



TENNESSEE
STATE BOARD OF EDUCATION

SREB TEACHER PREPARATION COMMISSION

SARA H. MORRISON
EXECUTIVE DIRECTOR
JUNE 22, 2018

AGENDA

- **Why should states care about Teacher Preparation?**
- **TN examples and lessons across 4 Promising Practice areas:**
 - High Quality Clinical Experiences
 - Data Systems and Accountability
 - Partnerships
 - Licensure Assessments and Structures
- **Q&A**

WHY TEACHER PREP?



WHY SHOULD STATES CARE ABOUT TEACHER PREPARATION?

- **Teachers matter** for student achievement!
- We have **lots of new teachers** entering public schools in Tennessee each year.
- The vast majority of new teachers in Tennessee come from **Tennessee institutions of higher education**.
- We see **variance in effectiveness** of educator preparation program graduates.
- The state has **authority and responsibility** for ensuring the preparedness of educators through several key levers:
 - **licensure**
 - **program approval**
 - **collecting, utilizing and sharing data**

TN APPROACH TO TEACHER PREP

- **Loose-Tight**
 - 'Loose' on program design
 - 'Tight' on expected outcomes in TN classrooms
- **Clear Expectations**
 - Shared definition for educator effectiveness across pre-service and in-service
- **Shared Interest and Shared Responsibility**
 - EPPs
 - Districts
 - State Agencies - SBE, TDOE, THEC
 - Governor
 - Legislators
 - Stakeholders

PROMISING PRACTICES # 1: CLINICAL EXPERIENCES

TN CLINICAL EXPERIENCES

- Field Experiences and Clinical Practice requirements
- TN recognizes and allows three (3) types of Clinical Practice:
 - student teaching
 - internship
 - job embedded
- SBE policy requires direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice.

CLINICAL MENTORS & SITE SELECTION

- Per SBE policy, **EPPs are responsible for the selection of clinical mentors.** At minimum these mentors must be:
 - Highly effective teachers as demonstrated by state evaluations
 - Hold appropriate license and endorsements
 - Given release time for planning, support and evaluation of teacher candidate
- EPPs work closely with district partners to **select school site** and **design delivery of clinical program** that demonstrate:
 - Evidence of sound instructional practice
 - Commitment of district and school leadership
 - Exposure to diverse learners and settings

USING DATA TO INFORM QUALITY CLINICAL PLACEMENTS

- **Goal**

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

- **Approach**

- Support EPPs and LEAs in:
 - Developing strategies to **incentivize effective teachers** to serve as clinical mentors
 - Examine how **training** has the potential to positively influence the impact clinical educators have on candidate development

MORE TO CONSIDER

- We have issued several incentive grants for EPPs, but have not done enough to encourage teaching in hard-to-staff schools.
- We are just beginning to require EPPs to report annually on clinical practice and mentor teachers.
- We are piloting surveys for candidates and districts and plan to use this data in future iterations of our teacher prep report card and annual performance reports.

PROMISING PRACTICES #2: DATA SYSTEMS



AT A GLANCE – TN DATA AND ACCOUNTABILITY

- Lots of work in recent years to **connect K-12 teacher data with pre-service** institutions.
- Developed **comprehensive review process** based on CAEP standards that places focus on outcome data as opposed to inputs.
- Policy shifts give EPPs **more flexibility in program design**, but **more accountability for results** of graduates.
- Produce **two reports on teacher preparation annually**: SBE's teacher preparation report card and TDOE's program-specific annual reports.
- **TNAtlas** is a new state-provided portal providing EPPs with direct access to data
- Developed **Insights Tool** that offer EPPs the ability to examine and reflect on very granular, disaggregated candidate-level data.

SBE'S TEACHER PREP REPORT CARD



ORIGINS OF THE REPORT CARD

- 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](#).”

TIMELINE

2008

- First version of the Report Card is produced

2010-15

- Report Card is produced by THEC
- 2015 served as the transition back to the State Board

2016-
Present

- Redesigned Report Card launched December 2016
- Feedback collection process to further strengthen future versions

GOALS

- **User-friendly** - Present data, information in a clear and well-organized format
 - **Focused** - Less is more; hone in on the most essential information
 - **Informative** - Support strategic decision-making for stakeholders
 - **Accessible** - Expand the audience to include school districts, prospective candidates, and EPPs
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TEACHER PREPARATION REPORT CARD WEBSITE



PROVIDER NAME ↕	NUMBER OF COMPLETERS ↕	OVERALL PERFORMANCE CATEGORY ↕	CANDIDATE PROFILE PERFORMANCE CATEGORY ↕	EMPLOYMENT PERFORMANCE CATEGORY ↕	PROVIDER IMPACT PERFORMANCE CATEGORY ↕	DOWNLOAD REPORT
Lipscomb University	679	4	3	4	4	Download
Memphis Teacher Residency	156	4	3	3	4	Download
Teach for America - Memphis	427	4	4	4	4	Download
Teach for America - Nashville	253	4	4	4	4	Download
The New Teacher Project - Nashville Teaching Fellows	175	4	4	2	4	Download
Union University	517	4	3	3	4	Download
University of Tennessee - Knoxville	584	4	3	4	4	Download

