



Educator Preparation and Licensure Subcommittee Meeting

State Board of Education
May 19, 2016

Agenda

- **Aspiring Teacher Effectiveness:** Requirements Leading up to and for Licensure
- **Licensure Performance Assessment:** An Introduction to Performance Assessment
- **Licensure Content Assessment:** Understanding the Praxis Series
- **Preparation:** Comprehensive and Interim Reviews

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a dark blue horizontal bar.

TN

**Aspiring Teacher
Effectiveness**

®

How do we define an effective teacher?

Three primary considerations:

- 1. Has knowledge** of subject matter
- 2. Has ability to teach** subject matter
- 3. Possesses positive dispositions** (attitudes, beliefs, and values) to teach all students

What is the role of licensure?

- Initial licensure is designed to ensure educators possess the **minimum competencies** needed to serve as a teacher-of-record.

What does the state require for candidate entry into a teacher preparation program?*

- **Minimum GPA:** 2.75

- **Minimum score** on a standardized assessment of basic knowledge and skills

– Praxis I	Minimum Score
Core Academic Skills for Educators: Reading	156
Core Academic Skills for Educators: Writing	162
Core Academic Skills for Educators: Mathematics	150
– ACT	21
– SAT	1020

- **Background check**

What does the state require of candidates during a teacher preparation program?

- **Assessment of candidate's progress** (assessment system)
 - General education requirements
 - Pedagogical standards (InTASC)
 - Endorsement area
 - Clinical practice
- **Other areas assessed**
 - Student academic standards (content knowledge)
 - Non-academic measures (candidate dispositions)

What does the state require for initial licensure?

- **Baccalaureate degree**
- Verification of **content knowledge**
 - Praxis II or Major in the content area
- Verification of **pedagogical knowledge**
 - PLT or edTPA
- **Recommendation** from an **approved Educator Preparation Program (EPP)**

Considerations

- Are the state's **minimum requirements** adequate to ensure we have effective teachers?
- Should the department be monitoring program implementation of the requirement that all candidates have a **background check** prior to being admitted?
- How should the department consider monitoring **appeals processes** used by EPPs to admit candidates who do not meet the minimum qualifications?

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

®

**Licensure
Performance Assessments:
An Introduction to
Performance Assessment**

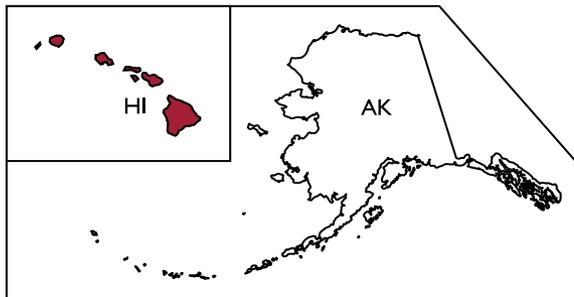
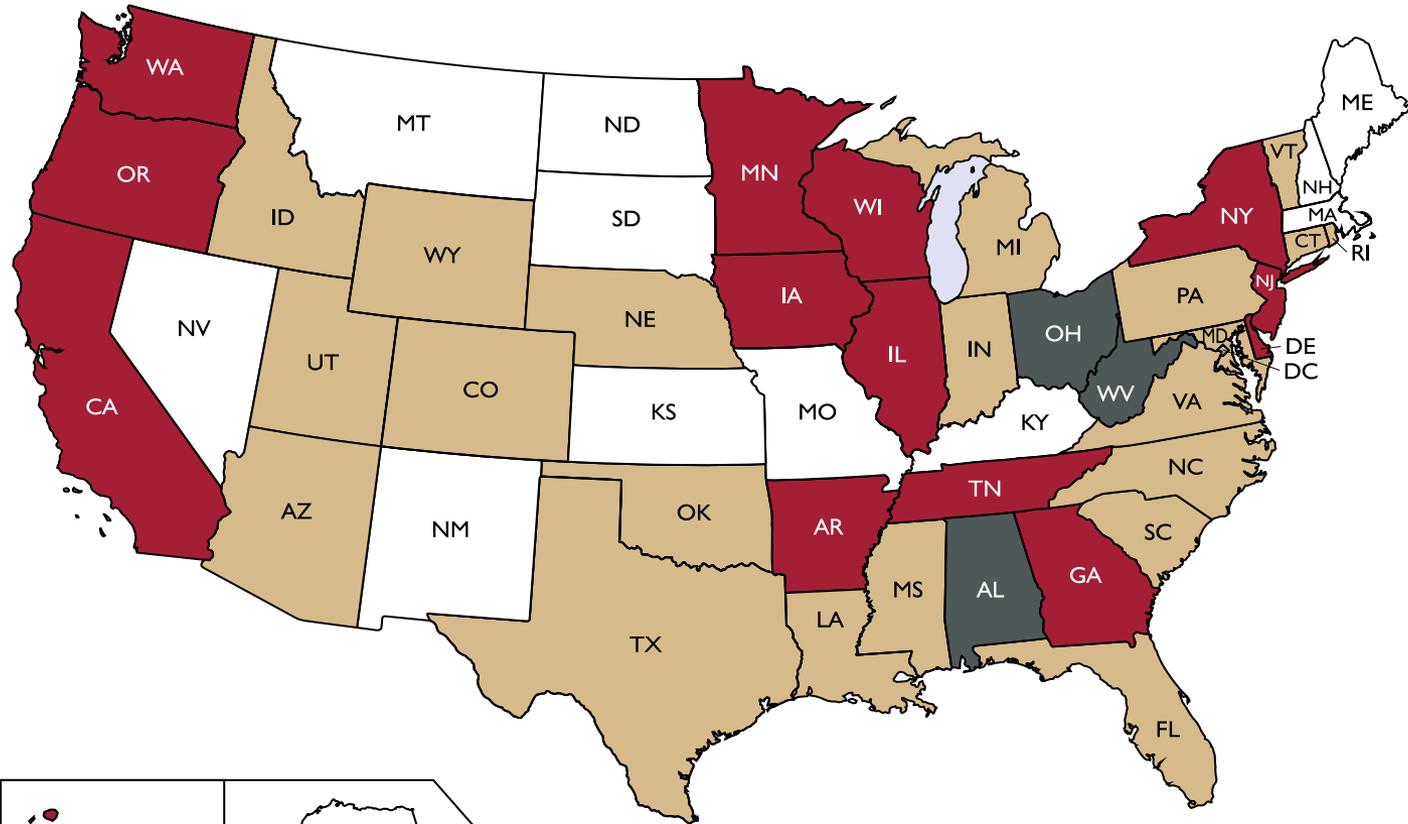
What is the value of a performance assessment?

