Educator Licensure and Preparation Subcommittee

NOVEMBER 10, 2016

Subcommittee Progress

Deliverable	Progress
Current Content Assessments—Praxis Cut Scores for all areas currently below the nationally recommended cut scores	Complete
Future Content Assessments—Long-term decision around which assessments to use	In process
Performance Assessment Requirements	Complete
Preparation Program Admissions	In process
Program Approval Process	In process
Recruitment	Not started

Content Assessments

Content Assessment Needs

- Content assessments that are closely aligned with Tennessee student standards

- Assessment development, including
  - process and logistical support
  - considerations for streamlining assessments
  - *reasonable* timeline for development and adoption

- Initial focus on the following assessment areas:
  - Reading
  - Secondary Mathematics

- Secure and accessible assessment locations

- Tools for sophisticated data analysis

DATA ANALYSIS

- Analyses of performance data across multiple levels:

  o Statewide analyses to inform policy and research

  o EPP analyses to inform program design

  o Candidate analyses to support preparation and when necessary, remediation

ETS Presentation

Meeting Tennessee's Licensure Assessment Needs

Presented to the Tennessee State Board of Education
Educator Preparation and Licensure Sub-Committee

November 10, 2016

Agenda Topics

- Introductions

- Background

- Achieving Tennessee's Goals

  - New test development

  - Test development process

- Data and Analysis

- Test Centers in Tennessee

- Research on Diversifying Ed Prep Pipeline

- Concluding Thoughts

ETS and Tennessee

- Since 1971 ETS has been the provider of your educator licensure assessments

- Developer of the TNReady K-12 summative and TCAP alternate assessments

- Provider of Tennessee's high school equivalency assessment (*HiSET*) – 15,000 earning a credential since launch

- SITES M project (Strengthening Instruction in Tennessee Elementary Schools - Focus on Mathematics)

- As partner to USED for over thirty years, ETS develops the NAEP assessments which are used as a key benchmark of K-12 student progress

Getting to the Next Level

- Continue to move up in reading and math in the elementary and middle grades

- Sustain the upward trend through high school

- The right battery of teacher licensure tests, aligned with Tennessee Academic Standards, is one piece of the puzzle

- How can ETS continue to work with Tennessee so that your licensure tests help get you to the next level?

Getting Down to Specifics

- You have concerns about your current battery of tests

- Alignment with Tennessee Academic Standards is the most important requirement – along with:

  - Do you need tests that better align with or measure the Standards in a different way?

  - Do the tests tell you what you need to know about the content knowledge of prospective teachers?

  - Do you need additional tests that provide endorsements in particular courses such as algebra I, integrated math, trigonometry, calculus?

- Most urgent focus is on Reading, Middle Grades and Secondary Mathematics, and Spanish

- The Board, the Department, and Tennessee educators want to know whether <u>all</u> tests meet the State's needs

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Actions and Outcomes

- **Actions**
  - Develop new assessments in known areas of need
  - Conduct test reviews with Tennessee educators of all Praxis titles used in Tennessee
  - Generate actionable candidate performance data
    - A dedicated Director of Educator Research to address your data analysis needs
    - Custom reports built to your specifications
- **Outcomes**
  - Tests that meet Tennessee's specific needs yet preserve comparability and portability of scores
  - A battery that balances the competing goals of licensure in a way that is right for Tennessee

All at no expense to Tennessee

Change Where Needed
Reading

- Tennessee's literacy initiatives drove the development of previous and current reading tests used in Tennessee—and then nationally

- Current initiatives such as **Read to be Ready** and new **Tennessee Literacy Standards** demand a new, customized Reading test

- Aligned to Tennessee Academic Standards and to the new standards for providers on how to prepare candidates to teach reading

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Change Where Needed
Mathematics

- Changes made in 2014 to TCA 49-6-6006 required the development of new mathematics assessments for Tennessee, including Algebra I

- We are prepared to work with Tennessee educators to develop additional middle grades and secondary math tests as directed by TDOE and SBE

- Define the purpose associated with each test: general mathematics vs. course-level content

Beyond Development
Spanish

- Conduct a review of Tennessee's candidate and EPP performance on the current assessment

- Review the test preparation resources available for candidates

- Provide workshops for EPPs

- Conduct a thorough alignment review of the current Spanish assessment with Tennessee educators

- If necessary, develop a new, customized Spanish test as directed by Tennessee educators

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Test Reviews 2017 and Beyond

- Test reviews by committees of Tennessee educators and teacher educators of all Praxis tests used in Tennessee
  - Meetings conducted starting January 2017
    - Wave 1: Early Childhood and Elementary Education tests
      - Consideration of ways to streamline amount of testing in Elementary Education
    - Wave 2: Secondary and Middle Grades Science and ELA
    - Wave 3: World Languages other than Spanish; all remaining content areas
- Customization as needed

Brief Review of Development Process

Key components of developing licensure assessments

- Collaboration with educators – both practicing teachers and educator preparation program faculty

  - Tennessee educators have served on 32 Praxis advisory committees

- Building Validity Evidence throughout the process

- Annual review for currency by standing committees

- Revisions when directed by the field

Development Steps and Validity Evidence:
Measure the "Right Stuff"

DEVELOPMENT STEPS

VALIDITY EVIDENCE

STEP 1:   Select and review appropriate standards

➜   Initial domain of knowledge and skills is based on existing standards accepted by the profession

STEP 2:   Identify relevant and important knowledge and skills

➜   Initial domain of knowledge and skills is based on input from subject matter experts (SMEs)

STEP 3:   Confirm the relevance and importance of the knowledge and skill

➜   Knowledge and skills are independently verified as job-related by SMEs

Define and validate the content to measure

Development Steps and Validity Evidence:
Turn It Into a Test

DEVELOPMENT STEPS	VALIDITY EVIDENCE

STEP 4: Translate knowledge and skills into test specifications → Test specifications reflect identified knowledge and skills

↓

STEP 5: Develop test items, scoring keys/rubrics, and ancillary material → Items are written to measure knowledge and skills defined by test specifications

↓

STEP 6: Multiple reviews of each test item → Test items are verified to be linked to test specifications

↓

STEP 7: Assemble and review test forms → Test form verified to be linked to specifications by internal and external SMEs

Validate test content with those who know the field

Development Steps and Validity Evidence:
Determine Passing Requirement

DEVELOPMENT STEPS

VALIDITY EVIDENCE

STEP 8: Conduct standard-setting study

➜ Educators recommend a performance standard to policymakers

STEP 9: Analyze statistical performance of test items

➜ Verify performance of test items prior to scoring/reporting

STEP 10: Refresh content regularly and revise specifications as needed

➜ Maintain validity evidence over time

Regularly review with experts to identify areas of need

ETS Data Manager - Addressing Tennessee's Data Analysis Needs

- Tennessee currently uses the ETS Data Manager **(EDM),** a tool for both score reporting and data analysis

- Monitor candidate performance and drive program improvement

  - Data updated on a weekly basis

  - Analyze results for first-time test takers compared to repeat test takers

  - Analyze results by gender, ethnicity and other factors

  - Analyze results at the test and sub-score level

  - Analyze results for Tennessee and compare to the nation

  - Analyze and compare results across EPPs in Tennessee

Dedicated Data Analysis and Research Support for Tennessee

- ETS will continue to assist the Tennessee Department of Education, State Board and Educator Preparation Programs with deeper dives and analysis of testing data information to promote the improvement of educator preparation in Tennessee

- Additional data and analysis support

  - A dedicated Director of Educator Research to address your analysis requirements

  - Initiate work with Tennessee reporting leads to identify custom reporting and analysis needs beginning now

  - Build Tennessee custom reports that reside within your reporting library available to policy makers on demand

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How Can the Department and EPPs Use the Data?

- Are the components of the Praxis World language test – receptive (Reading and Listening) and productive (Speaking and Writing) – appropriate for licensing Spanish teachers in Tennessee?

- Are the materials (e.g., reading passages, audio clips) targeted at the appropriate level?

- How can EPPs attract/recruit Spanish teacher candidates who demonstrate strong language proficiency?

- How can EPPs strengthen programs in areas that are most challenging for candidates?

EDM Case Study - Praxis Spanish: World Language Test

- Background
  - Tennessee requires the Praxis Spanish: World Language test as a requirement for a K-12 Spanish license
  - Tennessee adopted a passing score of 163 which is one CSEM below the recommended multistate passing score

- Situation
  - Candidates in Tennessee are not performing well on the Spanish test (passing rate in 2015-16 was 44%)

- Context: How does this compare to the nation?
  - The national passing rate (using the TN passing score) in 2015-16 was 67%.

- Both the state and national results are available with Quick Reports in EDM

Spanish Case Study

Let's dig deeper into the test. Are there components of the test that are presenting more of a challenge?

Spanish World Language		Percent Correct National	Percent Correct Tennessee EPP
I. Listening		75.1	66.6
II. Reading		76.0	69.1
III. Cultural Knowledge		77.4	71.8
IV. Writing		64.2	51.1
V. Speaking		67.8	52.1

Spanish Case Study

Was there a difference in first-time test takers vs. repeat test takers?

ETS Data Manager

QUICK REPORTS   **CUSTOM REPORTS**   MY PROJECTS

ETS Data Manager for   Project1 : *Unsaved*   Save   Save As   Database was refreshed on: 10/17/2016 14:44:53 EST

PRAXIS Series.

Select Criteria   Select Variables   Edit Reports   **Build Reports**   Help

View each report table by selecting a report name from the drop-down menu. Create charts and/or percent passing analyses to edit and preview. Each tab created represents an item available to export. Export all reports.

Select Report: Report 1   Export

Report 1

Table

Create a Chart   Percent Passing Analysis

Report 1
Test Name: 5195 Spanish: World Language
State/Agency/Institution: Tennessee State Department of Education - AI
Administration Date Range: SEP-2010 to OCT-2016
Variable: Current Testing Status
Duplicate Candidate: Highest Score
Measure: Scaled Score
Include All Delivery Modes: Yes

Administration Date	State/Agency /Institution	First Time Test Taker					Repeat Test Taker				
		N	Mean score	# passing	Percent passing	Median	N	Mean score	# passing	Percent passing	Median
SEP-2010 to OCT-2016	Tennessee State Department of Education - AI	404	166.36	281	69.55	171.00	201	152.52	66	32.84	155.00

About ETS® Data Manager   ETS Data Manager Online Video Guide   Terms and Conditions

Spanish Case Study

Let's dig deeper into the candidate pool. How do candidates in Tennessee compare to the nation when looking at first language?

ETS Data Manager

TEST TAKER REPORTS   AI ROSTER   QUICK REPORTS   **CUSTOM REPORTS**   MY PROJECTS

ETS Data Manager for   Project1 : *Unsaved* Save Save As   Database was refreshed on: 10/31/2016 14:45:07 EST

The PRAXIS Series.   Select Criteria   Select Variables   Edit Reports   **Build Reports**   Help

View each report table by selecting a report name from the drop-down menu. Create charts and/or percent passing analyses to edit and preview. Each tab created represents an item available to export. Export all reports.

