



## **Report Card Rationale Document**

The Teacher Preparation Report Card includes nine scored metrics across three domains. The metrics included in the Report Card's performance framework were selected based on their ability to shed light on some aspect of an EPP's performance in preparing educators as well as their availability across educator preparation providers (EPPs) throughout the state. The following sections list some of the research behind the State Board of Education's decision making around the inclusion and weighting of the Report Card's metrics.

### **High-Demand Endorsements Selected**

In January 2017, the Tennessee Department of Education reported to the State Board of Education on academic areas in which the state was experiencing teacher shortages.<sup>1</sup> The shortage areas varied by districts, but common challenge areas statewide were English as a Second Language (ESL), special education, science, and foreign languages. Furthermore, on the department's most recent district survey, districts identified math, foreign language, science, special education, and ESL as high shortage areas. Districts can address shortages through methods like permits, waivers, and a Board rule that allows a teacher to teach up to two sections of one course outside his or her area of endorsement. Districts and schools are eager to hire prepared educators in high-demand endorsement areas, and many educator preparation programs have already been working with districts in their areas to increase the number of candidates seeking licensure in those subjects.

Based on department data on areas of greatest shortage statewide, the State Board chose to include endorsements in the following subjects as contributing to the high-demand endorsement metric on the Report Card: ESL, secondary math, secondary science, Spanish, and special education.

### **Educator Diversity**

There is a significant body of recent research showing the various benefits of increased teacher diversity. Egalite and Kisida (2017) found that students reported more positive experiences in school and a greater desire to attend college when matched with demographically similar teachers, while Grissom, Kern, and Rodriguez (2015) illustrate the links between greater teacher diversity and such benefits as decreased use of exclusionary discipline, greater rates of identification for gifted programming, and lower rates of disproportionate assignment to special education programming. Finally, Gershenson, Lindsay, Hart, and Papageorge (2017) found that being taught by one same-race teacher in third through fifth grade was associated with a four percentage point decline in the black high school dropout rate that was particularly concentrated among male students.<sup>2</sup>

Two recent publications have chronicled the importance, as well as barriers, related to increasing the diversity of the teacher workforce. One report was a nationwide look at the policy problem (Putnam et al., 2016) while the other focused on Tennessee (Trailblazer Coalition, 2017).<sup>3</sup> Three common policy

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<sup>1</sup> Tennessee Department of Education. Out-of-Field Teaching: A Presentation for the State Board of Education. Jan. 26, 2017.

<sup>2</sup> Gershenson, S., Hart, C. M. D., Lindsay, C. A., and Papageorge, N. W. (2017) The long-run impacts of same-race teachers. Institute of Labor Economics.

<sup>3</sup> Putnam, H., Hansen, M., Walsh, K., & Quintero, D. (2016). High hopes and harsh realities: The real challenges to building a diverse workforce. Washington, D.C.: Brown Center on Economic Policy at Brookings; Trailblazer



recommendations across both reports were to make more efforts to recruit minority candidates to the teaching profession, ensure those candidates are adequately prepared to teach, and create a supportive environment with strong leaders to increase retention.

Based on the benefits of having diverse teachers highlighted in the research, the State Board included a metric about candidate diversity on the Report Card. Given concerns raised by several EPPs and the 2017 Report Card Advisory Council, the 2017 Report Card also includes an unscored metric comparing the diversity of an EPP to its institution overall. In that way, EPPs located in areas of the state with limited diversity are compared not only to the state average, but also to their more immediate context.

### **Three-Year Cohort, Placement, and Retention**

The Report Card uses data from the most recent three cohorts of EPP completers for several reasons. Three years of data ensure a rich data set that minimizes the effects of fluctuations or challenges that may occur in a single year, either at an individual EPP or statewide. Having a larger data set enables more EPPs to have a Report Card because it ensures they meet minimum n-counts for reporting.

The Report Card also focuses on the placement and retention of completers in Tennessee public schools over three years. The rationale for including retention as a metric for EPPs is that quality preparation can reduce teachers' plans to leave the profession early in their careers, particularly when coupled with district induction and mentoring programs.<sup>4</sup> In addition, research indicates that teacher effectiveness improves substantially in their first several years in the profession, particularly the first two to three years.<sup>5</sup> Therefore, it is particularly critical for students that teachers stay in the classroom for several years and continue to improve. Finally, teachers' initial effectiveness is predictive of their future performance, and their performance in their first years after completing their EPP is closely tied to the EPP's effectiveness.<sup>6</sup>

### **Inclusion of Student Growth Metric**

Tennessee believes strongly in the value of measuring student growth as well as student achievement with the Tennessee Value-Added Assessment System (TVAAS). TVAAS measures the impact schools and teachers have on their students' academic progress by examining growth in student achievement relative to students' own past performance and the performance of other students who have previously attained similar scores. TVAAS scores are included in several other forms of state reporting and monitoring, including Annual Reports for EPPs, evaluation scores for educators, and school and districts accountability. To align with these other reports and to emphasize the importance of student growth, as well as teachers' role in helping their students to achieve academic growth, the Teacher Prep Report Card strongly weights student growth in its framework.

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Coalition. (2017). *Fixing the broken pipeline: Teacher diversity and the classroom*. Nashville, TN: Tennessee Educational Equity Coalition.

<sup>4</sup> DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers' career intentions and decisions. *Journal of teacher education*, 64(4), 338-355.

<sup>5</sup> Henry, G. T., Bastian, K. C., & Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280.

<sup>6</sup> Allison, A., James, W., & Susanna, L. (2013). *Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness*. NBER Working Papers.