



2020 Report Card Advisory Council

Summary of Recommendations

The Educator Preparation Report Card Advisory Council met via WebEx on September 15 and October 28, 2020. Members of the Advisory Council included representatives from educator preparation providers (EPPs), districts, and other partners as well as State Board of Education Vice-Chair Robert Eby.

Provider Impact Domain

Due to the COVID-19 public health emergency and resulting school closures, no teacher evaluation data is available from the 2019-20 school year. Given this lack of new data, the Advisory Council considered three possible options for the Provider Impact domain:

- Option 1: Assign EPPs a Provider Impact rating and an overall rating based on available data from earlier years.
- Option 2: Report available Provider Impact data but do not assign EPPs a provider impact rating or an overall rating. EPPs would still receive ratings for other scored domains.
- Option 3: Assign EPPs a rating for each scored domain (including Provider Impact) but do not assign an overall rating.

A majority of the Advisory Council supports Option 2 as the fairest option for EPPs. Council members noted that there has been flexibility and easing of accountability requirements for K-12 schools and districts during the COVID-19 pandemic, so it makes sense to also extend that treatment to EPPs.

Looking ahead to 2021, Governor Bill Lee and Education Commissioner Penny Schwinn have said they will work with the General Assembly to ensure that there are no negative consequences for teachers or schools associated with student assessment results in the 2020-21 school year.¹ To also prevent negative consequences for EPPs, it will likely be necessary to continue implementing Option 2 (or something similar) for at least the next couple of years, particularly given that the Report Card reflects the three most recent years of data.

Candidate Assessment Domain

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. It was first introduced in the 2019 Report Card as an unscored domain.

The Advisory Council recommends scoring the Candidate Assessment domain in the 2020 Report Card. Given the lack of new Provider Impact data, it is important to find other ways to showcase the work EPPs are doing to prepare high-quality educators for Tennessee schools. Scoring the Candidate Assessment domain is one way to do this. The Report Card scoring framework has 15 points set aside for

¹ <https://www.tn.gov/education/news/2020/10/16/gov--lee-calls-for-temporary-suspension-of-accountability-measures-for-2020-2021-school-year.html>

this domain. The Advisory Council recommends splitting these points between pedagogical and content assessments such that greater weight is placed on pedagogical assessments. While both types of assessment are important, the performance-based edTPA assessment requires significantly more effort and support from EPPs than traditional licensure assessments, and council members feel that this effort should be reflected in a higher point value.

The three cohorts of teacher candidates included in the 2020 Report Card span the years 2016-2019. During most of this period, teacher candidates could satisfy the pedagogical assessment requirement by submitting passing scores on either the Praxis Principles of Learning and Teaching (PLT) exam or the edTPA. For the 2020 Report Card, candidates will count as having passed their pedagogical assessment if they passed **either** the PLT or the edTPA within two attempts. EdTPA became a requirement for most endorsement areas on January 1, 2019, so future report cards will include progressively fewer candidates who took the PLT exam.

In addition to content-specific and pedagogical assessments, teacher candidates in many endorsement areas are required to pass an assessment on teaching reading. The Advisory Council recommends including these reading assessments as a subcategory of content-area assessments so that EPPs and other stakeholders can view pass rates on these assessments separately from other licensure assessments. This will help emphasize the importance of preparation to teach reading, which aligns with other state initiatives regarding improved literacy.

Satisfaction Domain

The Satisfaction domain reports how well candidates feel that their preparation program prepared them for teaching. It was introduced in the 2019 Report Card as an unscored domain.

Data for the Satisfaction domain come from the Early Career Branch of the Tennessee Educator Survey, which is administered each spring by the Tennessee Education Research Alliance (TERA) in partnership with the Tennessee Department of Education. According to Dr. Jason Grissom, Faculty Director of TERA and a member of the Report Card Advisory Council, the response rate for the 2020 Tennessee Educator Survey was significantly lower than usual due to the COVID-19 public health emergency. Given this information, the Advisory Council recommends that the Satisfaction domain remain unscored this year.

Some council members raised concerns that there may be systematic differences in survey responses between job-embedded teacher candidates and other candidates. Because job-embedded candidates serve as teachers of record while they are still enrolled in their EPP, they may respond to the Tennessee Educator Survey before they have completed their EPP course of study. These candidates may not feel as prepared as candidates who have completed their entire program. State Board staff will use data from the 2019 and 2020 Tennessee Educator Surveys to look for differences in responses between job-embedded candidates and other candidates. Results of this analysis will help inform decisions about how to score this domain in the future. However, this analysis will not impact the 2020 Report Card.

Additional Topics of Discussion

- Importance of Communication: Clear messaging around the Report Card will be critical this year, particularly if EPPs are not assigned overall ratings.
- Occupational Teachers: Teacher candidates with occupational licenses were included for the first time in the 2019 Report Card, but it was not possible to view disaggregated data for this group of teachers. In the 2020 Report Card, disaggregated data on occupational teachers will be available for EPPs that have a sufficient number of occupational teachers. As always, metrics with an n-count smaller than 10 will not be reported.
- New Informational Metrics: The Advisory Council shared ideas for new informational metrics that could be included in future report cards. One idea was including a student highlight page where EPPs can highlight an outstanding student from their program.

Next Steps

- December 10, 2020: State Board staff share Advisory Council recommendations with the Licensure and Preparation Subcommittee
- December 2020 – January 2021: Production of Report Card website
- Early February 2021: Embargoed review period for EPPs
- February 15, 2021: Public release of Report Card