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 annular 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.
- TNAAtlas 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
# Teacher Preparation Report Card Website

The 2017 Teacher Preparation Report Card presents data on the effectiveness of providers preparing Tennessee teachers.

## Search Providers

<table>
<thead>
<tr>
<th>PROVIDER NAME</th>
<th>NUMBER OF COMPLETERS</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
<th>CANDIDATE PROFILE PERFORMANCE CATEGORY</th>
<th>EMPLOYMENT PERFORMANCE CATEGORY</th>
<th>PROVIDER IMPACT PERFORMANCE CATEGORY</th>
<th>DOWNLOAD REPORT</th>
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<td>The New Teacher Project - Nashville Teaching Fellows</td>
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<td>University of Tennessee - Knoxville</td>
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<td>3</td>
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[http://teacherprepreportcard.tn.gov](http://teacherprepreportcard.tn.gov)
**Performance Framework**

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Domain: Candidate Profile</strong></td>
<td>20</td>
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<tr>
<td>Percentage of Completers with an ACT score of 21+</td>
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<tr>
<td>Percentage of Racially and Ethnically Diverse Completers</td>
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<tr>
<td>Percentage of High Demand Endorsements</td>
<td>10</td>
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<tr>
<td><strong>Domain: Employment</strong></td>
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<tr>
<td>First Year Placement Rate</td>
<td>6</td>
</tr>
<tr>
<td>Beyond Year One Retention Rate</td>
<td>9</td>
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<tr>
<td><strong>Domain: Provider Impact</strong></td>
<td>40</td>
</tr>
<tr>
<td>Percentage of Completers with an Observation Score of 3+</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of Completers with an Observation Score of 4-5</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of Completers with a TVAAS score of 3+</td>
<td>10</td>
</tr>
<tr>
<td>Percentage of Completers with a TVAAS score of 4-5</td>
<td>15</td>
</tr>
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</table>
Updates for 2017: Expanded Data Scope

- Data over time
  - Metric
  - Domain
  - Overall
Updates for 2017: Highlights Page

- Opportunity for EPPs to discuss aspects of their programs that go beyond the data
  - State Focus
    - Partnerships
  - Institution Focus
Annual Performance Reports
Data Reporting

Preparation Reporting

Report Card
Public-Facing, High Level Report Designed for External Stakeholder Use
Produced by SBE in coordination with TDOE

Annual Reports
Internal-Facing, Detailed Reporting Designed for Program Approval Process
Produced by TDOE

Shared definitions and data
## Key Distinctions – Performance Report and Report Card

<table>
<thead>
<tr>
<th>Domain</th>
<th>Metric/Area of Focus</th>
<th>Performance Report</th>
<th>Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Candidate Recruitment and Selection</td>
<td>ACT/SAT/Praxis Core</td>
<td>Includes all undergraduate completers</td>
<td>Includes anyone with data Praxis Core not included for accountability purposes</td>
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<tr>
<td></td>
<td>Race, Gender, and High-Demand Endorsement Areas</td>
<td>Provides two pathways to meeting expectations for each metric</td>
<td>Focuses on percentage relative to other EPPs Gender not included for accountability purposes</td>
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<tr>
<td></td>
<td>Undergraduate GPA</td>
<td>Two metrics included</td>
<td>Not included for accountability purposes</td>
</tr>
<tr>
<td>(2) Employment and Retention</td>
<td>Initial Placement/Employment</td>
<td>Retention metric only</td>
<td>Placement and retention metrics included</td>
</tr>
<tr>
<td>(3) Candidate Assessment</td>
<td>Pedagogical, Literacy, and Specialty Area Assessment</td>
<td>Includes metrics/expectations in all areas of assessment</td>
<td>Does not include metrics in these areas for accountability purposes</td>
</tr>
<tr>
<td>(5) Completer Effectiveness and Impact</td>
<td>Level of Effectiveness, TVAAS, and Observation ratings</td>
<td>One metric for each area of focus TVAAS metric relative to state average for completers</td>
<td>Added emphasis on TVAAS and Observation Levels 4-5 Does not include LOE ratings Calculation for Observation includes all available ratings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculation for Observation averages an individual’s available ratings</td>
<td></td>
</tr>
</tbody>
</table>
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

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.

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).

Coming soon.
Overall Performance

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.

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

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:** (44)

**Select a View:** View Metric Detail by:

#### EPP Metrics (2013-2016)

<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Assessment</td>
<td>Percentage with ACT of 21+</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Percentage Passed Praxis Core - Reading</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage Passed Praxis Core - Writing</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage Passed Praxis Core - Math</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of candidates with 2.75+ undergrad GPA</td>
<td>86.1%</td>
</tr>
<tr>
<td></td>
<td>Average Undergraduate GPA</td>
<td>3.36</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Percentage of Completers in Underrepresented Race/Ethnicity</td>
<td>12.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Asian Completers</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of African American Completers</td>
<td>10.2%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Hispanic Completers</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Native Hawaiian/Pacific Islander Completers</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Native American/Alaskan Native Completers</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Non-Hispanic/White Completers</td>
<td>88.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Completers of Two or More Races</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of Male Completers</td>
<td>27.8%</td>
</tr>
</tbody>
</table>
### EPP Metrics (2013-2016)

#### Distribution of Overall Evaluation Ratings
- Percentage of Completers with LOE - Level 1: 0.4%
- Percentage of Completers with LOE - Level 2: 5.2%
- Percentage of Completers with LOE - Level 3: 24.1%
- Percentage of Completers with LOE - Level 4: 48.7%
- Percentage of Completers with LOE - Level 5: 21.6%
- Percentage of Completers with Level 3+ LOE: 94.4%

#### Distribution of TVAAS Ratings
- Percentage of Completers with TVAAS - Level 1: 30.7%
- Percentage of Completers with TVAAS - Level 2: 11.1%
- Percentage of Completers with TVAAS - Level 3: 30.7%
- Percentage of Completers with TVAAS - Level 4: 10.8%
- Percentage of Completers with TVAAS - Level 5: 16.6%
- Percentage of Completers with Level 3+ TVAAS: 58.1%

#### Distribution of Observation Ratings
- Percentage of Completers with Observation - Level 1: 0.4%
- Percentage of Completers with Observation - Level 2: 3.6%
- Percentage of Completers with Observation - Level 3: 31.5%
- Percentage of Completers with Observation - Level 4: 48.3%
- Percentage of Completers with Observation - Level 5: 16.1%
- Percentage of Completers with Level 3+ Observation: 95.9%

#### Average Observation Domain Scores
- Instruction: 3.6
- Planning: 3.9
- Environment: 4.3

#### Average Observation Indicator Scores
- Standards and Objectives: 3.6
- Meeting Students: 3.0
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.
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 Partnerships

## 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
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