Select Report: Report 1   [▼]   Export

Table | **Pass Rate 1** [X]

Create a Chart   Percent Passing Analysis

Report 1
Pass Rate 1
Test Name: 5195 Spanish: World Language
State/Agency/Institution: All Test Takers, Tennessee State Department of Education - AI
Administration Date Range: SEP-2015 to AUG-2016
Variable: First Language Learned as a Child
Duplicate Candidate: Highest Score
Include All Delivery Modes:Yes

Administration Date	First Language Learned as a Child	State/Agency/Institution	N	Percent Pass At 158	163	168
SEP-2015 to AUG-2016	English Only	All Test Takers	1263	60.10%	52.34%	41.88%
		Tennessee State Department of Education - AI	91	47.25%	37.36%	25.27%
	English and Another Language	All Test Takers	453	80.13%	75.06%	67.77%
		Tennessee State Department of Education - AI	20	65.00%	55.00%	40.00%
	Another Language Only	All Test Takers	619	90.95%	88.05%	83.36%
		Tennessee State Department of Education - AI	14	92.86%	78.57%	64.29%

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ETS

*Measuring the Power of Learning.*™

Secure and Convenient Test Centers

- Our top priority is a standardized, secure and fair test that is conveniently accessible to all candidates

- We achieve security through a combination of people, process and technology
  - An established and proven process for staffing and training
  - Rigorous candidate identification and check-in policies to prevent impersonation
  - Documented and enforced test administration policies that include continuous monitoring and surveillance
  - Secure test center facilities, systems and infrastructure

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Test Center Convenience

- Over 70 test centers available to educator licensure candidates in Tennessee

- Average distance to a test center is 3.5 miles for the typical Tennessee candidate

Legend:
- △ Tennessee EPPs
- ■ Praxis Centers
- ● HiSET Centers
- □ State_Boundaries
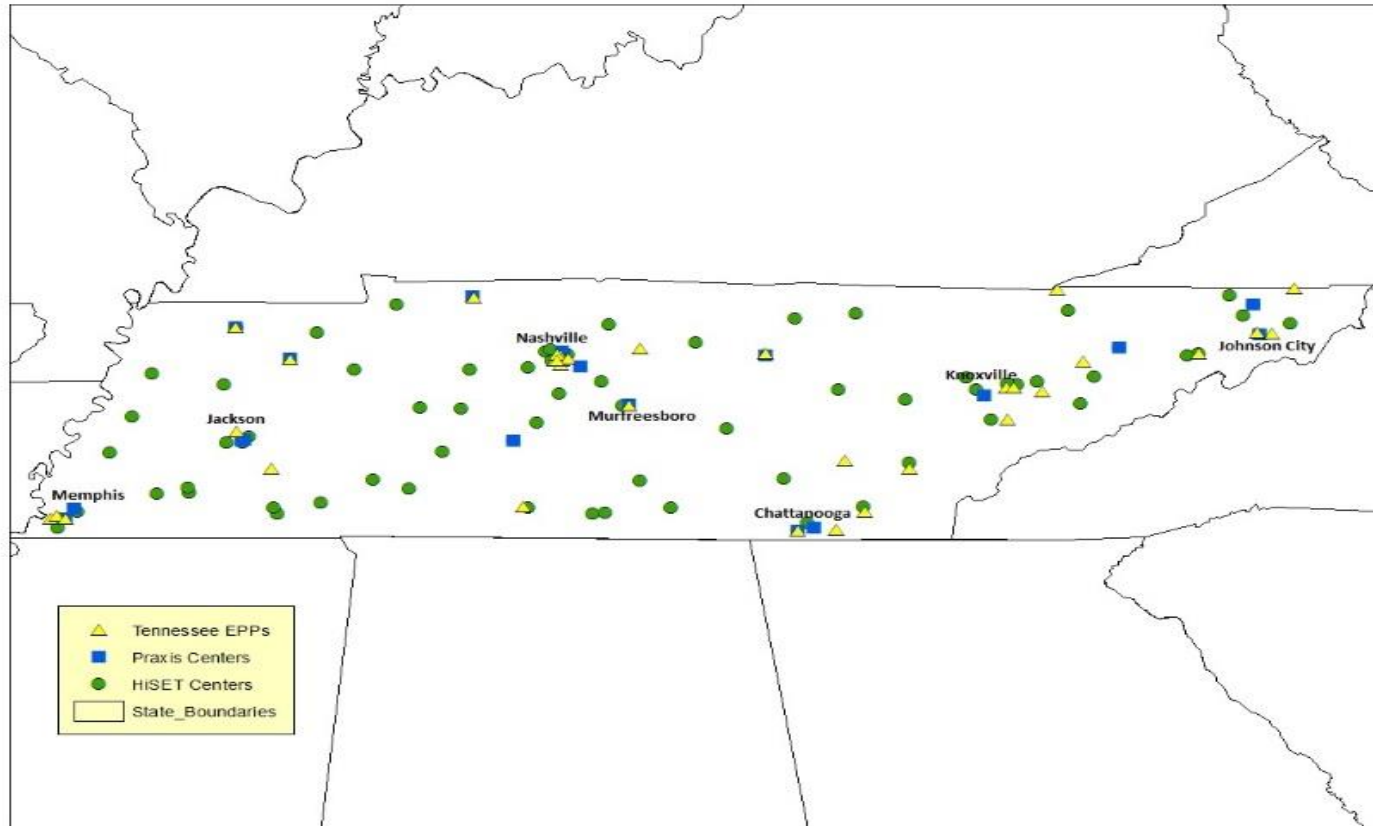
Research is Part of Our Mission-Driven Service

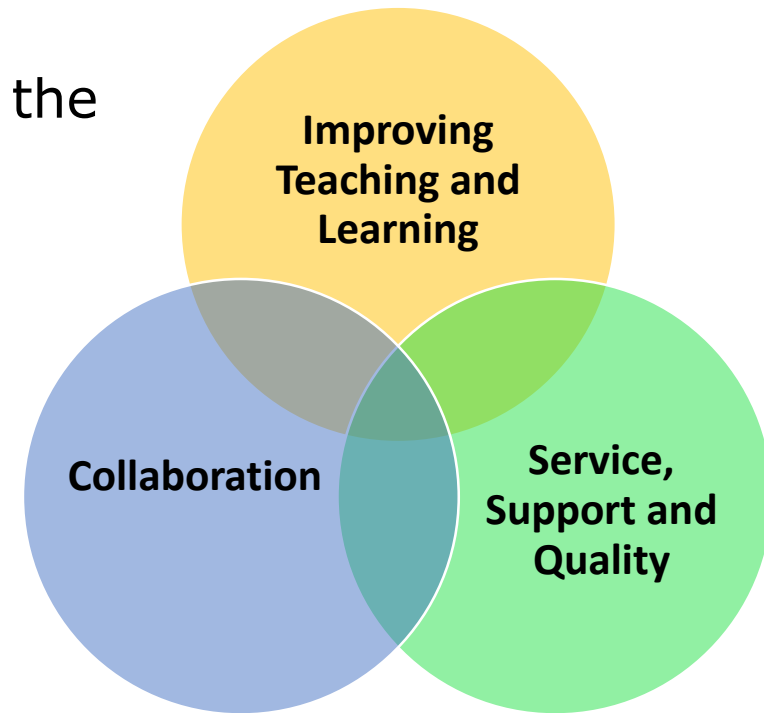The SCORE report recognizes the increasing demands of the diverse classroom and the imperative to…

"Improve the racial and ethnic diversity of the teaching population" (Prepared for Day One, p.34)

- ETS has an ongoing research agenda, working with EPPs, to explore solutions to diversify the teacher candidate pipeline
  - literature review to examine approaches to attracting and supporting diverse teaching candidates
  - gather data from EPPs about how they attract, admit, and support successful candidates from diverse backgrounds
  - use teacher licensure testing data to analyze and explore test-taking patterns
- Partner with states and EPPs to disseminate information on promising practices

Measuring the Power of Learning.™

Our Commitment to Tennessee

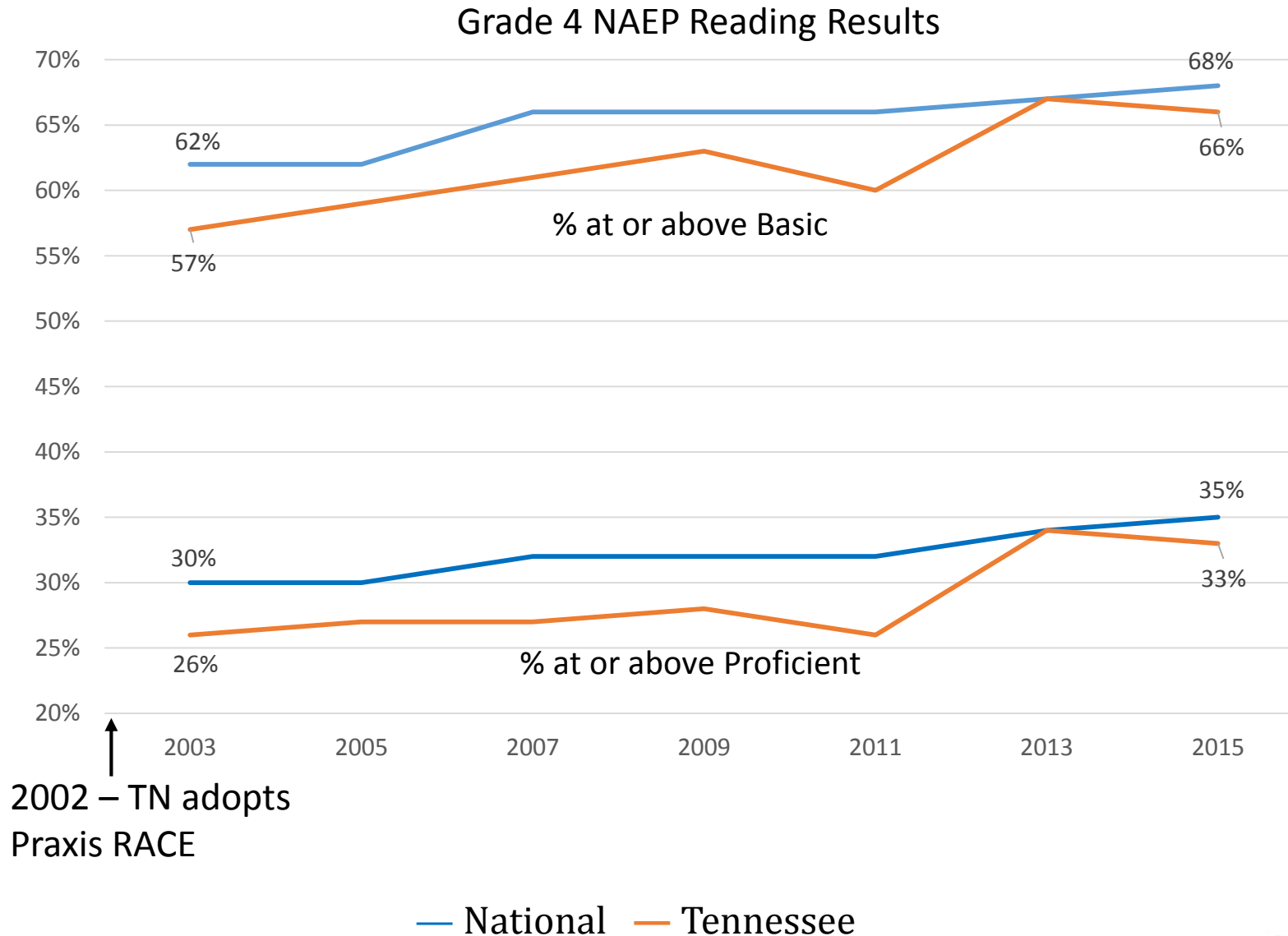To help Tennessee further strengthen the education provided to their students.

