



Educator Licensure and Preparation SBE Subcommittee Update

Commissioner Candice McQueen | March 13, 2018



TN

Educator Preparation (2015-2018)

Stakeholder Engagement and Networks

2015

- Inconsistent approach to direct stakeholder engagement
- No tool to communicate directly with EPPs other than TACTE presentations
- No strategy to convene EPP stakeholders to align with key state initiatives

2018

- Produce monthly newsletter (**EPP Update**)
- Convene (quarterly) the **Educator Preparation Working Group** (EPP/K-12 stakeholders)
- Engage various **EPP networks** focused on continuous improvement and alignment with state initiatives (e.g., Partnership and Literacy Networks)

Standards and Assessment

2015

- CAEP standards adopted, but not implemented
- Outdated standards for literacy preparation
- Candidate assessment strategy lacked rigor; some Praxis cut scores below the national panel recommended score

2018

- **Clarified and standardized the comprehensive review** process
- Implementing **new literacy standards** for the majority of licensure programs
- **Raised Praxis cut scores** to the national panel recommended score; added a **performance assessment**, edTPA

Data and Accountability

2015

- 7-year program review cycles for EPPs with limited links to outcomes
- No annual assessment of EPP performance
- Limited data tools for EPPs

2018

- Developed **comprehensive review process** that includes direct expectations related to identified outcomes
- Developed **Annual Performance Reports** that may result in an Interim Review
- Developed **Annual Insights Tool** that offers EPPs the opportunity to examine and explore disaggregated data

Research and Technology

2015

- No dedicated resources focused on research related to educator preparation
- No platform to manage approval processes or track and report information related to educator preparation

2018

- Published ***Preparation Through Partnership***
- Awarded **\$3.5M IES/SLDS Grant**
- Developed and delivered a new platform, **TNAtlas**, for engaging EPPs in the review process and to deliver Annual Reports
- Conducting **research to examine the effectiveness of educator preparation**

Perspectives from the Field

Our teacher-education program made quality-enhancement changes based on the last report card, and the data largely show improvement. But, we accept this report and will continue to look for ways to improve our teacher-education program.

Keith Carver
President
University of Tennessee, Martin

Teacher preparation – a powerful lever for advancing great teaching that supports higher student achievement – shows signs of growth in the latest Teacher Preparation Report Card from the Tennessee State Board of Education.

More than half of the state's programs improved their performance from last year, indicating that we are meeting the challenge. Even more encouraging is that several of the state's largest programs made gains since 2016, ensuring that even more of our newest teachers are ready for the classroom. This momentum to improve teacher preparation will ensure that all Tennessee students are taught by effective, prepared teachers.

Indira Dammu
Senior Policy and Research Analyst
SCORE

Perspectives from the Field

The past several years has seen great strides in the resources provided to educator preparation programs and collaboration between EPPs and the state to ensure that Tennessee has the best teachers in every classroom.

**Mike Krause,
Executive Director
Tennessee Higher Education Commission**

UTC is able to implement multiple changes as a result of the collaboration of the Tennessee Department of Education's Office of Educator Licensure and Preparation.

For the past several years, the TN Department of Education's Office of Educator Licensure and Preparation has worked to include, inform and support our EPP. They have developed the resources and platform (TNATLAS) necessary to provide data to us so we can make meaningful decisions regarding program improvement. I appreciate the ongoing support and guidance as we work to prepare teachers to be ready on day one.

**Renee Murley
Director of the School of Education
University of Tennessee, Chattanooga**



Annual Reports

Agenda

- Overview of changes to 2017 Annual Reports
- Purpose and goals
 - Insights Tool
 - Performance Report
- Development of metrics and expectations
- Metrics and expectations
- Key Distinctions – Report Card and Annual Reports
- EPP results
- Demo – Cumberland University

Annual Reports – 2017 Changes

Insights Tool:

- Improved data visualization
- Access via TNAtlas (no download required)
- Seeking feedback on additional analytic/reporting capability

Performance Report:

- New accountability report focused on key metrics
- Minimum expectations for performance on each metric, domain, and at the overall level

Insights Tool

Purpose: To provide EPPs with detailed information to support continuous improvement.