- **Authentic**, competency-based assessment focused on **practical experiences**
- Considers **pedagogy and pedagogical content** knowledge
- **Preparation for the evaluation** teachers experience once serving as a teacher-of-record

What is edTPA®?

- Nationally available, **subject-specific** performance assessment
- Focuses on **student learning** and principles from research and theory
- Designed to be **educative** for candidates, preparation programs and policy makers

edTPA[®]



Policy in Place

 In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation

 A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA

 At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

SCALE

Stanford Center for Assessment, Learning, & Equity

Performance Assessments

- Since 2012, Tennessee has allowed the use of edTPA in lieu of **Praxis II: Principles of Learning & Teaching**
- **8 EPPs have implemented edTPA**
 - All Six TBR Universities
 - University of Tennessee, Knoxville
 - Vanderbilt University
- **Cut Scores**
 - Nationally recommended cut score (42)
 - Currently, each EPP sets cut score (37 – 42)

27 Subject-Specific Areas

- **Elementary Education**
 - Literacy & Mathematics
 - Literacy
 - Mathematics
- **Middle Childhood**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Secondary**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Agriculture**
- **Business**
- **Classical Languages**
- **Early Childhood**
- **Educational Technology Specialist**
- **Tech and Engineering**
- **English as an Additional Language**
- **Family & Consumer Science**
- **Health**
- **Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Literacy Specialist**
- **Special Education**
- **Visual Arts**
- **World Language**

Evidence of Practice

Task 1: Planning

- Context for Learning
- Lesson Plans
- Instructional Materials
- Student assignments
- Planning Commentary

Task 2: Instruction

- Unedited Video Clips
- Instruction Commentary

Task 3: Assessment

- Evaluation criteria used to analyze student learning
- Analysis of whole class assessment
- Analysis of learning and sample of feedback to three students
- Assessment Commentary

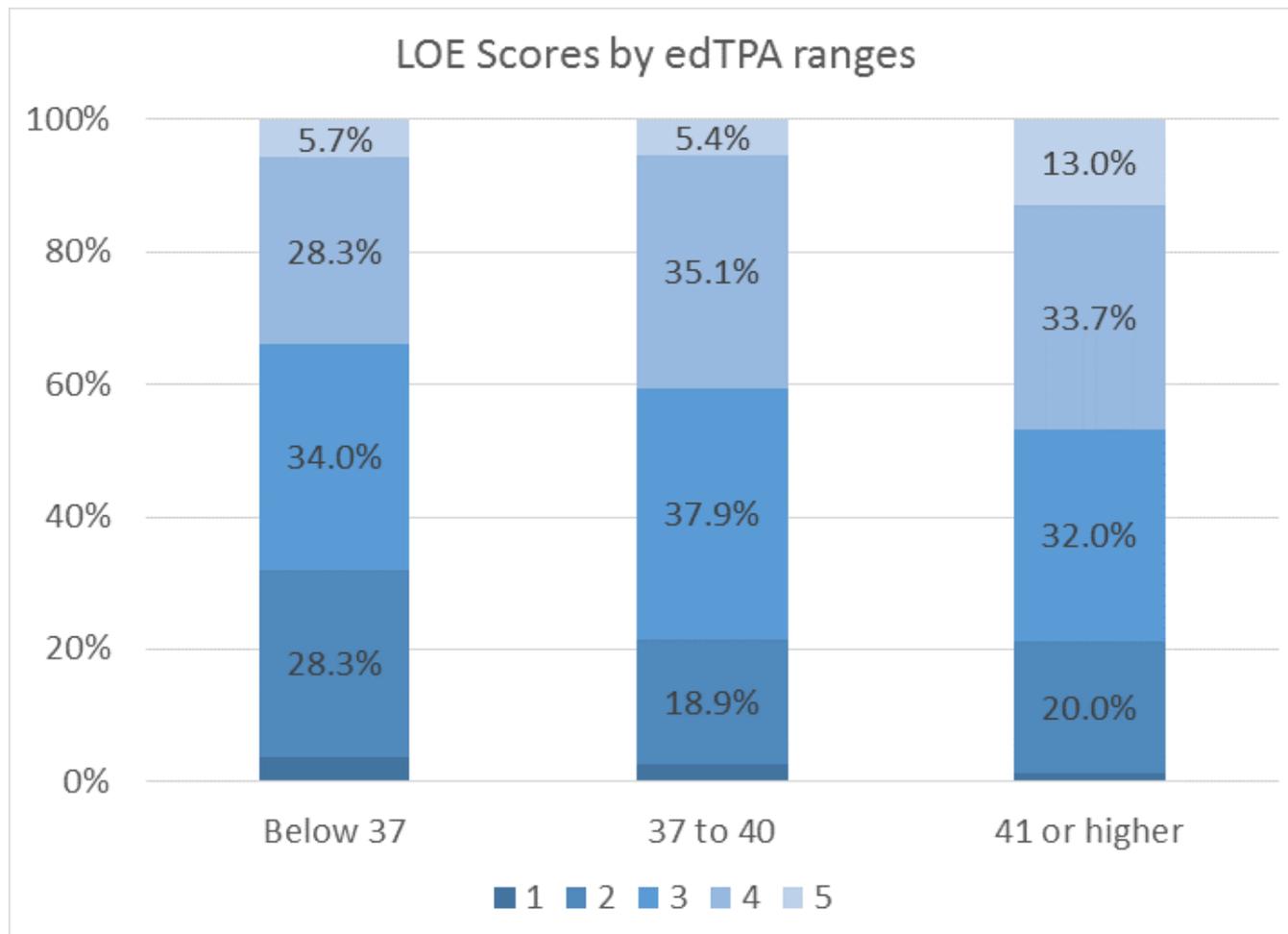
edTPA Rubric Blueprint

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach

Scoring edTPA

- All scorers are P-12 teachers or teacher preparation faculty with significant pedagogical content knowledge in the field in which they score
- Educators must pass rigorous training and qualification standards to become national edTPA scorers
- All scorers are continuously monitored and supported

edTPA results in Tennessee



Considerations

- What are the benefits and challenges of requiring *edTPA* in Tennessee?