- Collaborate with you to build assessments that align with your standards and suit the needs of the broader licensing system

- Help you use data from these assessments to improve the teacher preparation pipeline

- Work with you in ways that extend beyond just providing your licensure tests
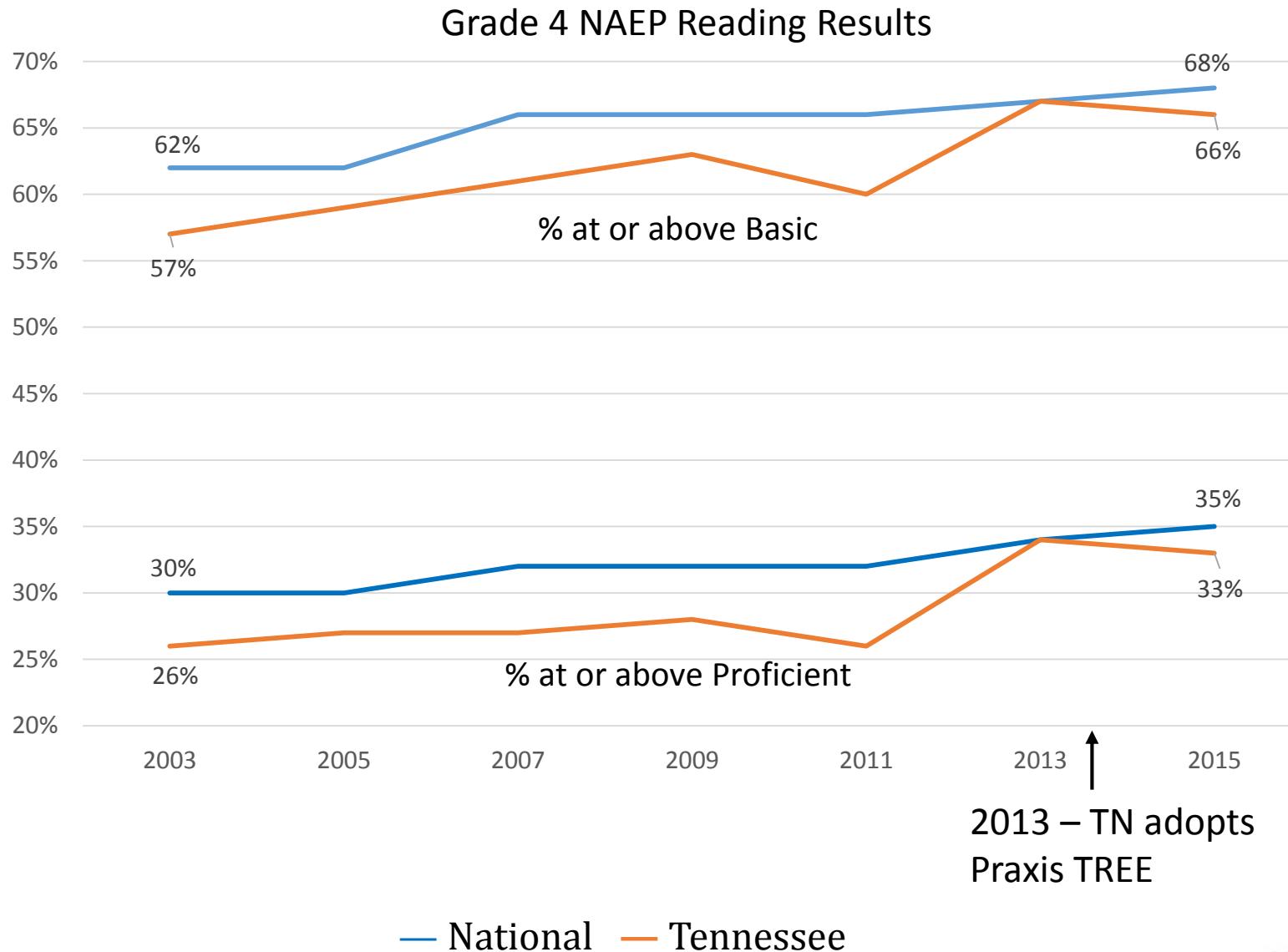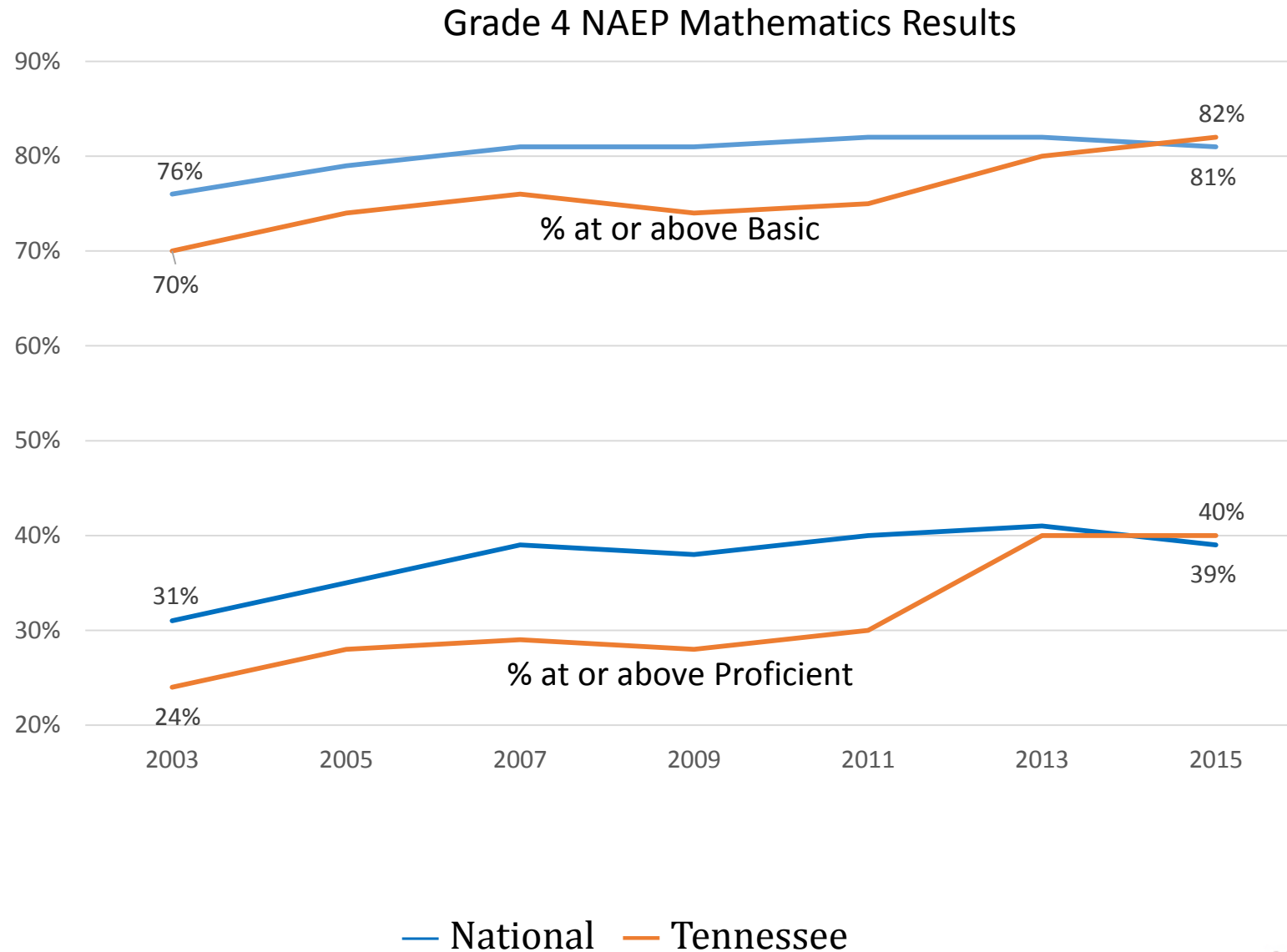

Improving Teaching and Learning

Collaboration

Service, Support and Quality

Appendix

November 10, 2016

Early Reading Gains in Tennessee

Grade 4 NAEP Reading Results

% at or above Basic

% at or above Proficient

2002 – TN adopts
Praxis RACE

— National — Tennessee

Early Reading Gains in Tennessee

Grade 4 NAEP Reading Results

% at or above Basic

% at or above Proficient

2013 – TN adopts Praxis TREE

— National — Tennessee

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Early Math Gains in Tennessee

