



**TENNESSEE**  
STATE BOARD OF EDUCATION

# STATE BOARD OF EDUCATION

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SUBCOMMITTEE ON EDUCATOR LICENSURE AND  
PREPARATION

SEPTEMBER 26, 2018

# **UPDATES ON 2018 TEACHER PREP REPORT CARD PLANS**

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MS. AMY OWEN

DR. KATHERINE MCELDOON

# DATA UPDATES

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- Educator preparation programs (EPPs) have submitted data
- The State Board and Department staff worked with EPPs to verify data
- Staff will bring in additional sources of data from state systems, such as TVAAS and observation
- Before publication, EPPs will have an opportunity for data review to ensure accurate reporting

# ADVISORY COUNCIL

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- Met July 21 and September 24; next meeting in November
- 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
  - SBE, TDOE, THEC
- Recommendations from this group have already resulted in several improvements SBE staff will work to implement for the next Report Card launch in February 2019

# **IMPROVEMENTS FOR 2018 REPORT CARD**

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# HIGHLIGHTS MODULE

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- 2018 State Focus: Literacy

**University of Tennessee Martin** faculty examined the literacy standards along with edTPA requirements. Together they completed a curriculum map of transition points where skills would be introduced, reinforced, and mastered. While it is typically thought mastery taking place during student teaching, UTM prioritizes mastery during their residency, prior to student teaching. This will best prepare candidates for the submission of their professional portfolios to edTPA.

As UTM faculty redesigned its curriculum, gaps were found and the need to co-plan, co-create, and co-assess became apparent. In order to graduate well prepared, licensed candidates, working in silos was no longer effective, nor an option! The faculty embedded literacy standards into key courses and created critical assessments that would measure candidates' aptitude throughout the program.

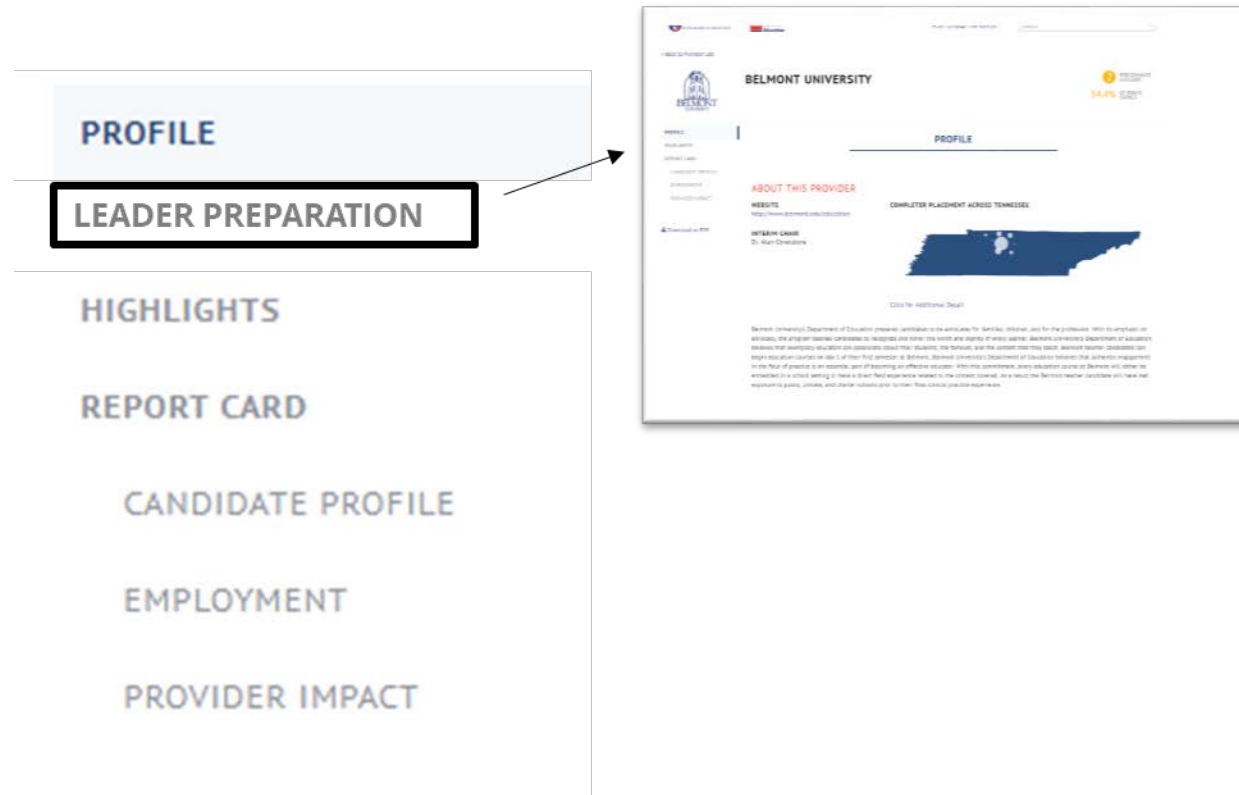
At **Carson-Newman University**, candidates for teacher licensure participate in local literacy efforts in a variety of field experiences... At a local elementary school, one particular effort to meet the individual instructional needs of students involves employing a screening tool to determine each student's current reading level...

...Candidates have repeatedly extolled the value of this experience. Not only do they enjoy spending time in school with children, they receive valuable training and preparation with reading assessment. In addition, the candidates provide a tremendous service to the school. To date, Carson-Newman candidates have conducted over 1,500 reading assessments for the school.