Goals:

- Allow the user to investigate and interact with multiple metrics across various domains and cohort years
- Provide actionable data (current and historic), at EPP, SAP cluster, and SAP levels
- Allow for disaggregation by other program design characteristics (such as clinical or program type) as data are available

Performance Report

Purpose: To provide EPPs, the state, and review teams with data that can be used to:

- inform the decision to conduct an interim review between cycles when an EPP consistently falls below expectations
- inform approval recommendations during comprehensive reviews

Goals:

- Highlight key metrics that have been identified for accountability purposes
- Using specific thresholds, identify whether a provider meets expectations at the metric, domain and overall levels

Development of Metrics and Expectations

- EPWG involved in the process of:
 - Determining metrics that were appropriate for accountability
 - Identifying the most appropriate thresholds for each metric (based on two years of data)
- TDOE developed final expectations for:
 - Metric thresholds
 - Domain and overall expectations

Key Distinctions – Report Card and Performance Report

Domain	Metric/Area of Focus	Performance Report	Report Card
(1) Candidate Recruitment and Selection	ACT/SAT/Praxis Core	Includes all undergraduate completers	Includes anyone with data Praxis Core not included for accountability purposes
	Race, Gender, and High-Demand Endorsement Areas	Provides two pathways to meeting expectations for each metric Includes a metric on gender	Focuses on percentage relative to other EPPs Gender not included for accountability purposes
	Undergraduate GPA	Two metrics included	Not included for accountability purposes
(2) Employment and Retention	Initial Placement/Employment	Not included (retention metric only)	One (eventually two) metrics included
(3) Candidate Assessment	Pedagogical, Literacy, and Specialty Area Assessment	Includes metrics/expectations in all areas of assessment	Does not include metrics in these areas for accountability purposes
(5) Completer Effectiveness and Impact	Level of Effectiveness, TVAAS, and Observation ratings	One metric for each area of focus	Added emphasis on TVAAS and Observation Levels 4-5
		TVAAS metric relative to state average for completers Calculation for Observation includes all available ratings	Does not include LOE ratings Calculation for Observation averages an individual's available ratings

Metrics and Expectations (2017)

Domain 1: Candidate Recruitment and Selection (4/6)

Metric	Expectation
Percentage of undergraduate candidates meeting an admissions assessment expectation	95 percent of candidates obtained a 21 ACT, 1020 SAT, or passed all Praxis Core exams
Percentage of candidates meeting the minimum undergraduate GPA expectation	95 Percent of candidates were admitted with an undergraduate GPA of 2.75 or higher
Average Undergraduate GPA	Average undergraduate GPA is at or above 3.0
Percentage of completers from an underrepresented racial/ethnic group	Positive growth over time (2013-14 compared to 2015-16) or 22% of completers come from an underrepresented racial/ethnic group
Percentage of completers who are male	Positive growth over time (2013-14 compared to 2015-16) or 22% of completers are male
Percentage of completers who receive a high-needs endorsement	Positive growth over time (2013-14 compared to 2015-16) or the EPP is in the 75th percentile (or higher) for production of educators who receive a high-needs endorsement

Metrics and Expectations (2017)

Domain 2: Employment and Retention (1/1)

Metric	Expectation
Percentage of completers employed for at least two years	85 percent of completers are employed for at least two years

Domain 3: Candidate Assessment (2/3)

Metric	Expectation
Percentage of completers who pass the required pedagogical assessment	90 percent of completers pass the required pedagogical assessment within two attempts
Percentage of completers who pass a required literacy assessment	90 percent of completers pass the required literacy assessment within two attempts
Percentage of completers who pass required specialty area assessments	90 percent of completers pass the required specialty area assessment(s) within two attempts

Metrics and Expectations (2017)

Domain 5: Completer Effectiveness and Impact (2/3 or TVAAS metric met)

Metric	Expectation
Percentage of Level of Effectiveness ratings at or above 3	85 percent of LOE ratings are 3 or higher
Percentage of TVAAS ratings at or above 3	Percentage of TVAAS ratings of 3 or higher meets or exceeds the state average
Percentage of Observation ratings at or above 3	90 percent of observation ratings are 3 or higher