Grade 4 NAEP Mathematics Results

% at or above Basic

% at or above Proficient

National — Tennessee

Middle School Math Gains in Tennessee

Grade 8 NAEP Mathematics Results

% at or above Basic

% at or above Proficient
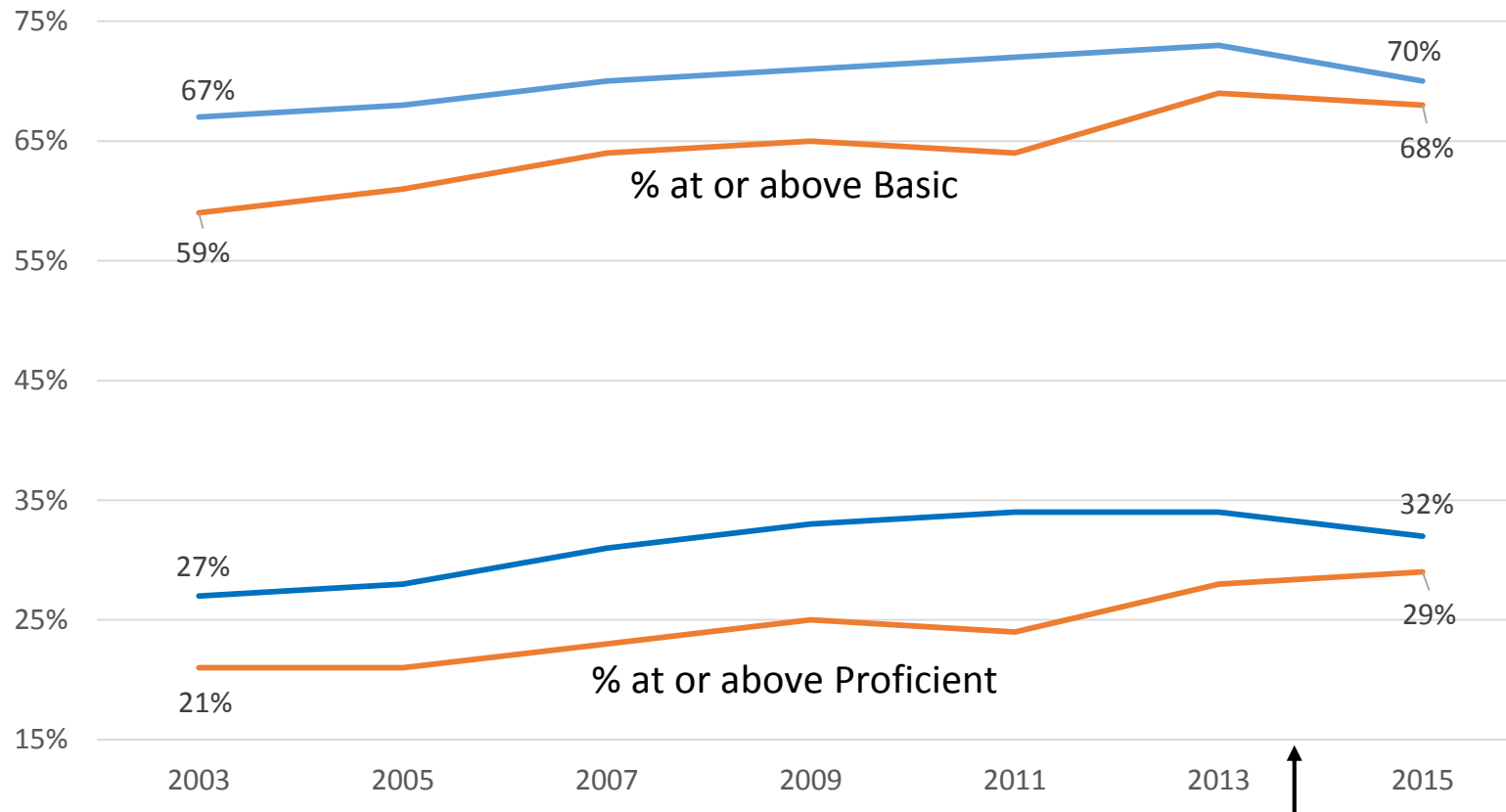
2014 – TN passed revisions to TCA 49-6-6006

— National — Tennessee

SCORE Teacher Preparation Report

PREPARED FOR DAY ONE

State Board of Education:
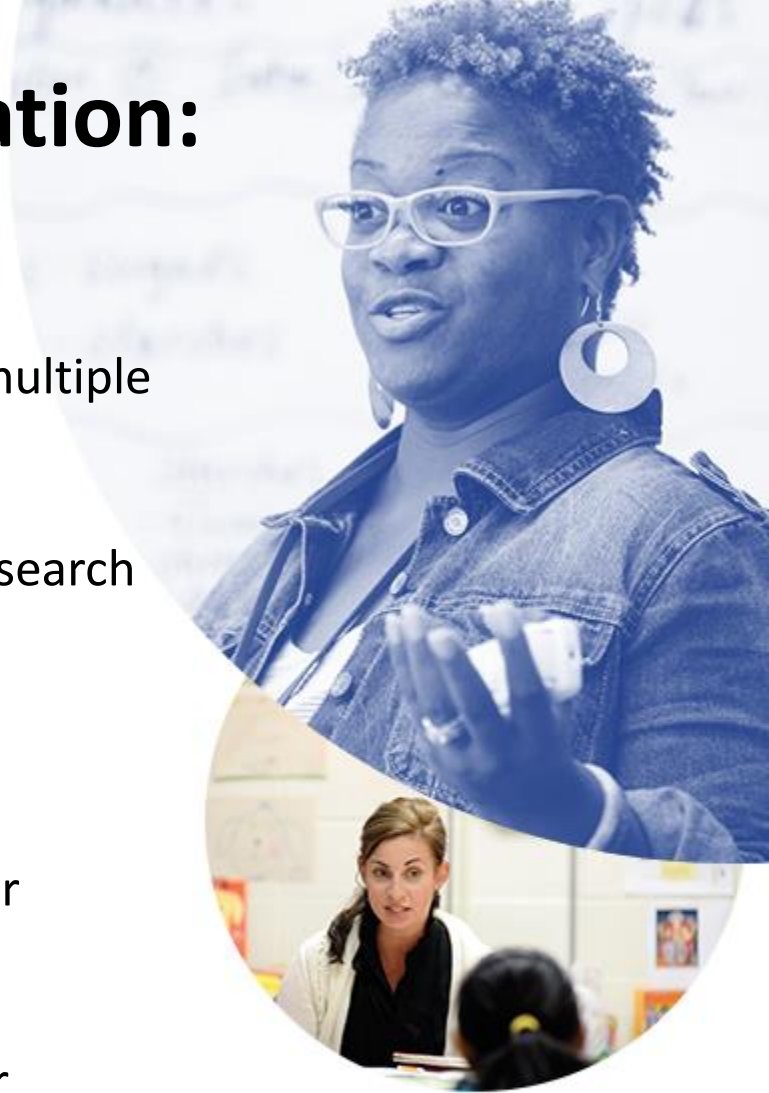Educator Preparation and
Licensure Subcommittee
November 10, 2016

SCORE
State Collaborative on Reforming Education

Improving Educator Preparation:
Why It Matters

- Teachers have a larger impact on student learning than any other in-school factor.

- Early career teachers are more likely to be placed in classrooms with greater numbers of students of color and low-income students.

- Although there are several promising practices within Educator Preparation Programs (EPPs), we can do more to improve educator preparation.

- **Only 3 of Tennessee's 40 EPPs produce better-than-average teacher candidates, according to observation scores**
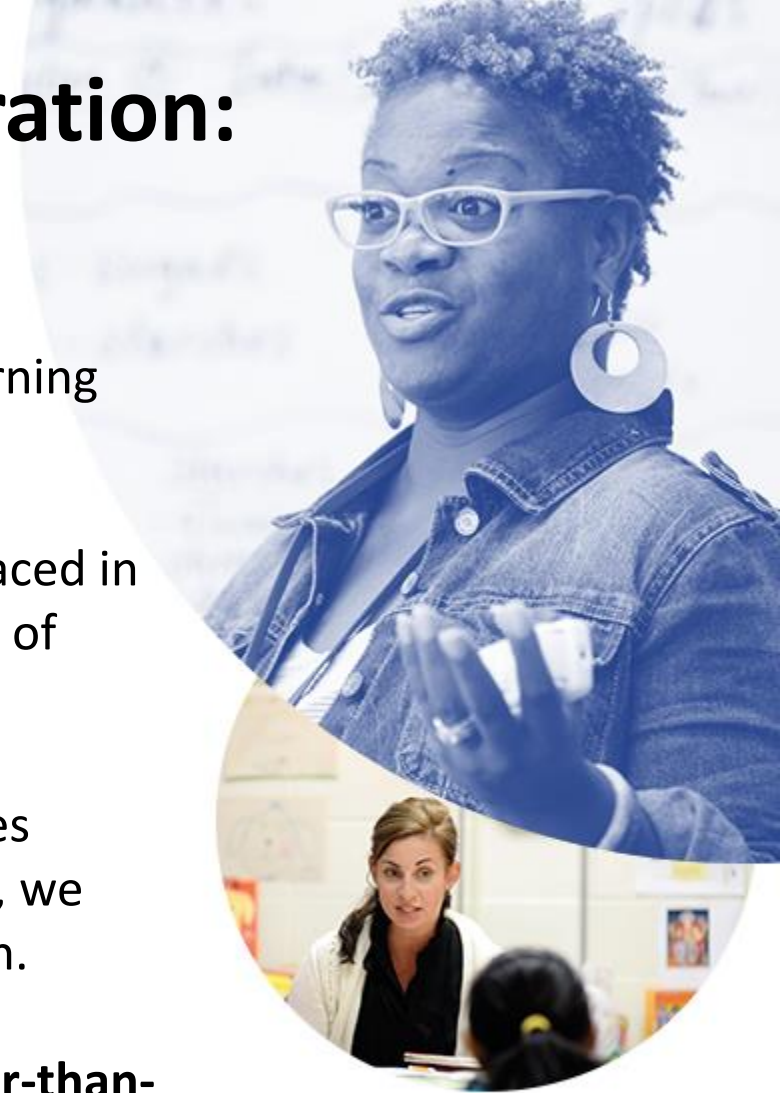
Improving Educator Preparation: SCORE's Role

- SCORE's convening power allows us to bring multiple stakeholders together.

- Research and Policy team has documented research and promising practices to improve educator preparation.

- In July, SCORE released a research brief that highlighted research behind effective educator preparation.

- SCORE also convened an Institute on educator preparation. We heard from researchers and practitioners about promising strategies to better prepare early-career teachers.

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Improving Educator Preparation: The State Board's Role

- The State Board has taken several key actions to improve educator preparation:

  - **Raised standards for Tennessee EPPs with approval of 2014 SBE policy**

  - **Redesigned teacher preparation report card to provide better, more transparent data on EPP performance.**

  - **Required candidates to take and pass edTPA, setting a higher standard for demonstrating pre-service teacher knowledge.**
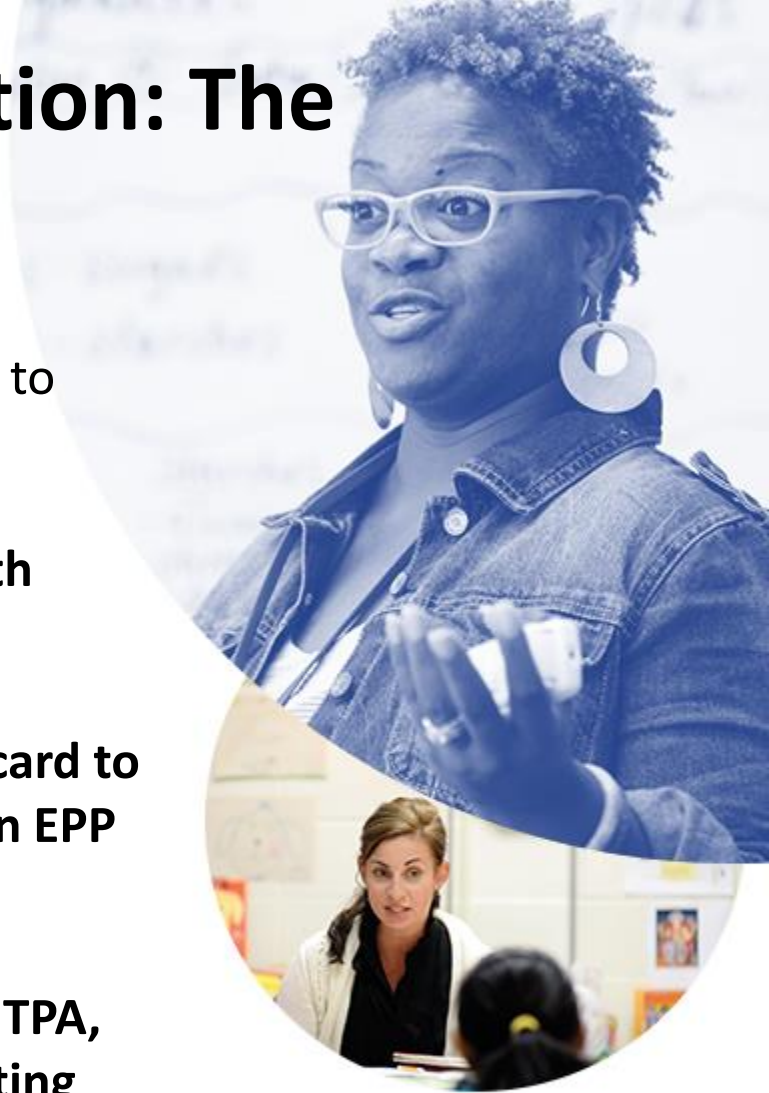
Prepared for Day One

- In preparing this report over 4 months, the SCORE team spoke to:
  - 45 education partners, both in Tennessee and across the nation.
  - 20 Tennessee EPP leaders to understand their approach to preparing teachers and identify innovative practices within programs

- We conducted focus groups with educators and school district leaders from across the state to better understand gaps in educator preparation.

