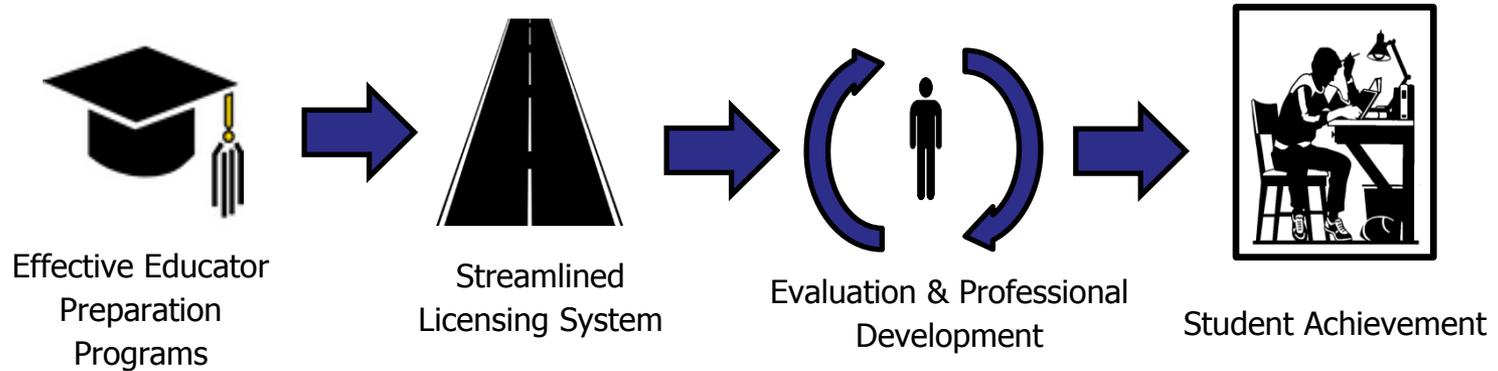




# Tennessee Educator Preparation Policy

State Board of Education Workshop  
October 30, 2014

# The Pathway to Effective Teaching



# Overview



# Overview



# Calls for Change and Improvement

“An analysis of the 2011, 2012, and 2013 Report Card effect scores indicates that several programs have consistently produced teachers that underperform veteran and other beginning teachers in the state.”

**THEC Report Card, November 2013**

“[We] insist that preparation be judged by outcomes and impact on P-12 student learning and development—results matter; “effort” is not enough.”

**CAEP Standards Commission, June 2013**

# Terminology

- **Educator Preparation Provider (EPP)** – The entity approved to deliver preparation programs in the State of Tennessee.
- **Specialty Area Program (SAP)** – The subject-specific program situated within an approved EPP.
- **Council for the Accreditation of Educator Preparation (CAEP)** – The agency authorized by the US Department of Education to accredit educator preparation providers in the US.
- **Specialized Professional Associations (SPA)** – The national organizations that develop standards for specific content areas. Many of these organizations offer SAP-level recognition.

# Recent History of Program Approval in TN

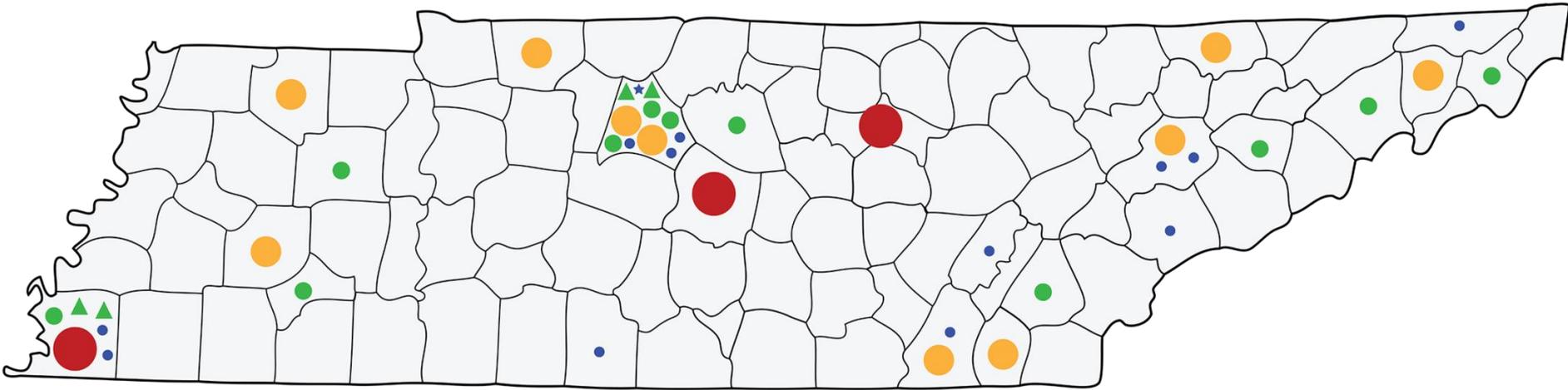
● **1988**  
Policy Direction  
from SBE

● **1989**  
NCATE Partnership  
Agreement signed

● **2001**  
NCATE Standards  
significantly revised

● **2013**  
CAEP Standards  
Approved

# Tennessee Educator Preparation Providers

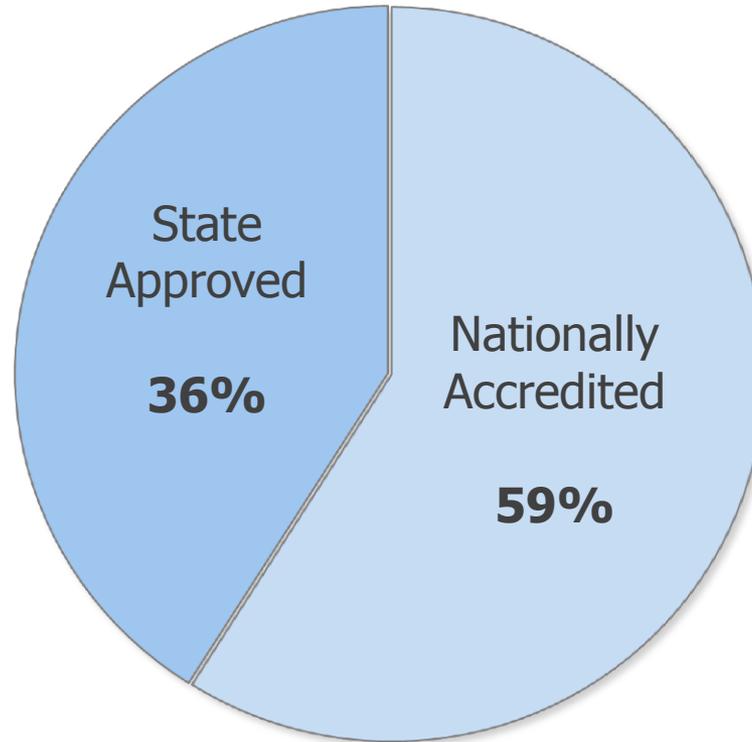


● Institute of Higher Education (IHE)    ▲ Education Related Organization (ERO)    ★ Tennessee Department of Education

