



TENNESSEE
STATE BOARD OF EDUCATION

SBE LICENSURE AND PREPARATION SUBCOMMITTEE

Chairman Lillian Hartgrove, Darrell Cobbins, Bob Eby, Mike Edwards

August 27, 2019

AGENDA

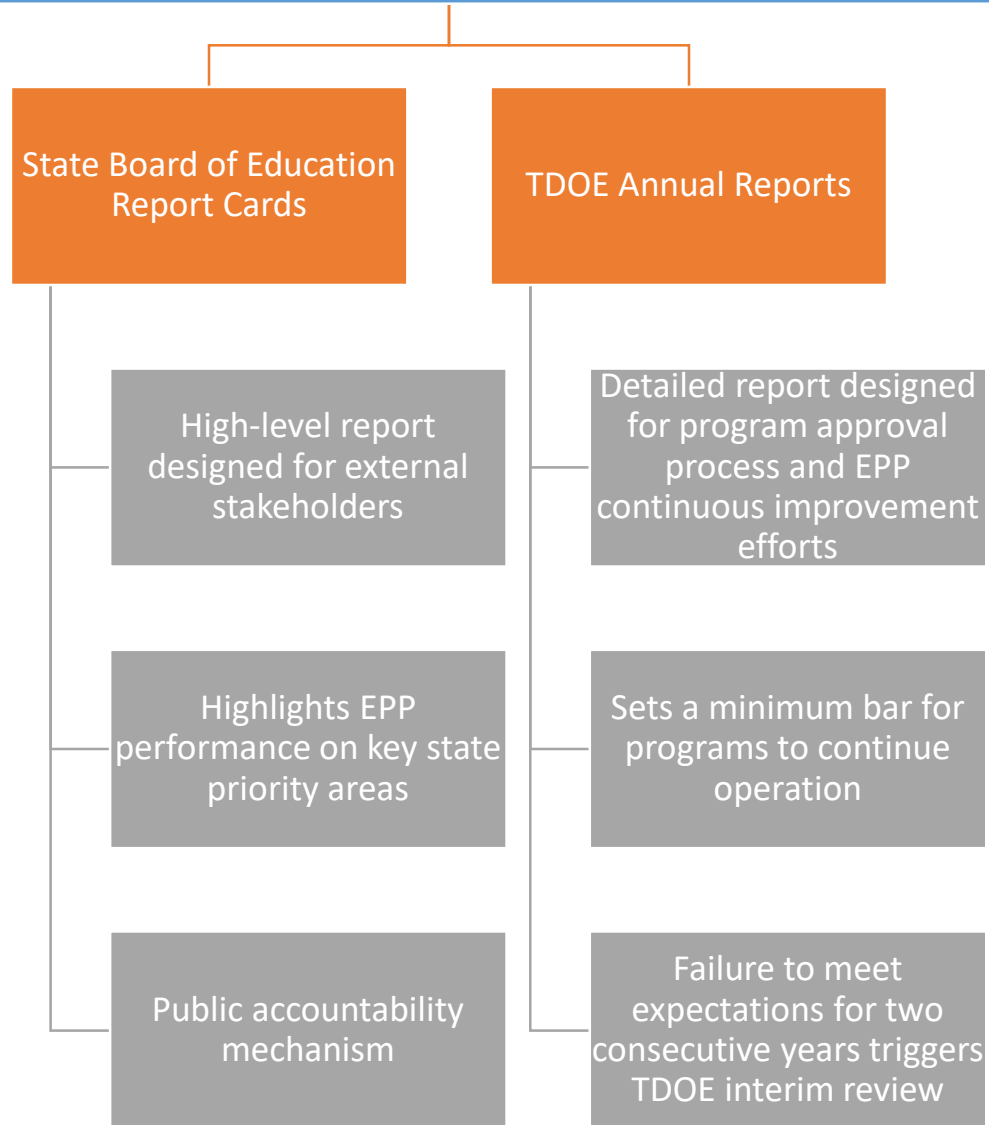
- 2019 Educator Preparation Report Card: Stakeholder Feedback and Next Steps
- Presentation on ProEthica
- Department of Education Updates
- Questions and Adjournment