- We also received feedback on the report drafts from partners including TDOE, SBE, THEC, TICUA, Stanford, and national teacher preparation researchers.

- This report reflects conversations with all of these partners.

SCORE
State Collaborative on Reforming Education
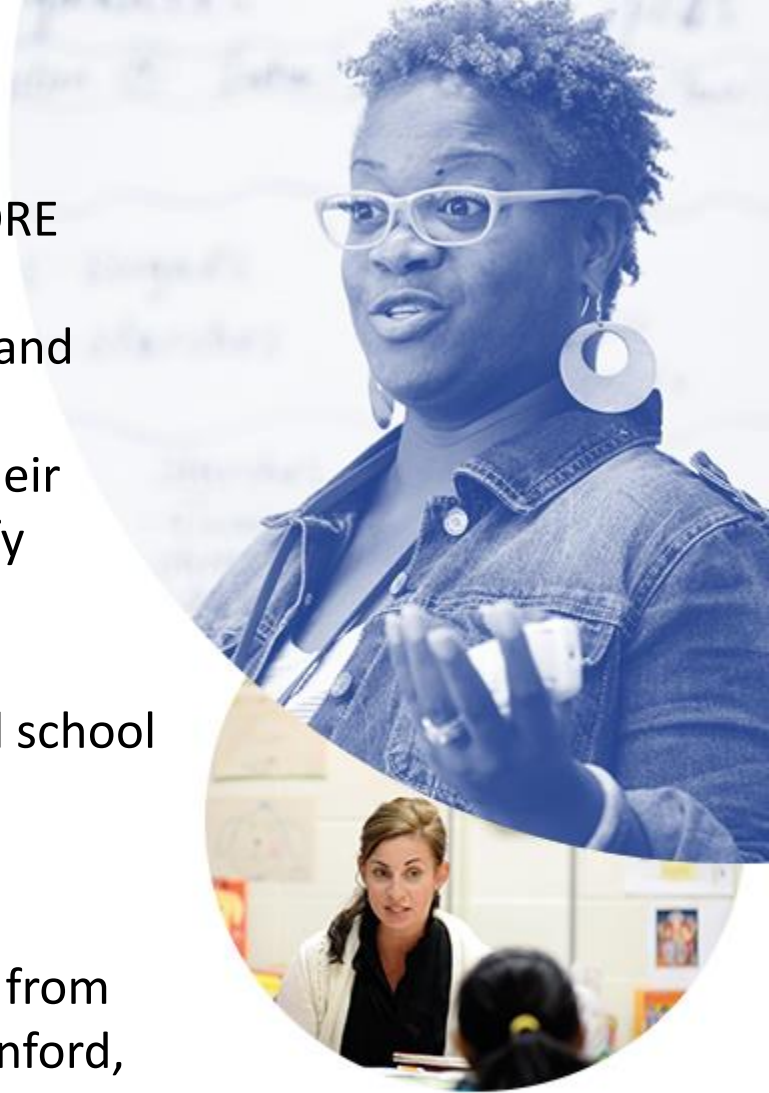
Recommendations

- Improve the educator licensure assessment system in the state
- Increase collaboration between educator prep programs and school districts
- Increase staff capacity within the Tennessee Department of Education
- Improve the racial and ethnic diversity of the teaching population
- Strengthen classroom-based experiences for teacher candidates
- Develop a clear process for reviewing and approving educator prep programs
- Increase access to and transparency of data on educator prep programs
- Improve the quality of the student admissions process for educator prep programs

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Improve licensure assessment system

- **Tennessee should stay on track to require all teaching candidates in the state to take and pass edTPA to be recommended for licensure.**

- In addition to use of edTPA as a measure of pedagogy, we also recommend that the state **develop custom licensure assessments in the content areas of reading, middle grades and secondary math, and Spanish beginning in January 2017.**
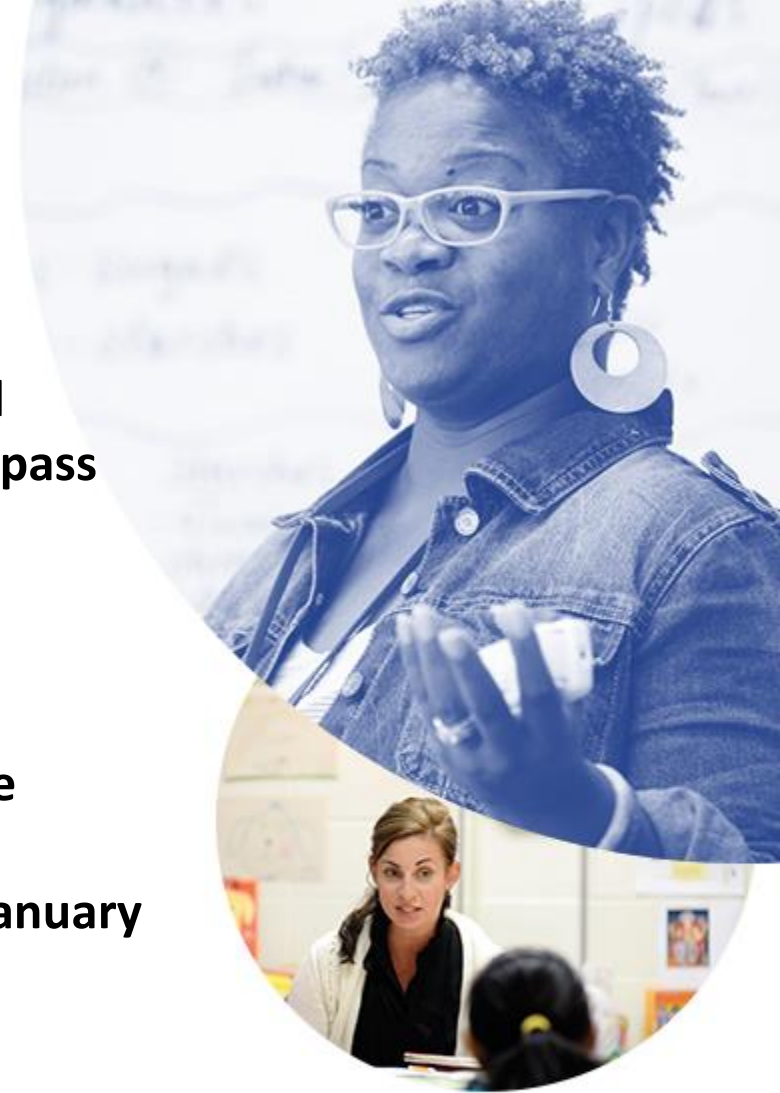
Improve licensure assessment system

- Identify other subjects that will require custom licensure assessments by January 2017.

- Consult with states that have custom licensure assessments to create a reciprocity policy that does not create barriers to hire teacher candidates from out-of-state.
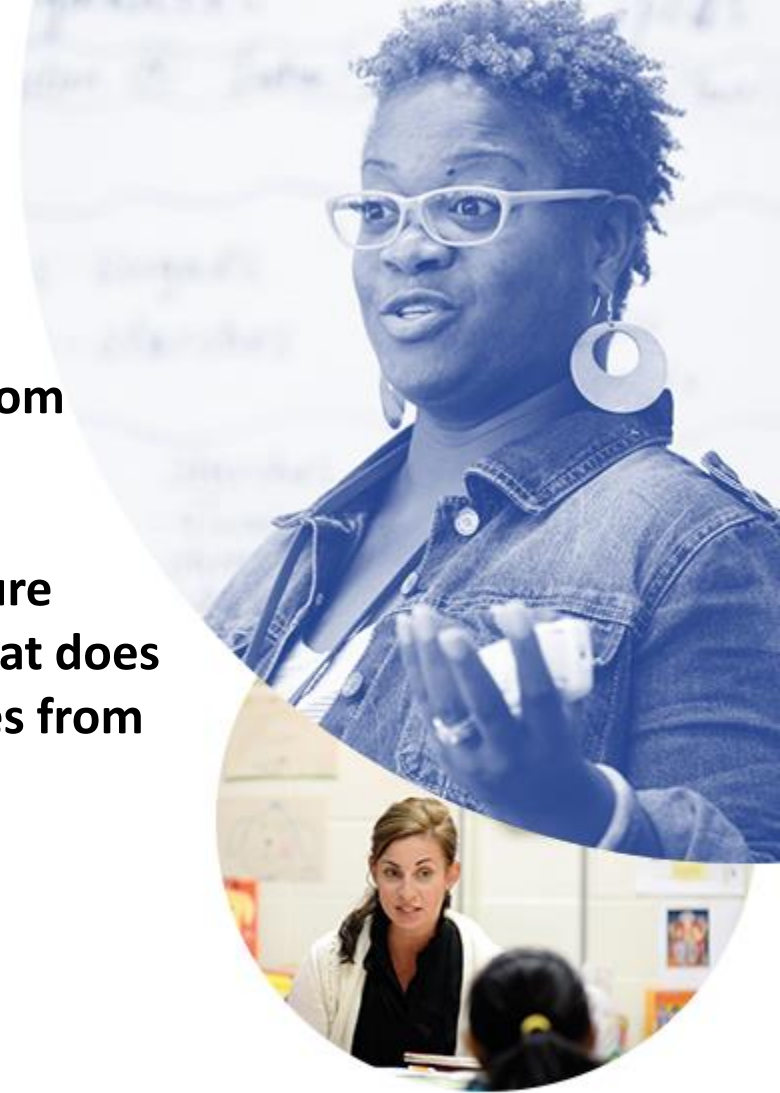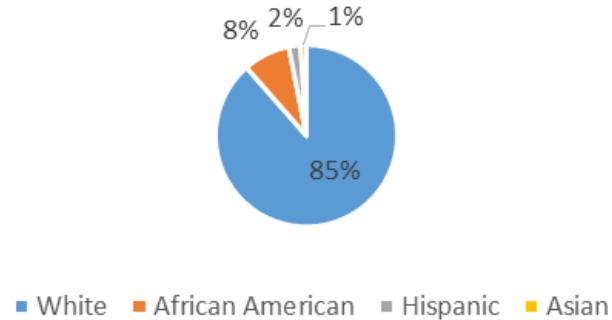
Increase staff capacity within TDOE

- The TDOE is charged with implementing all educator preparation policies in the state.