Number of Program Completers



# Current Provider Approval Status



# Roles and Responsibilities

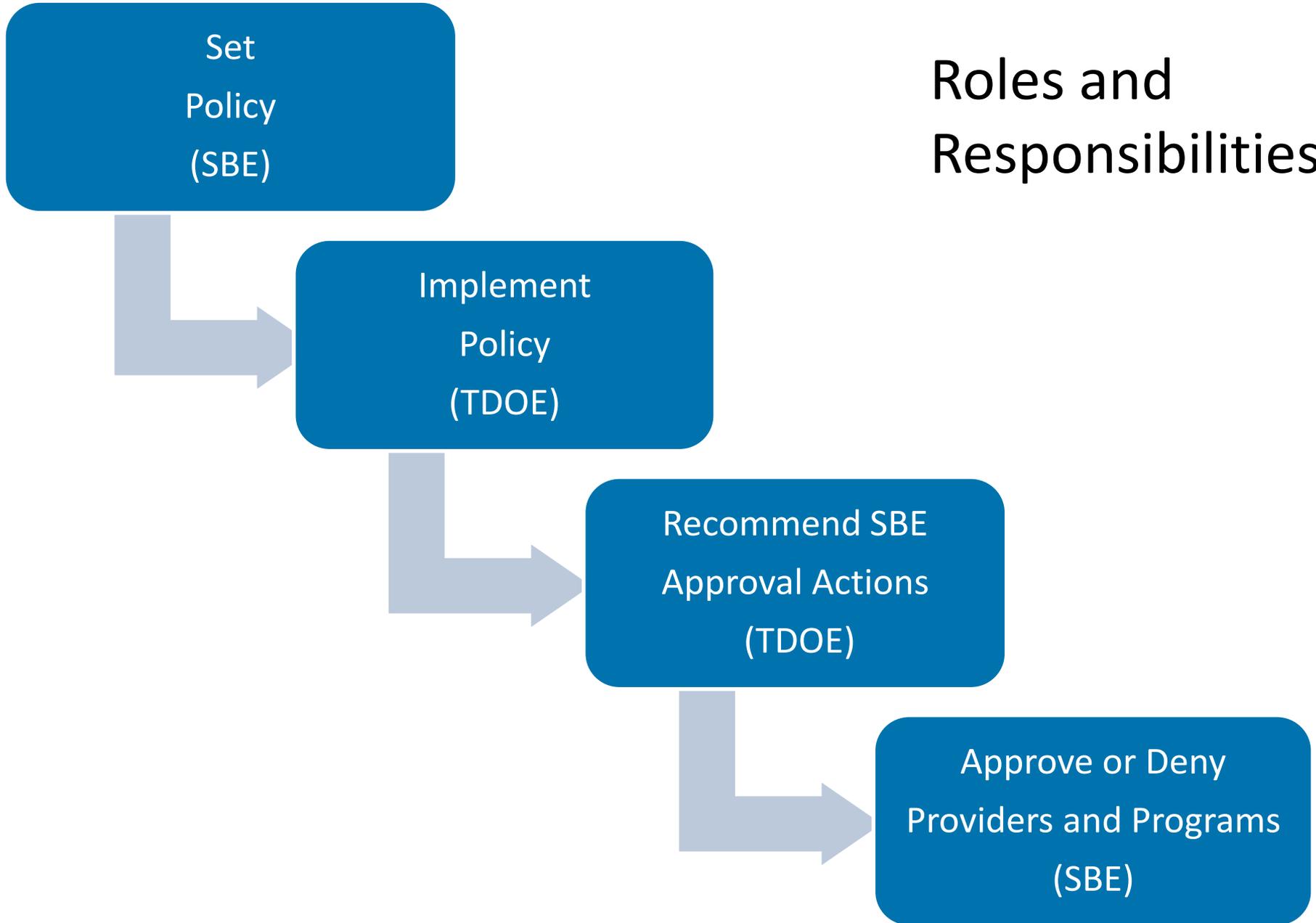
## ■ **State Board of Education**

- Approve policy
- Approve recommendations (based on findings from review team and recommendations of Advisory Committee of Educator Preparation\*)

## ■ **Tennessee Department of Education**

- Implement policy
- Issue guidance
- Propose recommendations to the State Board of Education

# Roles and Responsibilities



# Stakeholder Engagement

- Educator Preparation Provider (EPP) Engagement
  - TACTE (voted to support)
  - Community Discussions
  - Survey
  - Specialty Area Meetings
  
- ACTEC August 2014

# Overview



# Who Can Train Educators in Tennessee?

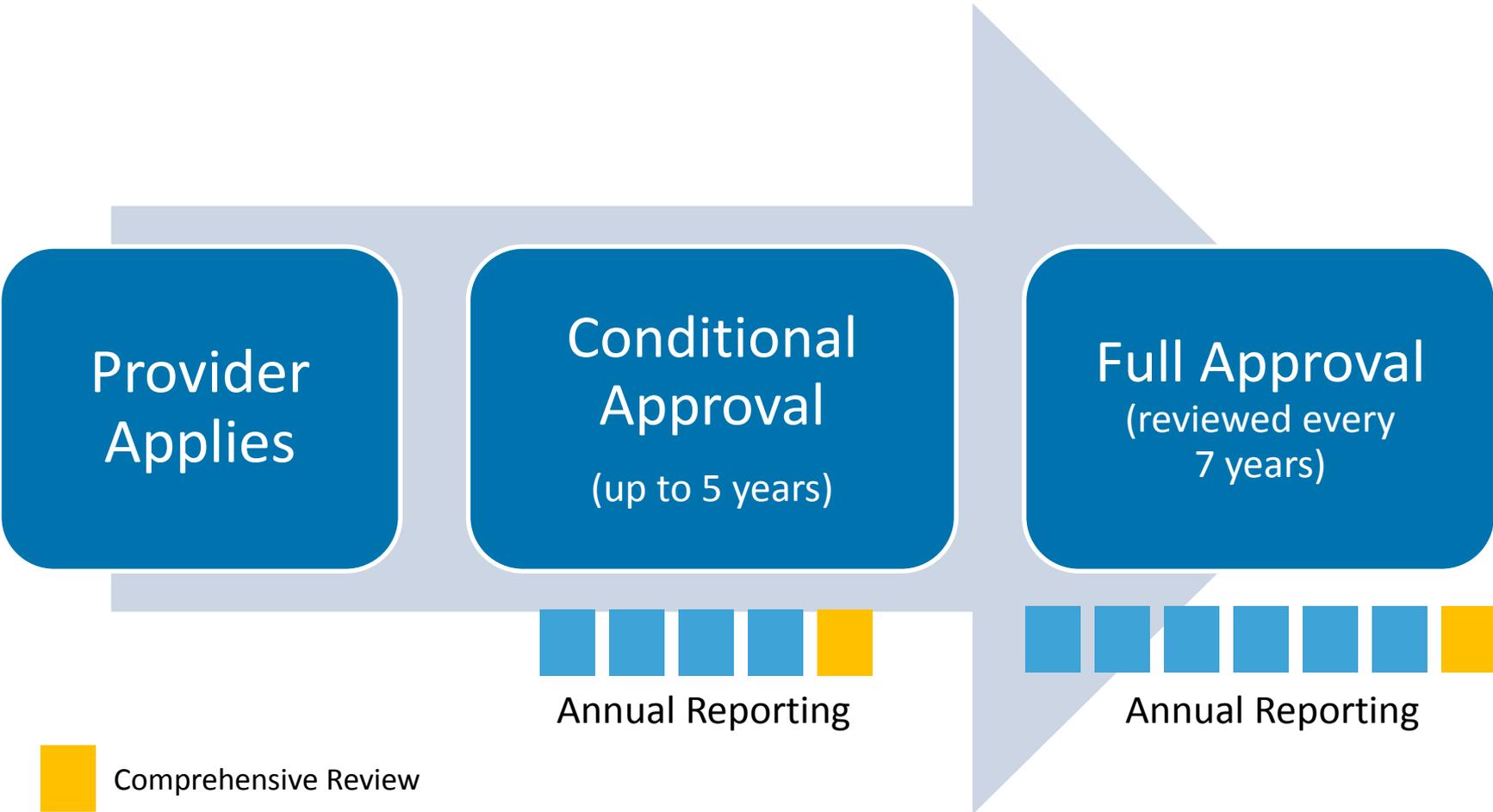
Educator Preparation Providers include:

