



Teacher Preparation Report Card

Since the launch of the redesigned Teacher Preparation Report Card last December, the State Board of Education (SBE) and its staff have been collecting stakeholder feedback and analyzing data with the goal of continuing to strengthen the report card in future versions. Starting in early spring 2017, SBE staff reached out to educator preparation providers (EPPs), school districts, and current teacher preparation candidates to gauge their response to the redesigned report card and to seek additional feedback for changes that could be made to the 2017 version.

In addition to a survey that was sent out to each of these three stakeholder groups, SBE staff have also made an effort to schedule in person meetings to discuss the report card. This began with a series of focus groups held at the Tennessee Association of Colleges of Teacher Education (TACTE) Spring 2017 Conference, where SBE staff solicited feedback on the changes made to the report card and potential additions moving forward. The next step the staff took was presenting at the Tennessee Association of School Personnel Administrators Conference last March. This allowed the SBE to strengthen its dialogue with leaders at school districts who are involved in hiring and recruitment.

The process of updating the report card in preparation for the launch of the 2017 version also relies on another advisory council, which was assembled late this summer. This group includes representatives from EPPs, school districts, the Tennessee Organization of School Superintendents, and several advocacy organizations. SBE staff will work with this group to make crucial decisions about changes to the information included in the report card, how it is presented, and how it is shared with a wider audience.

Moving forward, SBE staff plan to continue to engage outside stakeholders and keep them informed regarding changes to the report card. In addition to holding webinars that share updates with EPP and district personnel, SBE staff are actively seeking opportunities to further engage current and prospective educators. As the launch date of February 15, 2018 approaches, staff will continue to push to ensure the report card is as widely read, and as widely usable, as possible.

edTPA

In January 2019, edTPA will become a required assessment for new Tennessee educators. Rather than a multiple-choice test, edTPA requires candidates to prepare a portfolio of evidence, including videos of classroom instruction, examples of lessons, and more. External reviewers score each candidate's submission based on subject-specific rubrics.

The State Board of Education wants to ensure that our educator preparation providers are fully prepared for supporting their students throughout the edTPA submission process. To that end, the staff has conducted quantitative and qualitative research into the efforts of EPPs that began implementing edTPA ahead of the requirement. SBE staff scheduled phone conversations with administrators at those institutions to better understand the implementation process and glean EPPs' reflections on their experiences with edTPA thus far.

Eight educator preparation providers across Tennessee have already implemented edTPA:

- The six Tennessee Board of Regents schools (Austin Peay State University, East Tennessee State University, the University of Memphis, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University)
- Vanderbilt University
- University of Tennessee at Knoxville

Overall, the administrators' feedback was positive: most felt their programs were already largely aligned with edTPA's requirements, though they did acknowledge learning curves in terms of certain terminology that varied between their institutions and edTPA. Furthermore, they felt that edTPA was well-aligned with the TEAM rubric used for the observation component of the evaluation of many Tennessee teachers. Finally, while several administrators noted the pressure students felt throughout the intensive edTPA process, almost all reported that students' reflections on edTPA were more positive once they were serving in the classroom and reflecting back on the experience. Their overall impression confirmed that edTPA requirements prepared them well for classroom evaluation, and that the assessment itself reflected the skills they needed to assist with student growth and achievement.

Additionally, SBE staff has begun analyzing the edTPA scores reported as part of the Teacher Preparation Report Card's data collection. Looking at both institution- and state-level performance, our staff hope to inform discussions of edTPA as we move toward statewide implementation.