- To ensure that these policies are implemented with fidelity, SCORE recommends increasing staff at TDOE within the educator preparation division.

- Increased staff capacity could support work to improve relationships between programs and districts and enhance racial and ethnic diversity of teaching population.
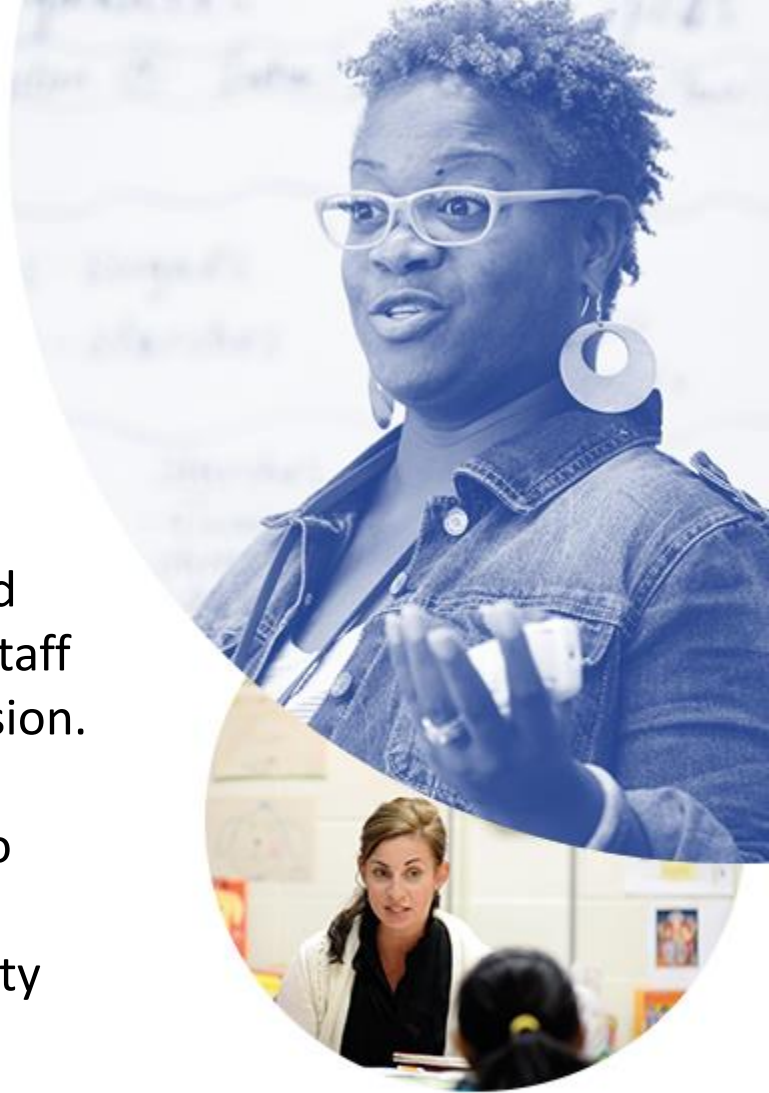
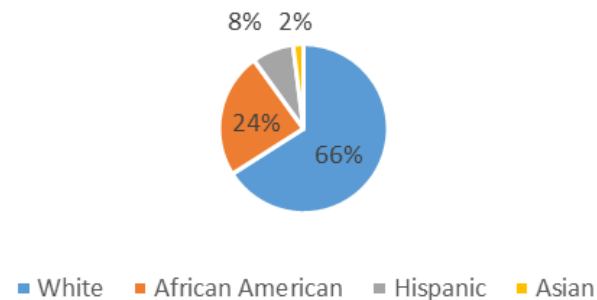# Improve racial and ethnic diversity of teaching population

Racial and Ethnic Diversity of Teacher Candidates, 2013-14

8% 2% 1%

85%

■ White ■ African American ■ Hispanic ■ Asian

Racial and Ethnic Diversity of Students, 2013-14

8% 2%

24% 66%

■ White ■ African American ■ Hispanic ■ Asian

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Improve racial and ethnic diversity of teaching population

- The TDOE should create an ambitious, statewide goal by the end of 2016 for recruiting racially and ethnically diverse teaching candidates into the teaching population. EPPs should also collaborate with the TDOE to develop recruitment goals for teacher candidates of color. **The SBE should report on the progress made toward these goals on its teacher preparation report card.**

- **SCORE and other education partners should convene a statewide council of teachers of color who can help identify barriers to entry as well as challenges regarding recruitment and retention of teachers of color.**

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Strengthen classroom-based experiences for teacher candidates

- **The SBE should require that mentor teachers have at least three years of successful teaching experience.**

- School districts and EPPs also must collaborate to incentivize highly-effective teachers to become mentor teachers through strategies such as release time and stipends.

- SCORE and the TDOE should identify a research partner to lead a study of the implementation of Tennessee residency programs and publish a report in 2017 describing successes and challenges associated with residency models in Tennessee.

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State Collaborative on Reforming Education
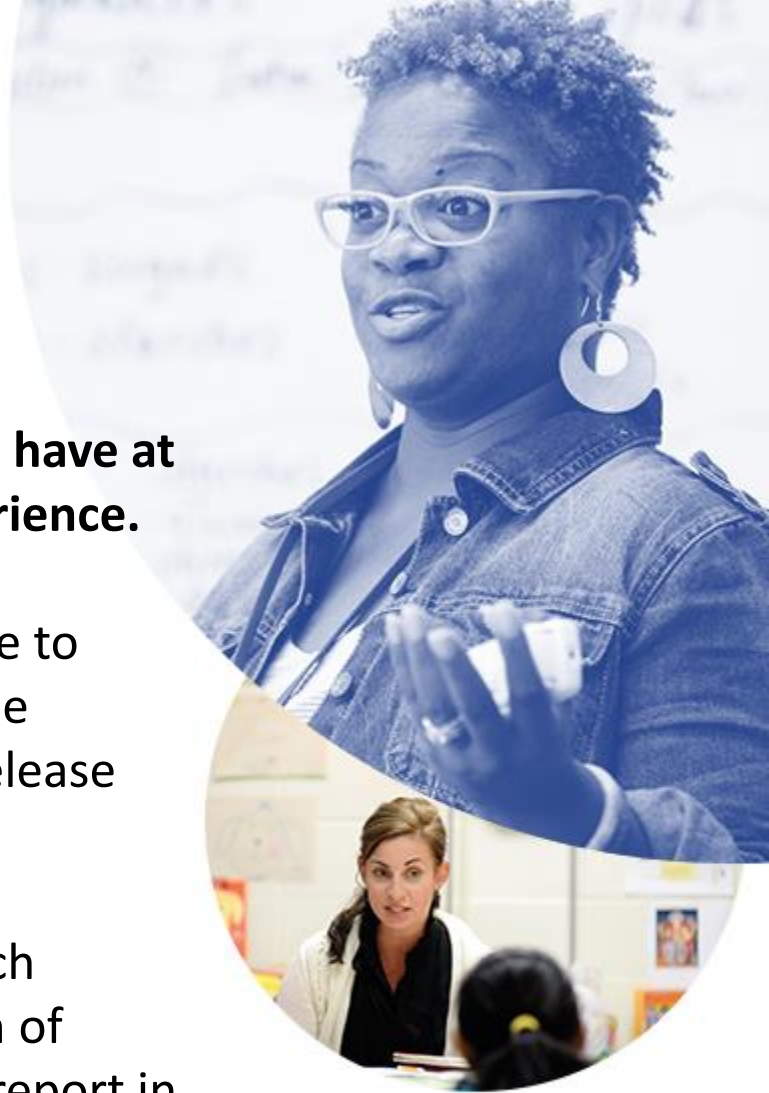
Increase collaboration between EPPs and districts

- The newly-created Director of Networks and Partnership role within the TDOE is an opportunity for the department to support collaboration between EPPs and districts. Greater awareness of this role is needed.

- The department is slated to release a report in the summer of 2017 about the Network for Educator Preparation Partnerships pilot, highlighting strategies that both EPPs and districts could use. This report should identify and scale practices that could improve collaboration between EPPs and districts.

Develop clear process for reviewing and approving EPPs

- The TDOE should develop clear guidelines for identifying which EPPs will participate in an interim review. These guidelines should include clear language about what criteria would initiate an interim review, as well as a firm timeline for beginning the first set of interim reviews.

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Increase access to and transparency of EPP data

- **The SBE should report information about a program's effectiveness by grade levels and subject areas on the redesigned report card. This information is especially helpful for teacher candidates considering where to apply.**
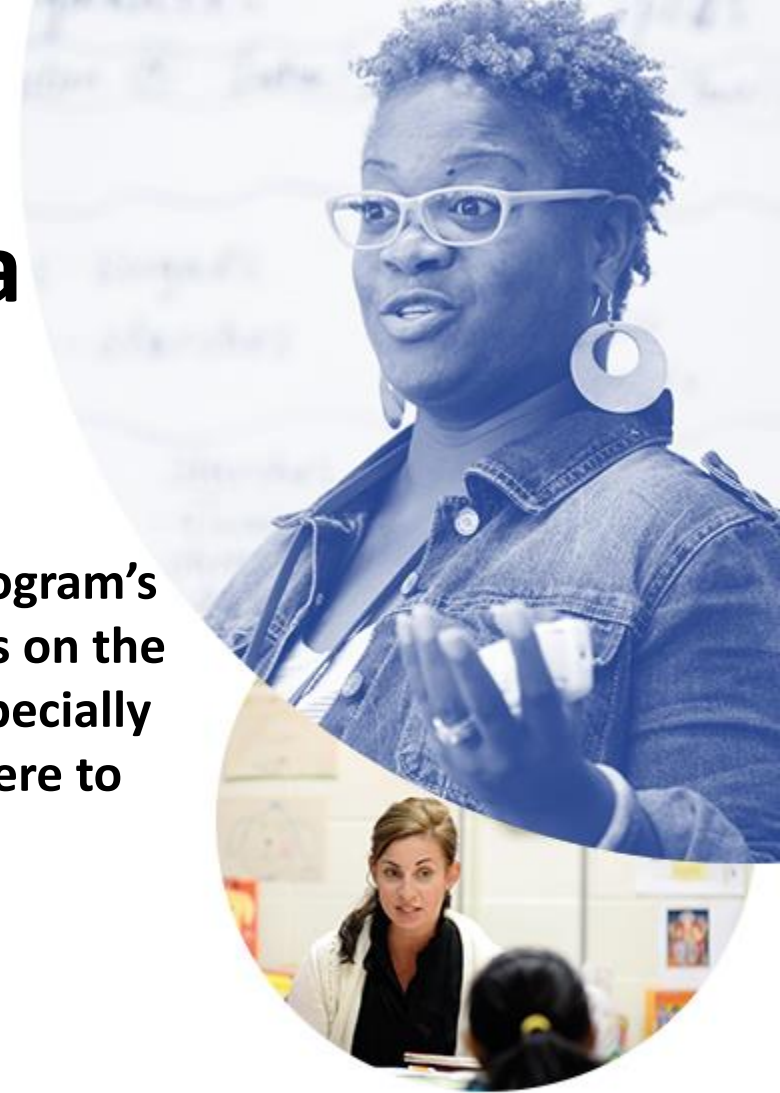
Improve quality of student admission process for EPPs

- Teacher candidates who do not meet the GPA and standardized assessment benchmarks set by the SBE can be admitted to an EPP through an appeals process. **The SBE should limit the percentage of candidates within each EPP who can be admitted by an appeals process. This policy will ensure that EPPs only use an appeals process under extenuating circumstances.**

- **The SBE, along with other stakeholders, should encourage EPPs to use disposition data to assess potential teaching candidates not only during a program, but also before admitting candidates.**

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Questions?

