the training was highly beneficial and practical*
 - **100% strongly agreed** that they were glad they attended
 - **89% strongly agreed** that they felt more prepared to mentor their candidate after the training
 - **95% strongly agreed** that they would recommend it to a colleague



- *"I have thoroughly enjoyed deepening my understanding and practice as I mentor a future educator. It is a process - and one that I enjoy so much! Keep up the great work!"*
- *"I appreciate the time and preparation spent to provide this training. The collaboration with other teachers and practicing the GPS documents was beneficial. I feel it will help me prepare my teacher candidate for her placement, but most important it helped me better understand the TEAM evaluation and my role as a mentor."*
- *"I felt like the GPS guides were somewhat confusing."*
- *"The days tend to get long. There is so much information to process and apply, that it would be nice to have more time to take it in."*

NEXT STEPS

- Test whether PCs assigned to trained CMs
 - *report better coaching (on end-of-year surveys) or*
 - *have better instructional performance next year(s)*
- If initial results are promising, scale up training to include other/more EPPs

FINAL QUESTIONS AND DISCUSSION

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