



**TENNESSEE**  
STATE BOARD OF EDUCATION

# **EDUCATOR PREPARATION UPDATE**

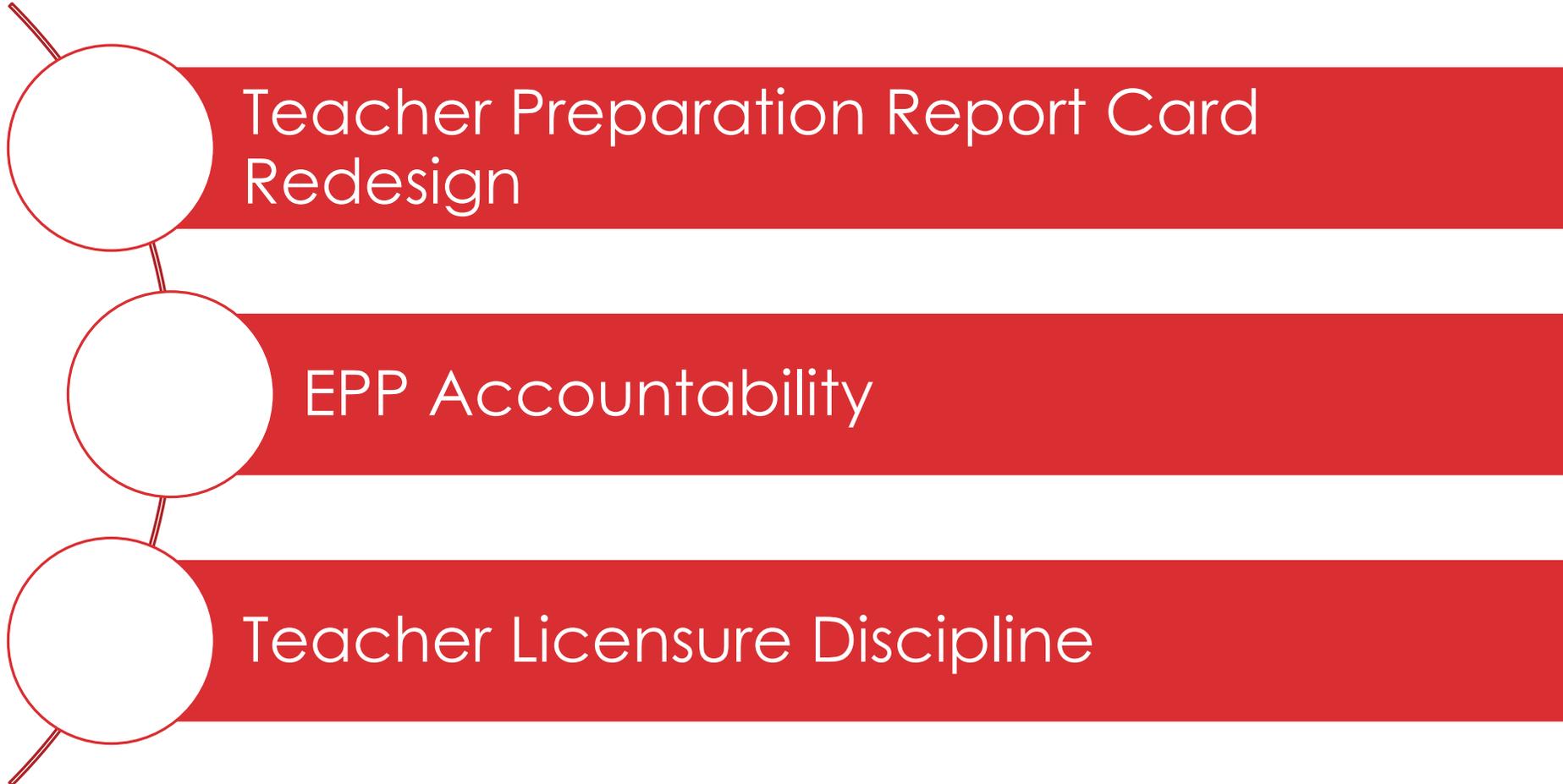
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STATE BOARD OF EDUCATION WORKSHOP

OCTOBER 13, 2016

# MASTER PLAN CONNECTION: GREAT TEACHERS AND LEADERS

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# AGENDA

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- Educator Licensure and Preparation Subcommittee Update
- Teacher Preparation Report Card Update
- Annual Reports and Interim Reviews
- Proposed EPP Literacy Standards
- Proposed edTPA Implementation Plan
- Proposed Leader Licensure Changes

# **SUBCOMMITTEE REPORT**

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# **TEACHER PREPARATION REPORT CARD UPDATE**