PREPARED FOR DAY ONE

State Board of Education: Educator Preparation and Licensure Subcommittee

November 10, 2016

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EPP Annual Reports & Interim Reviews

Annual Report

The **purpose** of the annual report is to provide EPPs with detailed information that can support continuous improvement and provide the state with an opportunity to intervene during the middle of the review cycle if a provider demonstrates performance that is below or significantly below expectations.

Non-negotiables	Annual Reports

Prioritizes Outcomes and Impact	• **Outcomes**
	    • Candidate recruitment and selection
	    • Completer placement and retention
	    • Candidate assessment
	• **Impact**
	    • Completer, employer and partner satisfaction
	    • Completer effectiveness

Actionable	• Provides data at EPP, SAP cluster and SAP levels • Provides data at domain and indicator levels
Incentivizes Continuous Improvement	• Annual data that is disaggregated to support analysis and understanding to support program changes • Results that fall below required expectations result in an interim review • Formal component of the comprehensive review

Annual Report - Ratings

- **Exceeds Expectations** when the provider is rated as exceeding expectations on at least three out of five domains including Domain 5.

- **Meets Expectations** when the provider is rated as meeting or exceeding expectations on four out of five domains including Domain 5.

- **Below Expectations** when the provider is rated below expectations on any two domains or falls below expectations on Domain 5.

- **Significantly Below Expectations** when the provider falls below expectations on any three domains.

Annual Report - Metrics

Metrics		Reporting Level(s)	Date Reported
Domain 1: Candidate Recruitment and Selection			
Recruitment Goals	Progress in meeting EPP/LEA-primary partner-defined recruitment goals.	EPP	Nov 2018
Candidate Profile	Distribution of ACT/SAT/GRE/Praxis I results	EPP, SAP Cluster, SAP	Feb 2017
	Undergraduate/Major GPA		
	Distribution of Race/Ethnicity		
	Percentage of completers in high-needs subject areas		
Domain 2: Completer Placement and Retention			
Placement	Percentage of completers placed within first three years after obtaining a license.	EPP, SAP Cluster, SAP	Feb 2017*
Retention	Percentage of completers placed in a teaching position who stay in a teaching position for at least three years in the first five years after obtaining a license.	EPP, SAP Cluster, SAP	Feb 2017*
Domain 3: Candidate Assessment			
Pedagogical	Percentage of completers passing required pedagogical assessment on first attempt.	EPP	Feb 2017*
Content	Percentage of completers passing required content assessment(s) on first attempt.	EPP	Feb 2017*

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Annual Report - Metrics

Metrics		Reporting Level(s)	Date Reported
Domain 4: Completer, Employer, and Partner Satisfaction			
LEA Primary Partner Satisfaction	Level of LEA primary partner satisfaction	EPP	Feb 2017*
Program Completer Satisfaction	Level of program completer satisfaction	EPP, SAP Cluster, SAP	Feb 2017*
Employer Satisfaction	Level of employer (principal) satisfaction	EPP, SAP Cluster, SAP	Nov 2018
Domain 5: Completer Effectiveness			
Overall Evaluation Rating	Distribution of overall evaluation ratings	EPP, SAP Cluster, SAP	Feb 2017
TVAAS Rating	Distribution of TVAAS ratings	EPP, SAP Cluster, SAP	Feb 2017
Evaluation Observation Rating	Distribution of observation ratings	EPP, SAP Cluster, SAP	Feb 2017
Evaluation Domain and Indicator Ratings	Distribution of observation domain and indicator ratings	EPP, SAP Cluster, SAP	Feb 2017

TN Department of **Education**

Interim Review

The **purpose** of the interim review is to provide EPPs that are struggling to meet expectations an opportunity to make changes with support from the department that will enable them to implement changes that demonstrate implemented changes resulting in adequate improvement prior to the comprehensive review.
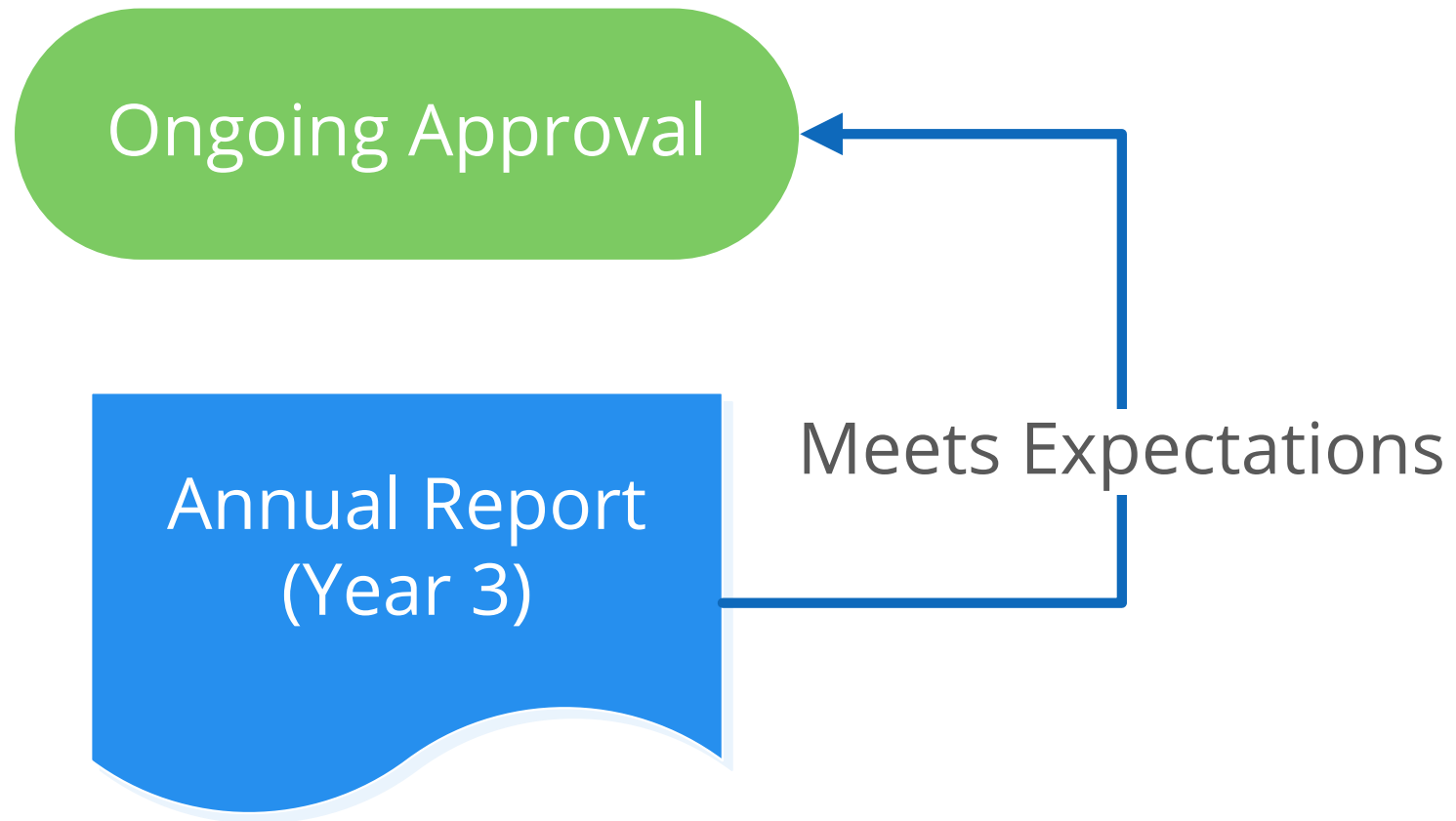
Non-negotiable	Interim Review
Prioritizes Continuous Improvement	**Self-Assessment** • Identify data leading to below expectations rating • Identify potential challenges/problems In limited cases, the self-assessment made provide justification for the results that demonstrate no need for an action plan. In these cases, the EPP would be exited from the interim review process.
Establishes Clear Goals and Expectations	**Action Plan** • Develop clear goals related to remedy below expectations rating • Develop clear timeline related to below expectations rating
Informs Comprehensive Review Decisions	All annual reports, action plans and interim review reports will be components of the comprehensive review process leading to a recommendation for action of the board.

Interim Level of Effectiveness

Interim reviews will be required when the interim level of effectiveness earned is below expectations or significantly below expectations.

- The level of effectiveness earned is **Below Expectations** when the provider is:
  - below expectations at the EPP, SAP, or Cluster level in the third year of the cycle or
  - below expectations at the EPP, SAP, or Cluster level in two out of the first three years of the cycle

- The level of effectiveness earned is **Significantly Below Expectations** when the provider is:
  - below expectations at the EPP, SAP, or Cluster level for three consecutive years

Annual Reports → Interim Reviews

Ongoing Approval

Annual Report
(Year 3)

Meets Expectations

Interim Review Process

Annual Report (Year 3)

