Educator Licensure and Preparation SBE Subcommittee

Office of Educator Licensure and Preparation | April 16, 2019

Tennessee Comprehensive Review (TNCR) Handbook

Purpose & Process

- Tennessee approval and review is informed by and aligned to CAEP Standards to provide:
  - a robust process that meets Tennessee's needs,
  - clarification of expectations of standards and components,
  - supports for systems thinking and continuous improvement, and
  - integration between qualitative rubrics and quantitative Annual Reports data.

Timeline

- **Fall 2018**
  - State-approval overview, process, and handbook preview webinars for fall 2019 reviews
- **Winter 2018-19**
  - National CAEP training (December)
- **Spring 2019**
  - Comprehensive Review Handbook release (March)
  - Evidence submission webinar for fall 2019 reviews
  - State-only review team training for fall 2019 reviews
- **Summer 2019**
  - CAEP training for selected joint CAEP/TN team leads
  - State-approval overview, process, and evidence submission webinars for spring 2020 reviews
- **Fall 2019**
  - Comprehensive review site visits

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Rubrics

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment through admission, the progression of courses and clinical experiences, and through decisions that completers are prepared to teach effectively and are recommended for licensure. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Component 3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates increasingly reflects the diversity of Tennessee's pre-K-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently STEM, English-language learning, and students with disabilities.

Indicator 3.1.1 Plan for Recruitment

3.1.1.a Narrative Prompt:
- Describe the process by which the provider and primary LEA partner developed a recruitment plan that focuses on under-represented groups (i.e., racial and/or ethnic, males, and hard-to-staff/shortage fields).
    - *How are roles and responsibilities identified and communicated?*
    - *How were dedicated resources (human and fiscal) identified?*
    - *How are strategies and accompanying goals for recruitment informed by data and aligned to local and/or state needs?*
    - *How are timelines, including milestones and deliverables/outcomes, determined? How and by whom is progress monitored, measured, and communicated?*
    - *What processes are in place to support, retain, and improve the proficiencies of under-represented at-risk candidates?*
- Describe the ways in which the recruitment plan will result in the increased diversity of the candidate pool and target areas of teacher shortage.
    - *What is the provider's theory of action to support the rationale for why the proposed activities outlined in the recruitment plan will have a positive impact on increasing the diversity of the candidate pool and target areas of teacher shortage?*
    - *How is the data used to support additional efforts to increase the recruitment of candidates that meet these areas of need?*
- How does the provider ensure that the plan includes a continuous improvement process for recruitment of candidates from all under-represented groups?
    - *What is the current status of your recruitment efforts and where do you see your provider in relationship to future milestones and benchmarks from your recruitment plan?*
    - *Describe the process of reviewing the recruitment plan and making adjustments based on outcome data.*
    - *What evidence demonstrates the allocation of resources toward identified targets and away from low-need employment area?*

3.1.1.b Required File Upload(s): Recruitment plan

3.1.1.c Optional File Upload: Upload an additional exhibit referenced in the narrative response to 3.1.1.a., if desired.

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Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
• The provider meets all expectations for this indicator, **and** • The provider has a clearly articulated theory of action that provides the foundation for the plan. • The provider articulates an approach that is unique to its context, addresses specific partner-defined needs, and has preliminary outcome data to show impact of recruitment targeting the three areas of focus.	• The plan focuses on the recruitment of candidates in all under-represented areas and addresses **all** of the following: o identifies dedicated resources (human and fiscal), o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, o provides timelines and deliverables, and o identifies roles and responsibilities. • The provider and its primary partner have a **formal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.	• The plan focuses on the recruitment of candidates of under-represented areas and addresses **some** of the following: o identifies dedicated resources (human and fiscal), and o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, o provides timelines and deliverables, and o identifies roles and responsibilities. • The provider and its primary partner have an **informal** process for developing and reviewing the recruitment plan and making adjustments based on outcomes.	• The plan does not focus on the recruitment of candidates of under-represented areas and addresses **few or none** of the following: o identifies dedicated resources (human and fiscal), o outlines strategies and accompanying goals that are informed by data and aligned to state and/or local needs, o provides timelines and deliverables, and o identifies roles and responsibilities. o The provider and its primary partner have **no process** for developing and reviewing and making adjustments to the recruitment plan.

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Annual Reports Metrics

The rubrics below accompany quantitative metrics from the Annual Reports for components 3.1 and 3.2. Note that 3.2.1 requires providers to upload data not currently included on the Annual Reports. Providers are not required to provide responses to the indicators below, with the exception of 3.2.1, as data from the department-generated Annual Reports will be used.

If a provider is falling below expectations on any of the Annual Reports indicators, or on Indicator 3.2.1, the provider is required to provide a narrative response. The purpose for the narrative is two-fold. First, the narrative process is intended to engage the provider in preliminary analysis of issues related to metrics falling below expectation and the identification of potential solutions (i.e., root cause analysis).

Second, narrative exhibits will provide additional context to reviewers and support a broader understanding of the whole provider, including how performance on these metrics may impact or be influenced by other programmatic areas.

Indicator 3.1.2 Percentage of completers from an under-represented racial/ethnic group
Domain 1 – Candidate Recruitment and Selection; **Metric** – Under-representation – racial and/or ethnic group
Expectation – Candidates belonging to under-represented racial and/or ethnic groups represent at least 22 percent of the cohort OR the percentage of candidates from these groups increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The provider met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

Indicator 3.1.3 Percentage of male completers
Domain 1 – Candidate Recruitment and Selection; **Metric** – Under-representation of gender
Expectation – Male candidates represent at least 22 percent of the cohort OR the percentage of male candidates increased.

Exceeds Expectations	Meets Expectations	Below Expectations
The provider met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

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TNAtlas

Cumberland University

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December Mock Comprehensive Review
This is a mock up of a Comprehensive Review for IT created by Hugh

+ Assign Review   Hugh Potter   Educator Preparation

Self Study Due Date: 5/11/2018

Formative Feedback Report Due Date: 11/12/2018

Addendum Due Date: 12/12/2018

OnSite Visit Start Date: 1/11/2019

SBE Meeting Date: 2/8/2019

OnSite Visit End Date: 2/8/2019

Final Report Due Date: 3/30/2019

Rejoinder Due Date: 4/29/2019

✓ 1- Content and Pedagogical Knowledge — **1 of 5**

✓ 2- Clinical Partnerships and Practice ✅ — **3 of 3**

✓ 3- Candidate Quality, Recruitment, and Selectivity — **0 of 6**

✓ 4- Program Impact — **0 of 4**

✓ 5- Provider Quality Assurance and Continuous Improvement ✅ — **5 of 5**

☐ I agree to the Terms and Conditions*

Submit Self-Study

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+ Assign Review

(Hugh Potter) (Educator Preparation)

⌄ 1- Content and Pedagogical Knowledge — **1 of 5**

⌄ 2- Clinical Partnerships and Practice ✓ — **3 of 3**

⌃ 3- Candidate Quality, Recruitment, and Selectivity — **0 of 6**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

⌃ 1- 3.1 Plan for Recruitment of Diverse Candidates who Meet Employmen... — **1 of 5**

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities

⌄ 1- 3.1.1 Plan for Recruitment — **4 of 5**

⌄ 2- 3.1.2 High needs endorsements ✓ — **1 of 1**

⌃ 3- 3.1.3 Underrepresented racial/ethnic group — **0 of 1**

Percentage of completers from an underrepresented racial/ethnic group

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⌃ A- Underrepresented racial/ethnic group

Supply documentation from Annual Reports that identifies the percentage of completers from an underrepresented racial/ethnic group
REQUIRED EVIDENCE: 1 - 1 Attachments
Files Types Allowed: XLS

Provide Evidence   **Approve** **Revise**

⌄ 4- 3.1.4 Male completers — **0 of 1**

⌄ 5- 3.1.5 Supplemental Narrative Prompt (If needed) — **0 of 1**