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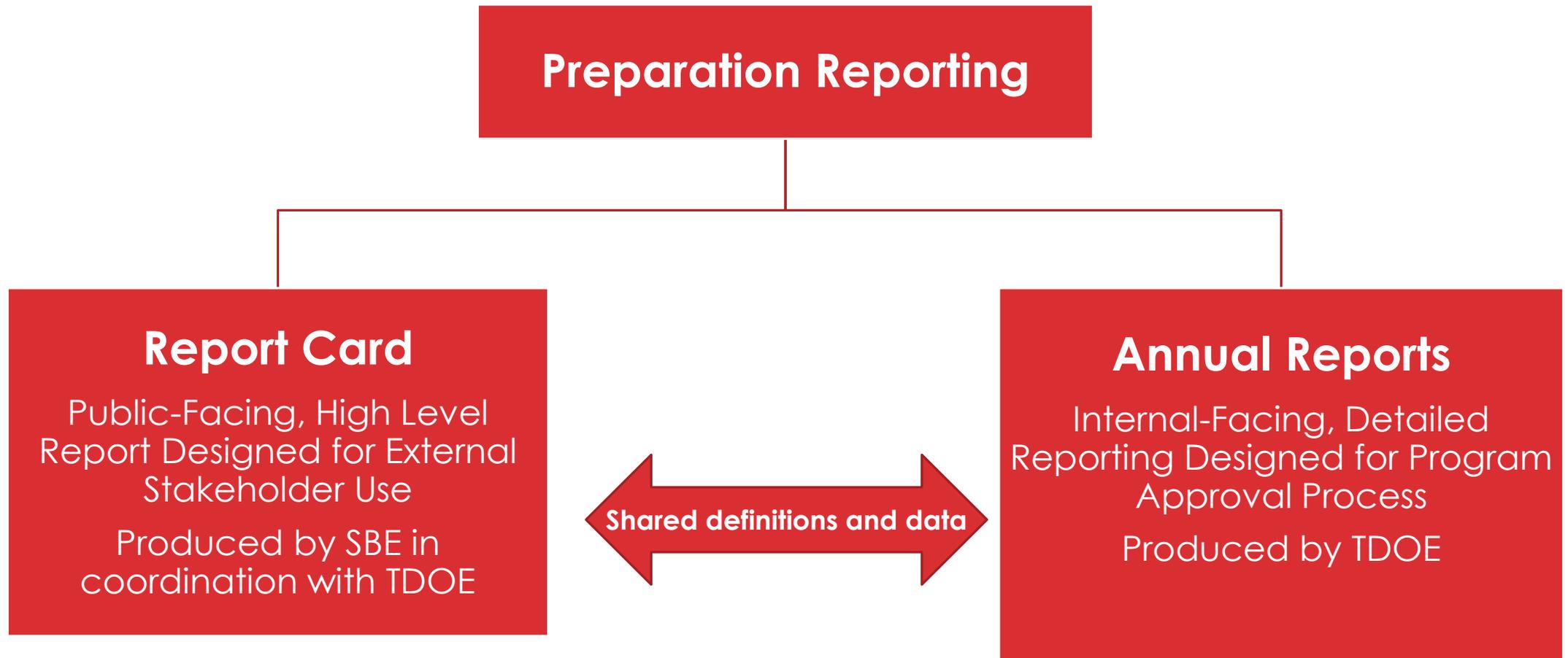
# ORIGINS OF THE REPORT CARD

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- The State Board of Education “shall develop a report card or assessment on the **effectiveness of teacher training programs**. The state board of education shall annually evaluate performance of each institution of higher education providing an approved program of teacher training and other state board approved teacher training programs. The assessment shall focus on the **performance of each institution’s graduates** and shall include, but not be limited to, the following areas:(A) **Placement and retention rates**; (B) Performance on **PRAXIS examinations or other tests** used to identify teacher preparedness; and(C) **Teacher effect data** created pursuant to § [49-1-606](#).”

# DATA REPORTING

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# STAKEHOLDER FEEDBACK

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- Collected feedback on the current Report Card as well as ideas for the redesign:
  - Surveyed districts, EPPs, and prospective candidates
  - Conducted a series of focus groups throughout the state
- Received feedback from **468** different stakeholders
- Full stakeholder feedback report posted to our website
- Intend to conduct follow-up analysis after the launch of the redesigned Report Card

# GOALS FOR 2016

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- **User-friendly** - Present data and information in a clear and well-organized format
- **Focused**- Less is more; hone in on the most impactful pieces of information
- **Informative** - Supports strategic decision-making
- **Accessible** - Expand the audience to include school districts, prospective candidates, and EPPs

# ADVISORY COUNCIL

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**Julie Baker**

Associate Dean, College of Education  
Tennessee Technological University

**Susie Bunch**

Director of Schools  
Lexington City Schools

**Phyllis Casebolt**

Director of Educator Quality  
Clarksville Montgomery Schools

**Leslie Brown**

Director of Human Capital Investment  
Teacher Town

**Johnecia Gaillard**

Student  
Tennessee State University

**Sam Gutter**

Educator Policy Analyst  
Governor's Office

**Mark Hogan**

Education Department Chair  
Belmont University

**Renee Murley**

Director of the School of Education  
University of Tennessee, Chattanooga

**Julia Duchon**

Director, Strategy Talent and Operations  
Teach For America-Nashville

**Kyle Southern**

Director of Policy and Research  
SCORE

**Wendy Tucker**

District 7 Member  
State Board of Education

**Bill Wishart**

Data Coordinator and Research Assistant  
Professor  
University of Tennessee, Knoxville