Benefits

- Creates a common set of **performance-base** criteria for all teacher candidates
- Prepares candidates using an assessment that is **well aligned with TEAM**
- Assesses both **pedagogy** and **pedagogical content knowledge**
- **Externally scored** (as opposed to home grown performance assessments)

Challenges

– Time

- Timeline for implementation
- Requires significant time for candidates to complete

– Cost

- edTPA \$300
- PLT \$146

– Faculty training

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a dark blue horizontal bar.

TN

**Licensure Content
Assessments:
Understanding the Praxis
Series**

®

How would increasing cut scores to the nationally recommended score affect teacher supply and teacher quality?

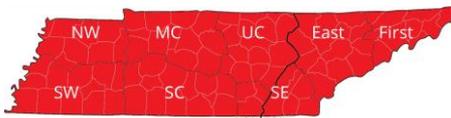
Broad Subject Area	Demand	Assessment	Impact on Supply
World Languages	High	Spanish	25% decrease
World Languages	High	French	25% decrease
World Languages	High	Latin	25% decrease
Science	High	Earth & Space	14% decrease
Science	High	Physics	25% decrease
Fine Arts	Moderate	Art	18% decrease
Career & Technical Education	Moderate	Marketing	28% decrease
Health & PE	Low	Physical Education	38% decrease
Social Studies	Low	World & US History	46% decrease

Raising the cut score to the panel recommendation would have eliminated nearly one quarter of all newly endorsed Spanish teachers.

Spanish Praxis

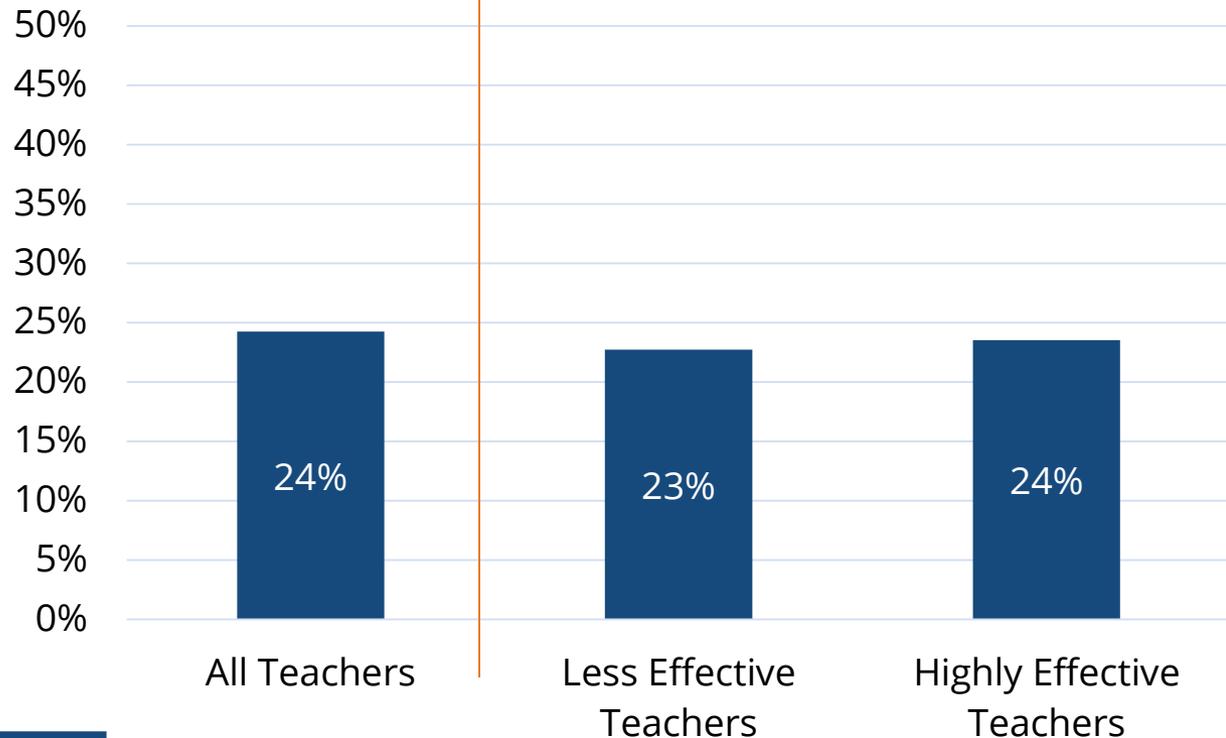
Sample*

- All: **198**
- Less Effective: **22**
- Highly Effective: **119**



Current	National
163	168

Percent Decrease in Supply



Raising the cut score to the panel recommendation would have eliminated nearly one quarter of all newly endorsed French teachers.

