



TENNESSEE
STATE BOARD OF EDUCATION

EDUCATOR LICENSURE AND PREPARATION SUBCOMMITTEE

SEPTEMBER 30, 2020

AGENDA

- Options for 2020 Educator Preparation Report Card and Advisory Council Update (Erika Leicht)
- Review of EPPs' Adjustments Due to COVID-19 (Dr. Annie Insana)
- Licensure Status Updates from TDOE: Social Studies and Integrated Early Childhood (Michael Deurlein)
- Increasing Educator Candidate Diversity (Michael Deurlein)
- License Reactivation: Current Rules/Policies and Areas to Improve (Amy Owen and Michael Deurlein)
- Final Discussion and Adjourn

2020 EDUCATOR PREPARATION REPORT CARD OPTIONS

ERIKA LEICHT (SBE)

2019 Report Card Scoring Framework

Reserved points:

- 10 for candidate satisfaction (as measured by TN Educator Survey)
- 15 for licensure assessments (pass rates on edTPA and subject area assessments)

Metric	Point Value
Domain: Candidate Profile	20
Percent of Racially & Ethnically Diverse Candidates	10
Percent of High-Demand Endorsements	10
Domain: Employment	15
Second-Year Retention	9
Third-Year Retention	6
Domain: Provider Impact	40
Classroom Observation Score of 3+	9
Classroom Observation Score of 4+	6
Student Growth (TVAAS) Score of 3+	15
Student Growth (TVAAS) Score of 4+	10

Austin Peay State University

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[About this Program](#) **Overall Performance**

Performance

This is a measure of an EPP's overall performance across the three scored domains in the Report Card: Candidate Profile, Employment, and Provider Impact.

Overall Performance

Meets Expectations

What does this mean?

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

Why is this important?

Overall Performance indicates how well a provider is doing in the State Board's key priority areas for preparing educators: recruiting strong, diverse candidates to teach in the areas of greatest need; preparing candidates for employment in Tennessee public schools; and preparing candidates to effectively support student learning.

On the 2019 Report Card, each EPP received an overall performance rating of **"Exceeds Expectations,"** **"Meets Expectations,"** or **"Does Not Meet Expectations"** based on the percentage of possible points earned in the three scored domains.

Domains

The metrics in the Report Card are divided into five domains. Three domains are scored and two are unscored.

Candidate Profile

Meets Expectations

What does this mean?

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

Employment

Exceeds Expectations

What does this mean?

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.

Provider Impact

Meets Expectations

What does this mean?

The Provider Impact domain reports on the effectiveness of a provider's completers in Tennessee public school classrooms.

Candidate Assessment

Unscored this Year

What does this mean?

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

Satisfaction

Unscored this Year

What does this mean?

The Satisfaction domain reports how well completers feel that their preparation program prepared them for teaching.

AVAILABLE TEACHER EVALUATION DATA FOR 2020 REPORT CARD

	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort
2016-17 School Year	✓ (job-embedded candidates only)		
2017-18 School Year	✓	✓ (job-embedded candidates only)	
2018-19 School Year	✓	✓	✓ (job-embedded candidates only)
2019-20 School Year	✗	✗	✗

AVAILABLE TEACHER EVALUATION DATA FOR 2020 REPORT CARD

	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort
2016-17 School Year	✓ (job-embedded candidates only)		
2017-18 School Year	✓	✓ (job-embedded candidates only)	
2018-19 School Year	✓	✓	✓ (job-embedded candidates only)
2019-20 School Year	✗	✗	✗

Previously reported data

New data

REPORT CARD ADVISORY COUNCIL

- The Report Card Advisory Council consists of a variety of stakeholders, including:
 - SBE Vicechair Bob Eby
 - Chairman John Ragan of the Tennessee General Assembly
 - Representatives from EPPs
 - Representatives from districts
 - Other partners (SCORE and TERA)
- The Advisory Council met virtually on September 15, 2020 to discuss possible options for the Provider Impact domain given the lack of evaluation data from 2019-20.

OPTIONS FOR PROVIDER IMPACT DOMAIN

Option 1: EPPs receive a provider impact rating and an overall rating

- Give EPPs a provider impact rating based on the data we have available
- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data

Option 2: EPPs receive neither a provider impact rating nor an overall rating

- Report available provider impact data but do not give EPPs a provider impact rating
- EPPs would still receive ratings for the candidate profile and employment domains but would not receive an overall rating

Option 3: EPPs receive a provider impact rating but not an overall rating

- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data
- EPPs would receive a rating for each of the scored domains but would not receive an overall rating

ADDITIONAL TOPICS ADVISORY COUNCIL WILL CONSIDER

- Whether and how to score the Candidate Assessment and Satisfaction domains
- How to present data on occupational teachers in the Report Card
- Addition of new informational (unscored) metrics
- Possible adjustments to the list of high-needs endorsements

COVID-19 FLEXIBILITY AND EPPs

ANNIE INSANA(TDOE)

COVID-19 FLEXIBILITY AND EPPs

- Template provided to deans and directors on August 2.
- All EPPs submitted a plan.
- Plans were focused on changes or modifications for the fall 2020 semester only.
- Requirements of the plan included:
 - changes/modifications to instructional plans related to duration and delivery, curriculum, and assessments;
 - changes/modifications to candidates' clinical experiences; and
 - addressing issues of equity (e.g., technology/internet needs, health issues, or other extenuating circumstances).