Metrics and Expectations (2017)

Overall Expectations:

- EPPs must meet 3 out of the 4 rated domains, and
- EPPs must meet Domain 5

EPPs that fall below expectations on both the 2017 and 2018 Performance Report will engage in an Interim Review

Performance Report – Results by Domain

Domain	EPPs that did not meet expectations
<p>(1) Candidate Recruitment and Selection 28/36 of the EPPs rated on this domain met expectations</p>	<ul style="list-style-type: none"> • Austin Peay State University • Carson-Newman University • Christian Brothers University • Lincoln Memorial University • Martin Methodist College • South College • Trevecca Nazarene University • University of Tennessee - Chattanooga
<p>(2) Employment and Retention 29/33 of the EPPs rated on this domain met expectations</p>	<ul style="list-style-type: none"> • Bryan College • Maryville College • TNTP Nashville • Vanderbilt University
<p>(3) Candidate Assessment 33/37 of the EPPs rated on this domain met expectations</p>	<ul style="list-style-type: none"> • Bethel University • Freed-Hardeman University • LeMoyne-Owen College • Memphis College of Art
<p>(5) Completer Effectiveness and Impact 30/36 of the EPPs rated on this domain met expectations</p>	<ul style="list-style-type: none"> • Bethel University • Bryan College • Martin Methodist College • Memphis College of Art • South College • Welch College

Performance Report – Overall Results

The following EPPs did not meet expectations on the 2017 Performance Report:

Bethel University

Bryan College

Martin Methodist College

Memphis College of Art

South College

Welch College

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**Annual Reports Demo
Cumberland University**

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Clinical Mentoring Initiative

Focus on Clinical Mentoring: Overarching Goal

Increase the effectiveness of novice teachers prepared in Tennessee by building capacity among clinical mentors to identify the quality of instructional practice and provide effective feedback and coaching.

Focus on Clinical Mentoring: Research Project

Goal: Better understand the impact of selecting, training, and assigning **high-quality clinical educators**

Approach: Support EPPs, in collaboration with LEAs and the state, to:

- Develop strategies to **incentivize** effective teachers to serve as clinical mentors
- Examine whether **training** has the potential to positively influence the impact clinical educators have on candidate development

What are some of the challenges?

- Some districts and schools struggle to find teachers in specific areas of need (*Quantity* and *Quality*)
- Providing high quality clinical experiences, including identifying and supporting effective clinical mentors, is a challenging aspect of preparation
- Many clinical mentors receive little or no training, the training they receive varies widely, and the mentoring they provide also varies widely

What do we know?

- Many clinical mentors serve as a mentor only once every few years¹
- 20% of educator candidates are hired by the school where they completed clinical experiences²
- A positive relationship between clinical mentor effectiveness and early-career completer effectiveness¹

Timeline

- Spring 2018
 - Partnering with two EPPs (Carson-Newman and Freed-Hardeman)
 - Delivered training for clinical mentors and supervisors aimed at:
 - Increasing knowledge of high quality questioning practices
 - Providing strategies and tools to deliver effective feedback to student teachers
 - Implement, coach/model and monitor mentor activities following training
 - Gather data and feedback on the value and outcomes of the training

- Fall 2018
 - Refine training
 - Partner with additional EPPs and deliver training to larger group

- Spring 2019
 - Continue training and analyze outcomes

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Effective Clinical Mentoring

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Network for Preparation Partnerships

Partnership Network Purpose

- Foster **effective, mutually-beneficial** partnerships between and among educator preparation providers and school districts in support of **improved teacher effectiveness**.
- Provide the protocols, resources, and technical assistance necessary to **replicate and sustain such partnerships and networks** so novice educators enter Tennessee classrooms well prepared to meet student needs.

A Roadmap for District and Teacher Preparation Programs to Build and Sustain Strong, Bold Partnerships¹¹

INITIATION STAGE

- 1** Districts should understand their talent pipeline and discuss these needs with teacher preparation programs.
- 2** Partners should set the initial vision and goals together, with a focus on relationship-building and trust.
- 3** Partners should align on rubrics and key expectations for program graduates.
- 4** Partners should commit to sharing and looking at data together to drive action.

