



# Tennessee Educator Preparation and Licensure Policy

**SBE Workshop**

**June 9, 2015**

# Overview

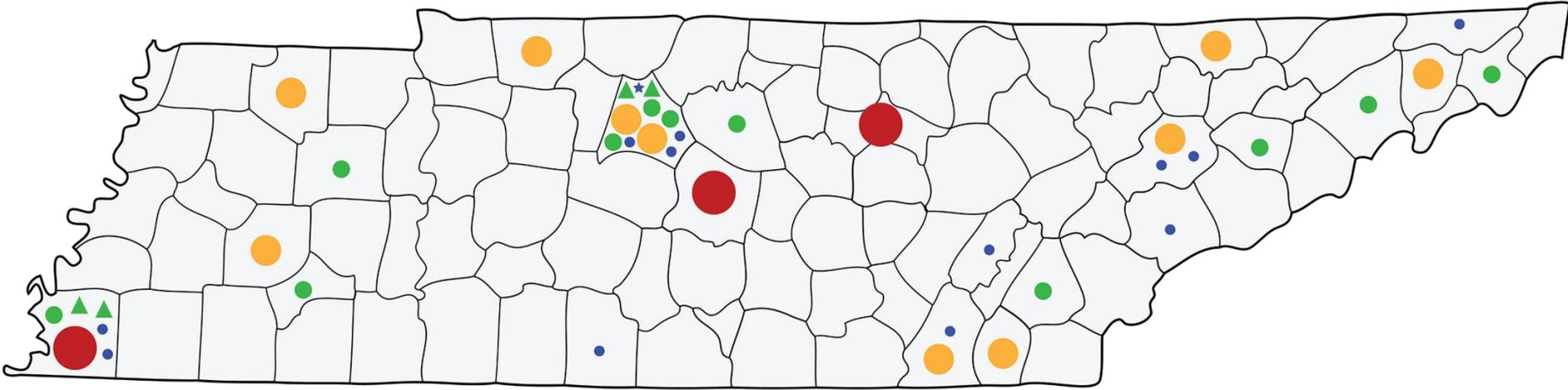
- **Educator Preparation**
  - Context
  - Stakeholders
  - Policy
  - Accountability
  
- **Educator Licensure**
  - Pathways to Licensure
  - Structure
  - Endorsements
  