# REDESIGNED REPORT CARD

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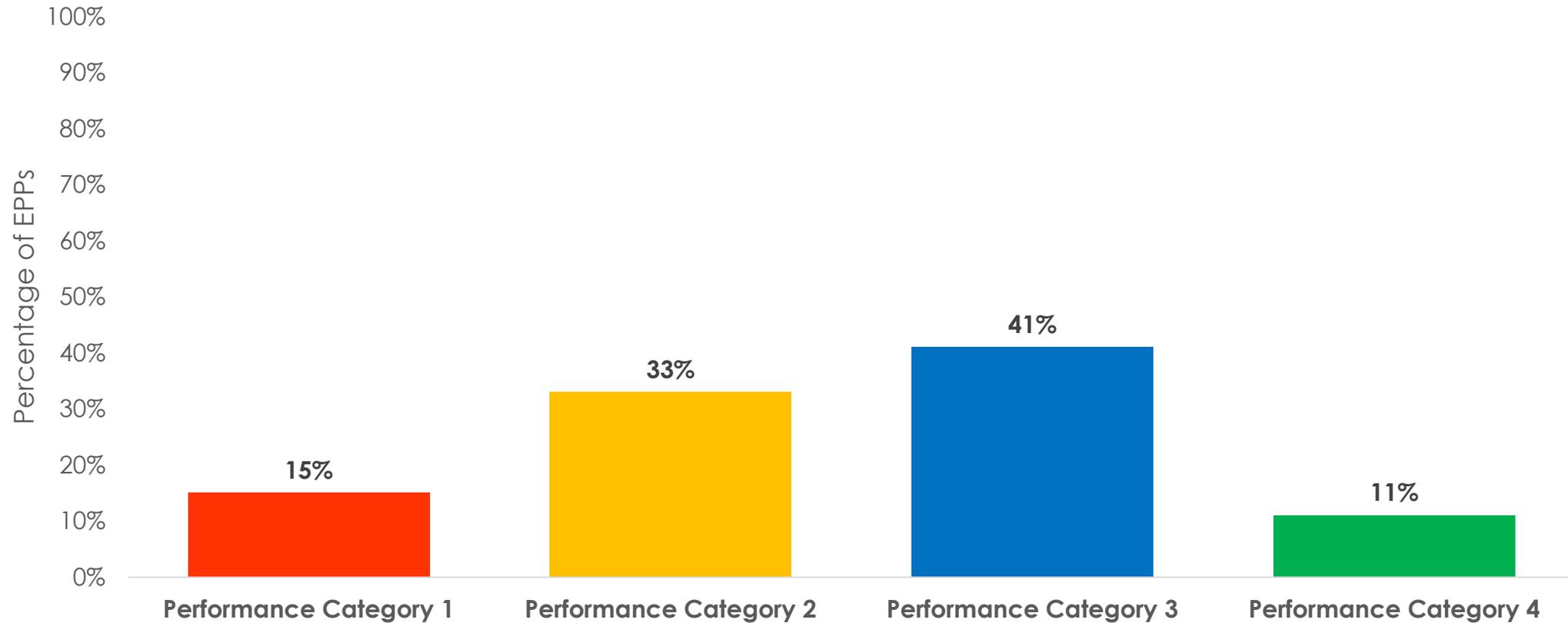
- Creation of a Performance Framework that provides at a glance info for users, highlighting areas of EPP strength and challenge
  - Four Performance Categories (1-4)
  - Three Domains
  - Nine scored Metrics
- Addition of an interactive, online version of the Report Card
- Sort through the state's data at the domain level, go into further depth for specific institutions

# PERFORMANCE FRAMEWORK

Metrics	Points
<b>Domain: Candidate Profile</b>	<b>20</b>
Percentage of Completers with an ACT score of 21+	3
Percentage of Racially and Ethnically Diverse Completers	7
Percentage of High Demand Endorsements	10
<b>Domain: Employment</b>	<b>15</b>
First Year Placement Rate	6
Beyond Year One Retention Rate	9
<b>Domain: Provider Impact</b>	<b>40</b>
Percentage of Completers with an Observation Score of 3+	6
Percentage of Completers with an Observation Score of 4-5	9
Percentage of Completers with a TVAAS score of 3+	10
Percentage of Completers with a TVAAS score of 4-5	15

# SAMPLE PERFORMANCE CATEGORY DISTRIBUTION

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# LANDING PAGE



SCHOOL NAME	NUMBER OF COMPLETERS	OVERALL PERFORMANCE CATEGORY	CANDIDATE PROFILE PERFORMANCE CATEGORY	EMPLOYMENT PERFORMANCE CATEGORY	PROGRAM IMPACT PERFORMANCE CATEGORY	DOWNLOAD REPORT
<a href="#">Academia Antonia Alonso</a>	1,000	4	2	4	4	↓
<a href="#">Academy Of Dover Charter School</a>	1,000	1	1	2	1	↓
<a href="#">Allen Frear Elementary School</a>	1,000	4	4	4	3	↓
<a href="#">Appoquinimink High School</a>	1,000	3	3	3	3	↓
<a href="#">Baltz (Austin D.) Elementary School</a>	1,000	2	3	2	2	↓
<a href="#">Bancroft Elementary School</a>	1,000	2	2	3	2	↓
<a href="#">Banneker (Benjamin) Elementary School</a>	1,000	4	3	4	4	↓
<a href="#">Bayard Middle School</a>	1,000	3	3	4	3	↓

# PROFILE PAGE

[< BACK TO PROVIDER LIST](#)



## THE NEW MEMPHIS SCHOOL TEACHER EDUCATION PROGRAM

**4** PERFORMANCE CATEGORY  
80% OF POINTS EARNED

PROFILE

HOW TO READ THE REPORT

REPORT CARD

CANDIDATE PROFILE

EMPLOYMENT

SATISFACTION

PROGRAM IMPACT

### PROFILE

#### ABOUT THIS PROVIDER

**Website**

[tennessee.provider.edu](https://tennessee.provider.edu)

**Dean**

Jacqueline Stein

[jstein@tennessee.provider.edu](mailto:jstein@tennessee.provider.edu)



The vision of Pittock City Elementary School will ensure that all staff, parents, and students will be happy high achievers. The staff at Pittock Elementary School is committed to working collaboratively with parents and students in promoting excellence in education through high quality, instruction, coaching, and outreach, to equip students with a solid foundation inclusive environment in which intellectual growth for students and staff members is encouraged and supported. Teachers, instructional assistants, administrators, and staff members work together to maintain an academically focused school setting that emphasizes instructional programs which result in continual improvement in student achievement. Teachers, parents, and staff members work as a cohesive team to create a positive, safe, and nurturing learning environment that will ensure all children achieve academically, socially, and personally.