IMPLEMENTATION STAGE

- 5** Partners should jointly select and train mentor teachers and strategically place candidates.
- 6** Partners should ensure coursework matches clinical experiences and district language.
- 7** Partners should communicate and meet frequently.
- 8** Partners should spend more time in schools together.

CONTINUOUS IMPROVEMENT STAGE

- 9** Partners should be open to change and regularly step back to honestly discuss progress and challenges.
- 10** Partners should ensure that district needs drive shifts in teacher preparation programs' pipelines, structures, and systems.

Goals of the Partnership Network

- Determine expectations and mutually-agreed upon outcomes for partnership work
 - Identify characteristics and components of mutually-beneficial partnerships
 - Assess progress against desired outcomes, adjust as necessary for individual partnerships and network as a whole
- Continue implementation of protocols, tools, and resources to support partnerships; provide feedback for refinement
- Formalize structures to ensure sustainment of partnerships

Network Partnerships

Cohort 1	East Tennessee State University	Johnson City and Kingsport City Schools
	Maryville College	Alcoa City, Blount County, and Maryville City Schools
	Tennessee Technological University	Putnam County and White County Schools
	University of Tennessee, Chattanooga	Hamilton and Marion County Schools
	University of Tennessee, Knoxville	Anderson and Knox County Schools
	Tennessee Department of Education	
Cohort 2	Austin Peay State University	Clarksville-Montgomery County Schools
	Lipscomb University	Metro Nashville Public Schools
	Middle Tennessee State University	Rutherford County Schools
	Tennessee State University	Metro Nashville Public Schools
	Tennessee Department of Education	

Process Design

- Monthly state-facilitated meetings
- Partnership-specific meetings
- Initial whole group meeting
 - Norms and operating principles
 - Partnerships perception survey
 - SWOT Analysis
 - Setting SMART Goals
 - Process: Partnership Agreements
 - Outcomes: Mentor Selection, Recruitment, and Partnership Specific
 - Action Planning

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Implementing New EPP Literacy Standards

Timeline – Standards Implementation

	Early, Elementary, Special Education Programs	Middle, Secondary, CTE, Instructional Leader Programs
Jan 2017	Standards approved by SBE	
April 2017		Standards approved by SBE
Aug 2017	Director of Literacy for Educator Preparation and Induction hired	
Nov 2017	EPP literacy convenings	
Jan 2018	Launch of EPP Literacy Network	
Spring 2018	Proposals for early, elementary, and special education programs due	Ongoing technical support for programs (webinars, resource distribution, etc.)
Fall 2018	EPP implementation of standards	Proposals for middle, secondary, CTE, and instructional leader programs due
Jan 2019		EPP implementation of standards

A Coherent Approach to Teaching Literacy in Tennessee

Educator Preparation

With alignment to the EPP literacy standards, educator preparation providers are designed to prepare educator candidates for teaching literacy to ALL students at ALL levels.



New Educator At School

New educators effectively implement high quality instructional practice to support students in meeting the Tennessee Academic standards.



Develop Core Competencies



Competency No. 1
Observe, assess, and respond to student needs



Competency No. 2
Possess deep knowledge of literacy content and child development



Competency No. 3
Provide access during core instruction to all students using multiple sources of data and assessment

Literacy Initiatives



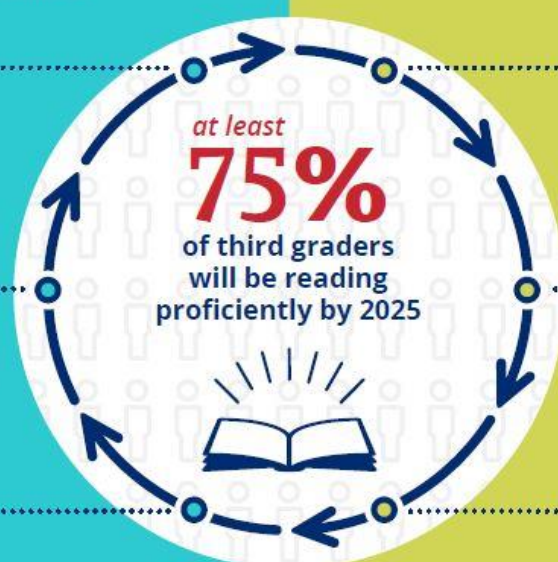
Read To Be Ready
Statewide unifying vision and work to support literacy instruction and improve results for all students