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# Educator Preparation

## Context



# Tennessee Educator Preparation Providers

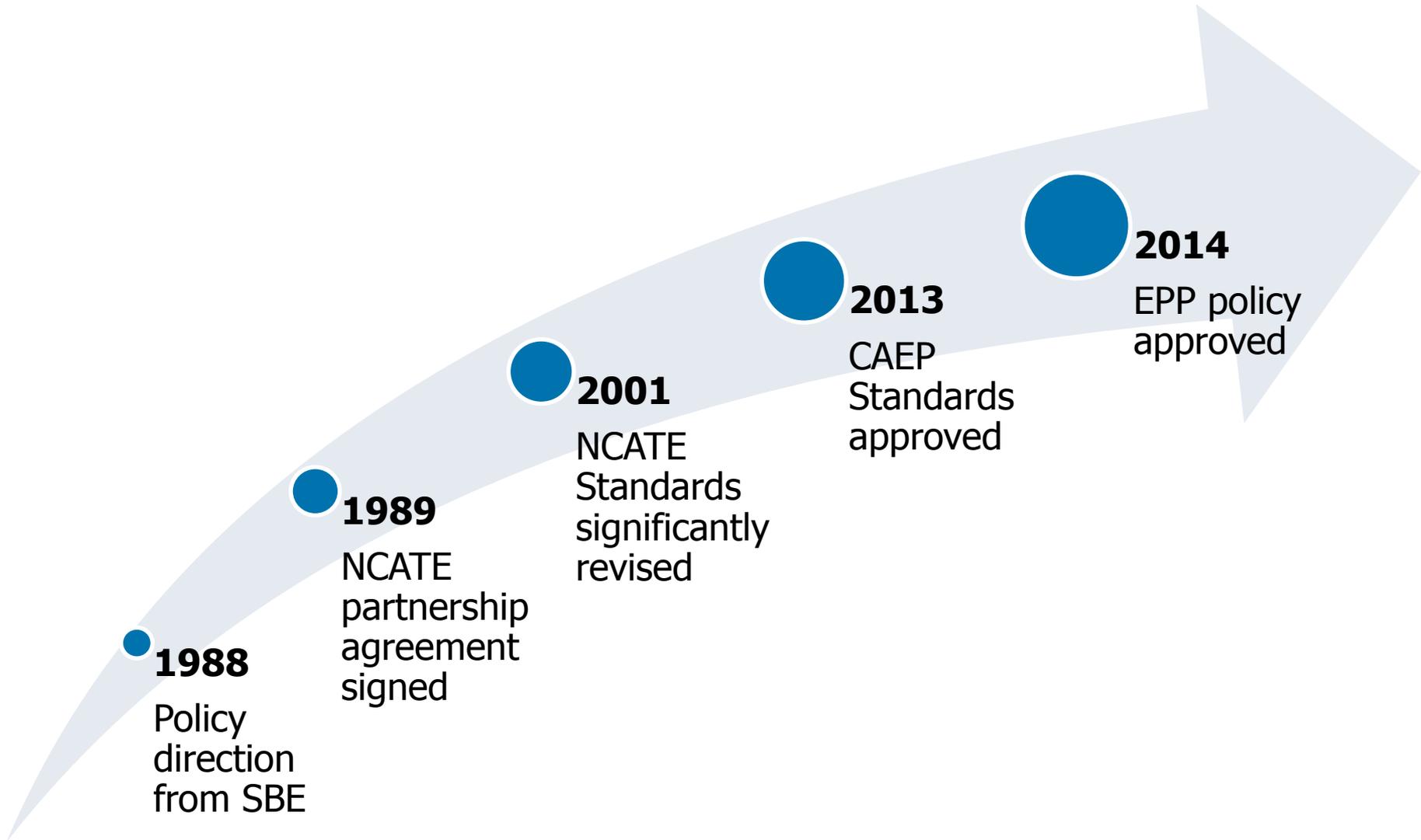


● Institute of Higher Education (IHE)    ▲ Education Related Organization (ERO)    ★ Tennessee Department of Education

Number of Program Completers



# Recent History of Program Approval in TN

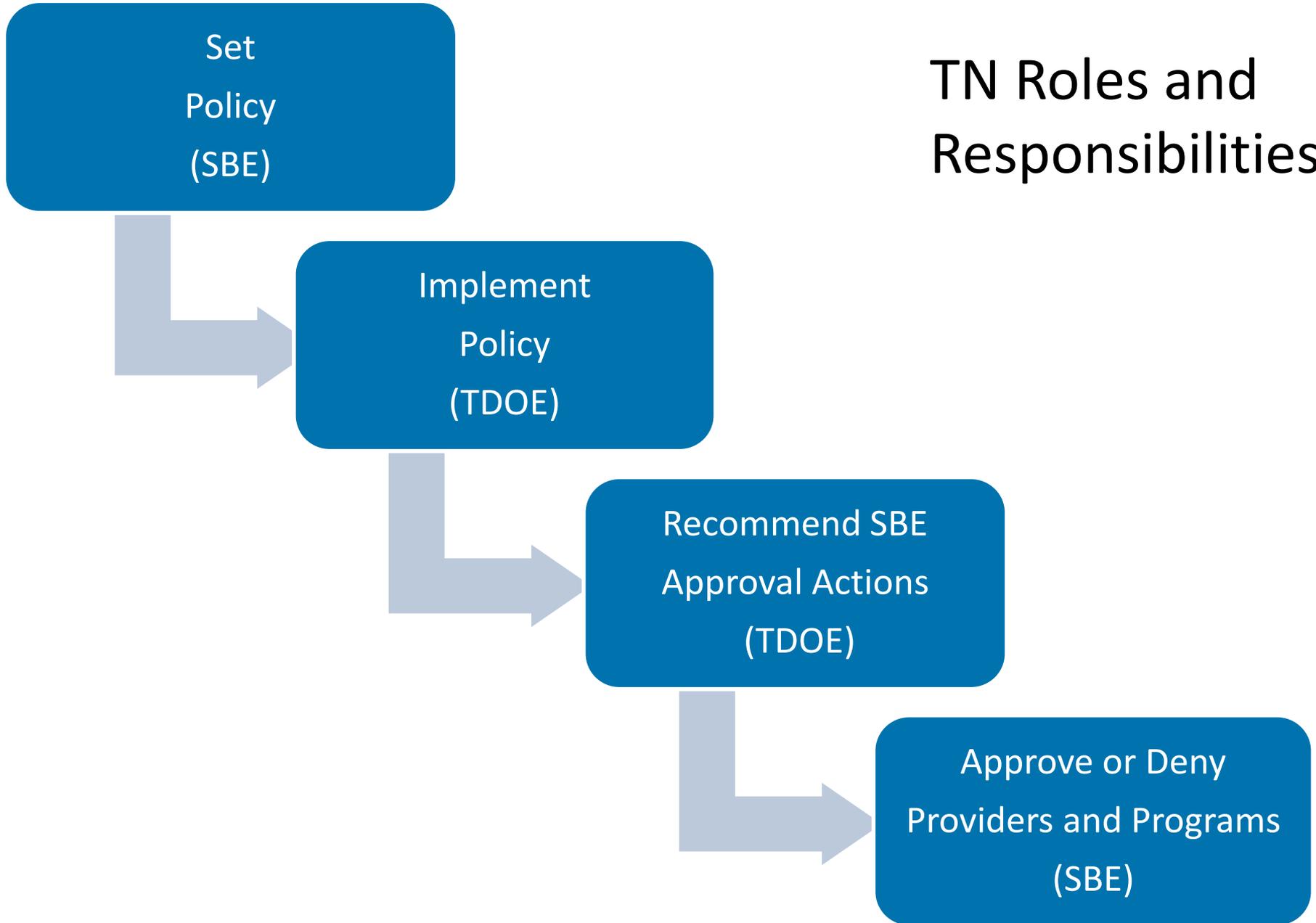


# **Educator Preparation**

## Stakeholder Roles and Engagement



# TN Roles and Responsibilities



# Implementation Working Group – 35 Member Composition

Sector	Representation	Number
Educator Preparation Providers	23 IHE Representatives	6 TBR 5 UT 12 Independent
Local Education Agencies	11 Representatives	4 Classroom Teachers 1 Principal 5 Central Office Personnel
Other Stakeholders	2 Representatives	1 TDOE CORE Office 1 NGO (SCORE)
Geographic Distribution	3 TN Regions	13 East TN 11 Middle TN 12 West TN

## Role

- Advise the TDOE on implementation
  - Procedures
  - Tools
  - Metrics and Benchmarks
- Communicate with EPP Community and other key stakeholders

# **Educator Preparation**

## Policy & Process



# Approval Decisions

**Historically:** Program approval decisions based on review of curriculum, coursework and other program components without focus on output and impact data, including teacher performance, candidate and employer satisfaction.

**Moving Forward:** Rigorous standards, review process and outcome metrics inform program design and approval decisions. In addition, annual reports will offer stakeholders more information about the quality of programs.

# **A Shared Vision for Educator Preparation in Tennessee**

The process for approving educator preparation providers supports the continuous improvement of preparation programs in the work of developing teachers and leaders who are able to effectively educate students.