# OVERALL SCORING



## THE NEW MEMPHIS SCHOOL TEACHER EDUCATION PROGRAM

- PROFILE
- HOW TO READ THE REPORT
- REPORT CARD**
- CANDIDATE PROFILE
- EMPLOYMENT
- SATISFACTION
- PROGRAM IMPACT

### REPORT CARD

#### OVERALL PERFORMANCE

**4** PERFORMANCE CATEGORY <sup>Ⓞ</sup>  
80% OF POINTS EARNED      12.00 OUT OF 15.00 POINTS

#### CANDIDATE PROFILE

5 SCORED METRICS

80% OF POINTS EARNED      **4** PERFORMANCE CATEGORY

[VIEW DETAILS →](#)

#### EMPLOYMENT

6 SCORED METRICS

68% OF POINTS EARNED      **3** PERFORMANCE CATEGORY

[VIEW DETAILS →](#)

#### SATISFACTION

<sup>Ⓢ</sup> Not Applicable until 2016-17

#### PROGRAM IMPACT

5 SCORED METRICS

20% OF POINTS EARNED      **1** PERFORMANCE CATEGORY

[VIEW DETAILS →](#)

# INDIVIDUAL DOMAIN



## THE NEW MEMPHIS SCHOOL TEACHER EDUCATION PROGRAM

4 PERFORMANCE CATEGORY  
80% OF POINTS EARNED

- PROFILE
- HOW TO READ THE REPORT
- REPORT CARD
- CANDIDATE PROFILE
- EMPLOYMENT**
- SATISFACTION
- PROGRAM IMPACT

### REPORT CARD

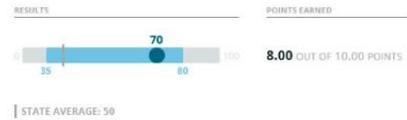
#### EMPLOYMENT

4 PERFORMANCE CATEGORY 80% OF POINTS EARNED 12.00 OUT OF 15.00 POINTS

#### FIRST YEAR PLACEMENT RATE

N-SIZE: 100

This is a description of the metric. Proin lectus urna, laculis vitae urna in, vehicula malesuada nibh. Vivamus vitae ipsum ullamcorper, aliquet justo ac, ullamcorper purus. Sed dapibus ex vel nisi rutrum, non sollicitudin nisi pulvinar. Sed ultrices neque ut tempor eleifend. Aliquam erat volutpat. Suspendisse commodo rutrum met us non sagittis. Ut at maximus velit. Praesent eu laculis magna. Proin finibus quam et orci auctor, nec vehicula leo accumsan.



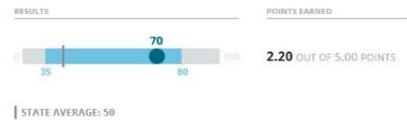
#### THREE YEAR PLACEMENT RATE

ⓘ Not Applicable until 2016-17

#### PERCENTAGE OF COMPLETERS TEACHING IN YEAR 1 WHO WERE STILL TEACHING IN YEAR 2

N-SIZE: 100

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[SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED →](#)

# COMMUNICATIONS PLAN

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- Finalizing a diverse communications strategy that will reach out to a much wider audience and extend commitment to the Report Card beyond the initial release
- Launch Event
  - Still determining exact date and location, targeting mid-December
- Long-term Plans
  - Working to develop follow-up reports and analyses to extend the conversation
  - Continuing to communicate with local media to identify regional issues related to the Report Card

# COMMUNICATIONS AUDIENCES

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EPPs

School  
Districts

Philanthropic  
Community

Current  
Students

Charter  
Networks

Advocacy  
Community

National  
Media  
Outlets

Prospective  
Students

# FUTURE STRATEGY

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- Ideas for future reports this year
  - Focus on particular subject areas (e.g., secondary math, literacy, etc.)
  - Deep dive into specific features of EPPs (e.g., clinical practice)
- Continued gathering of feedback
  - Reach out to stakeholders about their Report Card usage
  - Continue to identify new potential audiences or ways to reach current audiences
- Begin thinking about changes and strategy for the 2017 Report Card

# QUESTIONS?

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EPP Approval

# A Shared Vision for EPP Approval Process

The process for approving educator preparation providers supports the continuous improvement of preparation programs in the work of developing teachers and leaders who are able to effectively educate students.

# EPP Approval



# CAEP - TN

CAEP Standard	Tennessee Tools
<b>Standard 1: Content and Pedagogical Knowledge</b>	Standardized narrative prompts Standardized template to demonstrate alignment with InTASC Standards
<b>Standard 2: Clinical Partnerships and Practice</b>	Standardized templates for: <ul style="list-style-type: none"><li>• Primary Partnership Agreement</li><li>• Primary Partnership Outcomes</li><li>• Recognized Partnership Agreement</li></ul>
<b>Standard 3: Candidate Quality, Recruitment, and Selectivity</b>	Standardized narrative prompts Required development of collaboratively established recruitment goals
<b>Standard 4: Program Impact and Annual Report</b>	Specified metric definitions (cohorts and calculations) Standardized satisfaction surveys
<b>Standard 5: Provider Quality Assurance and Continuous Improvement</b>	Standardized prompts Required use of edTPA

# ANNUAL REPORTS

**Program Outcomes:**



**Program Impact:**



# Annual Report

The **purpose** of the annual report is to provide EPPs with detailed information that can support continuous improvement and provide the state with an opportunity to intervene during the middle of the review cycle if a provider demonstrates performance that is below or significantly below expectations.