# LEADER PREPARATION MODULE

- New page for the EPPs that have such programs



# LEADER PREPARATION MODULE

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Header

Description of Leader Prep at this EPP

**COMPLETER CHARACTERISTICS**

**NUMBER OF COMPLETERS**

Year	Number of Completers
2015	207
2016	162
2017	166

**ENROLLMENT BY ETHNICITY**

Ethnicity	Percentage
American Indian or Alaska Native	0.6%
Asian	1.7%
Black	3.4%
Hispanic	8.2%
Multiracial	0.8%
Pacific Islander	0.4%
White	83.0%

Completers over time

Completers by race/ethnicity



# CANDIDATE PROFILE

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- Expand Admissions Assessment metric to include Percentage of completers admitted based on qualifying test scores on the ACT, SAT, or Praxis: CORE
- Disaggregation for this metric will show the percentage of an EPP's completers admitted based on each assessment and the percentage admitted on appeal

# EMPLOYMENT METRIC

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Based on feedback from July's Advisory Council meeting, the State Board will:

- Rephrase “first year placement rate” as “rate of first-year employment in TN public schools”
- Allow space for EPPs to provide a short statement on other common options their students pursue (e.g., teaching in private/parochial schools, grad school, etc.)
- Begin providing information on three-year employment and third-year retention rates

# PROVIDER IMPACT DOMAIN - LEGISLATIVE CONTEXT

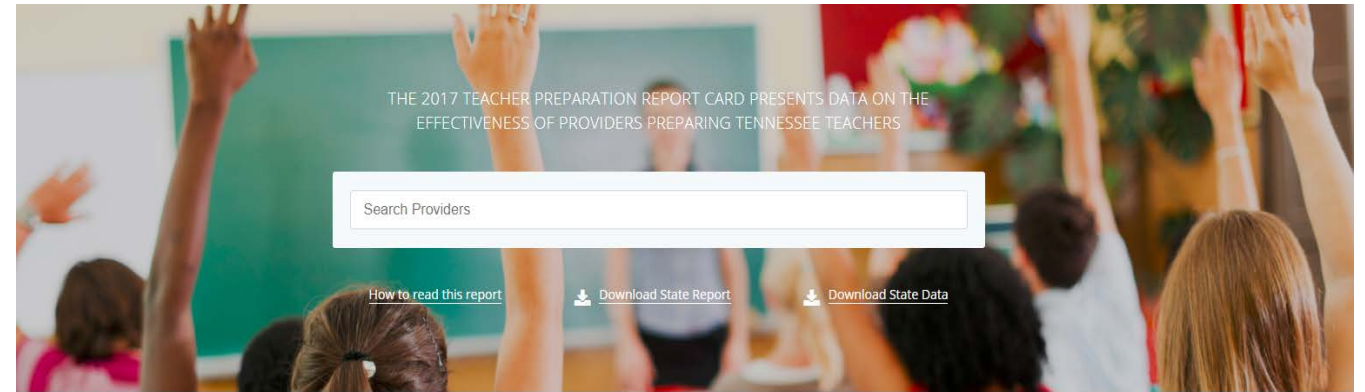
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- The State Board is required by law to report TVAAS scores of providers' completers on the Report Card, and that requirement was not lifted for 2017-18.
- Public Chapter 881 of 2018, the legislation that indicated held students, teachers, and schools harmless from negative effects due to the 2017-18 TNReady assessments, did not include similar provisions for districts or EPPs.
- TVAAS is weighted heavily on the Report Card scoring framework and comprises a large portion of the summative score, exacerbating EPP concerns.
- **While not required by legislation, the State Board takes seriously the concerns of its EPP partners and other stakeholders regarding the 2017-18 assessment cycle.**

# ADDRESSING TVAAAS CONCERNS

The State Board will:

- Reframe language on landing page from a focus on evaluating EPPs holistically to reporting on how EPPs are performing on the state's key priority areas.
- Indicate on Provider Impact page that students, teachers, and schools were held harmless from 2017-18 assessment results due to testing issues



PROVIDER NAME	NUMBER OF COMPLETERS	OVERALL PERFORMANCE CATEGORY	CANDIDATE PROFILE PERFORMANCE CATEGORY	EMPLOYMENT PERFORMANCE CATEGORY	PROVIDER IMPACT PERFORMANCE CATEGORY	DOWNLOAD REPORT
<a href="#">Aquinas College</a>	46	NA	2			
<a href="#">Austin Peay State University</a>	535	3	3	2	4	
<a href="#">Belmont University</a>	148	2	2	1	3	
<a href="#">Bethel University</a>	175	2	4	3	1	
<a href="#">Bryan College</a>	81	1	1	1	1	
<a href="#">Carson-Newman University</a>	241	3	3	3	3	
<a href="#">Christian Brothers University</a>	97	3	4	2	2	
<a href="#">Cumberland University</a>	108	3	2	4	3	
<a href="#">East Tennessee State University</a>	411	4	4	4	4	

# ADDRESSING TVAAS CONCERNS

## Option A: No changes



## Option B: Summative score to right (1<sup>st</sup> to be minimized)



PROVIDER NAME	NUMBER OF COMPLETERS #	CANDIDATE PROFILE PERFORMANCE CATEGORY #	EMPLOYMENT PERFORMANCE CATEGORY #	PROVIDER IMPACT PERFORMANCE CATEGORY #	OVERALL PERFORMANCE CATEGORY #	DOWNLOAD REPORT
Apalache College	46	2			NA	
Austin Peay State University	535	3	2	4	3	
Belmont University	148	2	1	3	2	
Bethel University	175	4	3	1	2	
Bryan College	81	1	1	1	1	
Carson-Newman University	241	3	3	3	3	
Christian Brothers University	97	4	2	2	1	
Cumberland University	108	2	4	3	1	
East Tennessee State University	611	2	2	3	2	
Free Methodist University	258	4	4	2	1	
Jackson University	88	1	1	2	1	
Sike University	88	1	2	3	2	
Lee University	435	2	1	2	2	
Lincoln Memorial University	220	1	3	2	1	

## Option C: No summative score



PROVIDER NAME	NUMBER OF COMPLETERS #	CANDIDATE PROFILE PERFORMANCE CATEGORY #	EMPLOYMENT PERFORMANCE CATEGORY #	PROVIDER IMPACT PERFORMANCE CATEGORY #	DOWNLOAD REPORT
Apalache College	46	2			
Austin Peay State University	535	3	2	4	
Belmont University	148	2	1	3	
Bethel University	175	4	3	1	
Bryan College	81	1	1	1	
Carson-Newman University	241	3	3	3	
Christian Brothers University	97	4	2	2	
Cumberland University	108	2	4	3	
East Tennessee State University	611	2	2	3	
Free Methodist University	258	4	4	2	
Jackson University	88	1	1	2	
Sike University	88	1	2	3	
Lee University	435	2	1	2	
Lincoln Memorial University	220	1	3	2	