# Goals of a Revised Approval Process

- **Prioritize meaningful results** to support continuous improvement and development of effective educators
- **Elevate** public and stakeholder **confidence**
- **Empower providers** to design programs that meet the needs of pK-12 students, districts and teacher candidates
- **Reduce the burden** and **increase efficiency** of the approval process

# Admissions Criteria

	Minimum GPA	Assessment of General Knowledge	Assessment of Content Knowledge
Undergraduate (Traditional)	2.75	ACT SAT Praxis I	N/A for admission
Post-Baccalaureate (Traditional)	2.75 (3.0 last 60)	B.A./B.S.*	N/A for admission
Post-Baccalaureate (Alternative)	2.75 (3.0 last 60)	B.A./B.S.*	Major Praxis II

**Cohort GPA** - In addition to the minimum GPA required for candidate admission, the provider must also report the average GPA of the cohort. The expectation is that the cohort will have an average GPA of at least 3.0.

## Appeals Process

- Appeals process must be documented and on file at TDOE.
- EPPs must submit an appeals report that provides information and rationale for candidates admitted based on appeal.

\*EPPs that offer post-baccalaureate programs must ensure that candidates have completed coursework that covers the general education standards.

# Partnership Components

## **State-recognized Partnership**

At a 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

# **Educator Preparation**

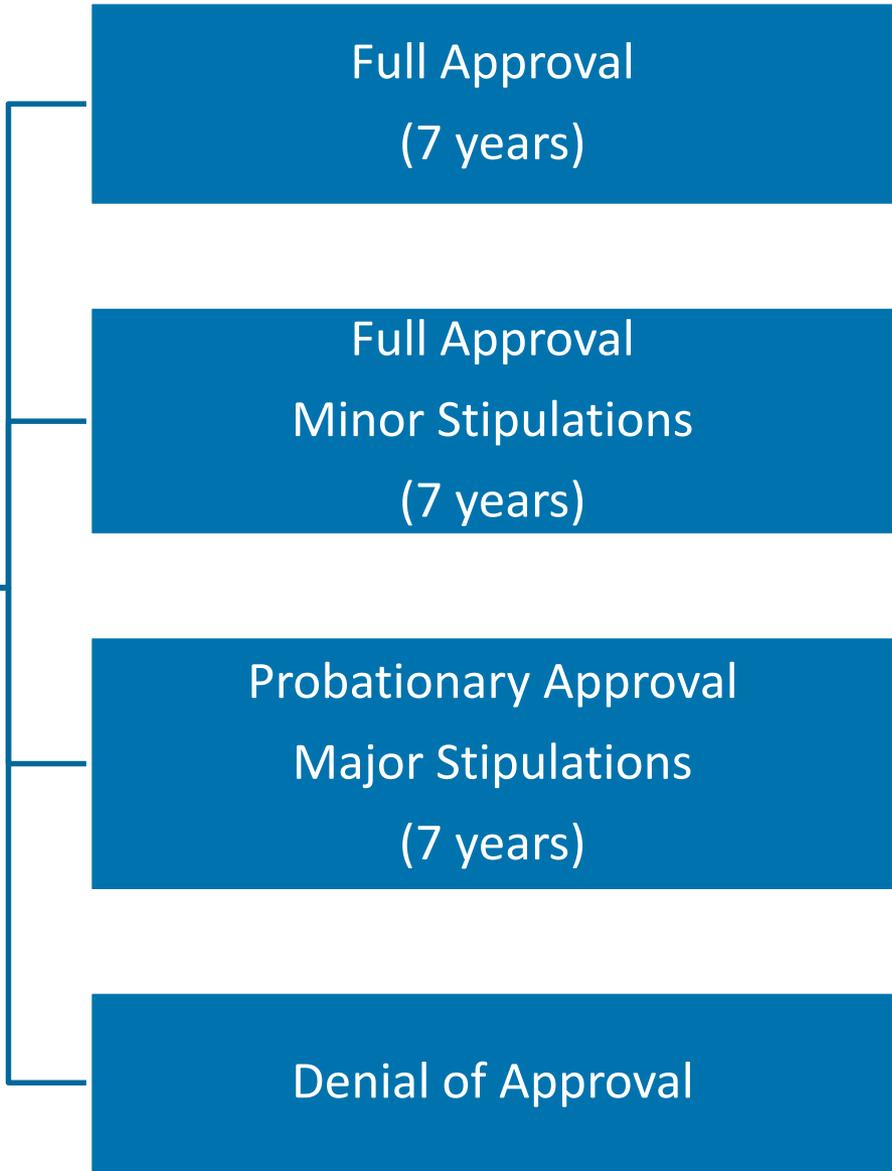
## Accountability



# Comprehensive Review

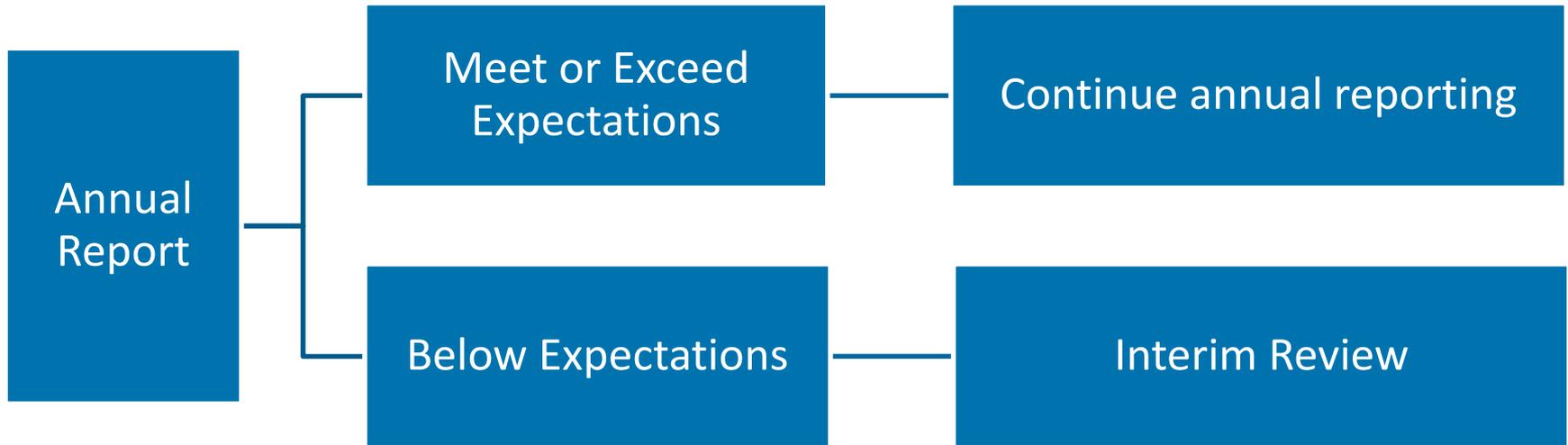
Annual Reports

Comprehensive Review



- Results of the comprehensive review are recommendations made by the review team, approved by an advisory group and brought forward to the State Board of Education for final decision.
- Programs approved with stipulations may have additional requirements, which could include a required focused review prior to the next comprehensive review.

# Annual Reporting



- Annual reporting will consider outcome and impact data.
- Data will be reviewed for the EPP and individual SAPs and/or clusters of SAPs.
- Repeatedly falling below expectations may initiate an interim review prior to the scheduled comprehensive review.
- Specific thresholds and guidelines for annual reporting and the interim review process will be developed by TDOE in collaboration with stakeholders over the next two years.

# Report Development



## Two Years of Data Collection, Analysis and Report Development

- Phase 1: Historical data from THEC reports (2013 & 2014 reports)
- Phase 2: Historical data from THEC report and TDOE generated data

## Initial Data Collection Plan

- Recruitment and Selection
- Placement
- Retention
- Completer Satisfaction
- Employer Satisfaction
- Completer Outcomes
- Completer Impact