- IHE – Institution of Higher Education
- ERO – Education Related Organization
- LEA – Local Education Agency

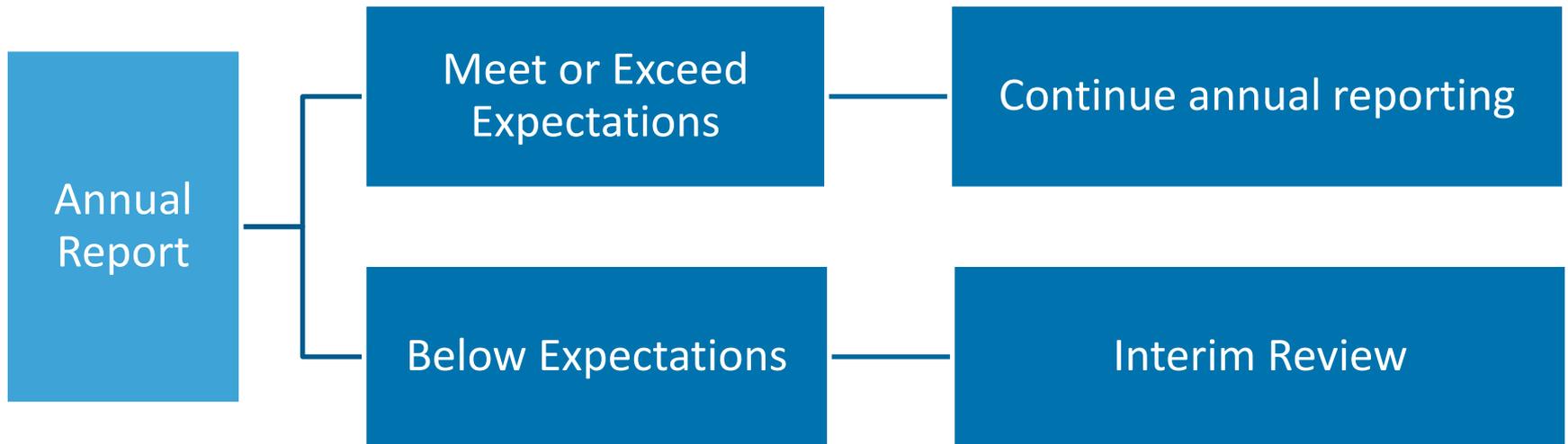
# Standards for Educator Preparation

	Current	Proposed
Provider (EPP)	NCATE	CAEP - TN
Professional Education	TN-developed (adapted from previous InTASC standards)	InTASC standards
Program (SAP)	TN-developed (based on previous SPA standards)	<ul style="list-style-type: none"> <li>• Academic Student Standards</li> <li>• SPA Standards</li> <li>• Provider-Proposed (TDOE Approved)</li> </ul>
Annual Reporting	Not Applicable (limited)	Applicable (in development)

