EPPs in Tennessee: Review & Approval

Preparing effective teachers

The Tennessee Educator Preparation Policy was adopted by the State Board of Education in October 2014. The policy seeks to ensure that all approved Educator Preparation Programs (EPPs) meet rigorous standards established by the Council for the Accreditation of Educator Preparation (CAEP), as well as Tennessee-specific criteria.

REVIEW COMPONENTS

The Tennessee Educator Preparation Policy focuses on improving the process of program approval and the review cycle by including annual reports with specific metrics that will be reported across EPPs. This will lead to a more robust comprehensive review and, ultimately, to a statewide landscape of highly effective EPPs.

Annual Reports provide detailed, candidate-level data for each EPP every year. They offer evidence of the effectiveness of EPPs for the purpose of ongoing approval and to drive continuous improvement. The Annual Reports mimic the metrics of the Report Card, but they are disaggregated by program area.

The Report Card is a high-level report produced for each EPP every year that presents aggregated data for use by external stakeholders. The primary purpose is to offer transparent information about EPP effectiveness.

Interim Reviews occur when an Annual Report or series of Annual Reports indicate a provider or program is below standards.

Focus Reviews occur when a provider does not meet one or more standards during the Comprehensive Review.

Together, data from these reports will be analyzed during the periodic Comprehensive Reviews.

Also, the data could trigger the need for an interim review within the seven year cycle.

For existing EPPs, a Comprehensive Review occurs every seven years.
A trained review team will consider a set of standardized evidence related to each of the CAEP Standards, Professional Education Standards, and Specialty Area Standards

For a new EPP operating with conditional approval, a Comprehensive Review is conducted to grant full approval. The Comprehensive Review must take place within five years but can take place as soon as the EPP has three years of Annual Reports.

METRICS FOR ANNUAL REPORTS AND REPORT CARD

The current process used to approve EPPs and their specialty area programs (SAPs) places too much focus on inputs and not enough on outcomes and impact. The revised approval process will enable the Tennessee Department of Education to make recommendations based on outcomes and impact associated with effective teaching.

*The department is currently developing completer and employer satisfaction surveys. These surveys will be piloted in fall 2016 and subsequently added to the Report Card and Annual Reports.

OVERVIEW OF APPROVAL PROCESS

With the introduction of Annual Reports, the process for approving Tennessee EPPs will transition from an infrequent, input-oriented review to an ongoing analysis more focused on program outcomes and impact.

Provider Applies

Conditional Approval

Annual Reports are generated for every EPP each year.

EPPs can operate under conditional approval for up to five years before undergoing a Comprehensive Review to grant full approval. However, they can apply for full approval when they have three Annual Reports.

Full Approval

Annual Reports are generated for every EPP each year.

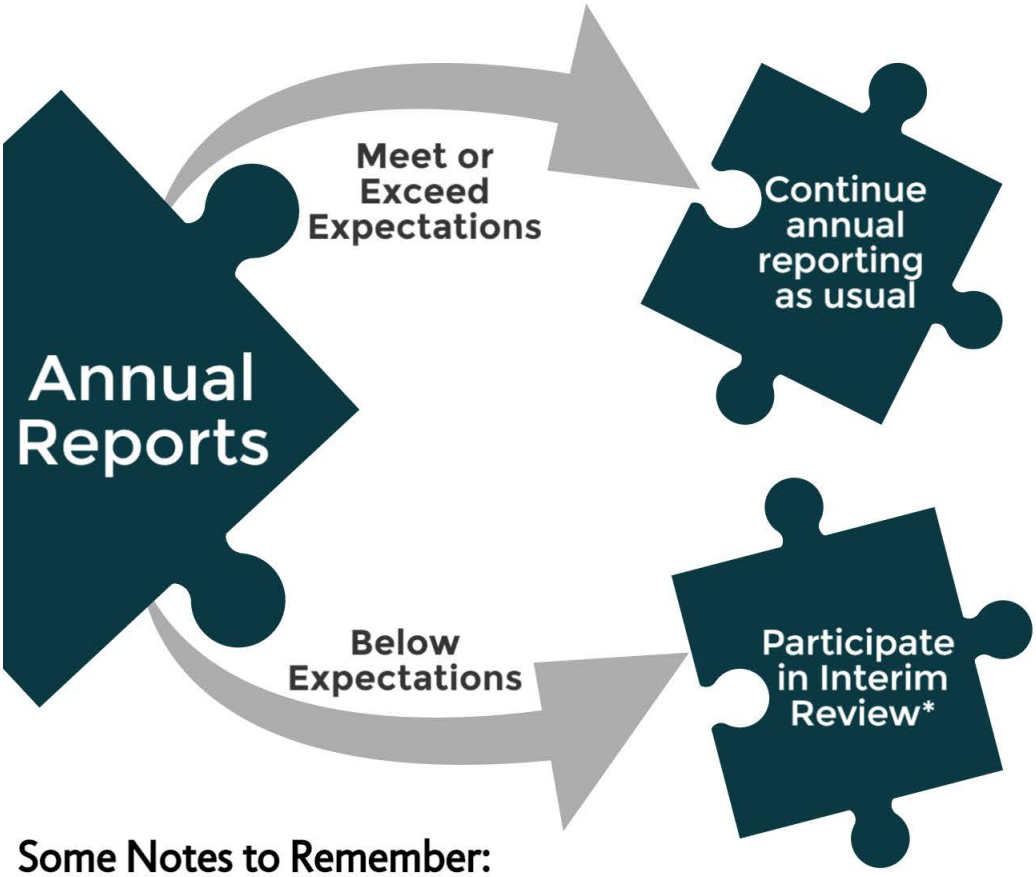
All EPPs receive Annual Reports each year and are required to undergo a Comprehensive Review at least every seven years.

Interim or Focus Review

Falling below expectations on Annual Reports will trigger an Interim Review prior to the scheduled comprehensive review. Similarly, falling below expectations during the comprehensive review, will trigger a Focus Review.

IMPACT OF ANNUAL REPORTS

The Tennessee Educator Preparation Policy focuses on improving the process of program approval and the review cycle by including Annual Reports with specific metrics used to assess program effectiveness. The policy provides opportunity for the TDOE to conduct an Interim Review based on Annual Reports that suggest a provider or program is not meeting expectations.



Some Notes to Remember:

- Annual Reports will be generated for each EPP every year.
- EPPs can operate under conditional approval for up to five years before undergoing a Comprehensive Review to grant full approval. However, they can apply for full approval when they have three Annual Reports.
  - To receive full approval, the EPP will undergo a Comprehensive Review, which examines Annual Reports, CAEP Standards, Professional Education Standards, and Specialty Area Standards.
- An EPP that is operating with full approval will receive Annual Reports and will have a comprehensive review every seven years.
- Falling below expectations on Annual Reports may initiate an Interim Review prior to the scheduled comprehensive review.

*The department and SBE are currently engaged in the process of establishing expectations related to each metric. Once these expectations have been established, the department will public specific guidelines related to interim reviews (e.g., what triggers an interim review, what is the interim review process, etc.)

CAEP STANDARDS

CAEP is the national accrediting agency that reviews the quality of EPPs across the country. CAEP has published a set of five standards that focus on inputs, outputs, and outcomes. All Tennessee EPPs must present evidence for each CAEP Standard during the Comprehensive Review.

Content and Pedagogical Knowledge

Clinical Partnerships and Practice

Candidate Quality, Recruitment, and Selectivity

Program Impact

Provider Quality Assurance and Continuous Improvement

Data collected for the Annual Reports will be analyzed for the purpose of meeting CAEP Standard 4. This standard focuses attention on the effectiveness of educators prepared by EPPs.

COMPREHENSIVE REVIEW

The comprehensive review process is used to move a program from conditional approval to full approval. Once an EPP has achieved full approval the Comprehensive Review is conducted once every seven years. The Comprehensive Review considers evidence related to each of the CAEP standards and incorporates Annual Report data.

*The metrics analyzed by the Annual Reports are aligned with CAEP Standard 4. This standard focuses attention on the effectiveness of educators prepared by EPPs.

KEY DATES

Over the next two years, the TDOE will be engaged in significant work to implement the new Educator Preparation Policy. Additionally, the TDOE will generate the first Annual Reports and support the revision of the Report Card with improved data visualization and new metrics. These are a few of the notable highlights as the EPP policies are implemented, which will ultimately result in more transparency and better data for schools and the public and a stronger review process.

April 2016

EPPs engage in data collection for Annual Reports and Report Card

July 2016

TDOE begins data analysis of 2015 Report Card

Oct. 2016

TDOE presents Annual Report template, new metric definitions, and additional protocols to SBE

Nov. 2016

2016 Report Card published (still utilizing the current metrics)

Feb. 2017

First Annual Reports with new metrics distributed to EPPs

April 2017

EPPs engage in data collection for Annual Reports and Report Card

Oct. 2017

Analysis completed of data for 2017 Report Card with new metrics

Nov. 2017

Produce Report Card and Annual Reports with new metrics

TIMELINE

The development and implementation of new standards, tools, protocols, and metrics is complex work that will be refined over the next several years. While the moments below are subject to change, the TDOE is planning for the pace of the work in these areas to follow general progression outlined below.

Spring 2016

TDOE engages in the development of a new set of metrics for the Annual Reports and 2017 Report Card, as well as the development of the Interim Review process.

March

April

- EPPs gather data for Report Card and Annual Report based on 2015 metrics
- Execute contract with vendor to develop online Report Card

May

- Implementation working group meeting
- Begin development of EPP portal*
- Conduct focus groups to collect key stakeholder feedback on current Report Card

*Ultimately, annual reports and comprehensive reviews will be managed utilizing this portal.

Summer 2016

TDOE finalizes new design of the 2016 Report Card and the new metrics for the Annual Report

June

- 2016 Report Card data delivered to SBE by EPPs

July

August

- Final meeting of the implementation working group

Fall 2016

TDOE and SBE analyze and produce the newly designed 2016 Report Card

Sept.

- Final refinement of draft protocols and tools for Comprehensive Review

Oct.

- The Annual Report template, new metric definitions, and additional protocols and templates will be presented to SBE.
- Analysis of data for 2016 Report Card completed

Nov.

- The redesigned 2016 Report Card published (based on 2015 metrics)
- Pilot completer and employer satisfaction surveys

Winter 2016-17

TDOE finalizes production of the first Annual Reports and delivers those reports to EPPs.

Dec.

Jan.

Feb.

- The first Annual Reports will be distributed to EPPs.
- Release first publication on state of educator prep in Tennessee (will be annual publication)
- First EPP Summit*
- Use Annual Reports to support design and development of the new EPP Portal**

*The summit will convene key stakeholders, including educator preparation providers, K-12 educators, and other relevant groups, including the Governor's Office, State Board, and SCORE.

**The portal will be used to deliver the 2017 Annual Reports and will support data analysis and production of the Report Card.

Spring & Summer 2017

TDOE works with EPPs to collect data based on new metrics and the new data collection process to develop the 2017 EPP Report Card

March

- Completer and employer satisfactions surveys deployed statewide

April

- EPPs gather data for Report Card and Annual Reports
- Publish beta version of the EPP portal

May

Fall 2017

Sept.

Oct.

- Analysis of data for 2017 Report Card (with the new metrics) completed

Nov.

- Produce 2017 Report Card and Annual Reports with new metrics