French Praxis

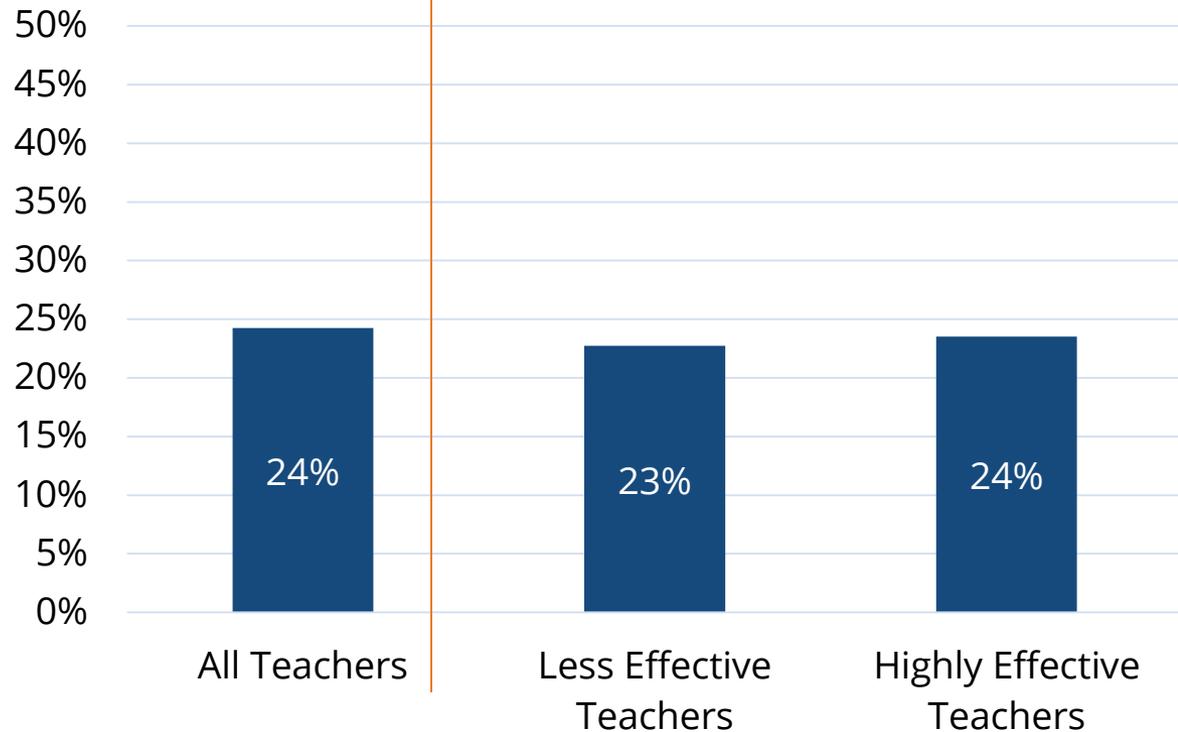
Sample*

- All: **29**
- Less Effective: **5**
- Highly Effective: **18**



Current	National
156	162

Percent Decrease in Supply



Raising the cut score to the panel recommendation would have eliminated about one quarter of all newly endorsed Latin teachers.

Latin Praxis

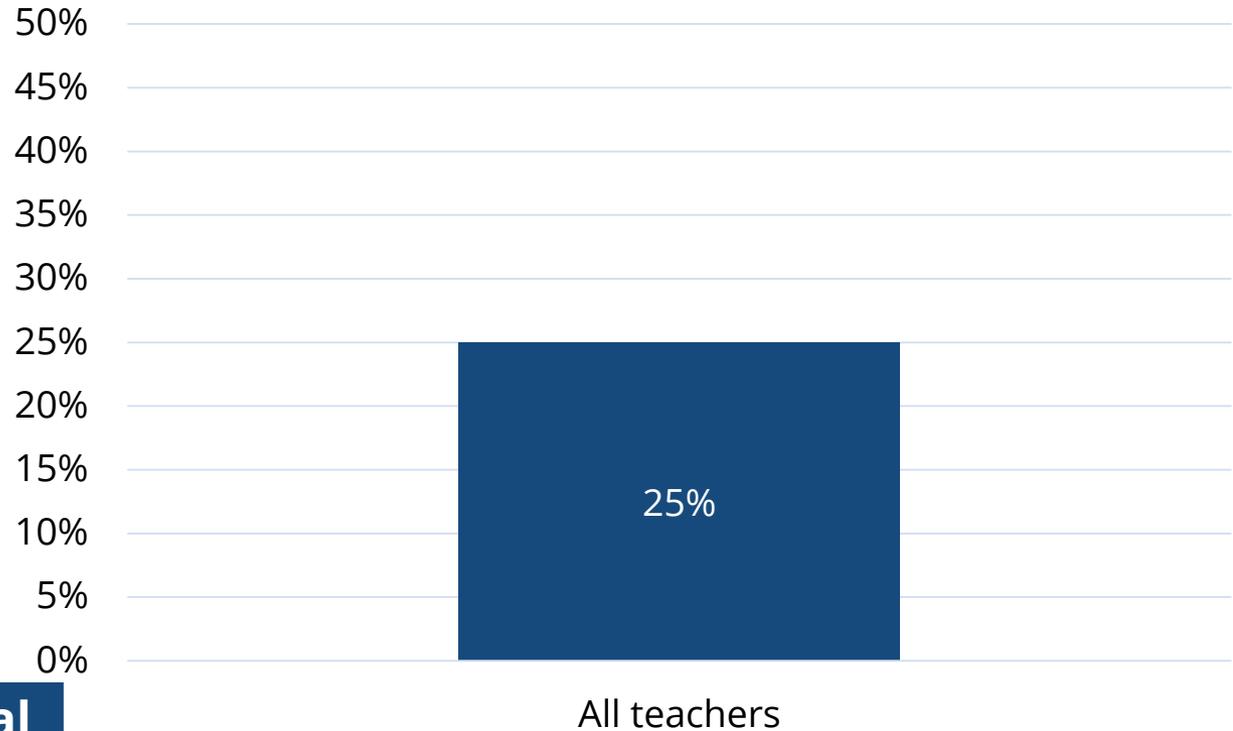
Sample*

- All: **16**
- Less Effective: **0**
- Highly Effective: **12**



Current	National
141	152

Percent Decrease in Supply



Raising the cut score to the panel recommendation would have eliminated nearly 15% of all newly endorsed Earth & Space teachers.