<b>Non-negotiables</b>	<b>Annual Reports</b>
<b>Prioritizes Outcomes and Impact</b>	<ul style="list-style-type: none"><li>• <b>Outcomes</b><ul style="list-style-type: none"><li>• Candidate recruitment and selection</li><li>• Completer placement and retention</li><li>• Candidate assessment</li></ul></li><li>• <b>Impact</b><ul style="list-style-type: none"><li>• Completer, employer and partner satisfaction</li><li>• Completer effectiveness</li></ul></li></ul>
<b>Actionable</b>	<ul style="list-style-type: none"><li>• Provides data at EPP, SAP cluster and SAP levels</li><li>• Provides data at domain and indicator levels</li></ul>
<b>Incentivizes Continuous Improvement</b>	<ul style="list-style-type: none"><li>• Annual data that is disaggregated to support analysis and understanding to support program changes</li><li>• Results that fall below required expectations result in an interim review</li><li>• Formal component of the comprehensive review</li></ul>

# Annual Report Rating

- **Exceeds Expectations** when the provider is rated as exceeding expectations on at least three out of five domains including Domain 5.
- **Meets Expectations** when the provider is rated as meeting or exceeding expectations on four out of five domains including Domain 5.
- **Below Expectations** when the provider is rated below expectations on any two domains or falls below expectations on Domain 5.
- **Significantly Below Expectations** when the provider falls below expectations on any three domains.



# Annual Report - Metrics

Metrics		Reporting Level(s)	Date Reported
<b>Domain 1: Candidate Recruitment and Selection</b>			
<b>Recruitment Goals</b>	Progress in meeting EPP/LEA-primary partner-defined recruitment goals.	EPP	Nov 2018
<b>Candidate Profile</b>	Distribution of ACT/SAT/GRE/Praxis I results	EPP, SAP Cluster, SAP	Feb 2017
	Undergraduate/Major GPA		
	Distribution of Race/Ethnicity		
	Percentage of completers in high-needs subject areas		
<b>Domain 2: Completer Placement and Retention</b>			
<b>Placement</b>	Percentage of completers placed within first three years after obtaining a license.	EPP, SAP Cluster, SAP	Feb 2017*
<b>Retention</b>	Percentage of completers placed in a teaching position who stay in a teaching position for at least three years in the first five years after obtaining a license.	EPP, SAP Cluster, SAP	Feb 2017*
<b>Domain 3: Candidate Assessment</b>			
<b>Pedagogical</b>	Percentage of completers passing required pedagogical assessment on first attempt.	EPP	Feb 2017*
<b>Content</b>	Percentage of completers passing required content assessment(s) on first attempt.	EPP	Feb 2017*

# Annual Report - Metrics

Metrics		Reporting Level(s)	Date Reported
<b>Domain 4: Completer, Employer, and Partner Satisfaction</b>			
<b>LEA Primary Partner Satisfaction</b>	Level of LEA primary partner satisfaction	EPP	Feb 2017*
<b>Program Completer Satisfaction</b>	Level of program completer satisfaction	EPP, SAP Cluster, SAP	Feb 2017*
<b>Employer Satisfaction</b>	Level of employer (principal) satisfaction	EPP, SAP Cluster, SAP	Nov 2018
<b>Domain 5: Completer Effectiveness</b>			
<b>Overall Evaluation Rating</b>	Distribution of overall evaluation ratings	EPP, SAP Cluster, SAP	Feb 2017
<b>TVAAS Rating</b>	Distribution of TVAAS ratings	EPP, SAP Cluster, SAP	Feb 2017
<b>Evaluation Observation Rating</b>	Distribution of observation ratings	EPP, SAP Cluster, SAP	Feb 2017
<b>Evaluation Domain and Indicator Ratings</b>	Distribution of observation domain and indicator ratings	EPP, SAP Cluster, SAP	Feb 2017

# Interim Review

The **purpose** of the interim review is to provide EPPs that are struggling to meet expectations an opportunity to make changes with support from the department that will enable them to implement changes that demonstrate implemented changes resulting in adequate improvement prior to the comprehensive review.