PERFORMANCE FRAMEWORK

Metrics	Points
Domain: Candidate Profile	20
Percentage of Completers with an ACT score of 21+	3
Percentage of Racially and Ethnically Diverse Completers	7
Percentage of High Demand Endorsements	10
Domain: Employment	15
First Year Placement Rate	6
Beyond Year One Retention Rate	9
Domain: Provider Impact	40
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

UPDATES FOR 2017: EXPANDED DATA SCOPE

- Three cohorts of data (2013-14, 2014-15, 2015-16)
- Data over time
 - Metric
 - Domain
 - Overall

OVERALL COUNT OF PROVIDERS BY PERCENT OF POINTS EARNED



4 PERFORMANCE CATEGORY 82.0% OF POINTS EARNED 32.8 OUT OF 40.0 POINTS 6.7 PERCENTAGE POINTS INCREASE FROM 2016
UP 1 PERFORMANCE CATEGORY(IES) FROM 2016

PERFORMANCE OVER TIME

2016-17	<div style="width: 82.0%; height: 10px; background-color: #28a745;"></div> 82.0% of points earned	4 Performance Category	32.8 OUT OF 40 POINTS
2015-16	<div style="width: 75.3%; height: 10px; background-color: #17a2b8;"></div> 75.3% of points earned	3 Performance Category	30.1 OUT OF 40 POINTS

UPDATES FOR 2017: HIGHLIGHTS PAGE

- Opportunity for EPPs to discuss aspects of their programs that go beyond the data
- State Focus
 - Partnerships
- Institution Focus

HIGHLIGHTS



EPP HIGHLIGHTS

Since 2014-15 Union's undergraduate candidates have completed a year-long Internship instead of a semester of student teaching. During the fall semester, they are enrolled in instructional design/methods courses two days each week and in their internship placement 2 or 3 days each week, allowing for a natural bridge between theory and practice. Starting in January, they are in the Internship placement every day until mid-May. The interns complete several short-term out-of-classroom observations. Prospective mentors are recommended by their principals, complete an application, interview with a faculty panel, and are thoughtfully matched with an intern based on multiple data points. Mentors participate in training in the summer, fall, and spring. The university coach observes the intern two or three times a month in the fall and about every week in the spring. The coach, mentor, and intern meet as a team each month to discuss the growth and teaching/professional goals of the intern.

The post-baccalaureate initial licensure program is offered on all three campuses (Jackson, Germantown, and Hendersonville) and requires that the candidate be hired on the job-embedded Practitioner license. The university assigns a mentor to work with each job-embedded teacher and to collaborate with the school-based mentor for the improvement of the new teacher. The Master of Urban Education provides candidates in Memphis the opportunity to complete the master's degree and Initial licensure in one year. The intensive year-long residency includes placement with a highly effective mentor teacher, as well as consistent support from Memphis Teacher Residency coaches.