SUMMARY OF RESULTS

- Nearly all EPPs have altered the semester schedule. Most EPPs will end around Nov. 20 and candidates will complete online finals the week after Thanksgiving.
- Most EPPs will be engage candidates in virtual early field experiences.
- Most EPPs indicated there are no big changes to the curriculum; however, the delivery of courses will be changed depending on the impact of COVID-19 and the EPP's location.
- EPPs are working with partnering districts to provide candidate mentoring and supervising either face-to-face or virtually.
- EPPs ensure access to technology, hotspots, and platforms. They are following their university COVID-19 plans and providing support for candidates in need. Extenuating circumstances are reviewed on an individual basis.

EXAMPLES OF ADAPTABILITY

- ETSU installed hot-spots in parking lots so students do not have to enter the building for virtual instruction or support.
- TFA Memphis will be adding curriculum, including development around teaching in a virtual setting and agility and problem-solving amidst uncertainty.
- UTK is using the money they would have spent on the end of the year celebration and providing stipends for Praxis exams.
- NTR and Tusculum University are creating student emergency funds for student technology needs.
- Most EPPs are providing professional development for teaching in a virtual setting and using various online platforms for faculty and candidates.

SOCIAL STUDIES LICENSE OPTIONS

MICHAEL DEURLEIN (TDOE)

SOCIAL STUDIES OPTIONS

- **Option 1:** Create a general secondary social studies endorsement for out of state educators.
- **Option 2:** Create a general secondary social studies endorsement for out of state educators and allow in-state candidates to obtain this endorsement by completing a discipline-specific program and taking the requisite assessment.
- **Option 3:** Move to a general secondary social studies endorsement for all (phase out discipline-specific endorsements).

The Educator Preparation Working Group (EPWG) reached consensus with option 2.

INTEGRATED EARLY CHILDHOOD ENDORSEMENT UPDATE

MICHAEL DEURLEIN (TDOE)

UPDATES

- Council for Exceptional Children (CEC) published new Initial level K-12 and Early Childhood/Special Education standards in September 2020.
- Cross-departmental working group (early childhood, special populations) supports decision-making.
- External stakeholder group will convene again in the fall to provide LEA and EPP perspective.
- TDOE will convene with ETS once standards are identified to determine applicable assessments.
- TDOE anticipates bringing policy updates to the SBE in February.

INCREASING EDUCATOR CANDIDATE DIVERSITY

LICENSE REACTIVATION

AMY OWEN (SBE)

MICHAEL DEURLEIN (TDOE)

HOW DOES A LICENSE BECOME INACTIVE?

- **Professional licenses** are valid for six years and educators must complete certain requirements, such as earning professional development points, to renew them.
 - If those requirements are not met by the required deadline, the license goes inactive.
- **Practitioner licenses** are valid for three years and educators must complete certain requirements, including finishing their educator preparation program (if they were job-embedded candidates), obtaining three years of qualifying experience, and earning professional development points to advance to the professional license.
 - The practitioner license may be re-issued once. If, at the end of the second issuance, the educator has not met all requirements, the license goes inactive.

SBE RULE 0520-02-03

Professional License (classroom teachers, special education teachers, academic CTE teachers)

- In order to reactivate a license and endorsements held, an educator shall submit to the Department evidence of completion of an approved educator preparation program and shall submit qualifying scores on all State Board-required assessments that are not more than five (5) years old.

SBE RULE 0520-02-03, CONTINUED

Occupational License (certain CTE teachers)

- A practitioner or professional occupational teacher license may be reactivated by completion of both of the following:
 - (a) Meeting one (1) of the following requirements:
 - 1. Hold an active industry license or credential, as determined by the Department, for the area of endorsement, if applicable; or
 - 2. If the endorsement area does not require a license or credential, then have a minimum of five (5) years of relevant work experience, completed within the last ten (10) years, in the area of endorsement or equivalent education attainment as defined by the Department; and
 - (b) Submit qualifying scores that are no more than five (5) years old on all required assessments as defined in the Professional Assessments for Tennessee Educators Policy

SBE RULE 0520-02-03, CONTINUED

School Services Personnel License (for example, speech-language pathologist or school counselor)

- In order to reactivate a professional school services personnel license, an educator shall:
 - (a) Submit qualifying scores on all State Board-required assessments that are no more than five (5) years old; and
 - (b) Submit evidence of a current and valid license issued by the appropriate Tennessee or out-of-state licensing board, if applicable.

License for Post-Secondary Educators (not commonly issued)

- In order to reactivate the PSE professional license, an educator shall submit qualifying scores on all State Board-required assessments that are not more than five (5) years old.

Instructional Leader License-Aspiring (for Assistant Principals only)

- The ILL-A shall become inactive at the end of the validity period. The ILL-A is not renewable and may not be reactivated.

DISCUSSION

- Questions/Comments from Board Members
- Potential Improvements to Reactivation Pathways

FOR FOLLOW-UP QUESTIONS

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