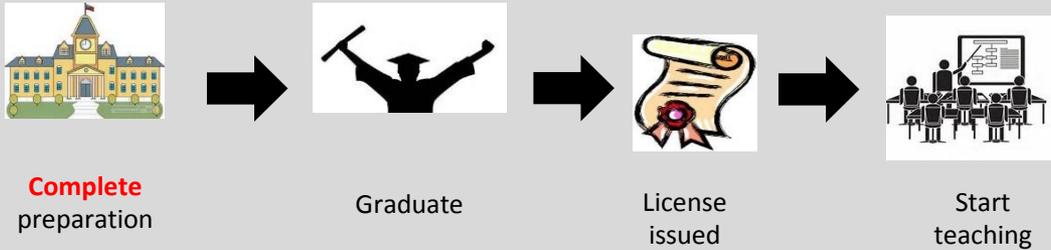
# Transitioning to the New Requirements

		2014-15	2015-16	2016-17	2017-18
Provider	NCATE Standards	Existing Provider	Existing Provider		
	CAEP Standards		New Provider	All Providers	All Providers
Annual Report	Annual Reports – Data Collection Only	All Providers	All Providers	All Providers	
	Annual Reports – Data Collection & Review				All Providers

# Educator Licensure



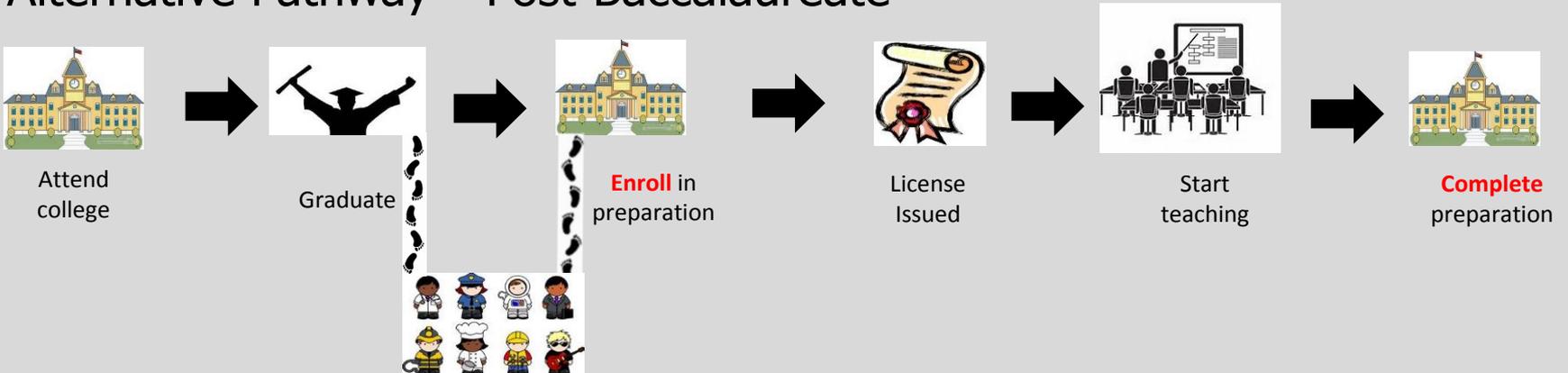
## Traditional Pathway – Undergraduate



## Traditional Pathway – Post-Baccalaureate



## Alternative Pathway – Post-Baccalaureate



# Streamlining Educator License Types Beginning September 1, 2015

License Type	Current	Approved
Initial Licenses	Apprentice Transitional Out-of-State Interim B Interim D	Practitioner
Advanced Licenses	Professional	Professional
Other	Non-public license	Non-public license
<b>TOTAL COUNT</b>	<b>7</b>	<b>3</b>

- The Apprentice Special Group license will be renamed to Practitioner School Services Personnel
- The JROTC license, the 3-Year International license, Adjunct license will not change.
- Permits and waivers will be retained.
- Out-of-state educators holding *NBPTS Certification* will be granted a professional license upon initial application.

# Initial Licensure Requirements

## Beginning September 1, 2015

### ■ Requirements for initial licensure:

- Hold a BA/BS
- Demonstrate content knowledge (Praxis or Major)
- Be enrolled in or have completed an approved preparation program

Recommendation for initial licensure comes from an approved educator preparation provider (even for candidates who are enrolled).