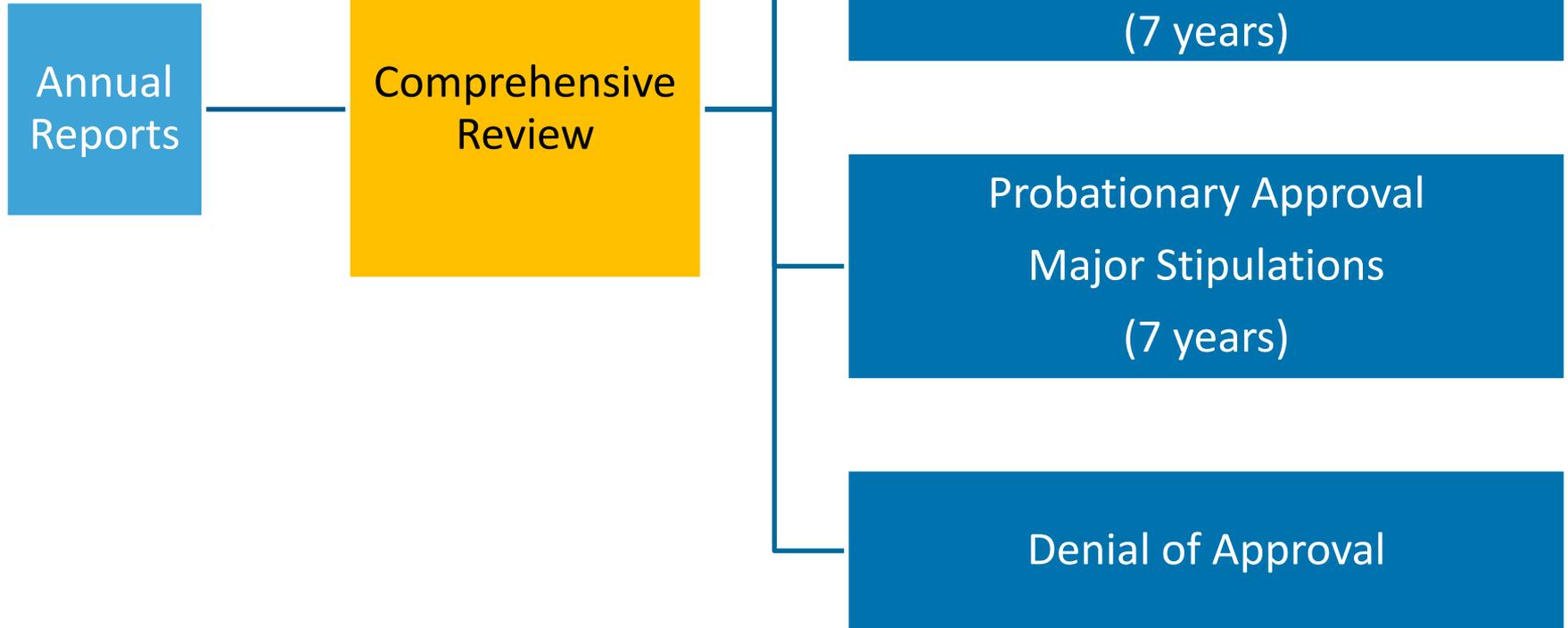
# Overview of Review Process



# Annual Reporting



# Comprehensive Review



# Admissions Criteria

	Minimum GPA	Assessment of General Knowledge	Assessment of Content Knowledge
Undergraduate	2.75	ACT SAT Praxis I	N/A
Post-Baccalaureate	2.75 (3.0 last 60)	B.A/B.S*	Major Praxis II 24 hours & Program of Study

**Cohort GPA** - In addition to the minimum GPA required for candidate admission, the provider must also report the average GPA of the cohort. The expectation is that the cohort will have an average GPA of at least 3.0.

## **Appeals Process**

- Appeals process must be documented and on file at TDOE.
- EPPs must submit an appeals report that provides information and rationale for candidates admitted based on appeal.

\*EPPs that offer post-baccalaureate programs must ensure that candidates have completed coursework that covers the general education standards.

# Overview



# Transition Plan

		2014-15	2015-16	2016-17	2017-18
Provider	NCATE Standards	Existing Provider	Existing Provider		
	CAEP Standards		New Provider	All Providers	All Providers
Annual Report	Annual Reports – Data Collection Only	All Providers	All Providers	All Providers	
	Annual Reports – Data Collection & Review				All Providers

# Implementation Working Group

- **Role**
  - Advise the TDOE on implementation
    - Procedures
    - Tools
    - Metrics and Benchmarks
  - Communicate with EPP Community
- **Composition – (20-25 members)**
  - Provider faculty/staff
  - District leaders
  - TN education stakeholders
- **Selection**
  - Prospective members submit application
  - TDOE reviews and selects members

# Implementation Working Group

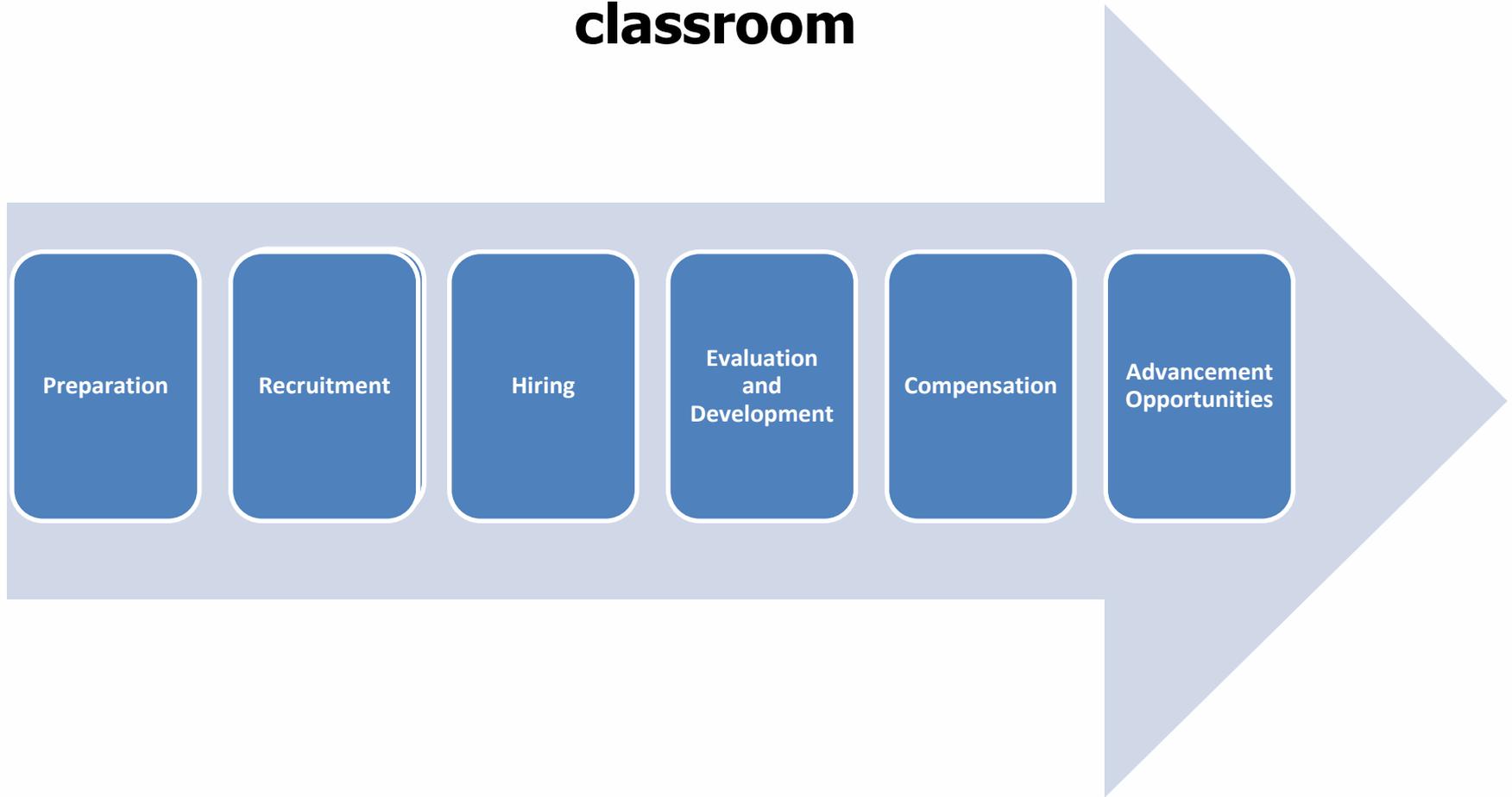
- **Subgroups (5 members per group)**
  - Tool Development (2 groups)
  - Review Process (1 group)
  - Annual Reporting (2 groups)
- **Frequency**
  - Full Group – Quarterly
  - Subgroups – As needed
- **Duration**
  - Initial working group – 18 months (Winter 2015 – Summer 2016)
  - Second working group (if needed)



# **2014-15 Differentiated Pay Plan Summary**

State Board of Education Workshop  
October 30, 2014

# **This work is an integral part of our strategy to ensure that there is an effective teacher in every classroom**



# Differentiated Pay Policy

# Differentiated Pay Policy

- General Assembly passed differentiated pay law in 2007.
- State Board of Education passed differentiated pay policy in 2013.

# **Communication and Technical Assistance**

# The department engaged with the following groups throughout the planning year

<b>TOSS</b>	<b>TEA</b>
<b>TASBO</b>	<b>TASPA</b>
<b>TSBA</b>	<b>MASS</b>
<b>Spring Fiscal Workshops</b>	<b>Superintendents Study Council</b>
<b>Teacher Leader Council</b>	<b>Teach Plus</b>
<b>Governor's Advisory Council for Alternative Education</b>	<b>School Counseling Advisory Committee</b>
<b>CORE Regional Meetings</b>	<b>Battelle for Kids</b>

# A series of deep-dive planning sessions were held for a cohort of 30 interested districts

## Session 1

Compensation as part of Human Capital Strategy

Defining your Value Proposition<sup>1</sup>

## Session 2

Human Capital System Choices & Impact

District X<sup>1</sup>

## Session 3

Fiscal Considerations and Trade-offs

Budget Hold 'em<sup>1</sup>

## Session 4

Plan Review and Feedback

Building Support and Communication

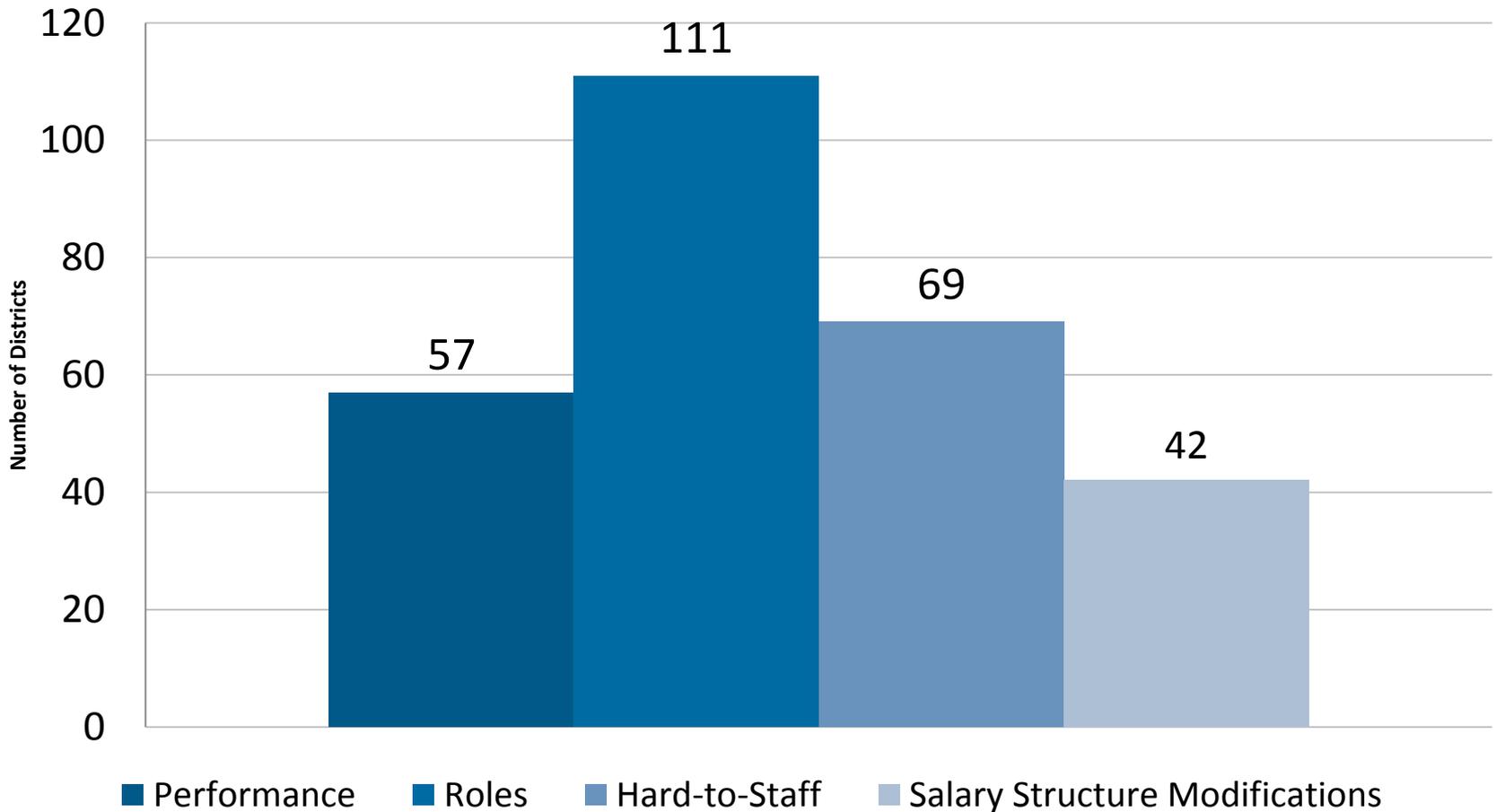
# The department also provided a series of tools and resources to all districts

- Support available to all districts included:
  - Regional planning sessions in each CORE office
  - Differentiated Pay Resource Guide
  - Planning webinar series
  - Online compensation design and financial modeling tool
  - Planning support from Battelle for Kids
  - Individual consulting from TDOE staff

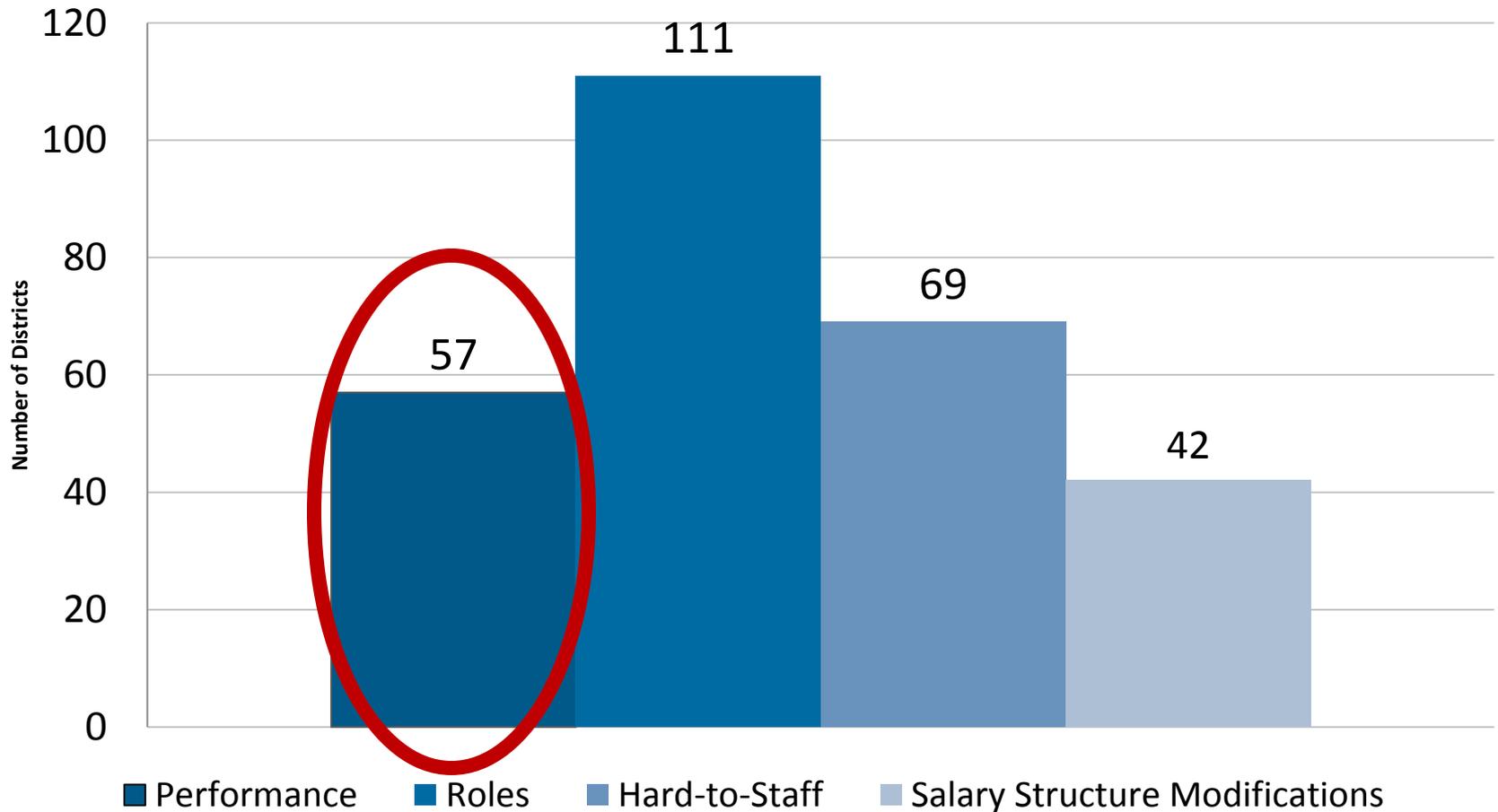
# Summary of Plans and Promising Practices