Response To Instruction & Intervention (RTI²)
Framework for high-quality differentiated instruction that emphasizes early intervention for struggling students



Early Learning Model (ELM)
Comprehensive plan to improve teaching and learning in pre-K and kindergarten



Convening Objectives

- Develop a better understanding of state initiatives, including a deep understanding of *Teaching Literacy in Tennessee*, and how they are aligned;
- Begin to assess how well current programs address and respond to the new EPP literacy standards;
- Identify programmatic changes needed to fully implement the new literacy standards; and
- Understand the review process and begin developing program proposals for review.

Literacy Network

- **Mission Statement** - The EPP literacy network, dedicated to excellence in literacy instruction for children and adolescents in Tennessee's schools and recognizing the importance of teacher education, promotes the preparation of effective literacy educators in the state of Tennessee.
- **Purpose** - The EPP literacy network, with representation from each EPP across the state, will work collaboratively to identify needs and goals related to effective literacy teacher preparation, with a dedicated focus on teacher candidate development.



Instructional Leader Preparation

Overview of Discussion

- Provide information about the Instructional Leader Preparation Workgroup
- Share an overview of proposed Annual Reports metrics and discuss next steps
- Outline next steps for developing additional recommendations for policy changes related to instructional leader preparation

Instructional Leader Preparation Workgroup

- Composition:
 - 7 members representing 4 EPPs and 2 districts
- Timeline:
 - Two meetings (July and August 2017) and virtual follow-up
- Tasks and outcomes:
 - Reviewed key aspects of the Learning Centered Leadership and Educator Preparation Policies
 - Developed reporting expectations (domains and metrics) for instructional leader preparation programs
 - Determined most impactful strategies for incorporating requirements for instructional leader preparation programs into existing EPP policy

Annual Report Metrics

- Domain 1 – Recruitment and Selection
 - Metrics include:
 - Percentage of candidates from an underrepresented racial and/or ethnic group
 - Performance on the TEAM professionalism rubric (for teachers) and additional EPP/LEA identified data demonstrating leadership potential

- Domain 2 – Employment and Retention
 - Metrics include:
 - Percentage of completers employed in a qualifying leadership position
 - Percentage of completers retained in a leadership position

- Domain 3 – Completer and Employer Satisfaction survey data

Annual Report Metrics

- Domain 4 – Completer Outcomes and Impact
 - Outcome metrics include:
 - Program completion rates
 - Pass rates on the School Leader Licensure Assessment
 - Impact metrics include:
 - Distribution of overall evaluation ratings
 - Distribution of observation ratings
 - Distribution of school-wide growth ratings (limited to principals employed and retained in a school for three years)
 - Growth on ACT performance (limited to principals employed and retained in a high school for three years)
 - Results from the TN Educator Survey (school climate and leadership)
 - Retention of effective teachers

Annual Reports - Next Steps

- Spring 2018
 - Gather stakeholder feedback on proposed metrics
 - Conduct analyses on existing data to determine gaps and identify baselines (where possible)
- Summer/Fall 2018
 - Develop data reporting expectations and processes
 - Convene working group to review data and begin development of thresholds
- Winter 2019
 - Release initial annual reports for instructional leader programs

Potential Policy Recommendations

Area of Focus	Recommendations
Program Eligibility	Exclude out of state providers from being eligible to apply to be an approved leader preparation program
Procedures for Approval	Add a requirement that at least one individual on the comprehensive review team be well-versed in the standards and expectations for leader preparation
Candidate Admission	Reduce the experience requirement for admission (from 3 years to 1 year)
Partnerships	Add a requirement that EPPs and LEA primary partners engage in partnership activities focused explicitly on instructional leader preparation
Standards	Update the Tennessee Instructional Leadership Standards to better align with <i>Tennessee Succeeds</i> and the <i>Professional Standards for Educational Leadership</i>



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork