Updates on 2018 Teacher Prep Report Card Plans

Ms. Amy Owen
Dr. Katherine McEldoon
Data Updates

- Educator preparation programs (EPPs) have submitted data
- The State Board and Department staff worked with EPPs to verify data
- Staff will bring in additional sources of data from state systems, such as TVAAS and observation
- Before publication, EPPs will have an opportunity for data review to ensure accurate reporting
Advisory Council

- Met July 21 and September 24; next meeting in November
- EPP, district, state, and advocacy groups represented:
  - Austin Peay, Carson-Newman, Cumberland, Nashville Teacher Residency, UT-Martin
  - TN Organization of School Superintendents (TOSS), TN Association of School Personnel Administrators (TASPA), Paris Special Schools District
  - SCORE, Memphis Education Fund
  - SBE, TDOE, THEC
- Recommendations from this group have already resulted in several improvements SBE staff will work to implement for the next Report Card launch in February 2019
Improvements for 2018
Report Card
2018 State Focus: Literacy

At Carson-Newman University, candidates for teacher licensure participate in local literacy efforts in a variety of field experiences. At a local elementary school, one particular effort to meet the individual instructional needs of students involves employing a screening tool to determine each student's current reading level.

Candidates have repeatedly extolled the value of this experience. Not only do they enjoy spending time in school with children, they receive valuable training and preparation with reading assessment. In addition, the candidates provide a tremendous service to the school. To date, Carson-Newman candidates have conducted over 1,500 reading assessments for the school.

University of Tennessee Martin faculty examined the literacy standards along with edTPA requirements. Together they completed a curriculum map of transition points where skills would be introduced, reinforced, and mastered. While it is typically thought mastery taking place during student teaching, UTM prioritizes mastery during their residency, prior to student teaching. This will best prepare candidates for the submission of their professional portfolios to edTPA.

As UTM faculty redesigned its curriculum, gaps were found and the need to co-plan, co-create, and co-assess became apparent. In order to graduate well prepared, licensed candidates, working in silos was no longer effective, nor an option! The faculty embedded literacy standards into key courses and created critical assessments that would measure candidates' aptitude throughout the program.
Leader Preparation Module

- New page for the EPPs that have such programs
Leader Preparation Module

Description of Leader Prep at this EPP

Completers over time

Completers by race/ethnicity
Candidate Profile

- Expand Admissions Assessment metric to include Percentage of completers admitted based on qualifying test scores on the ACT, SAT, or Praxis: CORE.

- Disaggregation for this metric will show the percentage of an EPP’s completers admitted based on each assessment and the percentage admitted on appeal.
Employment Metric

Based on feedback from July’s Advisory Council meeting, the State Board will:

- Rephrase “first year placement rate” as “rate of first-year employment in TN public schools”
- Allow space for EPPs to provide a short statement on other common options their students pursue (e.g., teaching in private/parochial schools, grad school, etc.)
- Begin providing information on three-year employment and third-year retention rates
Provider Impact Domain - Legislative Context

The State Board is required by law to report TVAAS scores of providers' completers on the Report Card, and that requirement was not lifted for 2017-18.

Public Chapter 881 of 2018, the legislation that indicated held students, teachers, and schools harmless from negative effects due to the 2017-18 TNReady assessments, did not include similar provisions for districts or EPPs.

TVAAS is weighted heavily on the Report Card scoring framework and comprises a large portion of the summative score, exacerbating EPP concerns.

While not required by legislation, the State Board takes seriously the concerns of its EPP partners and other stakeholders regarding the 2017-18 assessment cycle.
Addressing TVAAS Concerns

The State Board will:

- Reframe language on landing page from a focus on evaluating EPPs holistically to reporting on how EPPs are performing on the state’s key priority areas.

- Indicate on Provider Impact page that students, teachers, and schools were held harmless from 2017-18 assessment results due to testing issues.
Addressing TVAAS Concerns

**Option A:** No changes

**Option B:** Summative score to right (1st to be minimized)

**Option C:** No summative score
Discussion of TDOE and SBE Reports on Educator Diversity

Dr. Laura Booker
Ms. Sylvia Flowers
Dr. Katherine McEldoon
In 2017-18, Tennessee had 37% students of color and 13% of teachers of color.
The percentage of African American teachers is only half that of African American students.
Since 2011–12, the overall percentage of teachers and administrators of color has remained stable.
Teachers with more than 30 years of experience are 14% African American, but African American teachers make up just 11 percent of early career teachers.
Most teachers of color work in districts with large numbers of students of color, leaving many districts in the state with little to no diversity.
DistRICTs SHOULD ESTABLISH GOALS FOR RECRUITMENT AND RETENTION OF TEACHERS OF COLOR.

- The department now makes available teacher and administrator race and ethnicity data on the department’s Data Downloads page so that all stakeholders can access educator diversity data at the state and district level.

- The department will also begin including educator race and ethnicity breakdowns within the school and district strategic planning tool.
Making the data available is just the first step.

- Facilitate stronger partnerships between EPPs and districts using actionable data and feedback
- Offer innovation grants for districts and EPPs
  - Diversity Innovation Grants to spur innovative practices in districts around recruiting a pipeline of diverse, high-quality teachers and to better reflect the student population of Tennessee’s public schools
  - Tennessee Innovation in Preparation grants for EPPs to stimulate the development of innovative practices to support the teacher pipeline
- Provide common platform for job seekers to connect with districts and charter schools
- Develop and promote district resources and tools
  - Human capital data reports to guide district planning and funding applications
  - Leaders for Equity Playbook, released May 2018
- Connect with the next generation of future educators
  - Teach Today, Change Tomorrow
  - Expand Teaching as a Profession pathway opportunities in more high schools
Looking ahead

- Launch Human Capital Network (September 2018 – August 2019)
  - To support districts in developing a comprehensive human capital strategy
  - To field-test the Leaders for Equity Playbook

- Continued focus on data quality and accuracy of educator demographic data through public reporting

- Establish metrics for and report on diversity at the EPP and district level
  - EPPs to be accountable for annual progress related to improving the diversity of the teacher candidate pool

- Continue grant opportunities for pipeline work
EPP Completer Diversity

- Looked at each EEP’s completers, and the actual districts they go on to teach in
  - Top 3, Top 5, Composite District

- There is a large mismatch between EPP completers and the students they go on to serve

- Only 2 EPPs produce completers who are about half as diverse as the students they teach

DIVERSE NEW TEACHER TO STUDENT RATIO BY EPP

- 1:6+
- 1:4/5
- 1:3
- 1:2
Diverse Completer Success: Placement

- Greater first-year employment in Tennessee public schools

- There is strong demand for Black male teachers

74% Non-white
67% White

+16% Hiring Rate
+10% w/in EPP
Diverse Completer Success: Retention

- Teachers of color from Tennessee EPPs were more likely to stay teaching in those schools.

94% Non-white

92% White
Diverse Completer Success: Impact

- Overall, diverse completers have similar impact scores to white completers.

- On TVAAS, there is a small positive trend for Hispanic and Asian Teachers.

- On Observation, there is a small negative trend for diverse completers.
EPP Bright Spots

- **Maryville College**
  - Recruitment: Via Maria program, community partnerships

- **Carson-Newman**
  - Recruitment: Cross-campus partnerships

- **Middle Tennessee State University**
  - Preparation: Data-driven focus on closing the achievement gap

- **Tennessee State University**
  - Placement: Strong district-faculty relationships
Updates from the Tennessee Department of Education