# **DISCUSSION OF TDOE AND SBE REPORTS ON EDUCATOR DIVERSITY**

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DR. LAURA BOOKER

MS. SYLVIA FLOWERS

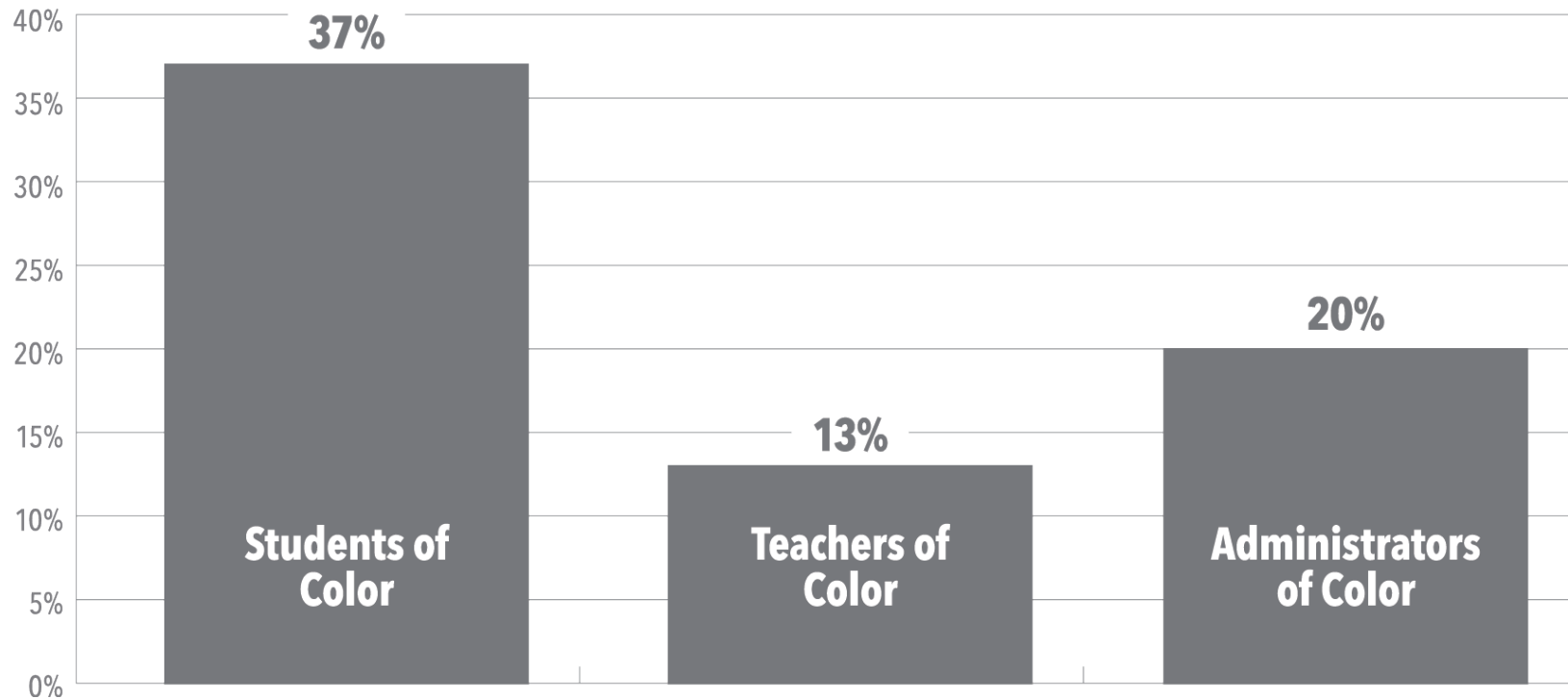
DR. KATHERINE MCELDOON





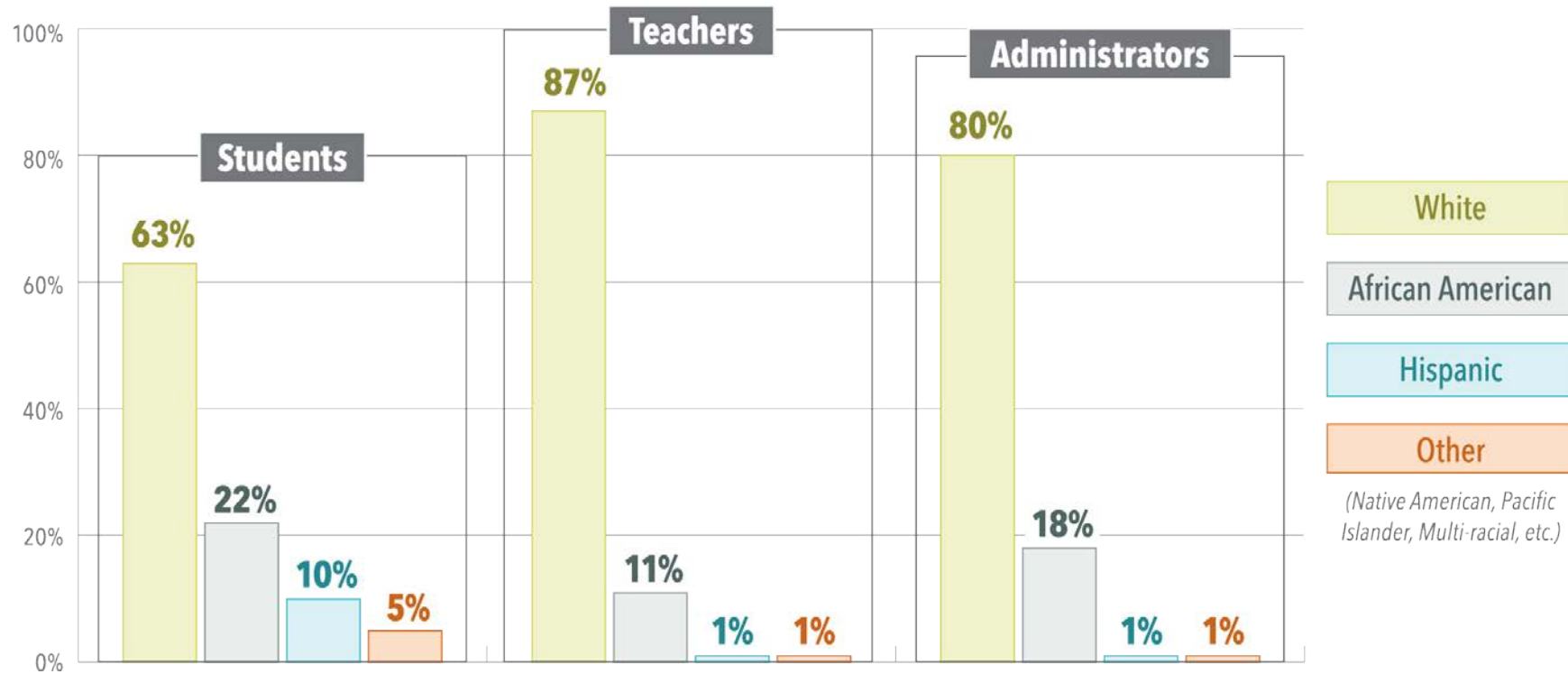
# **Teacher and Administrator Racial and Ethnic Diversity in Tennessee**