2019 EDUCATOR PREPARATION REPORT CARD: STAKEHOLDER FEEDBACK AND NEXT STEPS

AMY OWEN, STATE BOARD OF EDUCATION

Annual Educator Preparation Reporting

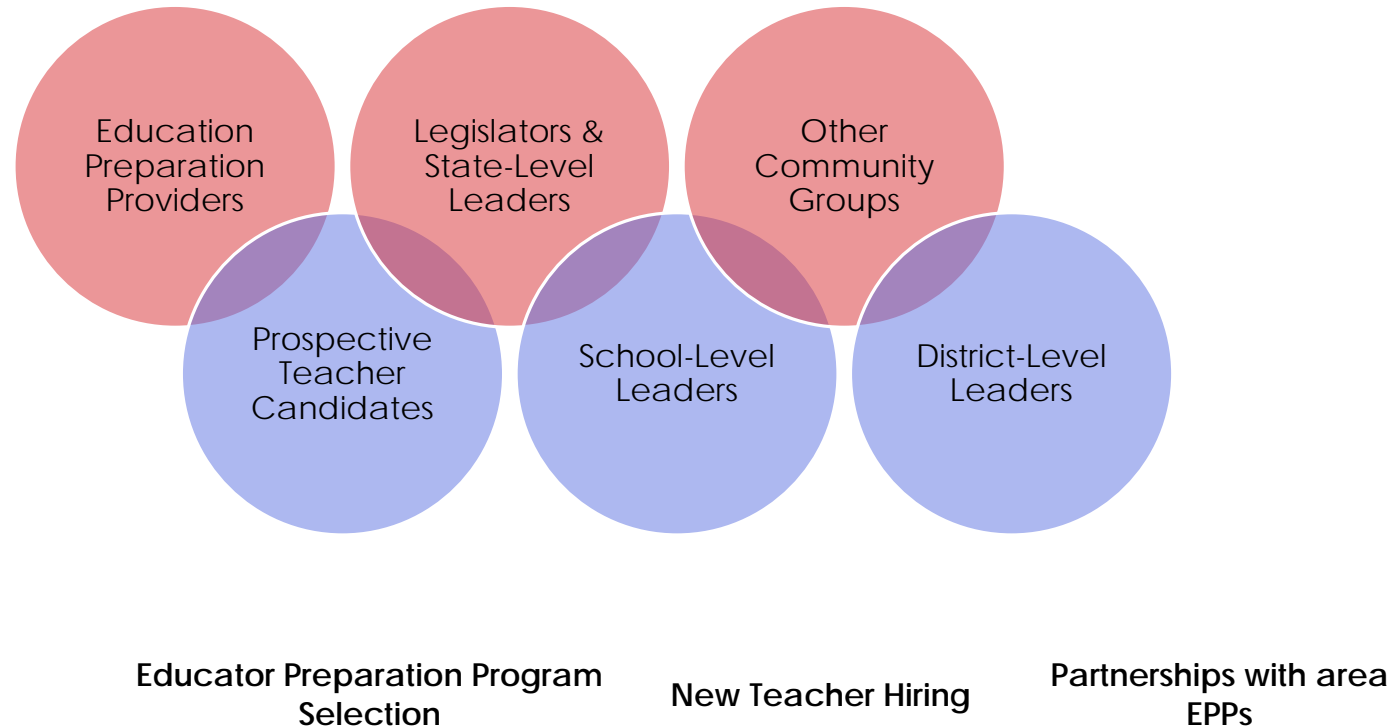
A shared data set that is cleaned and coded by a joint SBE/TDOE team and verified by EPPs underlies both reports