# Districts submitted plans containing various combinations of differentiated pay elements

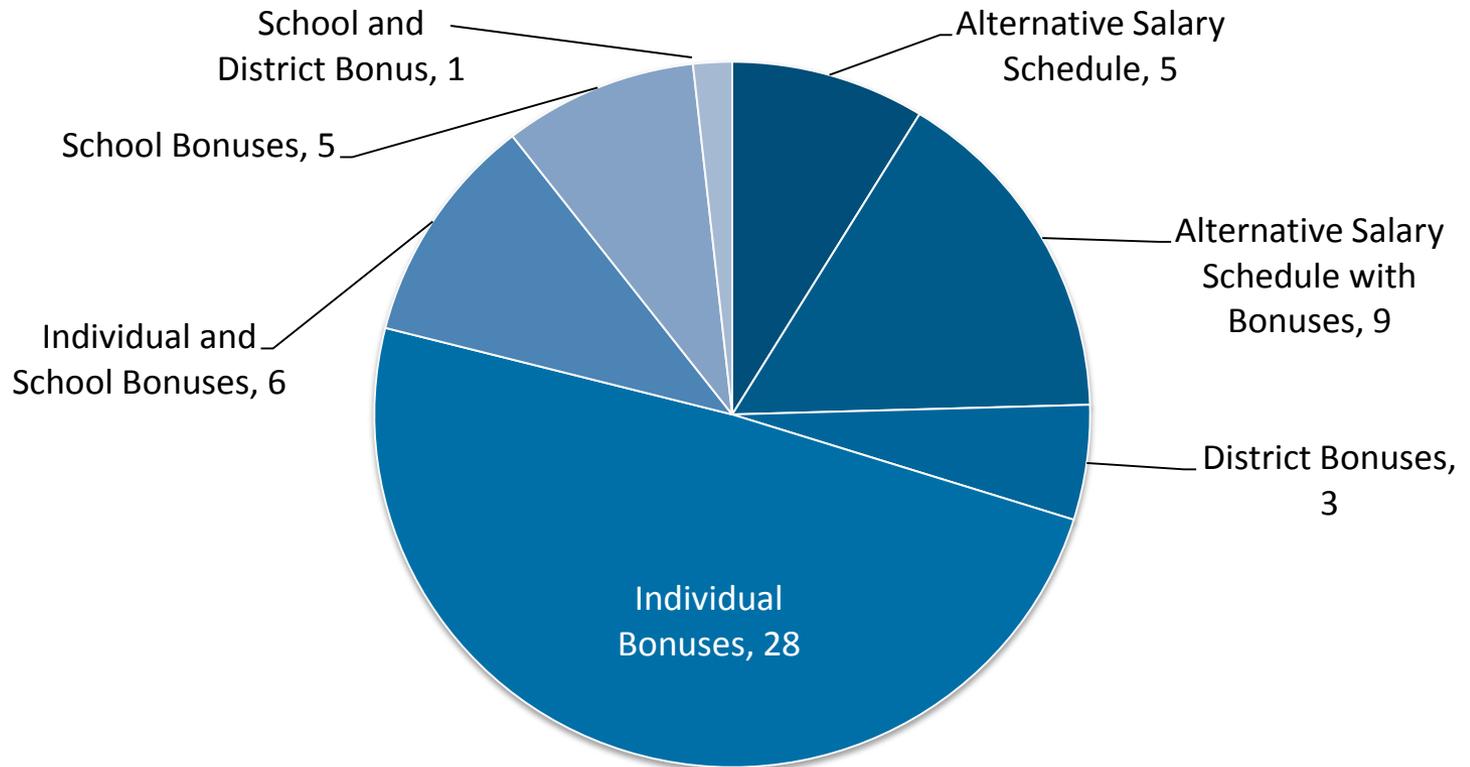


# Districts submitted plans containing various combinations of differentiated pay elements



# More than one-third of districts implemented performance-based plans

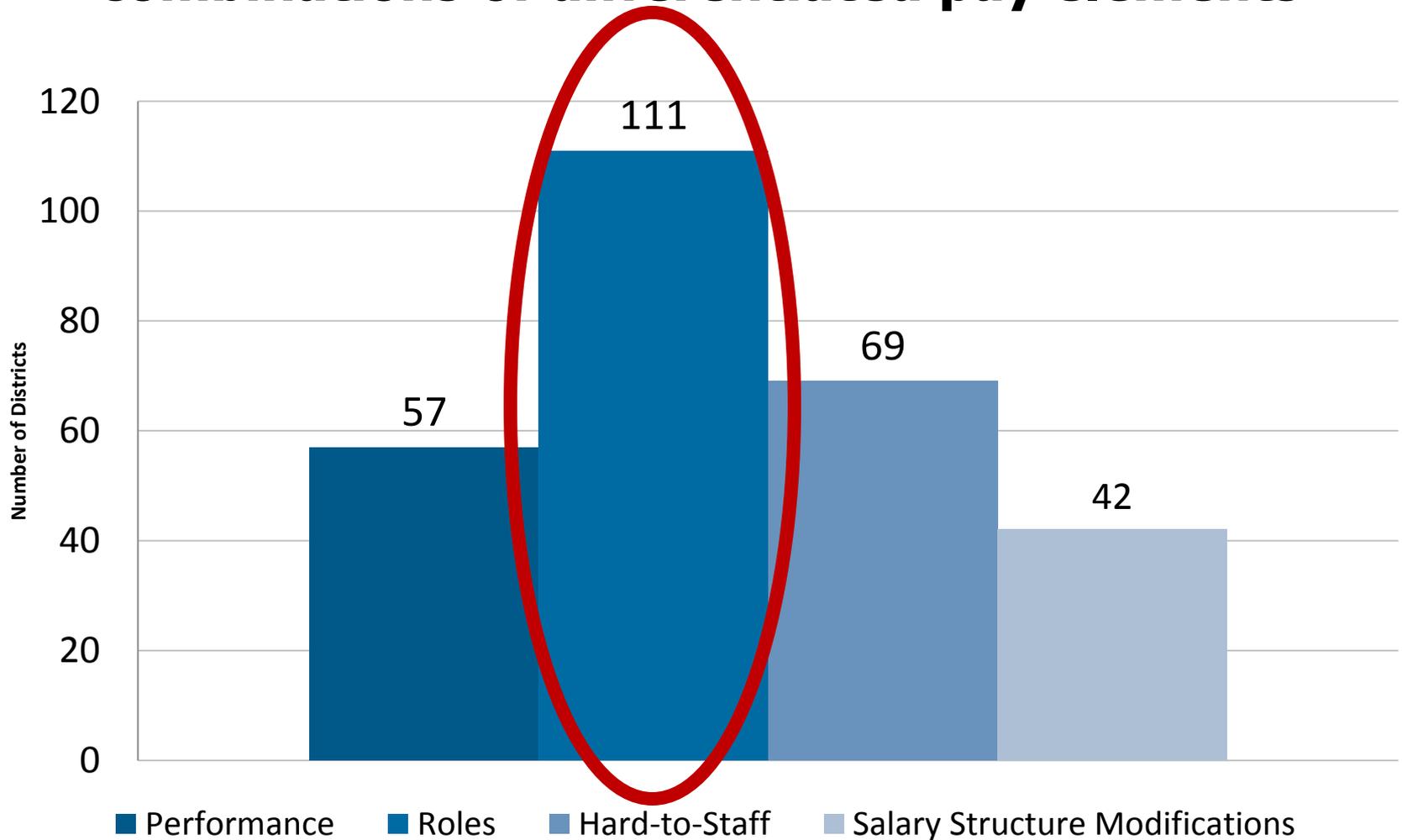
- 57 districts developed either individual, school, or district performance awards



# The structure of performance-based plans varied according to district needs and goals

- 14 districts are implementing alternative salary schedules
  - **Wilson County:** Yearly base pay increases of \$250-\$700; raise base salary by almost \$4,000
- 34 districts are implementing individual bonuses
  - **Henderson County:** Eligible for bonuses of \$300-\$500
  - **Jefferson County:** \$25,000 yearly bonus pool for eligible teachers
- 15 districts are implementing school and district bonuses
  - **Union City:** \$400 bonus for school level growth scores
  - **Warren County:** Bonus if the district meets the majority of AMOs

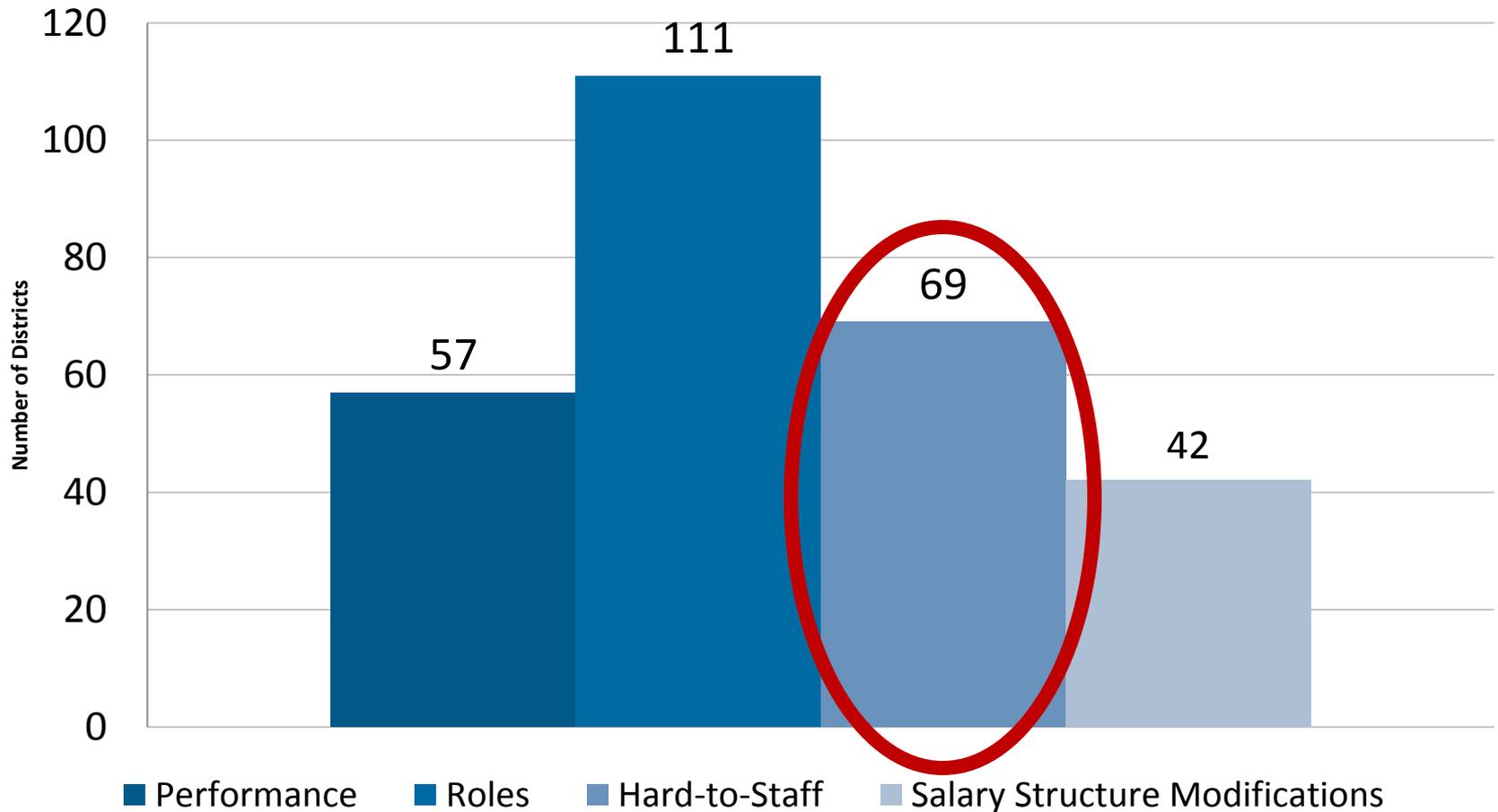
# Districts submitted plans containing various combinations of differentiated pay elements