# In 2017-18, Tennessee had 37% students of color and 13% of teachers of color.

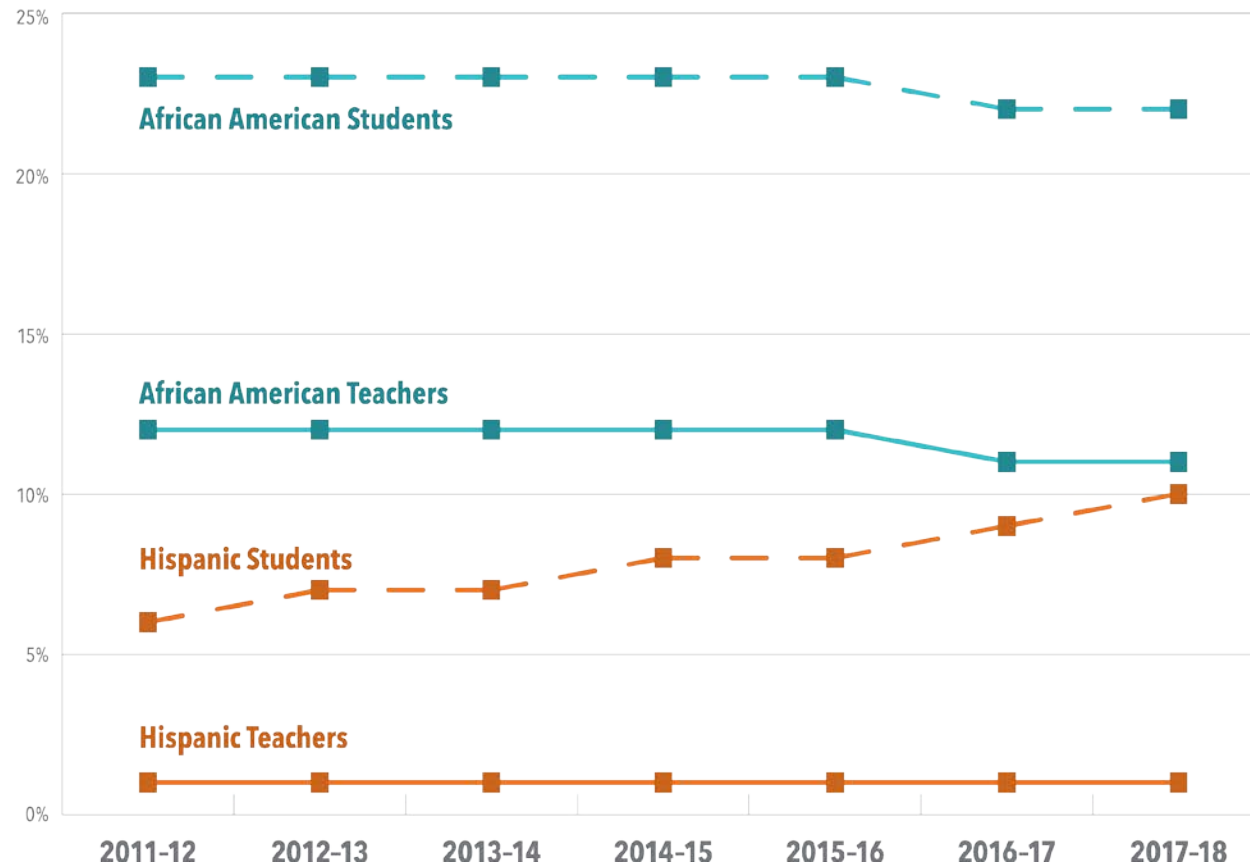




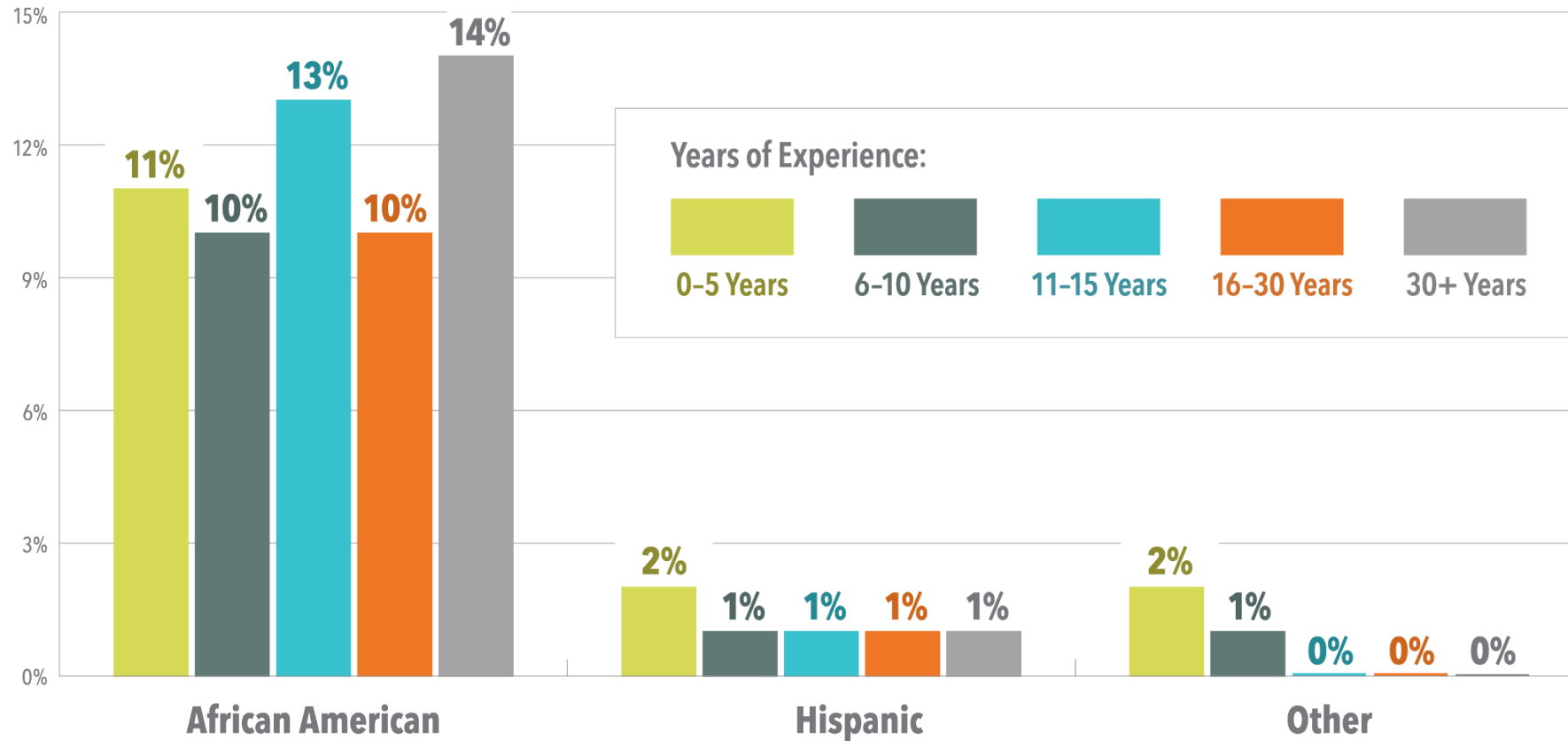
# The percentage of African American