



Educator Licensure and Preparation Subcommittee: Update on March 13, 2018 Meeting

Context

This memo summarizes the discussion of the March 13, 2018 State Board subcommittee meeting on Educator Licensure and Preparation. The subcommittee members in attendance were Darrell Cobbins, Mike Edwards, Lillian Hartgrove, and Fielding Rolston. The presentations were made by the SBE and TDOE staff.

2017 Teacher Preparation Report Card

The [report card](#) has been required by statute since 2007. It provides public accountability and transparency regarding several aspects of an educator preparation provider's (EPP's) performance. Until 2015, the report card had been produced by the Tennessee Higher Education Commission, so in 2016 SBE staff used the opportunity of regaining full responsibility for the report card to redesign it. SBE staff placed a heavy emphasis on collecting stakeholder feedback from EPPs, districts, and current candidates, to make the report card something all those groups could understand easily and use. An advisory council made up of EPPs, districts, and other groups has worked for the past two years to help set the scoring framework and recommend improvements for 2017.

Changes for 2017 version, released on Feb. 15, 2018, included:

- Process improvements regarding data collection, review, and embargo periods
- Expanded data scope that now encompasses three cohorts of EPP completers
- Opportunities to highlight changes in EPP performance over time
- A highlights page for EPPs to discuss aspects of their programs that go beyond the current data in their own words
- More detailed breakdowns, or disaggregations, of data for each metric
- Partnering with SCORE on the [Teach Today. Change Tomorrow.](#) campaign to promote the use of the report card for individuals considering a career in teaching

Next steps for the Report Card include:

- Follow-up research and reports on teacher diversity and leader preparation
- Continuing to share the report card with stakeholder groups like EPPs, district personnel administrators, and teacher candidates
- Work with TDOE to finalize 2018 project plans and data collection procedures for both the report card and the department's Annual Reports
- Working with TDOE to finalize 2018 data collection and overall project plan

2017 TDOE Annual Reports

The department of education produces annual reports for the purpose of EPP accountability. The attached document "Report Card-Annual Reports Comparison" describes the differences between the report card and annual reports.

For 2017, the department collaborated with an educator preparation working group to develop metrics and expectations for the annual reports. The annual reports include both an insights tool to allow EPPs to analyze their own data in-depth and performance reports, the new accountability report focused on key metrics. The performance reports establish minimum expectations for performance on each metric, domain, and overall. Together, the data inform the department's decision to conduct an interim review between cycles when an EPP consistently falls below expectations and inform approval recommendations during comprehensive reviews

Performance Report Goals:

| Domain | EPPs that did not meet expectations |
|---|--|
| (1) Candidate Recruitment and Selection 28/36 of the EPPs rated on this domain met expectations | <ul style="list-style-type: none"> • Austin Peay State University • Carson-Newman University • Christian Brothers University • Lincoln Memorial University • Martin Methodist College • South College • Trevecca Nazarene University • University of Tennessee - Chattanooga |
| (2) Employment and Retention 29/33 of the EPPs rated on this domain met expectations | <ul style="list-style-type: none"> • Bryan College • Maryville College • TNTP Nashville • Vanderbilt University |
| (3) Candidate Assessment 33/37 of the EPPs rated on this domain met expectations | <ul style="list-style-type: none"> • Bethel University • Freed-Hardeman University • LeMoyne-Owen College • Memphis College of Art |
| (5) Completer Effectiveness and Impact 30/36 of the EPPs rated on this domain met expectations | <ul style="list-style-type: none"> • Bethel University • Bryan College • Martin Methodist College • Memphis College of Art • South College • Welch College |

**Domain 4 is intentionally omitted; when satisfaction surveys of completers and employers are available, they will comprise Domain 4.*

The following EPPs did not meet expectations on the overall 2017 Performance Report:

- Bethel University
- Bryan College
- Martin Methodist College
- Memphis College of Art
- South College
- Welch College

If these EPPs do not meet expectations next year, the department will conduct interim review with them.

Licensure Assessment Reviews

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. The Praxis series is currently used for content-specific knowledge. A new performance assessment, edTPA, will also be required starting in 2019 and focuses on content-relevant pedagogy. Board members expressed interest in determining if the assessments that Tennessee currently uses are the most aligned with state academic expectations for teaching in the content areas.

In August 2017, SBE staff led teams of higher education and district faculty in reviewing available assessments from ETS and Pearson in the areas of elementary reading and secondary math. SBE staff shared the initial recommendations with the subcommittee in Nov. 2017 as well as with other relevant stakeholder groups.



Elementary Reading Recommendations

While they were not satisfied with any of the currently available assessments, the reviewers recommend that the State Board staff reach out to ETS regarding a revision they already had in progress for the Elementary Reading 5203 assessment, which TN currently uses. ETS presented to SBE and TDOE staff in Dec. 2017 and the agencies are in ongoing discussions throughout test design process. This recommendation does not require any policy changes at this time.

Department content specialists are also currently reviewing elementary education content knowledge assessments. They are determining whether an assessment with subject-specific, scored sub-parts would better meet the state's needs than a single, comprehensive test for which a teacher candidate earns only a combined score. The reading sub-test is particularly promising. You may see a policy changing from the general content knowledge test to the one with specific sub-tests in the future. Any changes to licensure assessments involve a phase-in period.

Secondary Math Recommendations

The reviewers recommended that the state adopt the Pearson NES Series Middle Grades and Early Secondary (105) exam as its licensure exam for Grades 6-8 Mathematics licensure. Successful completion of this exam should allow an educator to receive an endorsement in Grades 6-8 Mathematics endorsement as well as Algebra I/Integrated Math I.

The reviewers recommended that Tennessee adopt the Pearson NES Series Mathematics (304) exam as its licensure exam for Grades 6-12 Mathematics licensure. While ETS's Praxis exam was similarly rigorous, the math content was less aligned with TN academic standards. At the subcommittee meeting, the members agreed with SBE and department staff that allowing teacher candidates to take either assessment for the 6-12 math endorsement would be appropriate and potentially help ease the shortage of teachers in this area. The state department could then study any outcomes of teachers passing one test or the other over several years to determine if we want to remain using both or if one or the other is a better indicator of classroom performance.

You can expect to see changes to the Professional Assessments Policy regarding secondary math at the July meeting; again, any changes to licensure assessments involve a phase-in period.

EdTPA Implementation

EdTPA, a licensure assessment of pedagogical content knowledge, is scheduled to be implemented statewide on Jan. 1, 2019, based on a State Board policy change from October 2016. Board members and SBE and department staff have heard clearly from EPPs that the initial cut score currently in policy of a 42 would be extremely challenging in the first year of implementation. Pending further research and discussion, there may be a proposal to amend the cut score in policy to allow a phase-in period. In other words, edTPA would still be required on the same date, but the cut score to be considered passing may be lower in the first one or two years of implementation.



Continued Progress in Educator Licensure and Preparation since 2015

At the subcommittee meeting, Commissioner McQueen and Dr. Wooten shared several exciting advancements in educator licensure and prep in recent years.

| Stakeholder Engagement and Networks | |
|---|--|
| 2015 | 2018 |
| Inconsistent approach to direct stakeholder engagement | Produce monthly newsletter (EPP Update) |
| No tool to communicate directly with EPPs other than TACTE presentations | Convene (quarterly) the Educator Preparation Working Group (EPP/K-12 stakeholders) |
| No strategy to convene EPP stakeholders to align with key state initiatives | Engage various EPP networks focused on continuous improvement and alignment with state initiatives (e.g., Partnership and Literacy Networks) |
| Standards and Assessment | |
| 2015 | 2018 |
| CAEP standards adopted, but not implemented | Clarified and standardized the comprehensive review process |
| Outdated standards for literacy preparation | Implementing new literacy standards for the majority of licensure programs |
| Candidate assessment strategy lacked rigor; some Praxis cut scores below the national panel recommended score | Raised Praxis cut scores to the national panel recommended score; added a performance assessment, edTPA |
| Research and Technology | |
| 2015 | 2018 |
| No dedicated resources focused on research related to educator preparation | Published <i>Preparation Through Partnership</i> |
| No platform to manage approval processes or track and report information related to educator preparation | Awarded \$3.5M IES/SLDS Grant |
| | Developed and delivered a new platform, TNAtlas, for engaging EPPs in the review process and to deliver Annual Reports |
| | Conducting research to examine the effectiveness of educator preparation |
| Data and Accountability | |
| 2015 | 2018 |
| Seven-year program review cycles for EPPs with limited links to outcomes | Developed comprehensive review process that includes direct expectations related to identified outcomes |
| No annual assessment of EPP performance | Developed Annual Performance Reports that may result in an Interim Review |
| Limited data tools for EPPs | Developed Annual Insights Tool that offers EPPs the opportunity to examine and explore disaggregated data |