Mr. Michael Deurlein
Ms. Annie Insana
EPP Literacy Standards and Review
## Review Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2017</td>
<td>Regional convenings</td>
</tr>
<tr>
<td>January 24</td>
<td>Literacy network meeting #1</td>
</tr>
<tr>
<td>March 7</td>
<td>Literacy network meeting #2</td>
</tr>
<tr>
<td>April 15</td>
<td>All early, elementary, and special education proposals due</td>
</tr>
<tr>
<td>May 30</td>
<td>EPPs receive notification of meets expectations or need for revisions (round 1)</td>
</tr>
<tr>
<td>June 30</td>
<td>EPP revisions due</td>
</tr>
<tr>
<td>July 20</td>
<td>EPPs receive notification of meets expectations or need for revisions (round 2)</td>
</tr>
<tr>
<td>August 15</td>
<td>EPP revisions due</td>
</tr>
<tr>
<td>August 31</td>
<td>EPPs receive final notification of meets or does not meet expectations</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Implementation of EPP literacy standards</td>
</tr>
</tbody>
</table>
Review Outcomes

![Bar chart showing met expectations and required revisions across rounds.]

- **Met Expectations**
  - Round 1: 60
  - Round 2: 40
  - Round 3: 20

- **Required Revisions**
  - Round 1: 80
  - Round 2: 60
  - Round 3: 40
Review Outcomes

- 35 EPPs met expectations on all proposals after three rounds of review.

- Two EPPs did not meet expectations:
  - Fisk University
  - LeMoyne-Owen College

- In the coming months, OELP will work closely with EPPs that did not meet expectations to ensure they are making adequate progress addressing deficiencies.
Endorsements – Round Two

- ELA middle/secondary
- Instructional leader
- Non-ELA middle/secondary
- Career and technical education
- Pre-K-12
## Timelines (2018-2019)

<table>
<thead>
<tr>
<th>Event</th>
<th>ELA middle/sec &amp; instructional leader</th>
<th>Non-ELA middle/sec, CTE, pre-K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy network meetings #3 and #4</td>
<td>July and October 2018</td>
<td></td>
</tr>
<tr>
<td>Proposals due</td>
<td>January 2019</td>
<td>February 2019</td>
</tr>
<tr>
<td>Notification of approval or revision</td>
<td>March 2019</td>
<td>April 2019</td>
</tr>
<tr>
<td>EPP revisions due (round 1)</td>
<td>April 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>EPP revisions due (round 2)</td>
<td>June 2019</td>
<td>July 2019</td>
</tr>
<tr>
<td>EPP implementation of standards as approved</td>
<td></td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>
## Part One: Identification of Endorsements

Indicate the endorsements resulting from approved specialty area programs described in this proposal. Please remember to clearly specify differences between programs in Part 3 narrative responses.

<table>
<thead>
<tr>
<th>Single Endorsements (as approved by TDOE)</th>
<th>Level</th>
<th>Clinical Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades</td>
<td>Undergraduate</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>English/Language Arts 6-8 (121)</td>
<td>Post-Bacc.</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job-Embedded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Teaching</td>
</tr>
<tr>
<td>Secondary English 6-12 (159)</td>
<td>Undergraduate</td>
<td>Student Teaching</td>
</tr>
<tr>
<td></td>
<td>Post-Bacc.</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
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<td>Job-Embedded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>
Example Standards Alignment

**Part Two: Standards Alignment (continued)**

**Course/Module Name:**

**Course/Module Timing:**

- [ ] Literacy Specific
- [ ] Non-Literacy Specific

**EPP Literacy Standards**

- [ ] 1.1
- [ ] 1.2
- [ ] 1.3
- [ ] 1.4
- [ ] 1.5
- [ ] 1.6
- [ ] 1.7
- [ ] 2.1
- [ ] 2.2
- [ ] 2.3
- [ ] 2.4
- [ ] 3.1
- [ ] 3.2
- [ ] 3.3
- [ ] 3.4
- [ ] 3.5
- [ ] 3.6
- [ ] 4.1
- [ ] 4.2
- [ ] 4.3
- [ ] 4.4
- [ ] 4.5
- [ ] 4.6
- [ ] 4.7
- [ ] 5.1

**Candidate Assessments (titles only):**
Comprehensive Questions

- Program sequence
- Clinical experiences
- Candidate assessments
- Student difference
Literacy Reviewers

- Recruitment and selection
  - Application
  - Rubric criteria
- Reviewer training
  - Pre-work
  - Full day in-person training
  - Calibration meetings
- Reviewer responsibilities and timelines
  - January through September contracts
  - 30-40 proposals expected for review
Upcoming Tasks

- New standards for reading specialist programs (ILA)

- Integration of literacy standards review into:
  - SAP proposals
  - Comprehensive reviews
Mentors Matter Initiative
Many clinical mentors serve as a mentor only once every few years.¹

20 percent of educator candidates are hired by the school where they completed clinical experiences.²

A positive relationship exists between clinical mentor effectiveness and early-career completer effectiveness.¹

Candidates assigned randomly to more instructionally effective mentors reported more/better mentoring and feeling better prepared.³

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A struggle exists to find teachers in specific areas of need (quantity and quality).

Providing high-quality clinical experiences is a challenging aspect of preparation.

Many clinical mentors receive little or no training & the training they receive varies widely.

Clinical preparation varies in length and types of clinical practice.
Mentors Matter: Placement Initiative

- Use data: past performance is best predictor of future

- Develop targeted recruitment lists of teachers most likely to become effective mentors

- Can a targeted recruitment strategy result in a pool of more instructionally effective mentors?
Provide training to clinical mentors in
- Modeling effective instruction within a targeted area (questioning)
- Providing actionable feedback

Can targeted training and support enable clinical mentors to model more effective instruction and provide more effective feedback to teacher candidates?
Mentors Matter Training: Framework and Design
Mentors Matter: Practices of Effective Clinical Mentors

<table>
<thead>
<tr>
<th>Mentors model effective teaching and professional practices</th>
<th>Mentors provide feedback to promote development of strong instructional practices</th>
<th>Mentors develop a supportive relationship with candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently deliver engaging, rigorous lessons that incorporate students’ backgrounds and experiences</td>
<td>• Engage in balanced, reflective conversations about instructional practices, efficacy, and intentionality</td>
<td>• Co-plan engaging, rigorous lessons</td>
</tr>
<tr>
<td>• Analyze formative and summative assessments to inform instructional decisions and improve student achievement</td>
<td>• Provide actionable feedback on instructional planning with clear next steps</td>
<td>• Set goals, provide resources, and give actionable feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn about candidates’ story, needs, and goals</td>
</tr>
</tbody>
</table>

4 Adapted from the Nashville Teacher Residency
Mentors Matter: Mentoring Cycle

- Development of next steps
- Pre-conference (GPS Planning Guide)
- Observation (GPS Evidence-Gathering Guide)
- Individual reflection
- Post-conference (GPS Reflection Guide)
In practice, MMT includes:

- Two in-person trainings
- Two webinars
- Mentors Matter digital handbook
- GPS guides for planning, evidence-gathering, reflection
- Compensation for mentors
- Reimbursement to districts for substitutes
Goal of Mentors Matter Training Initiative

- Develop effective clinical mentoring practices by:
  - *Building* knowledge of strong questioning practices
  - *Understanding* high-leverage forms of feedback
  - *Implementing* formalized feedback based on planning, evidence, and reflection
Spring 2018:
- Carson-Newman University
- Freed-Hardeman University

Fall 2018:
- Freed-Hardeman University
- Union University
- University of Tennessee Martin

Spring 2019 – Partnering with EPPs in East TN

Next Steps
- Assess impact
- Determine most effective and feasible lever(s) for influencing mentor quality across Tennessee
Annual Reports Updates

- Maintaining close collaboration with SBE staff on:
  - Data sources
  - Analyses
  - Documentation of business rules

- In development:
  - Business rules for TVAAS/LOE
  - Printable excel dataset
  - Interim review process
Instructional Leader Preparation Updates

- Exploring the possibility of requiring a performance assessment
  - ETS: Performance Assessment for School Leaders (PASL)
  - Pearson: Custom assessments (MA/CA)

- Conducting a landscape study examining clinical practice

- Redesigning instructional leader program approval review process