teachers is only half that of African American students.



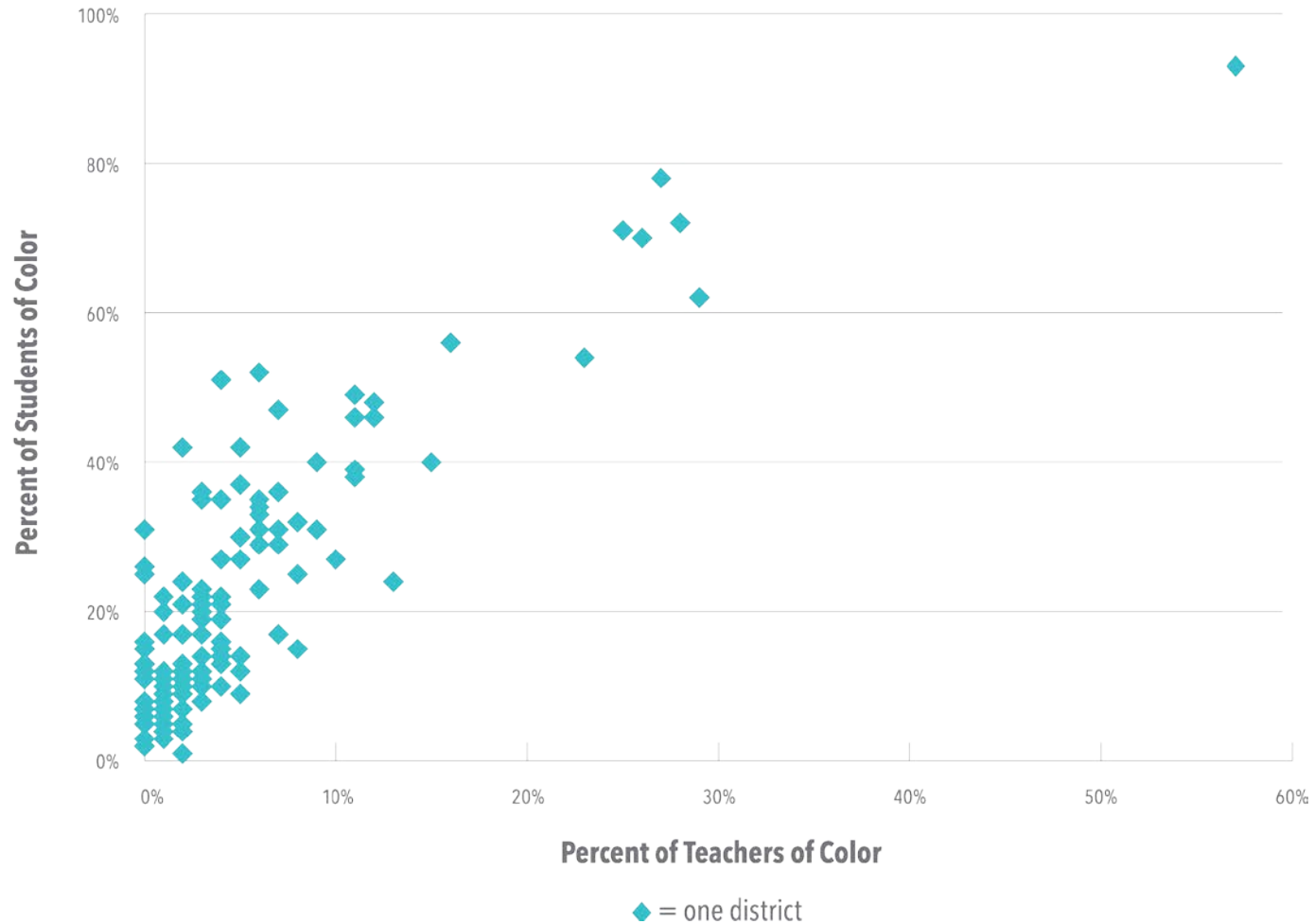
# Since 2011–12, the overall percentage of teachers and administrators of color has remained stable.



# Teachers with more than 30 years of experience are 14% African American, but African American teachers make up just 11 percent of early career teachers.



# Most teachers of color work in districts with large numbers of students of color, leaving many districts in the state with little to no diversity.



## Districts should establish goals for recruitment and retention of teachers of color.

- The department now makes available teacher and administrator race and ethnicity data on the department's [Data Downloads page](#) so that all stakeholders can access educator diversity data at the state and district level
- The department will also begin including educator race and ethnicity breakdowns within the school and district strategic planning tool

# Making the data available is just the first step.

- Facilitate stronger partnerships between EPPs and districts using actionable data and feedback
- Offer innovation grants for districts and EPPs
  - **Diversity Innovation Grants** to spur innovative practices in districts around recruiting a pipeline of diverse, high-quality teachers and to better reflect the student population of Tennessee’s public schools
  - **Tennessee Innovation in Preparation** grants for EPPs to stimulate the development of innovative practices to support the teacher pipeline
- Provide common platform for job seekers to connect with districts and charter schools
- Develop and promote district resources and tools
  - Human capital data reports to guide district planning and funding applications
  - [Leaders for Equity Playbook](#), released May 2018
- Connect with the next generation of future educators
  - Teach Today, Change Tomorrow
  - Expand Teaching as a Profession pathway opportunities in more high schools

# Looking ahead

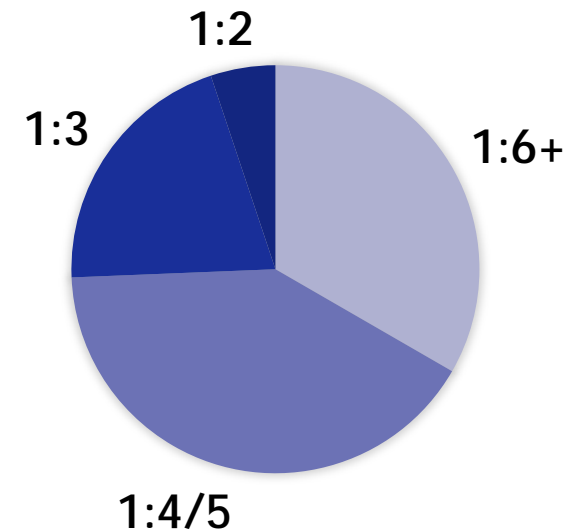
- Launch Human Capital Network (September 2018 – August 2019)
  - To support districts in developing a comprehensive human capital strategy
  - To field-test the Leaders for Equity Playbook
- Continued focus on data quality and accuracy of educator demographic data through public reporting
- Establish metrics for and report on diversity at the EPP and district level
  - EPPs to be accountable for annual progress related to improving the diversity of the teacher candidate pool
- Continue grant opportunities for pipeline work

# EPP COMPLETER DIVERSITY

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- Looked at each EEP's completers, and the actual districts they go on to teach in
  - Top 3, Top 5, Composite District
- There is a large mismatch between EPP completers and the students they go on to serve
- Only 2 EPPs produce completers who about half as diverse as they students they teach

DIVERSE NEW TEACHER TO STUDENT RATIO BY EPP

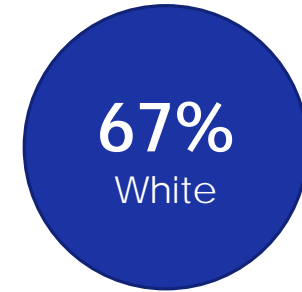
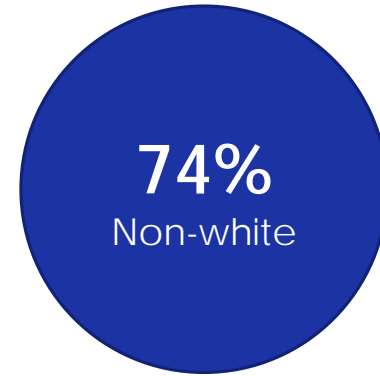




# DIVERSE COMPLETER SUCCESS: PLACEMENT

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- Greater first-year employment in Tennessee public schools



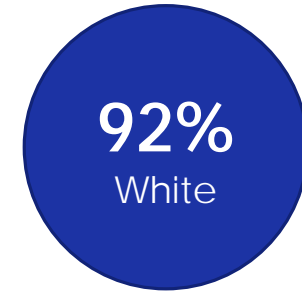
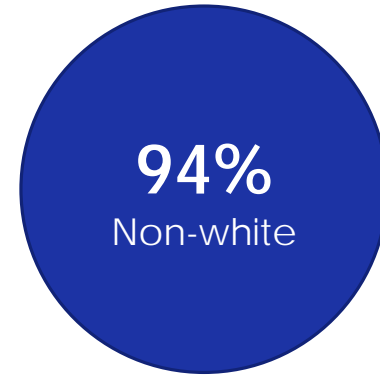
- There is strong demand for Black male teachers



# DIVERSE COMPLETEER SUCCESS: RETENTION

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- Teachers of color from Tennessee EPPs were more likely to stay teaching in those schools.



# DIVERSE COMPLETER SUCCESS: IMPACT

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- Overall, diverse completers have similar impact scores to white completers
- On **TVAAS**, there is a small positive trend for Hispanic and Asian Teachers
- On **Observation**, there is a small negative trend for diverse completers



# EPP BRIGHT SPOTS

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- Maryville College
  - Recruitment: Via Maria program, community partnerships
- Carson-Newman
  - Recruitment: Cross-campus partnerships
- Middle Tennessee State University
  - Preparation: Data-driven focus on closing the achievement gap
- Tennessee State University
  - Placement: Strong district-faculty relationships

# UPDATES FROM THE TENNESSEE DEPARTMENT OF EDUCATION

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MR. MICHAEL DEURLEIN

MS. ANNIE INSANA



# Office of Educator Licensure and Preparation Updates

September 2018

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# **EPP Literacy Standards and Review**

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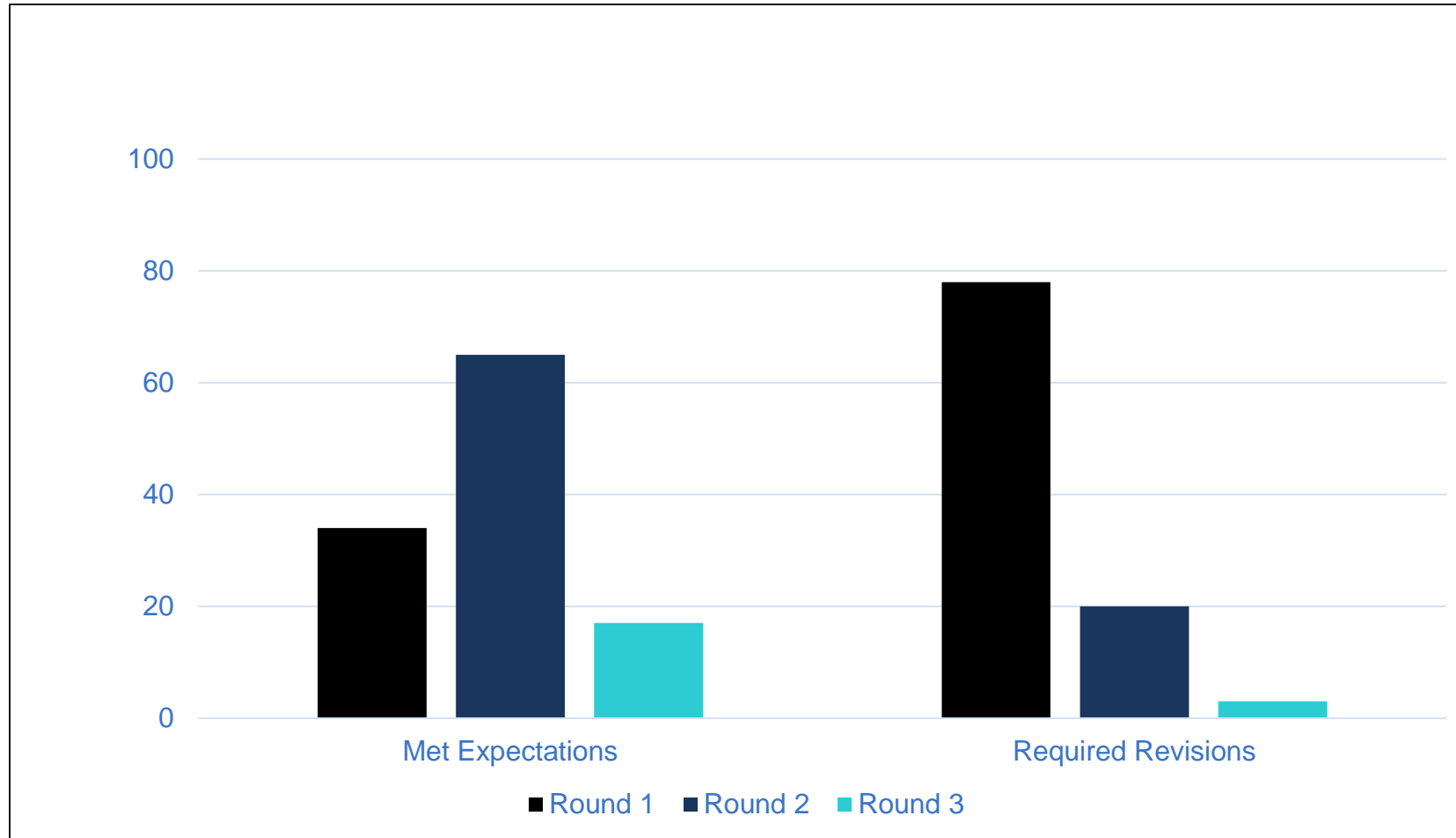
# **Early, Elementary, SPED Proposals**



# Review Timeline

<b>November 2017</b>	Regional convenings
<b>January 24</b>	Literacy network meeting #1
<b>March 7</b>	Literacy network meeting #2
<b>April 15</b>	All early, elementary, and special education proposals due
<b>May 30</b>	EPPs receive notification of meets expectations or need for revisions (round 1)
<b>June 30</b>	EPP revisions due
<b>July 20</b>	EPPs receive notification of meets expectations or need for revisions (round 2)
<b>August 15</b>	EPP revisions due
<b>August 31</b>	EPPs receive final notification of meets or does not meet expectations
<b>Fall 2018</b>	Implementation of EPP literacy standards

# Review Outcomes



# Review Outcomes

- 35 EPPs met expectations on all proposals after three rounds of review.
- Two EPPs did not meet expectations:
  - Fisk University
  - LeMoyne-Owen College
- In the coming months, OELP will work closely with EPPs that did not meet expectations to ensure they are making adequate progress addressing deficiencies.

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**Middle, Secondary,  
Instructional Leader  
Proposals**

# Endorsements – Round Two

- ELA middle/secondary
- Instructional leader
- Non-ELA middle/secondary
- Career and technical education
- Pre-K-12

# Timelines (2018-2019)

	ELA middle/sec & instructional leader	Non-ELA middle/sec, CTE, pre-K-12
Literacy network meetings #3 and #4	July and October 2018	
Proposals due	January 2019	February 2019
Notification of approval or revision	March 2019	April 2019
EPP revisions due (round 1)	April 2019	May 2019
EPP revisions due (round 2)	June 2019	July 2019
EPP implementation of standards as approved	Fall 2019	

# Example Endorsement Table

## Part One: Identification of Endorsements

Indicate the endorsements resulting from approved specialty area programs described in this proposal. Please remember to clearly specify differences between programs in Part 3 narrative responses.

Single Endorsements <i>(as approved by TDOE)</i>	Level	Clinical Type
Middle Grades English/Language Arts 6-8 (121)	<input type="checkbox"/> Undergraduate	Student Teaching
	<input type="checkbox"/> Post-Bacc.	<input type="checkbox"/> Internship <input type="checkbox"/> Job-Embedded <input type="checkbox"/> Student Teaching
Secondary English 6-12 (159)	<input type="checkbox"/> Undergraduate	Student Teaching
	<input type="checkbox"/> Post-Bacc.	<input type="checkbox"/> Internship <input type="checkbox"/> Job-Embedded <input type="checkbox"/> Student Teaching

# Example Standards Alignment

## Part Two: Standards Alignment *(continued)*

Course/Module Name: _____	<input checked="" type="radio"/> Literacy Specific
Course/Module Timing: _____	<input type="radio"/> Non-Literacy Specific
<b>EPP Literacy Standards</b>	
<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.6 <input type="checkbox"/> 1.7	
<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4	
<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.6	
<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.6 <input type="checkbox"/> 4.7	
<input type="checkbox"/> 5.1	
Candidate Assessments <i>(titles only)</i> :  	



# Comprehensive Questions

- Program sequence
- Clinical experiences
- Candidate assessments
- Student difference

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**Literacy Reviewers**

# Literacy Reviewers

- Recruitment and selection
  - Application
  - Rubric criteria
- Reviewer training
  - Pre-work
  - Full day in-person training
  - Calibration meetings
- Reviewer responsibilities and timelines
  - January through September contracts
  - 30-40 proposals expected for review

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**Looking Ahead**

# Upcoming Tasks

- New standards for reading specialist programs (ILA)
- Integration of literacy standards review into:
  - SAP proposals
  - Comprehensive reviews

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**Mentors Matter Initiative**

# Mentors Matter: What Research Tells Us

- Many clinical mentors serve as a mentor only once every few years.<sup>1</sup>
- 20 percent of educator candidates are hired by the school where they completed clinical experiences.<sup>2</sup>
- A positive relationship exists between clinical mentor effectiveness and early-career completer effectiveness.<sup>1</sup>
- Candidates assigned randomly to more instructionally effective mentors reported more/better mentoring and feeling better prepared.<sup>3</sup>

1 Ronfeldt, M., Brockman, S. L., Campbell, S. L. (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? *Educational Researcher*.

2 Ronfeldt, M., Matsko, K.K., Greene Nolan, H., & Reininger, M. (2018). Who Knows if our Teachers are Prepared? Three Different Perspectives on Graduates' Instructional Readiness and the Features of Preservice Preparation that Predict them. <https://cepa.stanford.edu/wp18-01>

3 Ronfeldt, M., Goldhaber, D., Cowan, J., Bardelli, E., Johnson, J., & Tien, C. D. (2018). *Identifying Promising Clinical Placements Using Administrative Data: Preliminary Results From ISTI Placement Initiative Pilot* (No. 189). CALDER Working Paper.

# Mentors Matter: What challenges do we see?

- A struggle exists to find teachers in specific areas of need (*quantity and quality*).
- Providing high-quality clinical experiences is a challenging aspect of preparation.
- Many clinical mentors receive little or no training & the training they receive varies widely.
- Clinical preparation varies in length and types of clinical practice.



# Mentors Matter: Placement Initiative

- Use data: past performance is best predictor of future
- Develop targeted recruitment lists of teachers most likely to become effective mentors
- Can a targeted recruitment strategy result in a pool of more instructionally effective mentors?

# Mentors Matter: Training Initiative

- Provide training to clinical mentors in
  - Modeling effective instruction within a targeted area (questioning)
  - Providing actionable feedback
- Can targeted training and support enable clinical mentors to model more effective instruction and provide more effective feedback to teacher candidates?

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# **Mentors Matter Training: Framework and Design**

# Mentors Matter: Practices of Effective Clinical Mentors<sup>4</sup>

<i>Mentors <b>model</b> effective teaching and professional practices</i>	<i>Mentors <b>provide</b> feedback to promote development of strong instructional practices</i>	<i>Mentors develop a <b>supportive</b> relationship with candidates</i>
<ul style="list-style-type: none"><li>• Consistently deliver engaging, rigorous lessons that incorporate students' backgrounds and experiences</li><li>• Analyze formative and summative assessments to inform instructional decisions and improve student achievement</li></ul>	<ul style="list-style-type: none"><li>• Engage in balanced, reflective conversations about instructional practices, efficacy, and intentionality</li><li>• Provide actionable feedback on instructional planning with clear next steps</li></ul>	<ul style="list-style-type: none"><li>• Co-plan engaging, rigorous lessons</li><li>• Set goals, provide resources, and give actionable feedback</li><li>• Learn about candidates' story, needs, and goals</li></ul>

<sup>4</sup> Adapted from the Nashville Teacher Residency

# Mentors Matter: Mentoring Cycle



# In practice, MMT includes:

- Two in-person trainings
- Two webinars
- Mentors Matter digital handbook
- GPS guides for planning, evidence-gathering, reflection
- Compensation for mentors
- Reimbursement to districts for substitutes

# Goal of Mentors Matter Training Initiative

- Develop effective clinical mentoring practices by:
  - *Building* knowledge of strong questioning practices
  - *Understanding* high-leverage forms of feedback
  - *Implementing* formalized feedback based on planning, evidence, and reflection

# Scope and Next Steps

- Spring 2018:
  - Carson-Newman University
  - Freed-Hardeman University
- Fall 2018:
  - Freed-Hardeman University
  - Union University
  - University of Tennessee Martin
- Spring 2019 – Partnering with EPPs in East TN
- Next Steps
  - Assess impact
  - Determine most effective and feasible lever(s) for influencing mentor quality across Tennessee



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**Annual Reports Updates**

# Annual Reports Updates

- Maintaining close collaboration with SBE staff on:
  - Data sources
  - Analyses
  - Documentation of business rules
- In development:
  - Business rules for TVAAS/LOE
  - Printable excel dataset
  - Interim review process

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# **Instructional Leader Preparation Updates**

# Instructional Leader Preparation Updates

- Exploring the possibility of requiring a performance assessment
  - ETS: Performance Assessment for School Leaders (PASL)
  - Pearson: Custom assessments (MA/CA)
- Conducting a landscape study examining clinical practice
- Redesigning instructional leader program approval review process