Earth and Space Praxis

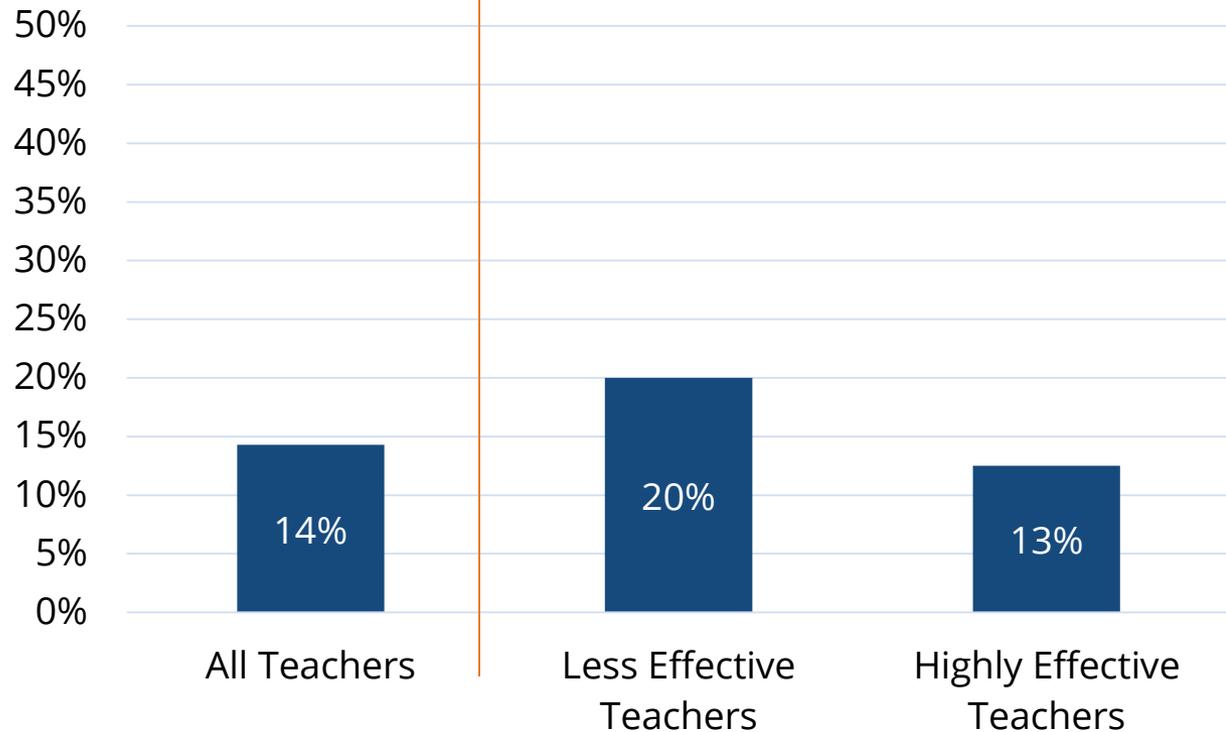
Sample*

- All: **42**
- Less Effective: **10**
- Highly Effective: **16**



Current	National
146	152

Percent Decrease in Supply

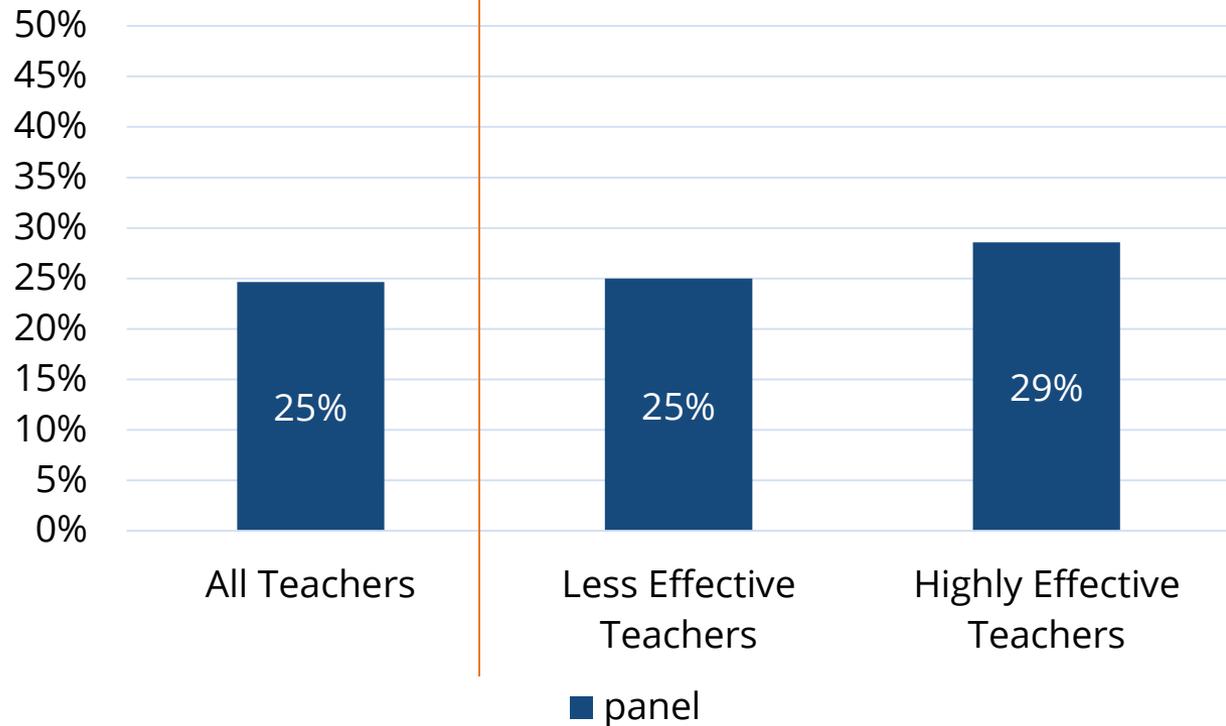


Raising the cut score to the panel recommendation would have eliminated about one quarter of all newly endorsed Physics teachers.

Physics Praxis

Sample*

- All: **69**
- Less Effective: **12**
- Highly Effective: **42**



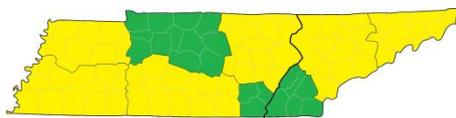
Current	National
144	149

Raising the cut score to the panel recommendation would have eliminated nearly one fifth of all newly endorsed Art teachers.

Art Praxis

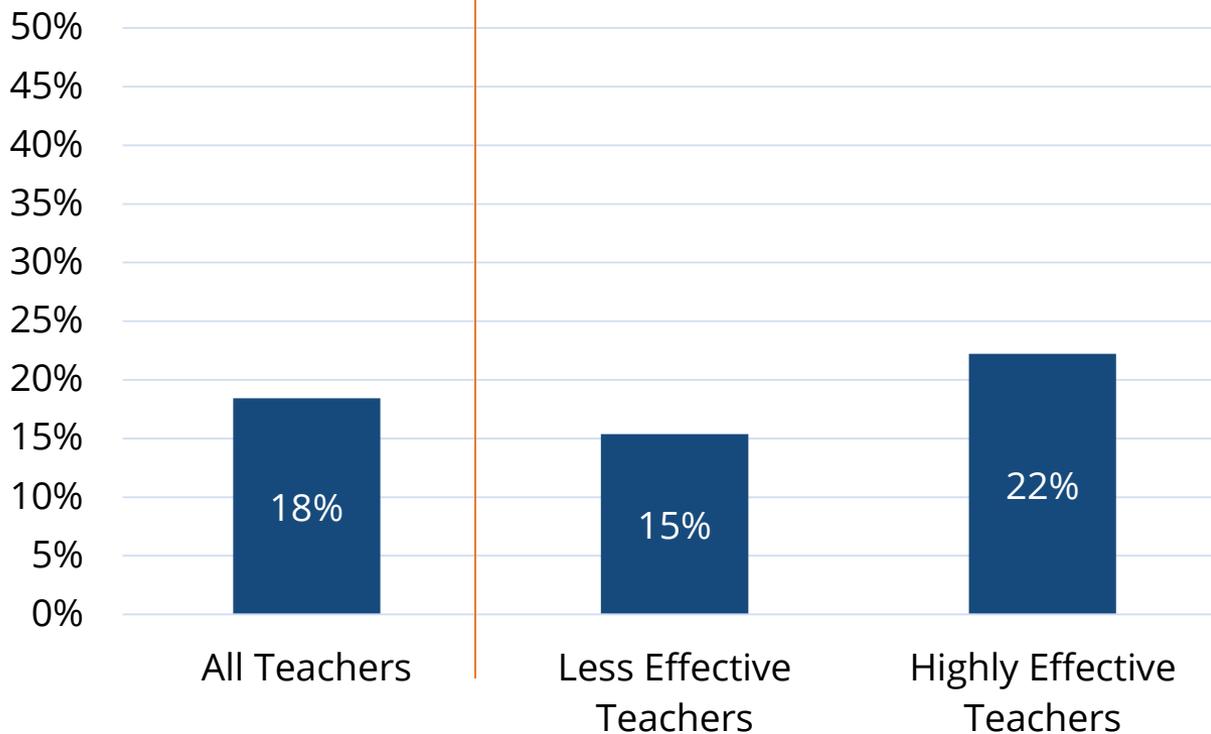
Sample*

- All: **190**
- Less Effective: **26**
- Highly Effective: **99**



Current	National
157	161

Percent Decrease in Supply



Raising the cut score to the panel recommendation would have eliminated over one quarter of all newly endorsed Marketing teachers.

Marketing Praxis

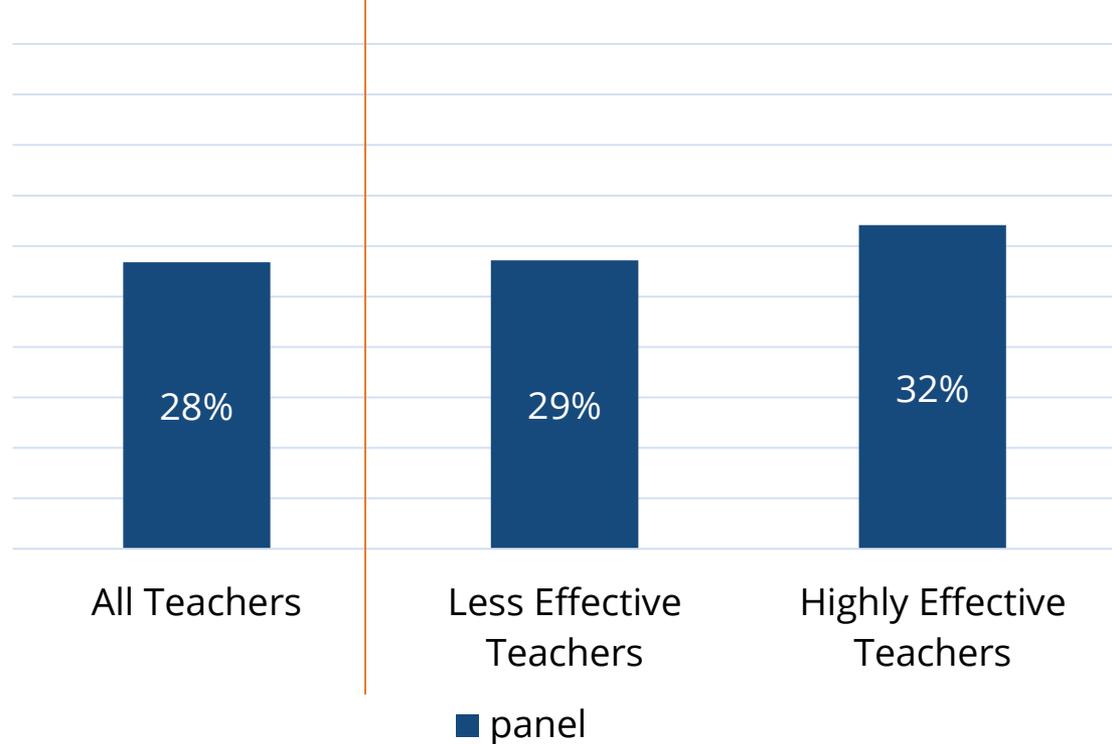
Sample*

- All: **74**
- Less Effective: **7**
- Highly Effective: **53**



50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%

Percent Decrease in Supply



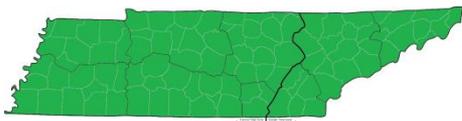
Current	National
160	169

Raising the cut score to the panel recommendation would have eliminated almost 40% of all newly endorsed P.E. teachers.

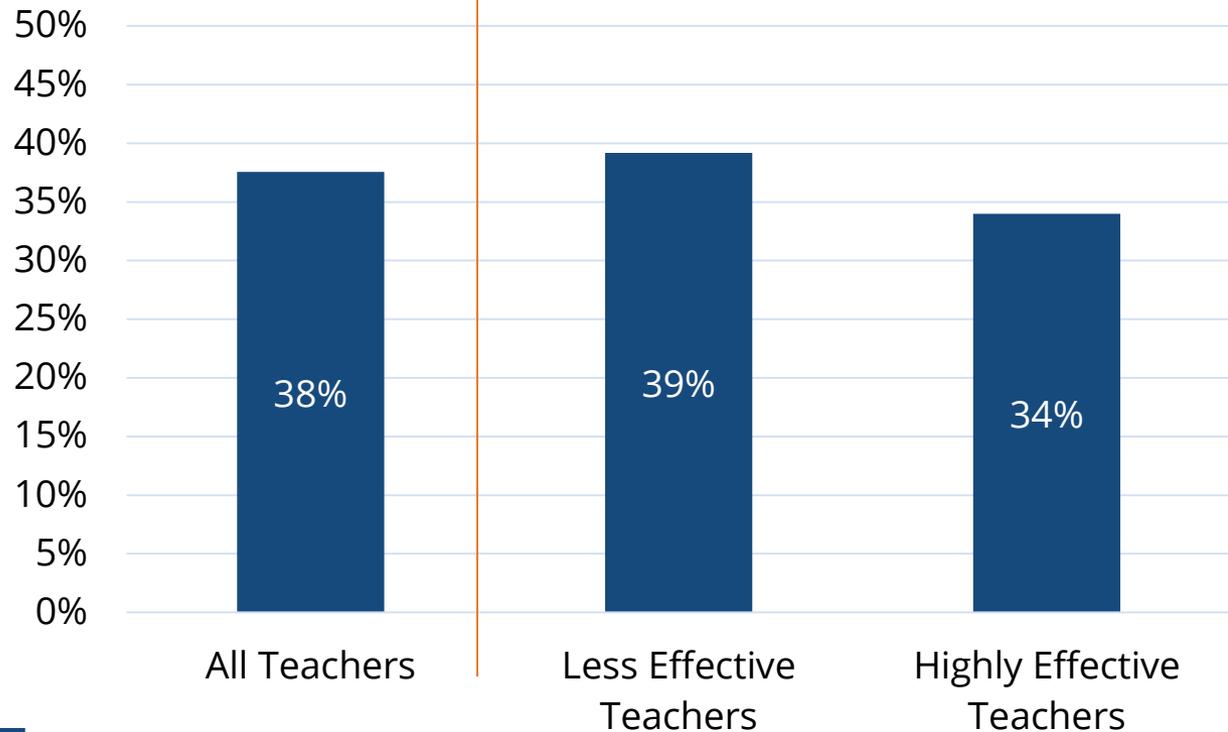
Physical Education Praxis

Sample*

- All: **442**
- Less Effective: **74**
- Highly Effective: **253**



Percent Decrease in Supply



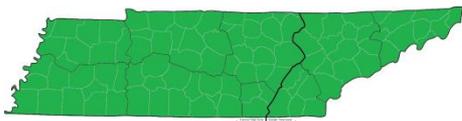
Current	National
164	169

Raising the cut score to the panel recommendation would have eliminated nearly half of all newly endorsed World & U.S. History teachers.

World and U.S. History Praxis

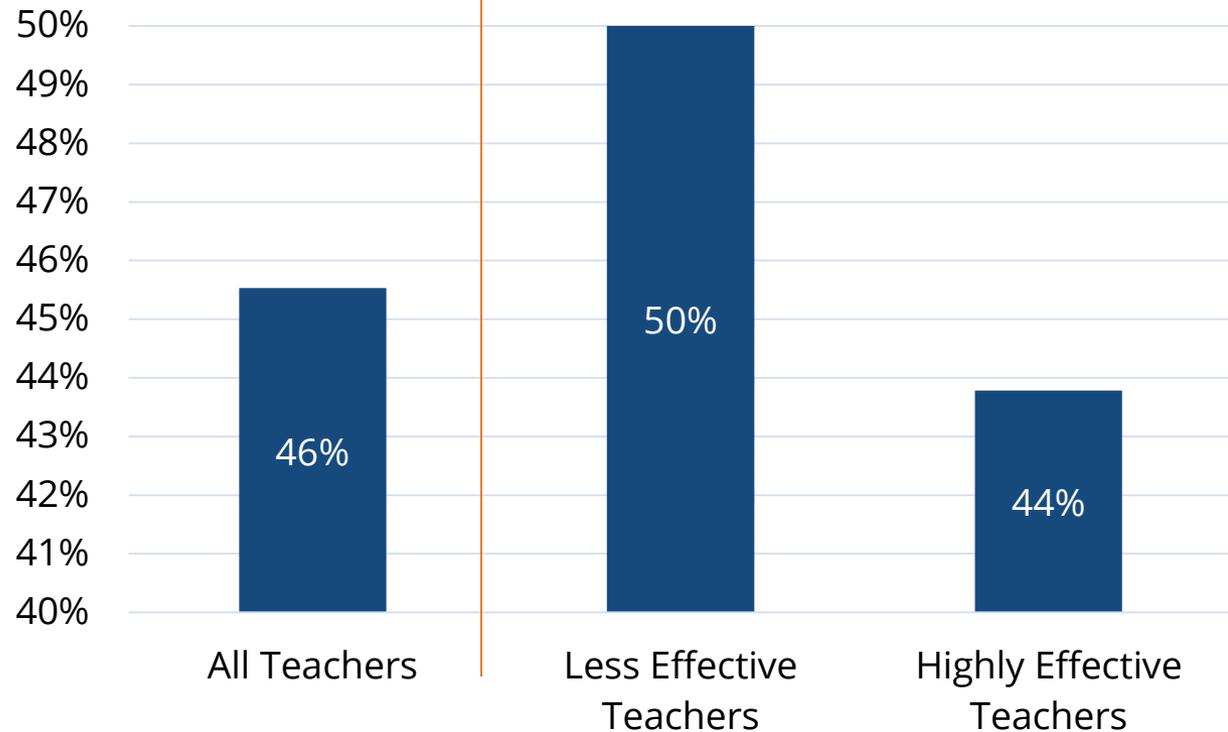
Sample*

- All: **705**
- Less Effective: **106**
- Highly Effective: **386**



Current	National
136	157

Percent Decrease in Supply



On some Praxis assessments, raising cut scores would have disproportionately affected the supply of non-white teachers.