- LEAs may recommend educators for the Transitional Licensure until August 31, 2015.
- Beginning on September 1, 2015, all recommendations for initial licensure must come from an approved EPP.

# Licensure Structure

## Beginning September 1, 2015

- **Practitioner License** (3-year validity period)
  - Renewable (once - if criteria for advancement are not met)
    - Submit application
    - Complete preparation program
    - Achieve qualifying score(s) on Praxis
  - In addition to completing the above requirements, **advancement** to the professional license requires
    - 3 years of experience, **and**
    - Director Recommendation **or** 30 Professional Development Points (PDPs – Information about how educators may accrue PDPs is provided on slide 10.)
  
- **Professional License** (6-year validity period)
  - Renewable
    - Submit application
    - Accrue 60 PDPs

# Professional Development Points

Option	PDPs Awarded	Required Documentation
<b>Training (Academy/Institute/ Seminar/Conference)</b>	1 clock hour = 1 PDP  1 continuing education unit = 5 PDPs	Certificate of completion, Transcript OR Verification form signed by the Director of Schools (or designee)
<b>College/University Coursework</b>	1 semester hour credit = 10 PDPs (3 hour course = 30 PDPs)	Transcript
<b>Overall Evaluation Score from TN-approved Evaluation Model*</b>	Overall Score of 5 = 20 PDPs Overall Score of 4 = 15 PDPs Overall Score of 3 = 10 PDPs	This information is maintained by TDOE. Educators are not required to submit any documentation. PDPs based on overall evaluation scores may be accrued on an annual basis.
<b>National Board Certification</b>	30 PDPs	Official documentation from NBPTS

\*Educators may accrue points based on overall evaluations scores earned beginning in 2011-12. The department encourages educators not to rely on PDPs that will be accrued based on overall evaluation scores issued in the final year of the validity period of the license, since these scores may not be finalized prior to the date of expiration of the license.

# Endorsement Structure

Existing Endorsement Structure Issued until August 31, 2017/2018	NEW Endorsement Structure Issued starting September 1, 2015
Early (PreK-K/PreK-3)	No Change
Elementary (K-6)	K-5
Middle (General 4-8)	Math/6-8 Science/6-8 English-Language Arts/6-8 Social Studies/6-8
Secondary (7-12)	Subject-Specific Academic/6-12 World Languages/6-12 or PreK-12 Career and Technical/6-12
PreK-12 or K-12 (Fine Arts/PE/Health English Language Learners)	No Change
Special Education (Modified)	Preschool/Early Childhood/PreK-3 (No Change) Interventionist/K-8 Interventionist/6-12 Comprehensive/K-12 (No Change)

New endorsements may begin being issued on September 1, 2015. Most endorsements with changes (e.g., K-6 → K-5) will fully transition by August 31, 2017. The endorsements listed in red (middle grades 4-8; Special Education Modified – K-12) will continue to be issued until August 31, 2018.

# Data System



# New Educator Information Data System

- Development: November 2014 – July 2015
  
- Anticipated Benefits
  - One-stop shop for educator information
    - Demographic information
    - License and endorsement
    - Evaluation
  - Increased access to educator information
  - Online application and verification processes
  - Automated indicators
  
- Training (anticipated Summer/Fall 2015)

## EDUCATOR PROFILE

Home / Educator Profile

## Randy T Smith

EDIT

MAIDEN NAME: Sith

LICENSE NUMBER: 000700000

GENDER: Male DATE OF BIRTH: 01/01/1985 SSN: 3123

ADDRESS: 123 Home Street

Jackson, MS 23422

PH: 123123123 PH: 123123123 EMAIL: randy@moss.com

## Pending Requests

Request	Date Submitted	Status

 Personal Information >

 Licenses >

 Education >

 Experience >

 Highly Qualified Experience >

 Assessment Scores >

## Licenses

ADD NEW LICENSE

## Spanish License

 Issued: 05/27/2015  
 Expires: 05/27/2020

REQUEST RENEWAL

Endorsement

Date

SP001 Spanish

05/27/2015

REQUEST NEW ENDORSEMENT