# Districts created a variety of new roles for teacher leaders

- 111 districts included compensation for additional roles and responsibilities in their plans
- Teacher leaders
  - **Sullivan County:** 102 new teacher leader and community leader roles
  - **Maury County:** \$1500 stipend for new RTI<sup>2</sup> coordinators
- Mentors
  - **Marion County:** Level 4 and 5 teacher mentors to support new teachers
- Tutors
  - **Alamo City:** Stipend for Level 4 and 5 math and reading teachers to serve as afterschool tutors

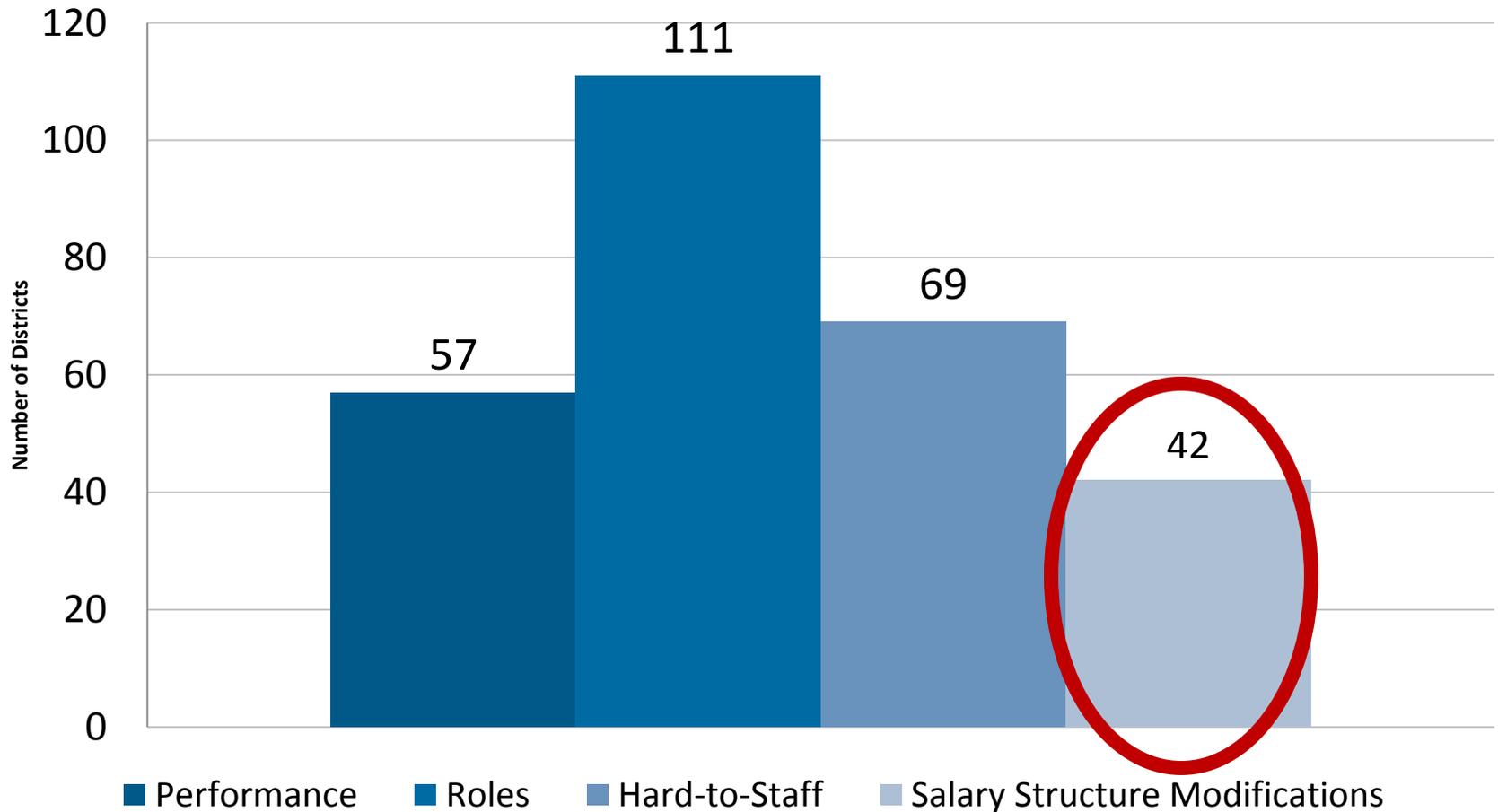
# Districts submitted plans containing various combinations of differentiated pay elements



# Nearly half of districts included hard-to-staff incentives in their plans

- 69 districts offered hard-to-staff school or subject incentives
- School Incentives
  - **Carter County:** Stipend for high performing teachers who transfer to a lower-performing school
- Subject Incentives
  - **Rutherford County:** \$3,000 signing bonus for physics, chemistry, and math

# Districts submitted plans containing various combinations of differentiated pay elements



# More than one-fourth of districts adopted changes to their salary schedules

- 35 districts modified the experience and education criteria in their previous salary schedules
- Alternative Salary Schedules
  - **14 Districts:** Modified years of experience and/or advanced degrees as a determining factor for increasing base pay
- Other Modifications
  - **Alcoa City:** Consolidated from 10 to 3 advanced degree lanes
  - **Hawkins County:** Advanced degrees must be aligned to current duties

# Looking Ahead



# The department will continue to support districts in revising and expanding the scope of their pay plans

- District plans and salary schedules posted on the department website
- Implementation support is available for districts throughout the 2014-15 school year
- Department staff will provide technical assistance to districts throughout 2014-15:
  - Individual consulting
  - November Compensation Convening
  - Human capital support on recruitment and selection



**This work is an integral part of our strategy to ensure that there is an effective teacher in every classroom**