Does Not Meet Expectations

Interim Review → Dept. Notifies EPP → EPP Submits Action Plan → Dept. Reviews

Dept. Reviews → Requires Revisions → EPP Submits Action Plan

Dept. Reviews → Department Approves → EPP Implements Plan → EPP Enters Interim Review Cycle
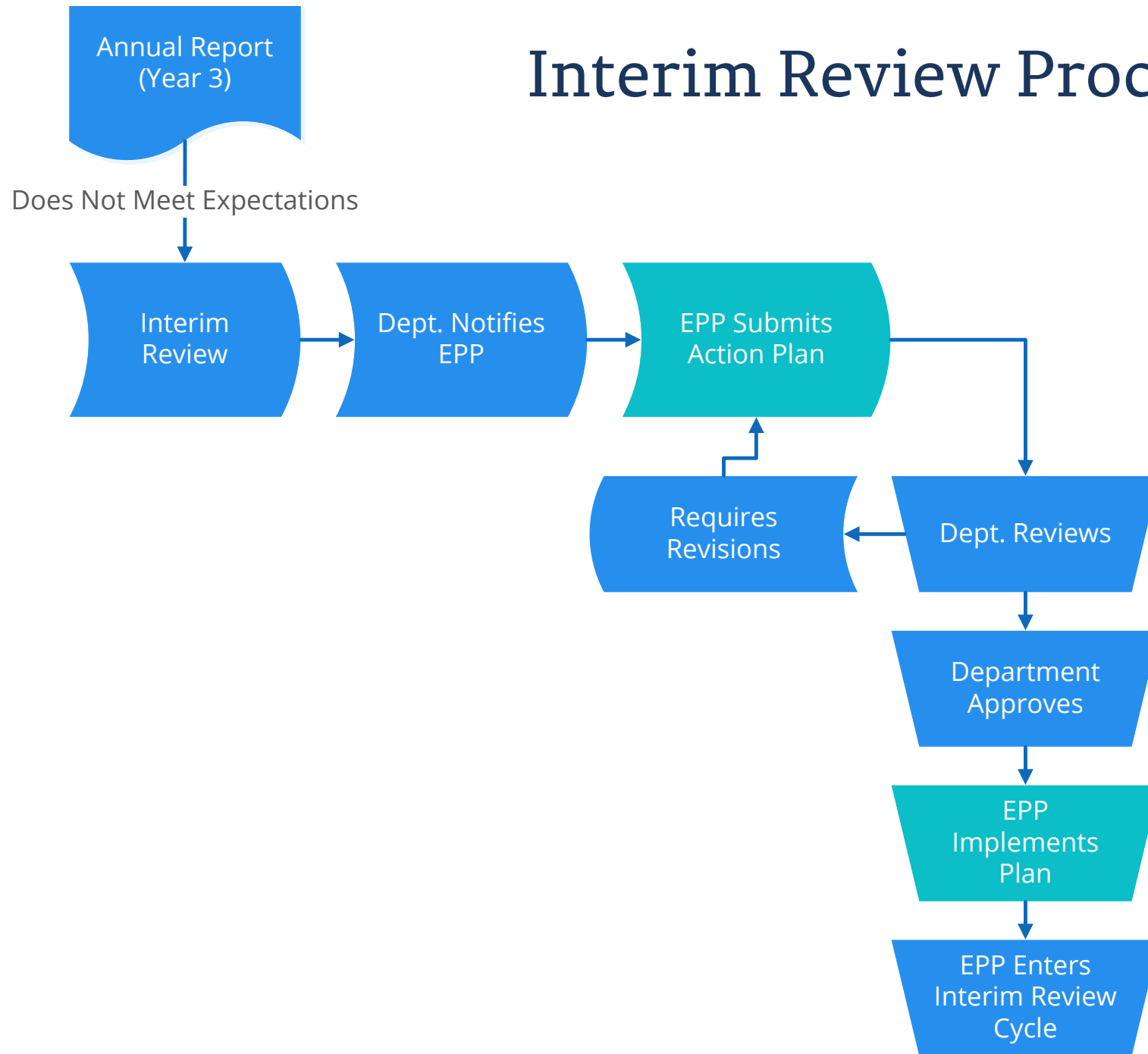
Interim Review Cycle

Year	November	December	March	June	September
Year 3	Annual Report	Dept. Notifies EPPs	EPP Submits Action Plan	TDOE Response	Progress Reports
Year 4	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 5	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 6	Annual Report	Dept. Response	Progress Report	TDOE Response	Progress Reports
Year 7	Comprehensive Review				

TN

Annual Report/Interim Review Timeline

Feb 2017 — Initial Draft Annual Reports

Spring 2017 — Standard Setting

Nov 2017 — Official Annual Reports

Spring 2018 — First Interim Reviews

Questions for Consideration

- Are the metrics in the annual report appropriate, and do these metrics support the goals of the annual report?
  - Offer transparent expectations related to accountability
  - Provide actionable data to support continuous Improvement

- Are the consequences of the interim review (required action plan and reporting cycle) appropriate and sufficient?

Department of
Education

Network for Educator Preparation Partnerships

CAEP Standard 2:
Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

2.1 - Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and **share responsibility for continuous improvement of candidate preparation**.

Partnerships for clinical preparation can follow a range of forms, participants, and functions. They

- **establish mutually agreeable expectations for candidate entry, preparation, and exit;**
- **ensure that theory and practice are linked;**
- **maintain coherence across clinical and academic components of preparation; and**
- **share accountability for candidate outcomes.**

2.2 - Clinical Educators

Partners **co-select, prepare, evaluate, support, and retain high-quality clinical educators**, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for:

- selection,
- professional development,
- performance evaluation,
- continuous improvement, and
- retention of clinical educators in all clinical placement settings.

2.3 - Clinical Experiences

The provider works with partners to **design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

Clinical experiences, including technology-enhanced learning opportunities, are structured to have **multiple performance-based assessments** at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Educator Preparation Policy - Partnerships

State-recognized Partnership

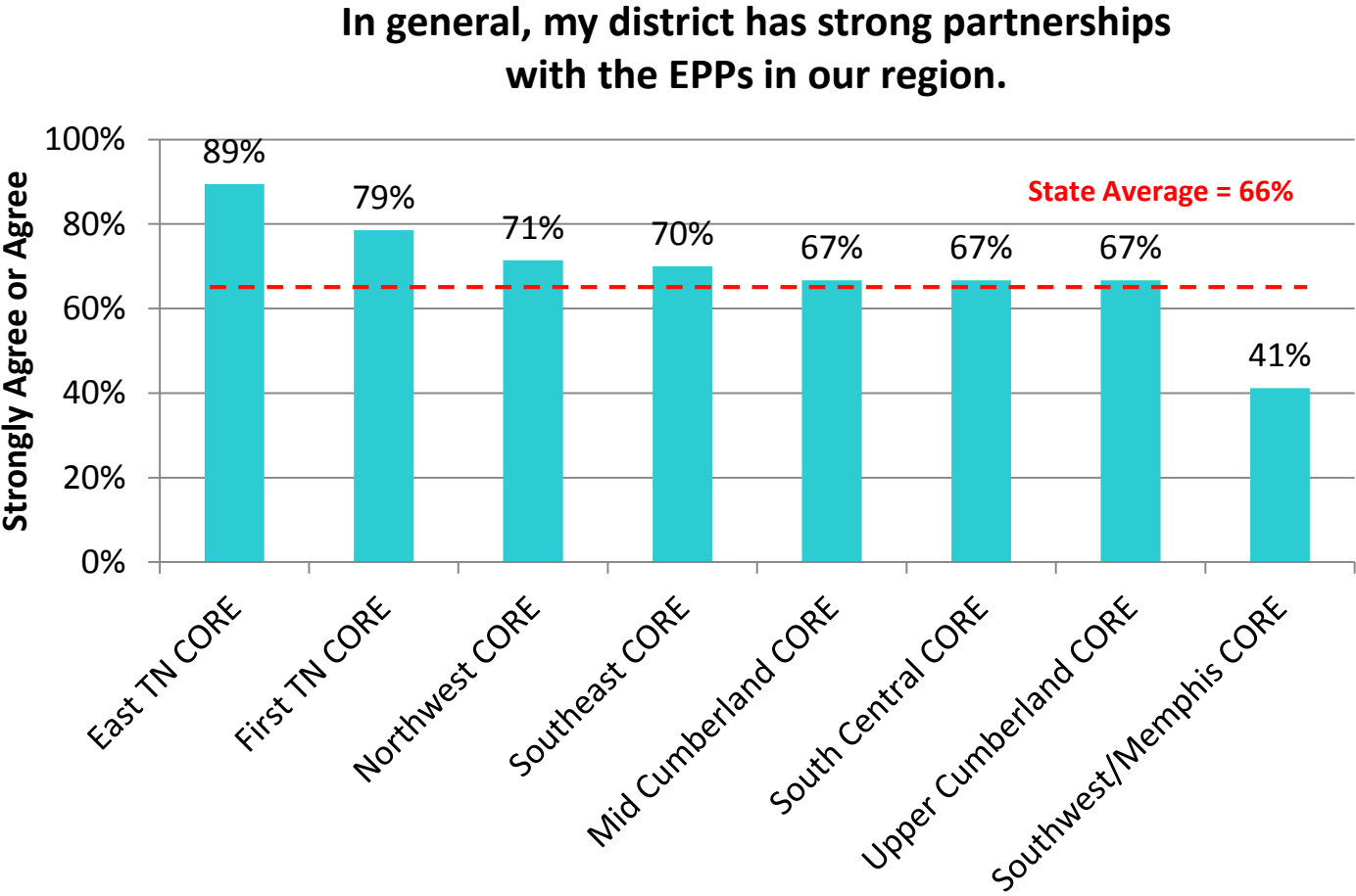At minimum, all state-recognized partnerships require documentation of the following:
- Established roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors.
- Clearly established expectations regarding the delivery of candidate support and evaluation.

Primary Partnership

In addition, primary partnerships require documentation of the following:
- Established and explicit processes for identifying and responding to LEA-identified areas of need
- Collaborative development of candidate selection criteria
- Collaborative design of high-quality, needs-based clinical experiences
- Collaborative implementation of high-quality clinical experiences with engagement of both partners throughout

TN Department of **Education**

The majority of districts agree that they have strong partnerships with EPPs, but this varies by region.

In general, my district has strong partnerships with the EPPs in our region.

State Average = 66%

Region	Strongly Agree or Agree
East TN CORE	89%
First TN CORE	79%
Northwest CORE	71%
Southeast CORE	70%
Mid Cumberland CORE	67%
South Central CORE	67%
Upper Cumberland CORE	67%
Southwest/Memphis CORE	41%

Partnership Network

Purpose	Foster effectively, mutually-beneficial partnerships between and among EPPs and school districts in support of improved teacher effectiveness
Goals	• Identify characteristics and components of mutually beneficial partnerships • Develop and refine protocols, tools, and resources necessary to support effective partnerships • Formalize structures to institutionalize educator preparation partnerships

Members		
	East Tennessee State University	Johnson City and Kingsport City Schools
	Maryville College	Alcoa City, Blount County, and Maryville City Schools
	Tennessee Technological University	Putnam County and White County Schools
	University of Tennessee, Chattanooga	Hamilton and Marion County Schools
	University of Tennessee, Knoxville	Anderson and Knox County Schools
	Tennessee Department of Education	

Purpose of Partnership Network

Establish effective partnership among EPPs, school districts, and the department.

To foster effective, mutually-beneficial partnerships between and among educator preparation providers and school districts in support of improved teacher effectiveness.

To provide the parameters, protocols, resources, and technical assistance necessary to replicate and sustain partnerships and networks so that novice educators enter Tennessee classrooms well prepared to meet the diverse needs of all Tennessee students.

Goals of the Partnership Network

Improve value and mutual benefits of educator preparation partnerships

- Determine standards, expectations, desired outcomes
- Identify characteristics of mutually beneficial partnerships
- Assess progress against desired outcomes, adjust as necessary to support desired outcomes
- Develop and refine protocols, tools, and resources necessary to support partnerships
- Formalize partnership structures to ensure sustainment and replicability of partnerships

Deliverables of the Partnership Network

Tools to support sustainability and replicability of networks

- Guidebook
- Sample Protocols for Effective Collaboration
- Evaluative Tools
- Case Studies

TN Department of Education