STAKEHOLDER FEEDBACK FROM SPRING 2019 SESSIONS

VISION FOR 2019 DESIGN REFRESH

- Increase accessibility & usefulness for new stakeholder groups



STAKEHOLDER OUTREACH

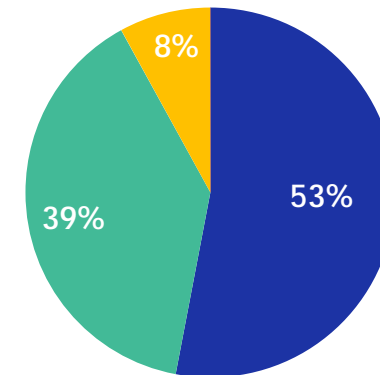
- Prospective Teacher Candidates
 - **38** students: King (10), ETSU (17), Tusculum (4), Vanderbilt (7)
- School-Level Leaders
 - **17** School Administrators (GASL)
- District-Level Leaders
 - **2** Director of Schools (TOSS)
 - **11** District Human Resource Professionals (TASPA) from **5** LEAs
 - Knox, Bartlett, Putnam, Clarksville-Montgomery, Sullivan

FINDINGS: TEACHER CANDIDATES

- Most Valuable Features
 - All EPPs across the state
 - Overall performance
 - Employment & Provider Impact
- Most Requested Features
 - Filtering by program type (grade & endorsement area)
 - Map of District partnerships
 - Share information through counselors

Now that you are familiar with the report, would any of this information have helped you make a better decision?

■ Yes, a lot ■ Yes, but only a little ■ Not really ■ Absolutely not



“... having the most information possible while choosing something that will impact the rest of your life is useful, no matter what. I have never had the opportunity to view any of this information and ... it is very eye opening.”

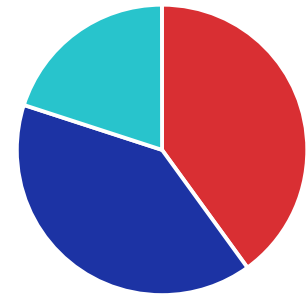
FINDINGS: SCHOOL LEADERS

- School leaders found the information on the Report Card interesting, but it seemed to be the wrong grain-size for their purposes
 - That is, they needed information on individual candidates applying to teach in their schools, not overall information about that candidate's EPP
- School leaders placed the most importance on interviews and experience in schools when making hiring decisions.
- *"It is nice to know how the university performs but for hiring I would need more specifics about an individual candidate in order to hire. I don't go based on the university necessarily."*

FINDINGS: DISTRICT LEADERS

- Key Themes
 - Importance of residency or internships
 - Teacher Shortage
- Most Valuable Features
 - Endorsement Areas (high-demand endorsements)
 - Employment & Retention
 - Provider Impact (classroom observation & growth scores)
- Most Requested Features
 - Sort by endorsement areas offered and show numbers of endorsed candidates produced to make it easier to recruit for the types of candidates they need
 - Program requirements so they know where to send their potential teacher candidates
 - Established EPP-District Partnerships

To what extent do you find
Employment: 3rd Year Retention
useful?



■ Useful ■ Very Useful ■ No Response

CONCLUSIONS FROM STAKEHOLDER RESEARCH

- The most-requested new tools were:
 - A way to sort and filter by program type
 - Information on how many completers programs have in each endorsement area
 - Information on EPP/district partnerships
- We might also consider a way to include more guiding questions for users, especially prospective teachers.
- Overall, most stakeholders liked the information in the Report Card and much about how it was presented.
- However, usage remains low and outreach efforts will be critical.

IDENTIFY NEW METRICS AND POTENTIAL REVISIONS TO EXISTING ONES

OVERALL CONSIDERATIONS

- Landing Page
 - Filter by program type (undergrad vs. post-bac)
 - Search by endorsement areas offered
 - Map of TN with providers identified
- Other ideas?

DISCUSSION POINTS FOR SCORED METRICS

- Revisit scoring framework to include satisfaction data and ensure all weightings reflect our current priorities
- Potentially modify how points are earned (percentiles, benchmarks, etc.)
- Identify any opportunities to better align metrics with TDOE annual reports
 - Particularly in employment/retention domain based on EPP concerns
- Add additional measures of diversity (gender, socioeconomic status)
- Obtain new data from TDOE on current high-demand endorsement areas

- Other ideas?