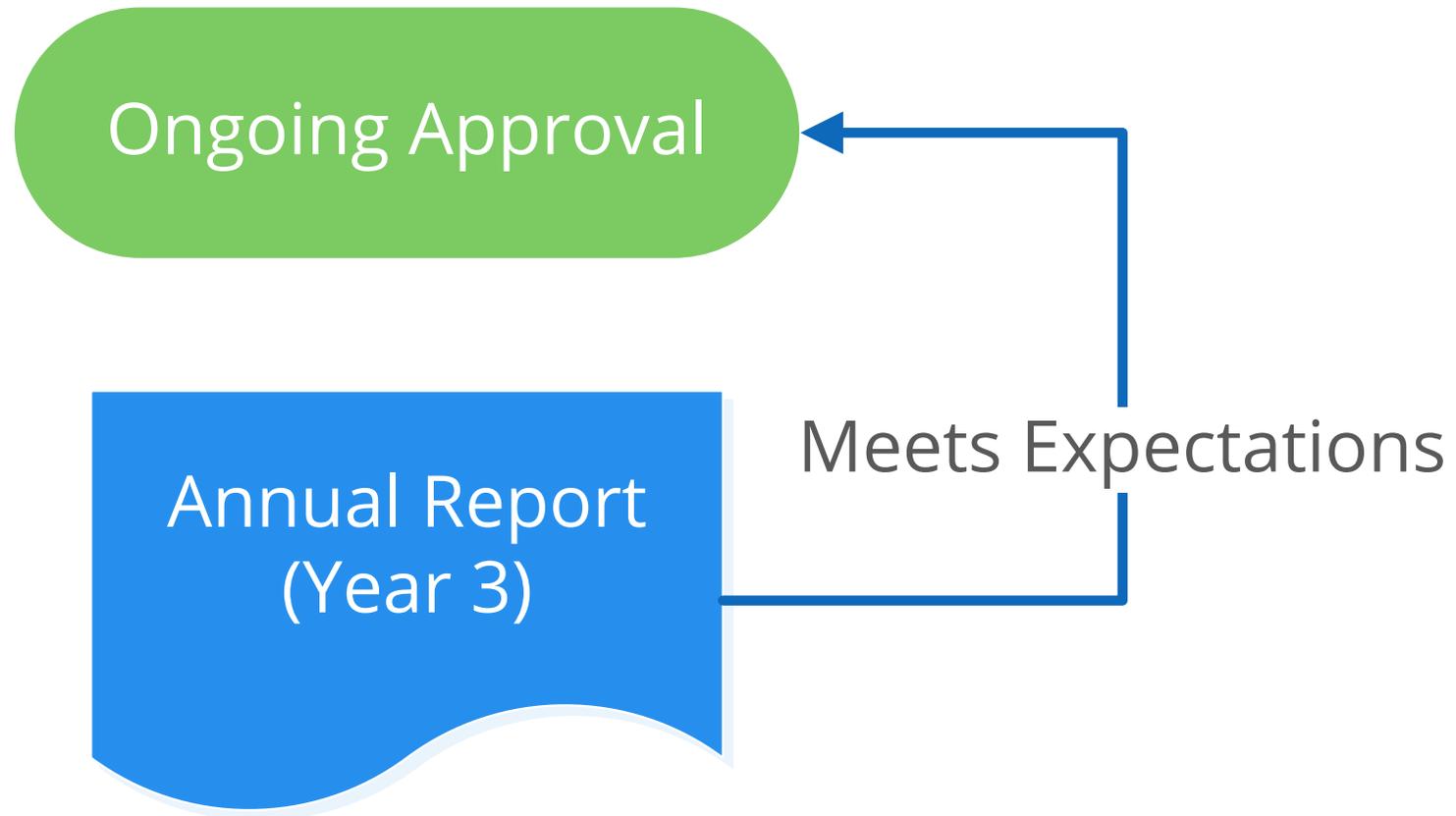
Non-negotiable	Interim Review
<b>Prioritizes Continuous Improvement</b>	<b>Self-Assessment</b> <ul style="list-style-type: none"><li>• Identify data leading to below expectations rating</li><li>• Identify potential challenges/problems</li></ul> <p>In limited cases, the self-assessment made provide justification for the results that demonstrate no need for an action plan. In these cases, the EPP would be exited from the interim review process.</p>
<b>Establishes Clear Goals and Expectations</b>	<b>Action Plan</b> <ul style="list-style-type: none"><li>• Develop clear goals related to remedy below expectations rating</li><li>• Develop clear timeline related to below expectations rating</li></ul>
<b>Informs Comprehensive Review Decisions</b>	All annual reports, action plans and interim review reports will be components of the comprehensive review process leading to a recommendation for action of the board.

# Interim Level of Effectiveness

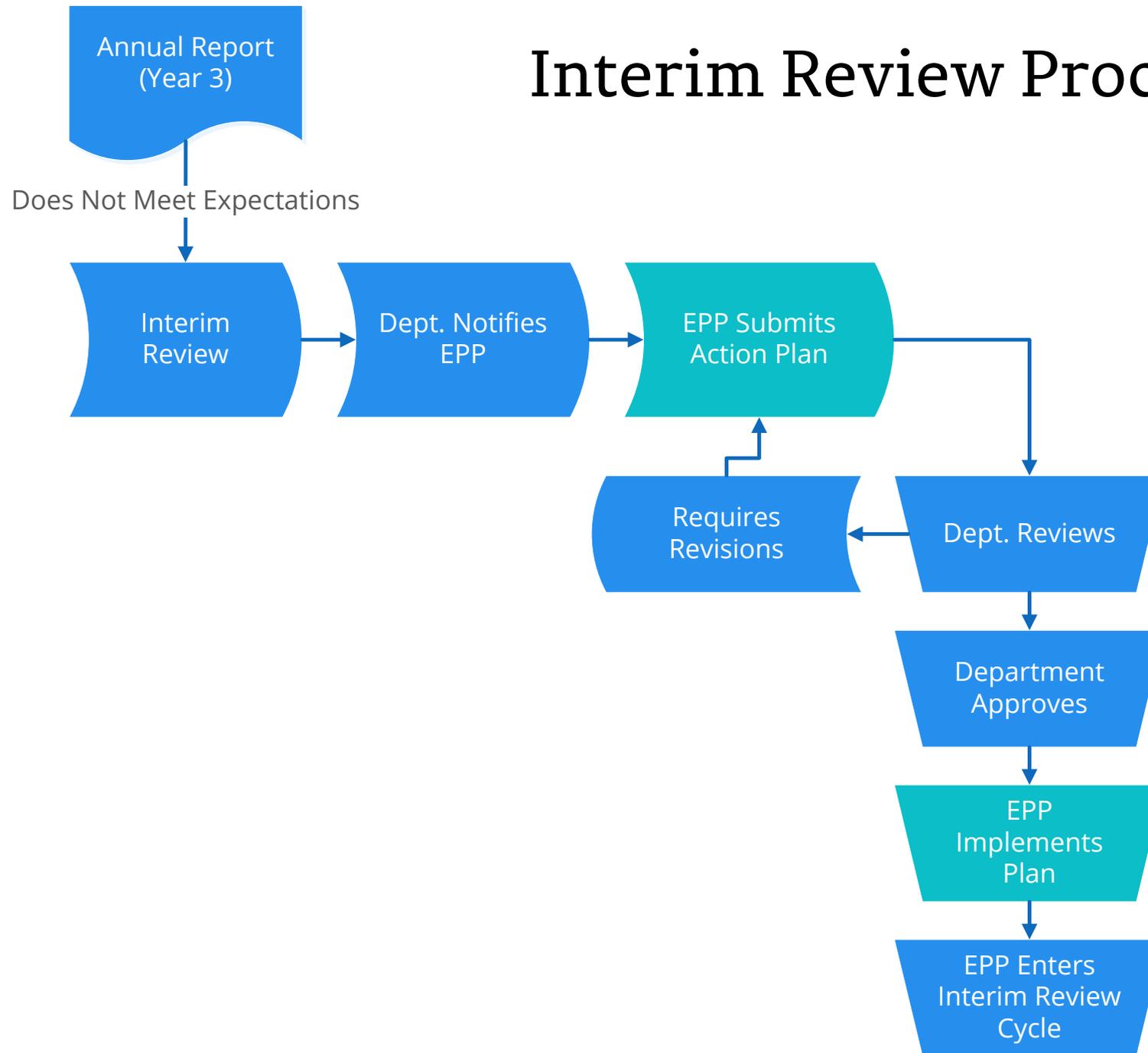
Interim reviews will be required when the interim level of effectiveness earned is below expectations or significantly below expectations.

- The level of effectiveness earned is **Below Expectations** when the provider is:
  - below expectations at the EPP, SAP, or Cluster level in the third year of the cycle or
  - below expectations at the EPP, SAP, or Cluster level in two out of the first three years of the cycle
- The level of effectiveness earned is **Significantly Below Expectations** when the provider is:
  - below expectations at the EPP, SAP, or Cluster level for three consecutive years

# Annual Reports → Interim Reviews



# Interim Review Process



# Interim Review Cycle

Year	November	December	March	June	September
Year 3	Annual Report	Dept. Notifies EPPs	EPP Submits Action Plan	TDOE Response	Progress Reports
Year 4	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 5	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 6	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 7	Comprehensive Review				

# Annual Report/Interim Review Timeline





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# Literacy Standards for Educator Preparation

# Revising Literacy Standards for Preparation

The existing reading standards are out of date and no longer aligned with Tennessee expectations for student learning

The department convened a task force to provide the feedback on an initial draft of revised standards.

- Represented educator preparation providers and K-12 districts
- Three in-person meetings (Spring-Summer 2016)

# Standards for Educator Preparation in Literacy

Current Standards	Proposed Standards
Revised in 2001	Revised Summer 2016
Focused on a limited set of endorsement areas (Early, Elementary and Middle Grades)	Identified for most educator endorsement areas (adds Secondary, Special Education, Specialized Roles and Instructional Leaders)
Standards are not differentiated	Standards are differentiated by role

# Standards for Educator Preparation in Literacy

## Current standards recommend the use of the following standards and studies

- International Reading Association (1998)
- National Association for the Education of Young Children (1994)
- National Council of Teachers of English and International Reading Association (1996)
- Interstate New Teacher and Assessment and Support Consortium (1992)
- National Council on Accreditation of Teacher Education (2000)
- Additional independent academic articles on the topic of teaching reading and literacy

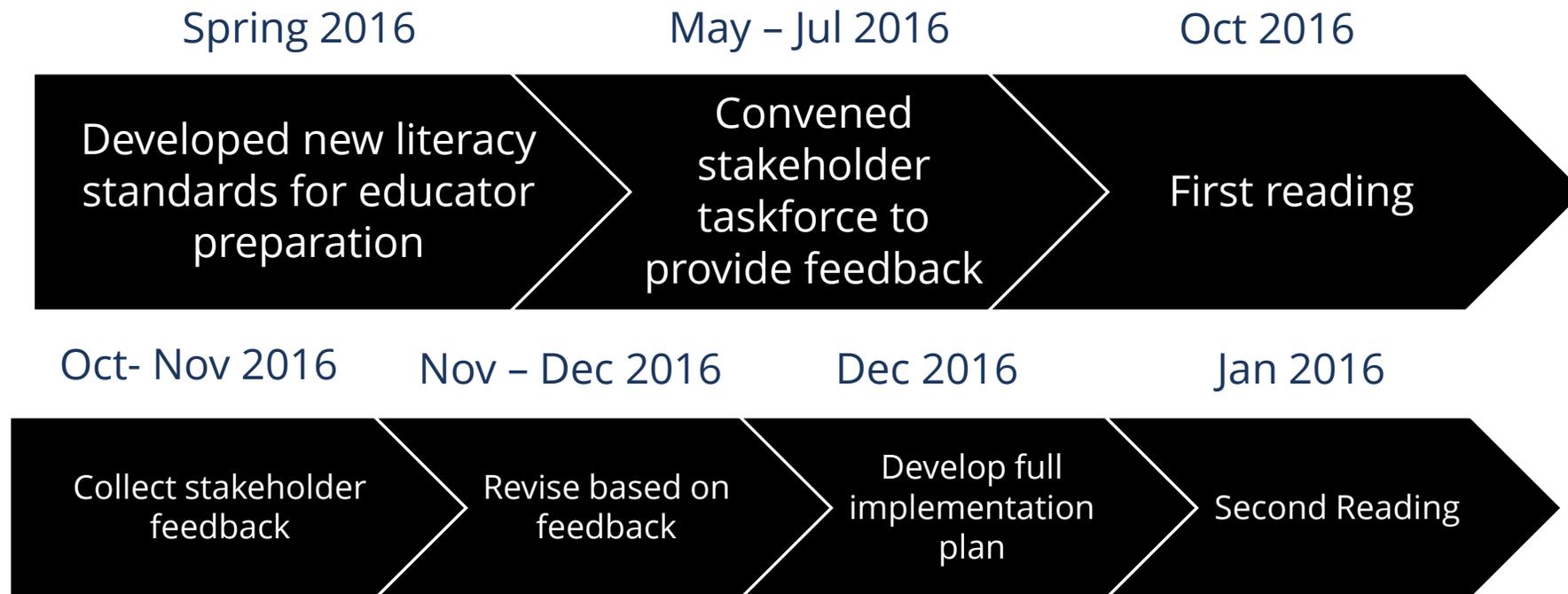
## Proposed standards Informed by national standards and research on best practice

- International Literacy Association (2010, 2015, 2016)
- National Association for the Education of Young Children (2010)
- National Early Literacy Panel (2008)
- International Reading Association (2006)
- International Reading Association & National Council of Teachers of English (2012)
- International Dyslexia Association (2010)
- National Institute of Child Health and Human Development (2000)
- Council for Exceptional Children (2012, 2004)
- Interstate New Teacher and Assessment and Support Consortium (2011)
- National Board for Professional Teaching Standards (1989)
- Council of Chief State School Officers (2006)
- Council for the Accreditation of Educator Preparation (2015)
- Additional independent academic articles on the topic of teaching reading and literacy, including many Tennessee-based academics and practitioners

# Standards for Educator Preparation in Literacy

<b>Current standards informed by old Tennessee student academic standards</b>	<b>Proposed standards informed by current Tennessee student academic standards and other relevant Tennessee tools and initiatives</b>
<ul style="list-style-type: none"><li>• Tennessee Curriculum Standards in Reading, Writing and Elements of Language. (2001)</li><li>• Tennessee Framework for Evaluation and Professional Growth. (1997)</li><li>• Teacher Licensure Standards: Professional Education. (2001)</li></ul>	<ul style="list-style-type: none"><li>• Tennessee early learning developmental standards for four year olds. (2012)</li><li>• Tennessee English/Language Arts standards. (2016)</li><li>• Setting the foundation: A report on elementary grades reading in Tennessee. (2016)</li><li>• RTI2 Framework: Response to instruction and intervention framework. (2015)</li><li>• TEAM general educator rubric. (2015)</li><li>• Tennessee task force on student testing and assessment. (2015)</li><li>• Tennessee learning centered leadership policy. (2015)</li></ul>

# Literacy Standards



# Initial DRAFT Implementation Plan

- January 2017 – Finalize Implementation Plan
  - EPP training on state initiatives (Spring 2017)  
(Read to be Ready, Early Learning Model, RTI2)
  - EPP redesign (Summer 2017)
  - EPP internal approval (Fall 2017)
  - Select reviewers (Fall 2017)
  - Proposal deadline (Winter 2018)
  - Proposal review period (Spring 2018)
  - Proposal refinement (Spring 2018)
  - TDOE approves new programs (Summer 2018)
  
- Goal: September 2018 EPP Implementation



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# edTPA Implementation

# edTPA Implementation

## Priorities

- Establish coordinators for each EPP
- Establish statewide advisory group
- Develop voucher distribution process (330 vouchers)
- Finalize materials demonstrating alignment of TEAM, InTASC and edTPA
- Conduct edTPA training for EPPs

# edTPA Implementation

October – December 2016	January – March 2017	April – June 2017	July – September 2017
Identify coordinator at each EPP	Finalize plan to distribute edTPA usage-credit vouchers	Review pilot and implementation plans with each coordinator	Determine Annual Reports Content
Establish schedule for coordinator virtual meetings	Conduct meeting with statewide advisory group	Revisit and review project plan	
Provide overview of Results Analyzer	Deliver orientations with individual EPPs		
Finalize edTPA Handbook			
Build State Website on edTPA.com			
Identify small statewide advisory group			
Confirm alignment with Tennessee Professional Teaching Standards			
Finalize incentive structure for vouchers			

## Regular routines to drive implementation

Conduct quarterly virtual meetings with statewide advisory group
Conduct monthly edTPA Coordinator virtual meetings
SCALE and edTPA National Academy Consultants deliver two training workshops



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**Leader Licensure**

# Leader Licensure

- Recommending minor changes to better align with teacher licensure structure and add requirements for individuals not serving in TASL-mandated roles
- Validity periods:
  - ILL-A – 3 years (non-renewable)
  - ILL – 3 years (renewable)
  - ILL-P – 6 years (renewable)
- Renewal Requirements (ILL and ILL-P)
  - TASL-mandated: Complete required TASL hours
  - Non-TASL-mandated: Complete state-approved module (beg. Jan. 2018)
- Advancement Requirements (ILL to ILL-P)
  - Complete TASL Academy/Professional Learning Plan
  - Achieve overall evaluation of At, Above, or Significantly Above Expectations for two out of the three years on the ILL