

2017 Teacher Preparation Report Card Feedback Report

In December 2016, the State Board of Education (SBE) released the newly redesigned Teacher Preparation Report Card. Though the new version of the report card represented a significant step forward that the SBE was excited to take, the State Board staff has maintained a strong commitment to continuous improvement of the Teacher Preparation Report Card and the production.

In order to solicit feedback regarding the changes made to the report card in 2016, as well as potential opportunities for changes in future years, the SBE reached out to candidate, district, and EPP stakeholders. In addition to sending out a survey to all three of these groups (which was completed by 169 individuals), State Board staff was also able to present at the TASPAs conference in March and conduct a series of focus groups at the TACTE conference in February. Through these avenues, the SBE was able to hear a diverse range of perspectives that will be factored into decision making as the process for producing the 2017 report card moves forward.

Focus Group Summary

We began our TACTE focus groups by asking some general questions about the redesigned report card. We found that some of the EPP stakeholders we spoke with liked the higher-level view and more simplified design, as they were able to use it to facilitate conversations with faculty, administration, or other stakeholders. Others felt that there wasn't much they could do with the new report card, since the data was not disaggregated by program or in other meaningful ways. With the release of the new annual reports, we hope that this won't be as significant a problem in the future, but we are actively pursuing opportunities to include more disaggregated data on future report cards, as well as more qualitative data that some felt wasn't currently being reflected.

We also asked questions about several specific metrics, starting with the High-Demand Endorsements metric. Based on the feedback we heard, we plan to count all special education endorsements toward this metric in future years, as opposed to limiting individuals to one special education endorsement. We also wanted to hear feedback on how we could expand the Placement metric. One proposal we offered was having EPPs submit information on teachers who they recorded as finding employment out of state or in private schools. However, we heard some concern about whether or not everyone would have the resources or capacity to track their teachers out of state. An alternative suggestion that we heard was adding a specific focus on teachers who are Tennessee residents, so that EPPs would not be penalized for out of state students that they recruited returning to teach in their home states or going elsewhere after graduation. This is a proposal that we will be seriously considering as we adjust our performance framework for the 2017 Report Card.

There were also several other topics that came up in multiple groups throughout the day. First, there was some concern about the limits of the Diversity metric. We're looking into ways that we can account for other types of diversity such as socioeconomic and geographic diversity, so as to increase the opportunities for EPPs to distinguish themselves in this area. Additionally, we heard some interest in seeing edTPA information reported as this requirement is phased in. We are contemplating the most effective way to incorporate this into the report card, but we are also conducting some internal analysis that we plan to share back with EPPs who have already submitted edTPA scores after this year's round

of data collection. Finally, there was encouragement to provide more specific data during the data review period, which we are currently exploring with our legal team.

Survey Responses

We had strong responses to the surveys from stakeholders at the EPP, district, and candidate levels alike, with 40 EPP representatives, 52 district representatives, and 77 candidates taking the survey. While there was generally strong awareness of the report card at the EPP and district level, unfortunately only 18% of the candidate respondents were familiar with the report card. This was still a substantial improvement from last year, although this is definitely an area where SBE hopes to continue to raise awareness. Of those who hadn't used the report card, most were unaware it existed, so we will continue to work to build awareness about the report card and its uses.

In general, responses between EPP and district stakeholders, who had much higher levels of familiarity with the report card, were fairly similar. Most found the redesigned report card to be user-friendly, with 82% of EPP respondents who had used the report card answering with "agree" or "strongly agree", as well as 91% of district respondents saying the same. Similarly, respondents who were familiar with the report card generally approved of the metrics included in the 2016 redesign, though there was a particularly strong consensus around the outcomes-based metrics of the Provider Impact domain, which includes TVAAS and observation data, as well as the High-Demand Endorsements metric.

The survey also asked respondents about new potential metrics, ranging from different options for calculating placement to adding a measure to capture geographic diversity in addition to racial and ethnic diversity to the two satisfaction metrics the SBE plans to include in future report cards. Though there was a good degree of interest in the expanded placement metrics, particularly in a metric looking at placement at high-needs schools. The strongest desire, though, was undoubtedly for data on satisfaction. This desire was common among respondents from EPPs, districts, and even the candidates who took the survey, with over 80% of each group's respondents saying both employer and completer satisfaction data would be "useful" or "very useful". SBE and the Department of Education are working closely to finalize the survey that will be used to capture these metrics in future years, and are optimistic that this data will be available for the 2018 report card.

Additional Feedback Opportunities

The surveys and the focus groups allowed us to capture some initial feedback as we begin making changes to the report card for 2017, but we do plan to continue to collect more input as we move forward in the production process. We will hold several additional webinars throughout the upcoming months, and we also hope to plan some additional opportunities to get to hear reactions to some of our proposed changes. Finally, we are putting together another team of stakeholders to discuss key decision points on the report card, similar to our Advisory Council last year. In the meantime, if you have any thoughts or questions about the report card, please send them to spenser.gwozdzik@tn.gov.