DISCUSSION POINTS FOR UNSCORED METRICS/INFORMATIONAL ITEMS

- Highlights Module
 - State focus of diversity – any other suggestions?
 - 2017 state focus was district partnerships; 2018 state focus was literacy
- EPP Program Information
 - Admissions & Course Catalog or links to these resources

- Other ideas?

OPTIONS FOR LEADER PREP EXPANSION

- Expanded Demographics
- Academic Background of Candidates
 - GPA, SAT, ACT, GRE, Praxis
- Potentially information on clinical placements or mentors
- Candidates' background endorsement areas, training, and/or experience

- Other ideas?

NEXT STEPS

CONTINUE TO SEEK STAKEHOLDER INPUT AND SHARE OUR PLANS

- TACTE Conference – Sept. 2019
- TASPAC Conference – Nov. 2019
- Report Card Advisory Council – meetings in Sept. and Nov. 2019; WebEx meeting in Jan. 2020
- Work with research partners (TERA)
- Continue alignment and collaboration with TDOE to ensure clean and reliable data

PRESENTATION ON PROETHICA

EDUCATIONAL TESTING SERVICES (ETS)

The *ProEthica*[®] Program

Providing a Framework for
Educator Decision Making

Kathy Pruner
Jerry DeLuca
Educational Testing Service

TN State Board of Education
Ed Prep and Licensure Subcommittee
August 27, 2019





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More than 60 years later,
our **Mission, Vision, and Values** are
still the same.



Quality and equity
in education

Helping **students,**
teachers, and parents

Grounded in **social**
responsibility





ProEthica™ Program



**Every day, teachers somewhere
will face situations that aren't
addressed in their school's rules
or policies,**

yet their school administrators, the students
and community will still expect them to
make the best decision.

ProEthica® authentic research-based training program to help educators:

- ✓ Understand professional risks and ethics
- ✓ Think through scenarios in advance
- ✓ Use MCEE as a framework for decisions
- ✓ Engage in difficult **conversations**
- ✓ Compliments state, district and school rules and policies

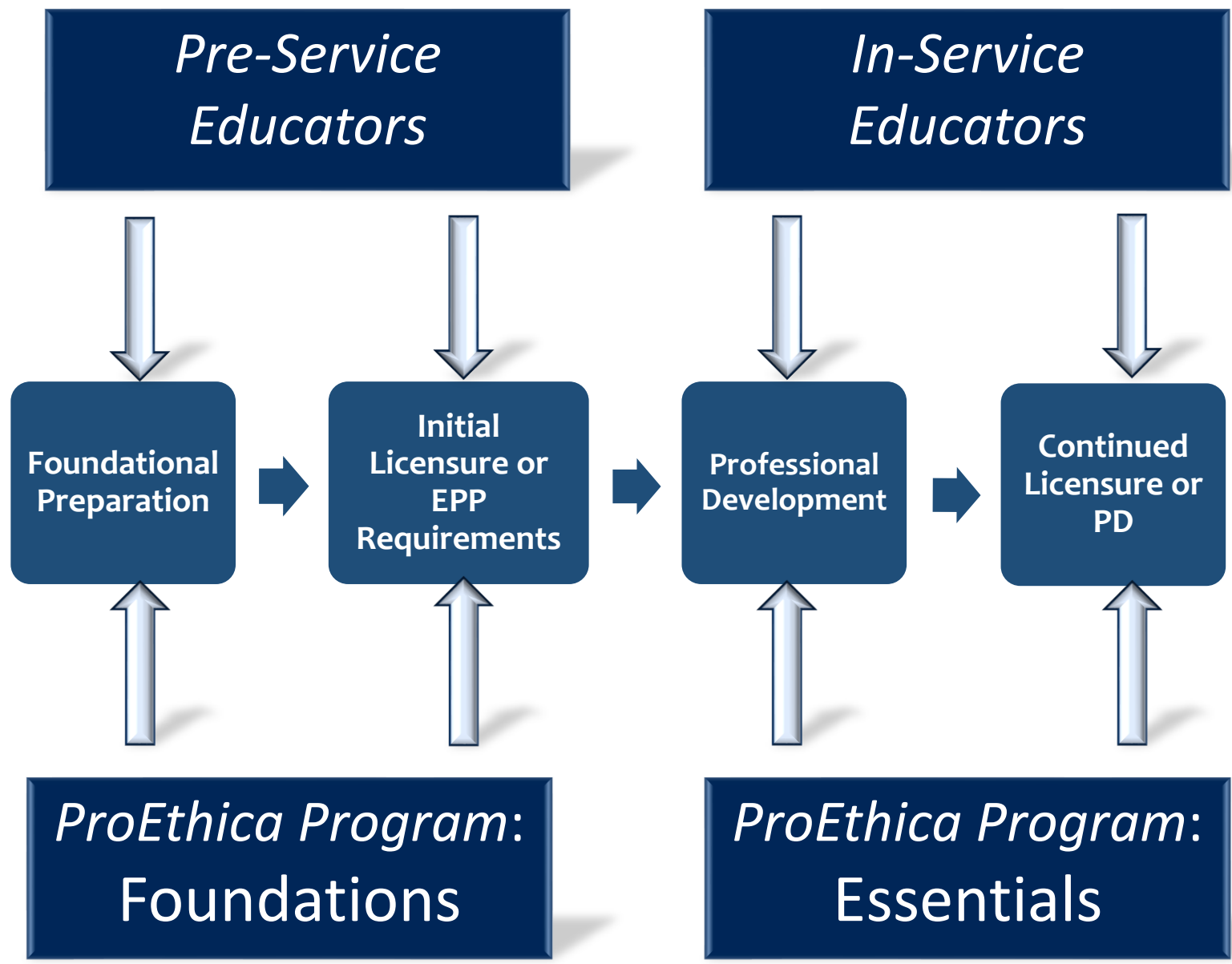
“ In civilized life, law floats in a sea of ethics.”

Chief justice Earl Warren - 1974

Model Code of Ethics for Educators

Development Partners

- American Association of Colleges of Teacher Education (AACTE)
- American Federation of Teachers (AFT)
- Association of Teacher Educators (ATE)
- Council for Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Board for Professional Teaching Standards (NBPTS)
- National Education Association (NEA)
- National Network of State Teachers of the Year (NNSTOY)



ProEthica[®] Program Offerings

ProEthica[®] Foundations

(Pre-Service)

Used for Program or Licensure Requirement

One Time Use Vouchers per Candidate

Modules on educator, student, school, community, technology, decision making

Module content targeted to pre-service teachers

End-of-Module Assessments and Certificate

ProEthica[®] Essentials

(In-Service)

Used for Professional Development

3 Year Use Vouchers per Candidate

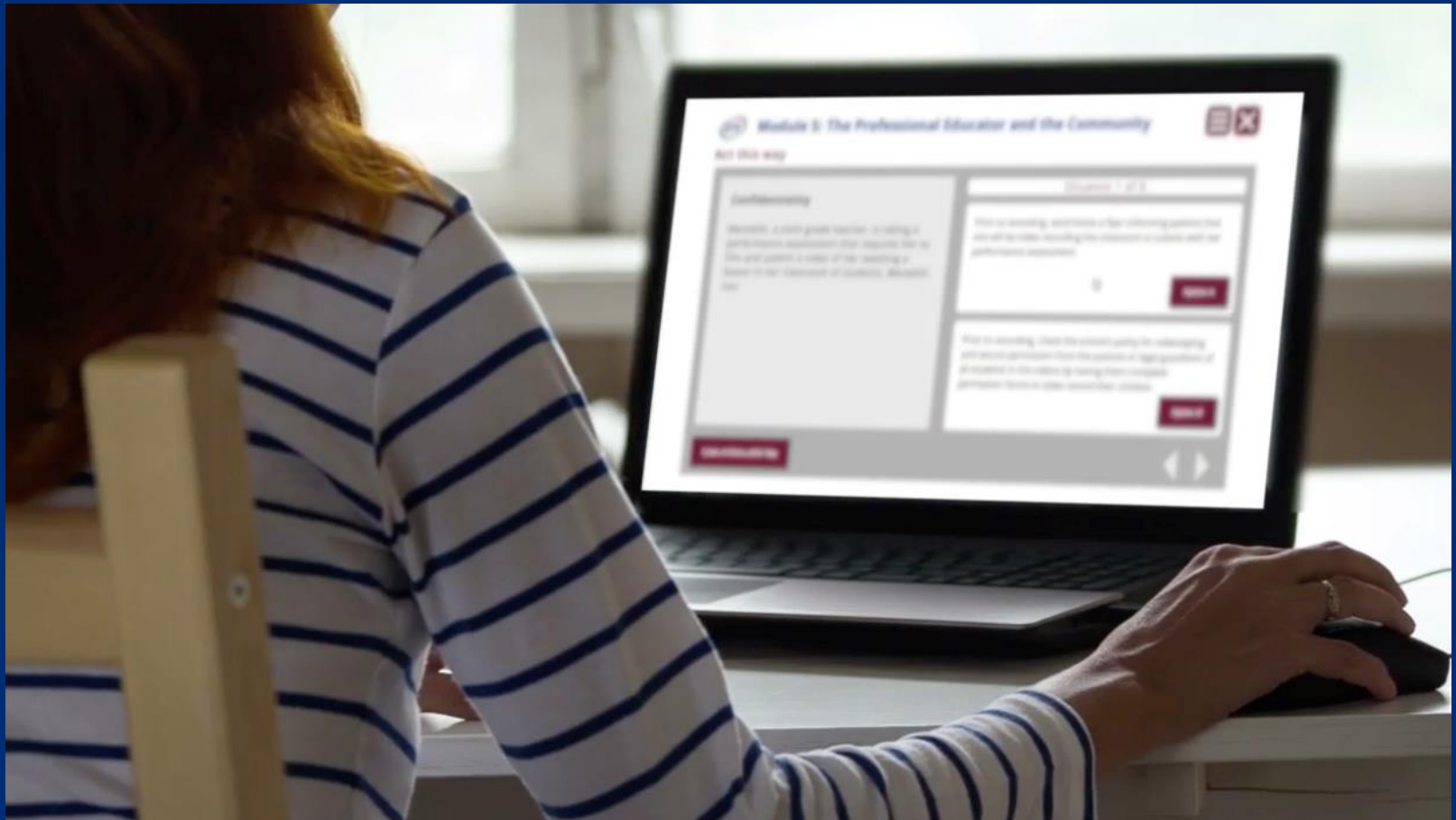
Modules on educator, student, school, community, technology, decision making

Module content targeted to in-service teachers

End-of-Module Assessments and Certificate

Three Year Access to Extended Learning Materials

Additional Extended Learning Materials in years 2 and 3



Understanding Professional Ethics

Helping Teachers Understand Professional Ethics: The Modules

1. **Introduction** – Dispositional/ethical/regulatory
2. **The Professional Educator** – Ethical responsibilities to the profession
3. **The Professional Educator and the Student** – Emphasizes establishing and maintaining appropriate verbal, physical, emotional, and social boundaries
4. **The Professional Educator and the School** – Promotes effective and appropriate relationships with members of the school community
5. **The Professional Educator and the Community** – Reflecting professional values in the community
6. **The Professional Educator and Technology, Digital and Social Media** – Appropriate use of social media with students, parents, and colleagues
7. **Ethical Decision making for the Professional Educator** – Examines long-term consequences of short-term decisions

Year 1: **Individual**

Lays the foundation & helps educators learn about professional ethics & a decision-making framework aligned with the *MCEE*.

Year 2: **School**

Guide educators toward deeper learning & more in-depth conversations with colleagues. Begin implementing changes at the school level.

Year 3: **Community**

Continued support of conversations with colleagues & administrators. Begin engaging students & parents in the learning & conversations.

Building a network of support to cultivate and sustain transparent decision-making based on professional standards of ethics.



Seven online modules
**recognizing, navigating and
mitigating risk**



Eight conversation guides
**exploring case law and
MCEE**



Ten conversation guides
establishing, articulating, and
defending a **standard of care**

**An intentional learning progression
*with flexibility***

Module Activities

Video Scenario Activity

- Primary Topic
- Explores the risk

Written Scenario Activity

- Secondary Topics (10-15)
- User makes a choice
- Often includes PDF resources

End-of-Module Test

- 12 questions
- 2 or 5 attempts
- Aligned to module

Written Scenario Activities

ETS Module 2: The Professional Educator



Inspire or Diminish

Upholding Community Values

The district's middle school science curriculum requires the instruction of Intelligent Design (Creationism) as a theory for how the universe came into existence. Howard, an educator, feels that this theory should not be taught as it caters to religious beliefs and not scientific inquiry. He decides to bypass the unit entirely.

Situation 1 of 11


Inspire

Diminish

ETS Module 3: The Professional Educator and the Student




What Could Possibly Happen?



Call Me Anytime

Mrs. Coe, an early childhood Special Education teacher, knows what it is like to be a parent of a child with special needs; her own daughter has Cerebral Palsy. Because of her unique insight, Mrs. Coe feels an obligation to offer guidance to her students' parents on a variety of issues – not just matters related to their child's Individualized Education Plan (IEP). It is not unusual for Mrs. Coe to be on the phone with, or at the homes of her students' parents during early morning and late evening hours, extending far beyond the typical school day.

5 of 10



1. This extra level of attention is greatly appreciated by the parents and lauded by the school administration. Mrs. Coe receives her district's Teacher of the Year award.

Back

What Could Possibly Happen?

ETS Module 5: The Professional Educator and the Community



Act this way

Confidentiality

Meredith, a sixth grade teacher, is taking a performance assessment that requires her to film and submit a video of her teaching a lesson in her classroom of students. Meredith can:

Situation 1 of 9

Prior to recording, send home a flyer informing parents that she will be video recording the classroom to submit with her performance assessment.

Option A

Prior to recording, check the school's policy for videotaping and secure permission from the parents or legal guardians of all students in the videos by having them complete permission forms to video record their children.

Option B

Code of Ethics

Reports to Support Your Goals

- Scores for end-of-module tests reported through ETS's Data Manager
- Progress is shown in the Enrollment Management System
- Additional resources for program providers are available in the Enrollment Management System

Test Taker Name: ProEthicas, Tester

Unique ID: 25444

Candidate ID: 123adf22

Address:

Gender: M

DOB: 11/8/1970

Report Date: 03/24/2016

Current Score

Test Code/Name	Test Date	% Correct	Passing Status
1421 Introduction	03/24/2016		Completed
1422 The Professional Educator	03/24/2016	100.00	Passed
1423 The Professional Educator and the Student	03/24/2016	91.67	Passed
1424 The Professional Educator and the School	03/24/2016	100.00	Passed
1425 The Professional Educator and the Community	03/24/2016	91.67	Passed
1426 Ethical Decision Making for the Professional Educa	03/24/2016	83.33	Passed
1420 Essentials end-of-course test	03/24/2016	95.00	Passed

Highest Score as of 03/24/2016

Test Code/Name	Test Date	% Correct	Passing Status
1421 Introduction	03/24/2016		Completed
1422 The Professional Educator	03/24/2016	100.00	Passed
1423 The Professional Educator and the Student	03/24/2016	91.67	Passed



Implementation
Materials



Enrolling and Managing
Educators



Learning Modules and
Materials



Reports and Scores

What's New

ProEthica® Enrollment Management System

- New look and feel
- Streamlined enrollment management
- Tagging and additional filtering fields
- More detailed view of status

ProEthica Learning Management System

- User experience improvements
- Extended Learning Guides now available to educators at the end of each module.

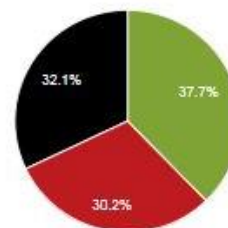
Quick Stats

Program

Essentials

Timeframe

All



All educators (53)

- Eligible (20, 37.7%)
- Registered (16, 30.2%)
- Complete (17, 32.1%)

Resources Library



Articles

Use the guided activities to engage in discourse and extend educator's learning beyond the modules.