Test	Group	Number	Impact on Supply
Special Education: Mild/Moderate	non-white	322	18% decrease
	white	1,343	8% decrease
Special Education: Severe/Profound	non-white	47	11% decrease
	white	442	2% decrease
PLT: K-6	non-white	563	5% decrease
	white	3,358	3% decrease
PLT: 7-12	non-white	465	5% decrease
	white	2,533	2% decrease
P.E.	non-white	60	55% decrease
	white	382	35% decrease

Considerations

- Should the potential **impact on supply** be considered when recommending changes to cut scores on Praxis exams?
- If so, how should the following factor into the recommendation?
 - **Demand**
 - **Potential impact**
 - **Differential impact by race**

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

**Preparation:
Comprehensive &
Interim Reviews**

®

EPP Approval



Annual Reports

- **What:** Reports that provide EPPs with data at provider, category, program and candidate levels, as appropriate.
- **Why:** The annual reports are designed to provide EPPs with data that can drive changes to support continuous improvement. In addition, the annual reports provide the department with data that can trigger interim reviews.
- **When:** published annually on November 1
- **Who:**
 - Educator Preparation Providers
 - Tennessee Department of Education

Report Card

- **What:** A report that assesses the effectiveness of an educator preparation provider using aggregated data and pre-determined benchmarks and thresholds.
- **Why:** The report card is designed to provide external stakeholders with a high-level snapshot of EPP performance to support decision-making, such as enrollment and hiring decisions.
- **When:** published annually on November 1
- **Who:**
 - Districts and Schools
 - Prospective Candidates
 - External Stakeholders

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

Comprehensive Reviews

®

Comprehensive Reviews

- **Cycle:** Once every seven (7) years

- **Review Components:**
 - EPP self-study
 - On-site review
 - CAEP Accreditation (national team; state representatives)
 - State Approval (state team)
 - On-site report
 - Rejoinder
 - Department action recommendation
 - Board action

Review Teams

Site-visitors

Reviewers come from multiple stakeholder groups including EPPs, LEAs and other education related organizations (e.g., TEA, local school boards).

CAEP Expectations for site-visitors

- Demonstrated **expertise** in the field of professional education, educator preparation, teaching, research, and/or evaluation
- Excellent **analytical and evaluation skills**
- Ability to clearly and concisely **convey observations and findings** in writing
- Ability to make **unbiased conclusions** about EPPs based on the application of national standards

Review Teams

Training

All reviewers must attend training.

- To serve on a national review team, individuals must be trained by CAEP.
 - 3 full day trainings
 - Additional online training
 - Summative assessment
- To serve on a state team, individuals will be required to participate in training offered by the department, likely co-facilitated by CAEP staff.

Team composition

National Accreditation – includes national reviewers and TN representatives

State Approval – TN representatives

CAEP Standards

- **Standard 1 – Content and Pedagogical Knowledge**
 - Alignment Matrices
 - **Annual Report** – Candidate Performance on Assessments (e.g., Praxis II, edTPA)
 - Narrative
- **Standard 2 – Clinical Partnerships and Practice**
 - Partnership Agreements
 - Partnership Outcome Template
 - **Annual Report** – Employer Satisfaction data
 - Narrative
- **Standard 3 – Candidate Quality, Recruitment and Selectivity**
 - Primary Partnership Agreement – Recruitment goals
 - Partnership Outcome Template – Recruitment goals
 - **Annual Report** - Selection data (e.g., GPA/ACT/Praxis/edTPA)
 - Narrative

CAEP Standards

- **Standard 4 – Program Impact**

- **Annual Reports** –Level of effectiveness, observation data, and individual growth scores, completer satisfaction, employer satisfaction
- Narrative

- **Standard 5 – Provider Quality Assurance and Continuous Improvement**

- Required Responses to State-developed Prompts
 - Demonstrate use of **Annual Reports data** to drive continuous improvement
- Narrative

DRAFT PLAN - Comprehensive Review

	Below Expectations	At Expectations	Exceeding Expectations
Standard 1 (5/6)		X	
Standard 2 (4/4)		X	
Standard 3 (5/6)		X	
Standard 4 (6/8)	X		
Standard 5 (5/5)		X	

SBE Action: Probationary Approval with Major Stipulations

The provider would not be able to enroll new candidates until the deficiency has been adequately addressed.

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

®

Interim Reviews

ANNUAL REPORTS

Program Outcomes:



Program Impact:



DRAFT PLAN - Annual Report - EPP Outcomes

	Below Expectations	At Expectations	Exceeding Expectations
Recruitment		X	
Selection		X	
Placement	X		
Retention		X	
Completer Satisfaction		X	
Employer Satisfaction		X	
Completer Outcomes			X
Completer Impact			X

DRAFT PLAN - Interim Reviews

An interim review would be triggered when an EPP falls below expectations on:

- **three or more** metrics in one annual report
- any **prioritized** metric in one annual report
- any metric in **three consecutive** annual reports

DRAFT PLAN – Interim Review



- **Interim reviews** (schedule and required actions) are driven by the nature of the indicators or standards below expectation
 - Could include:
 - Contextual narrative (e.g. describe why placement rate is low)
 - Additional evidence (e.g. structured interview)
 - Improvement plan with specified timeline
 - On-site visit (e.g. content-specific review team)

Considerations

- How should the department set priorities for each of these components of the review processes?
 - **Standards** (comprehensive)
 - **Indicators** (comprehensive)
 - **Metrics** (interim and comprehensive)



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork