

LICENSURE AND PREPARATION SUBCOMMITTEE

STATE BOARD OF EDUCATION

DEC. 17, 2019

AGENDA

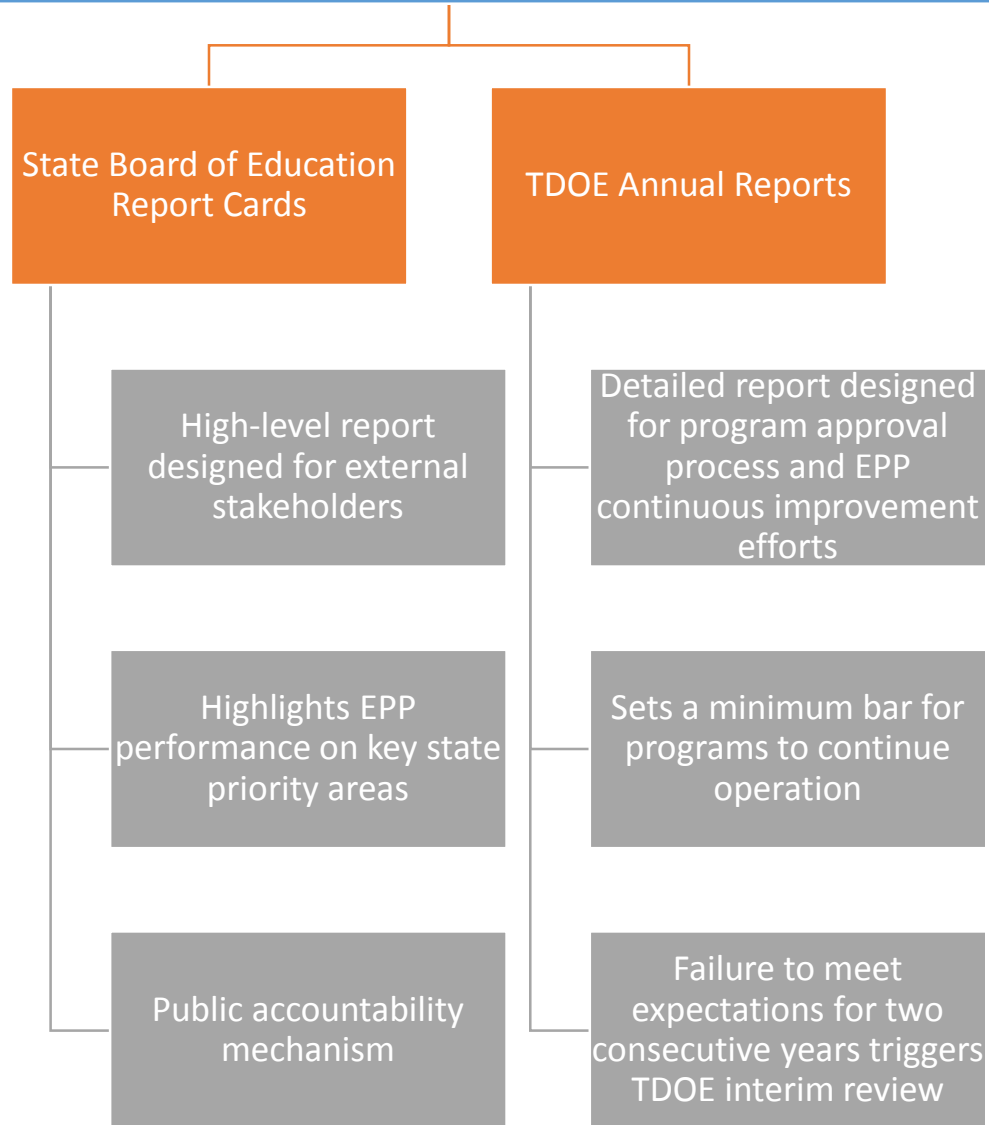
- Proposed changes to the Educator Preparation Report Card
- Potential update to middle grades math licensure assessment
- Updates from the state department of education