Webinars

Access resources found within the modules and additional articles and information about educator ethics.



Support Materials

Find help guides, tutorials and other support materials for system access, enrollment and scores.

Noah Video with perspective videos





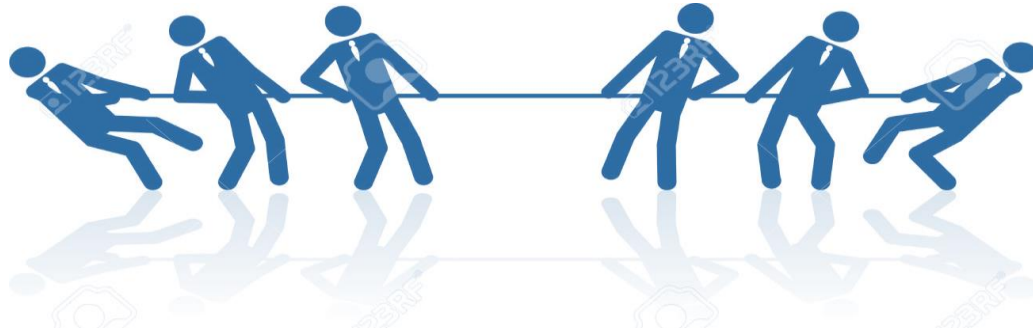
Conversations Exploring Case Law

Conversation on Suicide Pact – Case Law - video





Establishing and Articulating a Standard of Care



An educator's response to such expectations should not be based solely on **personal opinion, values or beliefs**, or even **past experiences**, but rather a professional standard of care that can be **supported or even defended**.

The *ProEthica*® Program Users

Pre-Service and In-Service Educators

- States
 - Arkansas – State alt route program, external alt route programs, EPPs, regional co-ops, districts
 - Delaware - induction
 - Georgia – licensure requirement
 - Pennsylvania – Act 48 PD credit
 - Texas - districts
- EPPs (Meets CAEP Standard 3.6)
 - Embedded in a course in various universities
- School Districts
 - Mentoring and professional development

www.ets.org/proethica



DEPARTMENT OF EDUCATION UPDATES

DAVID DONALDSON AND MICHAEL DEURLEIN
TENNESSEE DEPARTMENT OF EDUCATION



UPDATES ON REVIEW PROCESSES

- TN Comprehensive Review
 - Training held in June for review team members
 - EPPs going through state-managed process in fall/spring
- Interim Reviews
 - Bryan College
 - Making significant changes to program curriculum
 - Better integrating TEAM rubric in clinical practice
 - Also engaging in a Comprehensive Review this year
 - South College
 - Ending admissions appeals procedures (GPA/ACT, etc....)
 - Also engaging in a Comprehensive Review this year

FOCUSED REVIEWS

- Bethel University
 - Expectations communicated to Bethel
 - Review team members assigned
 - Bethel is currently uploading evidence
- Johnson University
 - Relic from NCATE standards review
 - Completing the three-year process
 - Johnson submitting evidence
- Anticipate recommendations will come before the Board in Spring 2020

UPDATES ON ANNUAL REPORTS

- Production
 - On-track
 - Working closely with SBE staff for educator preparation report card alignment
- Points of interest this year
 - Employer Surveys
 - Collecting samples
 - Generating state-wide survey
 - Including on Insights Tool
 - Instructional Leader
 - Baseline information will be included on Insights Tool this year

PROPOSAL FOR NOVEMBER SBE MEETING

- Collapsing Early Childhood endorsements to one single, dual-endorsement in General and Special Education
 - Developing working group (LEA/EPP representatives) to recommend EPP standards for this endorsement, timeline for phase-out of old endorsements, and assessment requirements
 - If SBE approves, department will develop and conduct a full review process of proposals that will require EPPs prove significant evidence that candidates will be adequately prepared to meet the needs of students receiving the general education curriculum and those receiving special education services
- First read on proposed licensure changes based on survey results conducted by SBE staff and upcoming engagement of Director of Schools at the TOSS Superintendents Conference in September and “roadshow” in October.

QUESTIONS & ADJOURNMENT
