



TN

Department of
Education

2016–17

Annual Reports for Tennessee Educator Preparation Providers

Tennessee Department of Education | April 2017



Executive Summary

Since 2008, Tennessee has produced report cards on the performance of Tennessee educator preparation providers (EPPs) that have included information related to candidate academic profile (e.g., GPA and ACT data), placement and retention data, and completer performance data (i.e., individual growth score data). In 2016, the State Board of Education led the redesign of the Report Card to provide a tool that is user-friendly, focused, informative, and accessible. The new *Teacher Preparation Report Card* identifies an overall performance category for Tennessee EPPs based on scoring metrics across three domains.¹ The Report Card is designed primarily for external stakeholders, such as prospective teacher candidates and school districts, to support their understanding of the overall performance of Tennessee's EPPs.

The department saw a need to create a set of reports that is focused on supporting EPP efforts to continuously improve. This will also provide a tool that will be used as a formal part of the accountability process outlined in the state board's Educator Preparation Policy (5.504). In 2015, the department convened a group of stakeholders, including representatives from EPP faculty and local education agencies, to define the set of metrics that would be included in the new *Annual Reports for Tennessee Educator Preparation Providers*.

These reports provide EPPs with information on five domains that each include multiple indicators. In addition to reporting at the EPP level, the Annual Reports offer data disaggregated by clusters of specialty area programs (e.g., middle grades, special populations) and for individual specialty area programs (e.g., biology, secondary mathematics). The Annual Reports also offer highly detailed information. For example, not only do the Annual Reports provide EPPs with information about overall observation ratings, the reports also offer EPPs observation data disaggregated by indicator on the most frequently used state observation rubric.

The detailed, disaggregated data will provide EPPs actionable information that can be used to identify program outcomes and impacts that are particularly strong and areas where there are opportunities for improvement. By disaggregating this data, EPPs should be able to focus efforts on specific programs or program components. Finally, the department expects that over time, not only will these reports provide individual programs with information to support continuous improvement, but also that these reports can be used collectively to identify elements of program

¹ Ultimately, the report card will provide information on four domains and additional indicators. To learn more about the *Teacher Preparation Report Card*, visit: <http://teacherprepreportcard.tn.gov>.

design that are associated with the development of effective educators. Ultimately, all of Tennessee's EPPs and their candidates, Tennessee's districts and schools, and most importantly Tennessee's students, will benefit from turning this data into information that supports the improvement of educator preparation across the state.

Annual Reports Generation

The 2016-17 *Annual Reports for Tennessee Educator Preparation Providers* (Annual Reports) were developed by the Tennessee Department of Education with support from the State Board of Education and educator preparation providers. The primary sources of data used in the Annual Reports were collected by the Tennessee Higher Education Commission or the 2015 *Report Card on the Effectiveness of Teacher Training Programs* and the State Board of Education or the 2016 *Teacher Preparation Report Card*.

Data Included in the 2016-17 Annual Reports

The 2016-17 Annual Reports include data from two cohorts of preparation completers and candidates:

- **Cohort 1** includes individuals who completed preparation between Sept. 1, 2013 and Aug. 31, 2014. In the Annual Reports, this cohort is identified as *2014*.
- **Cohort 2** includes individuals who completed preparation and those who were candidates enrolled in job-embedded preparation programs between Sept. 1, 2014 and Aug. 31, 2015. In the Annual Reports, this cohort is identified as *2015*.

In most cases, data points included on the Annual Reports are representative of both cohorts. Tool tips, boxes of information that appear when a user scrolls over a data point, allow the user to view each cohort separately. In future years, the department plans to include three cohorts of data.

As noted in the 2016 *Teacher Preparation Report Card*, a significant shift between the 2015 and 2016 data collection processes was the inclusion of educators who are enrolled in job-embedded preparation programs. These individuals qualify for a Tennessee teaching license and serve as teacher-of-record while completing preparation. These individuals were not consistently reported in previous years.

Metric values on Annual Reports were suppressed if fewer than six people from an EPP were identified as being included in the metric. This is often the case when data are disaggregated at a

granular level such as endorsement area or clinical type. Like the report card, instructional leader preparation program completers are not included in the Annual Reports.

Data Collection Process

Each EPP provided initial data for the Report Card to the state board. Providers submitted a roster of individuals who completed their preparation programs; in the case of cohort 2, this roster also included job-embedded enrolled candidates. In addition, EPPs provided key demographic and assessment information for all cohort members. The State Board of Education collaborated with EPPs to verify the accuracy of their data submissions. Multiple state databases were used to gather additional information on the reported completers, including license number, observation scores, individual growth scores, and employment data. These data serve as the foundation for the Annual Reports. In addition to data obtained through state databases for the construction of the Report Card, the Annual Reports include assessment data obtained from Educational Testing Services (ETS). Finally, the Annual Reports also include perception data collected through the department’s spring 2016 *Tennessee Educator Survey* (candidate satisfaction data) and the fall 2016 *District Survey* (local education agency (LEA) partner satisfaction data).

Annual Reports General Terms and Definitions

General Terms and Definitions	
<i>Clinical Practice</i>	<p>Clinical practice refers to intensive field-based responsibilities, assignments, tasks, activities, and assessments. These experiences help students develop and demonstrate their preparedness to be effective educators. There are three types of clinical practice: student teaching, internship, and job-embedded.</p> <p><i>Student Teaching</i> – Student teaching offers extended opportunity for classroom experience while the student earns course credit toward a degree or certification. Student teaching involves a planned semester of at least 15 weeks that includes full-day teaching and observation activities.</p> <p><i>Internship</i> – Internships require a full year of clinical practice during which the intern engages in direct teaching activities for at least 100 school days. Activities related to this experience may include classroom teaching, observation, coursework, seminars, and planning.</p> <p><i>Job-Embedded</i> – Job-embedded candidates receive a license and serve as</p>

	<p>a teacher-of-record while enrolled in and completing preparation. The 2016-17 Annual Reports include both <i>job-embedded enrolled</i> and <i>job-embedded completed</i> candidates. Candidates reported as <i>completed</i> finished program requirements during the reporting window for the Annual Reports, while <i>enrolled</i> have not completed, and remain in preparation beyond the end of the reporting period. For the purpose of disaggregating data by clinical type on the 2016-17 Annual Reports, candidates identified as <i>enrolled</i> and <i>completed</i> are combined.</p>
Completer	<p>A completer is any teacher preparation program candidate who has completed licensure requirements and been endorsed for licensure by an EPP in one of the cohorts included in the Annual Reports. The 2016 Annual Reports include completers from the 2013-14 academic year (cohort 1) and the 2014-15 academic year (cohort 2). Those who participated in instructional leader preparation programs are not considered completers in these reports.</p>
Domain	<p>Domain is used throughout the Annual Reports as a group of subdomains that are considered together based on the related nature of their meaning.</p>
Educator Preparation Provider (EPP)	<p>Educator preparation providers, also referred to as providers or EPPs, are the universities, colleges, and education-related organizations (EROs) that prepare Tennessee educators. The Annual Reports are produced for providers that are approved for licensure through the program approval process outlined in the Educator Preparation Policy (5.504) adopted by the State Board of Education. The Annual Reports build on the reporting levels available in the Report Card by displaying data at the provider level, the licensure (endorsement) program level within each EPP, and clusters of licensure (endorsement) programs within each EPP. In addition, the Annual Reports allow providers to disaggregate cohort 2 data by clinical type and program type. Due to suppression rules, some providers may not be able to view some disaggregated metrics.</p>
Endorsement Area	<p>Endorsement areas indicate the subject and/or grade level for which a licensed educator is prepared to provide instruction, leadership, or services in schools or districts. When applying for licensure, each teacher candidate must meet requirements in at least one area of endorsement, though many are endorsed in multiple areas.</p>
Metric	<p>Metric is used throughout the Annual Reports as the calculation performed to quantify a numeric value for a subdomain.</p>
Program Type	<p>Three program types are included in the Annual Reports for cohort 2:</p>

	<i>undergraduate, post-baccalaureate non-degree, and post-baccalaureate degree.</i>
Subdomain	Subdomain is used throughout the Annual Reports as a specific measure within a domain that is quantified to assess provider and program performance.
Tennessee Educator Acceleration Model (TEAM) Evaluation System	The Tennessee Educator Acceleration Model (TEAM) is the system and rubric used to evaluate most Tennessee public school educators. TEAM is a comprehensive, student outcomes-based evaluation system that is designed to promote continuous improvement in the classroom. TEAM utilizes observation data and student assessment data in order to fairly evaluate educators and provide a broad view of educator effectiveness, incorporating both pedagogical effectiveness and student performance growth. More information on this model can be found on the TEAM website at http://team-tn.org . In addition to the TEAM system, some districts use alternative models such as TEM and Project COACH. While rubrics may vary, these models have been approved by the state board as acceptable models to use in the evaluation process. Note that the Annual Reports only include domain and indicator-level observation data for teachers who were observed using the TEAM rubric.
Tennessee Value-Added Assessment System (TVAAS)	The Tennessee Value-Added Assessment System (TVAAS) measures the impact that teachers have on their students' academic progress. Rather than measuring proficiency, TVAAS specifically captures student growth to better represent the effect that teachers and their schools can have on students. TVAAS is scored from Levels 1-5, with Level 1 representing <i>least effective</i> , Level 3 representing <i>average effectiveness</i> , and Level 5 representing <i>most effective</i> .

The metrics are organized into five domains and 19 subdomains:

Domain 1: Recruitment and Selection

Subdomains: Admissions Assessment, Race and Ethnicity, Gender, and High-Needs Endorsement

Domain 2: Employment and Retention

Subdomains: Overall Employment Rate, First Year Employment Rate, Second Year Employment Rate, and Retention Rate

Domain 3: Assessment

Subdomains: Pedagogical Assessment, Literacy Assessment, and Specialty Area Assessment

Domain 4: Completer, Partner, and Employer Satisfaction

Subdomains: LEA Partner Satisfaction and Completer Satisfaction

Domain 5: Completer Effectiveness

Subdomains: Overall Evaluation Ratings, TVAAS Ratings, Observation Ratings, Average Observation Domain Scores, and Average Observation Indicator Scores

EPP Annual Reports: Data Overview



EPP Data Overview	Data Detail	Custom Analysis	User Guide
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How has my EPP performed overall, and how has it performed relative to the state average?

Explore high-level data across many domains.

Choose a domain
Completer Effectiveness

- Optional: Show fewer results
- Average Observation Domain Scores
 - Average Observation Indicator Scores
 - Observation
 - Overall Ratings
 - TVAAS Ratings

Overall Ratings	Percentage of Completers with LOE of Level 3 or Higher	93.8%	0		100
TVAAS Ratings	Percentage of Completers with TVAAS of Level 3 or Higher	75%	0		100
Observation	Percentage of Completers with Observation of Level 3 or Higher	95.4%	0		100
Average Observation Domain Scores	Instruction	3.6	1		5
	Planning	3.8	1		5
	Environment	4.3	1		5
	Standards and Objectives	3.6	1		5
	Motivating Students	3.9	1		5
	Presenting Content	3.7	1		5
	Lesson Structure and Pacing	3.6	1		5
	Activities and Materials	3.7	1		5
	Questioning	3.3	1		5
	Academic Feedback	3.5	1		5
	Grouping Students	3.6	1		5
	Content Knowledge	4.1	1		5
	Knowledge of Students	3.9	1		5
	Thinking	3.3	1		5
Problem Solving	3.2	1		5	
Average Observation Indicator Scores	Instructional Plans	4	1		5
	Student Work	4	1		5
	Assessment	3.6	1		5
	Expectations	4.1	1		5
	Managing Student Behavior	4.2	1		5
	Environment	4.2	1		5
	Respectful Culture	4.5	1		5

EPP Annual Reports: Data Detail



EPP Data Overview	Data Detail	Custom Analysis	User Guide
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How do my EPP's results vary by endorsement area, cluster, clinical type and program type?

Choose a domain, and then choose a focus area to compare results across endorsement areas, clusters, clinical types and program types.

1) Choose a domain

Completer Effectiveness

Optional: Click to highlight a value

- Core Academic - Middle and Seco.. State
- Elementary Education
- Physical Education and Health
- Special Populations

2) Choose a focus area

Cluster

3) Refine your selection

- Average Observation Domain Scores
- Average Observation Indicator Scores
- Observation
- Overall Ratings
- TVAAS Ratings

Percentage of Completers with LOE of Level 3 or Higher	0		100
Percentage of Completers with TVAAS of Level 3 or Higher	0		100
Percentage of Completers with Observation of Level 3 or Higher	0		100
Instruction	1		5
Planning	1		5
Environment	1		5
Standards and Objectives	1		5
Motivating Students	1		5
Presenting Content	1		5
Lesson Structure and Pacing	1		5

EPP Annual Reports: Custom Analysis



EPP Data Overview	Data Detail	Custom Analysis	User Guide
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How are my EPP's results related, and how do they relate to other EPPs?

Select a focus area: program type and Clinical Type OR cluster and endorsement area.

Then select individual domains and metrics to build a custom table.

Change how the cells are highlighted using the "highlighting method" dropdown to see how your data compare to other EPPs.

Choose a filter type

Program Type / Clinical Type

Choose a highlighting method

25th and 75th Percentile

Choose a Domain:

Recruitment and Sele..

Choose a Domain:

Employment and Ret..

Choose a Domain:

Employment and Rete..

Choose a Domain:

Completer Effectiven..

Choose a Domain:

Completer Effectivene..

Choose a Metric:

Percentage of Compl..

Choose a Metric:

Percentage Employe..

Choose a Metric:

Percentage Employed ..

Choose a Metric:

Percentage of Compl..

Choose a Metric:

Percentage of Comple..

		Percentage of Completers Endorsed in High-Needs Subject Area	Percentage Employed in Year One	Percentage Employed in Year One or Year Two	Percentage of Completers with LOE of Level 3 or Higher	Percentage of Completers with Observation of Level 3 or Higher
Post-Bacc. Degree	All	63.6%	72.7%	100%	92.3%	100%
	Job-Embedded	87.5%	62.5%	100%	90%	100%
	Student teaching					
Post-Bacc. Non-Degree	All	31.3%	93.8%	100%	100%	90%
	Job-Embedded	33.3%	93.3%	100%	100%	88.9%
	Student teaching					
Undergraduate	All	25%	75%	75%		83.3%
	Job-Embedded					
	Student teaching	14.3%	71.4%	71.4%		