PARTNERSHIPS

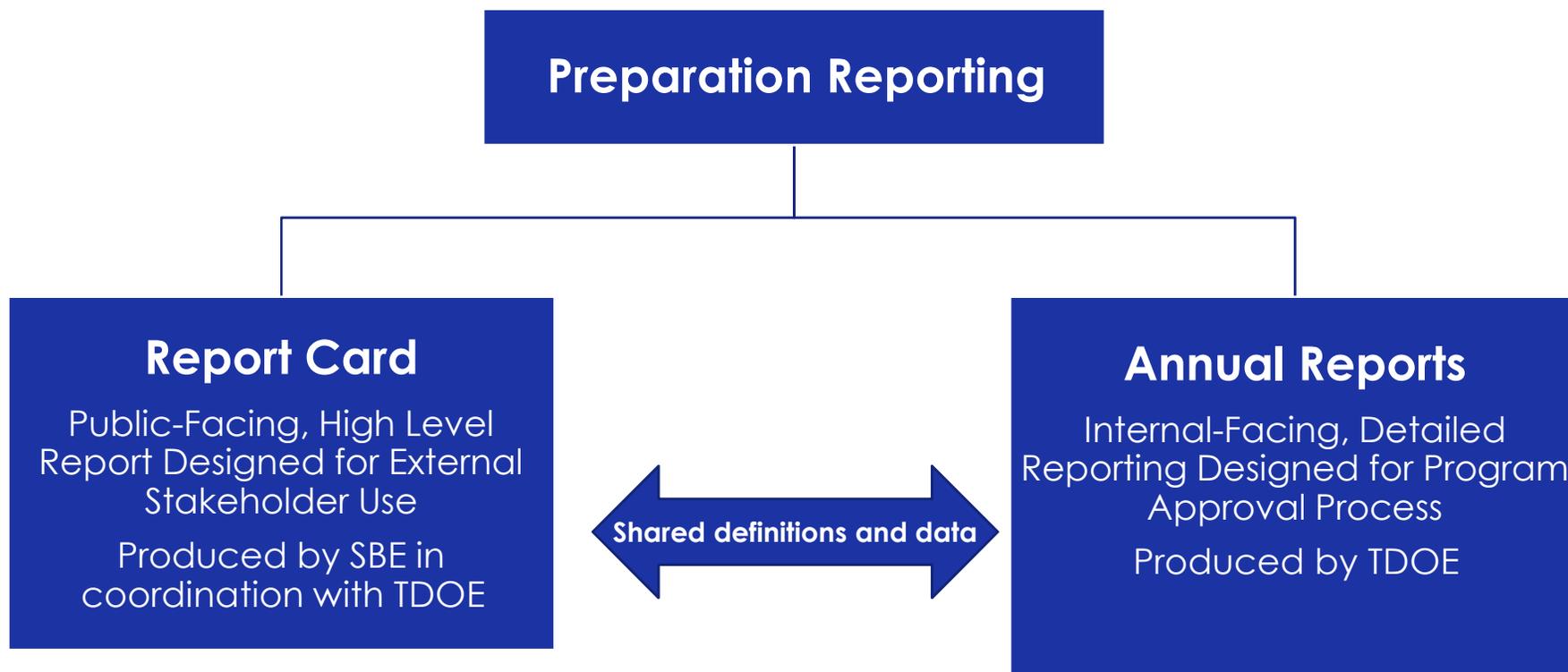
Union's EPP currently has two primary partnership agreements with Jackson Madison County Schools and Gibson County Schools. The goals of each of these partnerships are to increase the number of teacher candidates, specifically in high-need areas of math, chemistry, physics, Spanish, and special education; to increase the number of racially diverse teacher candidates; and to ensure the quality of candidates admitted to Union's EPP. The steps toward these mutually beneficial goals include encouraging highly effective teachers to encourage high-achieving students to pursue teaching as a profession; meeting with high school counselors to identify academically-proficient, racially diverse students to discuss the possibility of their pursuing teaching as a profession; and providing financial incentives to those seeking to teach in high-need areas. Another key component



ANNUAL PERFORMANCE REPORTS



DATA REPORTING



KEY DISTINCTIONS – PERFORMANCE REPORT AND REPORT CARD

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	Retention metric only	Placement and retention 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 TVAAS metric relative to state average for completers Calculation for Observation includes all available ratings	Added emphasis on TVAAS and Observation Levels 4-5 Does not include LOE ratings Calculation for Observation averages an individual's available ratings

DEVELOPMENT OF METRICS AND EXPECTATIONS

- Educator Preparation Working Group convened to provide input on:
 - Metrics for accountability
 - Thresholds for each metric (based on two years of data)
- TDOE developed final expectations for:
 - Metric thresholds
 - Domain and overall expectations

2017 Annual Reports

Performance Report

The **Performance Report** is a tool used to evaluate the effectiveness of EPPs by:

- using key accountability metrics across four domains,
- applying a threshold to each metric to identify whether an EPP meets expectations, and
- aggregating performance within and across domains to determine whether an EPP meets domain-specific and overall expectations.

EPPs that have two consecutive Performance Reports that do not meet expectations will be engaged in an interim review process.

Insights Tool

The **Insights Tool** utilizes multiple years of program candidate and completer data across five domains to provide EPPs with detailed, actionable data to support internal analyses for the purpose of continuous improvement. The Insights Tool, designed to be user-friendly and interactive, provides data (current and historic), at the EPP, SAP cluster, and SAP levels and allows disaggregation by program design characteristics (such as clinical or program type).

Resources

Coming soon.



2017 Performance Report



Overall Performance



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- aggregating performance within and across domains to determine whether an EPP meets domain-specific and overall expectations.

EPPs that have two consecutive Performance Reports that do not meet expectations will be engaged in an interim review process.

Select each domain below to explore performance for metrics within each domain.

Domain 1



Candidate Recruitment and Selection

Domain 2



Employment and Retention

Domain 3



Candidate Assessment

Domain 4



Completer, Employer, and Partner Satisfaction

Domain 5



Completer Effectiveness and Impact



2017 Performance Report Details



Domain 1



Candidate Recruitment and Selection

Meets Expectations

Admissions Assessment	✓
Minimum undergraduate GPA	✗
Average undergraduate GPA	✓
Underrepresentation - racial and/or ethnic group	✓
Underrepresentation - gender	✓
High-needs endorsements	✓



2017 Insights Tool



Select a Cohort Year

3 year values (2013-16)

Domain Name

Candidate Recruitment and Selection

Subdomain Name

(All)

Select a View

View Metric Detail by:

EPP Metrics (2013-2016)

Admissions Assessment

Percentage with ACT of 21+	66.7 %	0		100
Percentage Passed Praxis Core - Reading	100.0 %	0		100
Percentage Passed Praxis Core - Writing	100.0 %	0		100
Percentage Passed Praxis Core - Math	100.0 %	0		100
Percentage of candidates with 2.75+ undergrad GPA	86.1 %	0		100
Average Undergraduate GPA	3.36	0		4

Race/Ethnicity

Percentage of Completers in Underrepresented Race/Ethnicity	12.0 %	0		100
Percentage of Asian Completers	0.0 %	0		100
Percentage of African American Completers	10.2 %	0		100
Percentage of Hispanic Completers	1.9 %	0		100
Percentage of Native Hawaiian/Pacific Islander Completers	0.0 %	0		100
Percentage of Native American/Alaskan Native Completers	0.0 %	0		100
Percentage of Non-Hispanic/White Completers	88.0 %	0		100
Percentage of Completers of Two or More Races	0.0 %	0		100

Gender

Percentage of Male Completers	27.8 %	0		100
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2017 Insights Tool



Select a Cohort Year

3 year values (2013-16)

Domain Name

Completer Effectiveness and Impact

Subdomain Name

(All)

Select a View

View Metric Detail by:

EPP Metrics (2013-2016)

Distribution of Overall Evaluation Ratings

Percentage of Completers with LOE - Level 1	0.4 %		100
Percentage of Completers with LOE - Level 2	5.2 %		100
Percentage of Completers with LOE - Level 3	24.1 %		100
Percentage of Completers with LOE - Level 4	48.7 %		100
Percentage of Completers with LOE - Level 5	21.6 %		100
Percentage of completers with Level 3+ LOE	94.4 %		100

Distribution of TVAAS Ratings

Percentage of Completers with TVAAS - Level 1	30.7 %		100
Percentage of Completers with TVAAS - Level 2	11.1 %		100
Percentage of Completers with TVAAS - Level 3	30.7 %		100
Percentage of Completers with TVAAS - Level 4	10.8 %		100
Percentage of Completers with TVAAS - Level 5	16.6 %		100
Percentage of completers with Level 3+ TVAAS	58.1 %		100

Distribution of Observation Ratings

Percentage of Completers with Observation - Level 1	0.4 %		100
Percentage of Completers with Observation - Level 2	3.6 %		100
Percentage of Completers with Observation - Level 3	31.5 %		100
Percentage of Completers with Observation - Level 4	48.3 %		100
Percentage of Completers with Observation - Level 5	16.1 %		100
Percentage of completers with Level 3+ Observation	95.9 %		100

Average Observation Domain Scores

Instruction	3.6		5
Planning	3.9		5
Environment	4.3		5

Average Observation Indicator Scores

Standards and Objectives	3.6		5
Motivation Students	3.9		5

PROMISING PRACTICES #3: PARTNERSHIPS

PARTNERSHIP IS KEY

SBE Policy:

- All EPPs are required to establish **state-recognized partnerships** with each LEA where enrolled candidates will complete any aspect of clinical experiences.
 - In addition, each EPP must establish a **primary partnership** with at least one Tennessee LEA.
 - The full approval process requires demonstration of the **authentic engagement** of the EPP and LEA primary partners.
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TN'S PARTNERSHIP NETWORK

- Foster **effective, mutually-beneficial** partnerships between and among educator preparation providers and school districts in support of **improved teacher effectiveness**.
- Provide the tools, resources, and technical assistance necessary to **replicate and sustain such partnerships and networks** so all 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.

Source: Education First, (2016) *High-Quality Teacher Talent*

GOALS OF THE PARTNERSHIP NETWORK

- Determine **shared expectations and 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 continuation of partnerships

PROMISING PRACTICES #4: LICENSURE

TN CONTEXT

- Like most states, Tennessee requires educators to take and pass specific assessments prior to both receiving an initial license and to adding endorsements for other content areas to their license.
 - We currently use a combination of the **Praxis and Pearson** series for tests of content-specific knowledge.
 - Starting in January 2019, **edTPA**, will also be required of all graduates.
- Same licensure requirements for all teachers, regardless of pathway
- Currently only distinction in license type is advancement from practitioner to professional, typically at the three-year mark.

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



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**

QUESTIONS & A CHALLENGE



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 EPPs:
 - Utilize for both comprehensive and interim review process
 - Streamlines reporting for EPPs
 - Allows program's to analyze and reflect on key data
- Conduct research and examine the effectiveness of EPPs based on data – internally and with university partners