EDUCATOR PREPARATION REPORT CARD: CHANGES TO SCORING FRAMEWORK

AMY OWEN AND ERIKA LEICHT

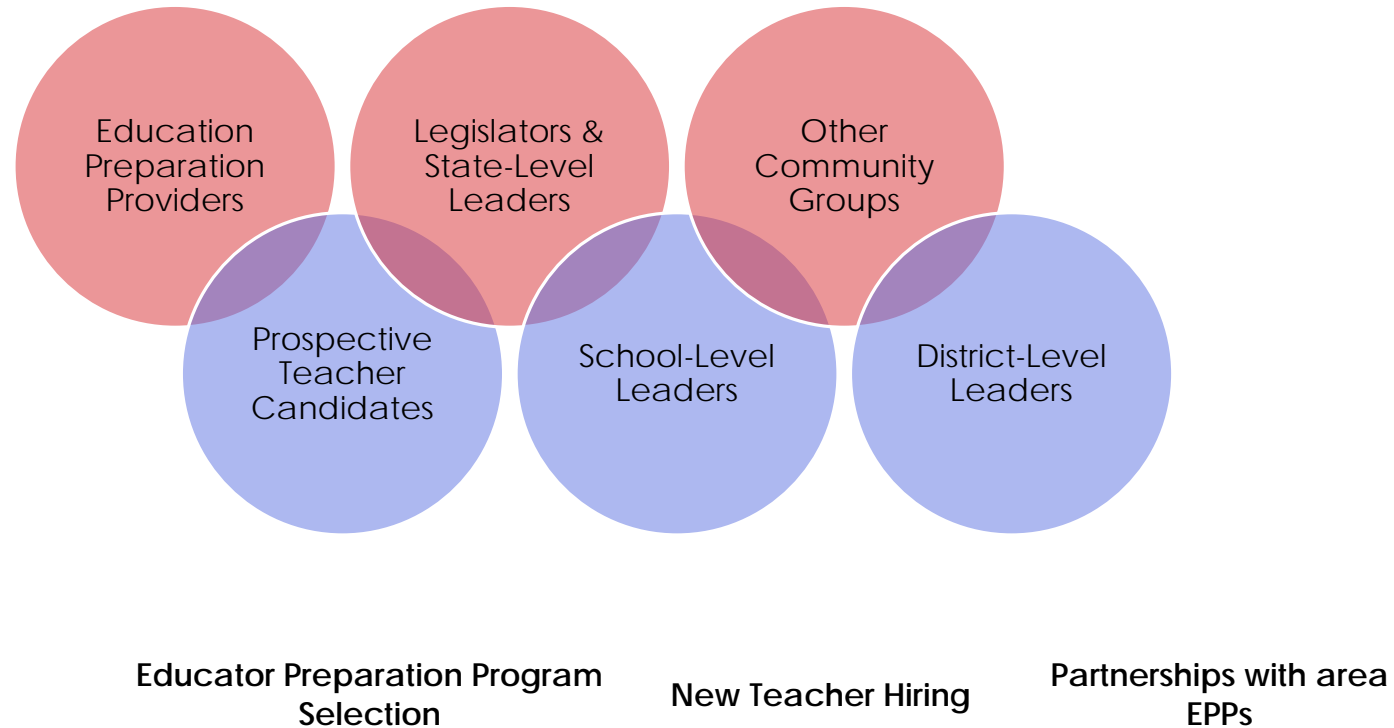
Annual Educator Preparation Reporting

A shared data set that is cleaned and coded by a joint SBE/TDOE team and verified by EPPs underlies both reports



VISION FOR 2019 DESIGN REFRESH

- Increase accessibility & usefulness for new stakeholder groups



COLLECTING FEEDBACK FROM STAKEHOLDERS

- Prospective Teacher Candidates – about 40 students at 4 EPPs
- School-Level Leaders – Governor’s Academy for School Leaders (GASL)
- District-Level Leaders
 - TOSS Board
 - TASPAs (district HR professionals) Board and presentation at Nov. 2019 conference
- Educator Preparation Providers
 - Sept. 2019 TACTE conference
 - Sept. 2019 convening of UT system schools
 - Feedback forms sent to TICUA institutions

2019 ADVISORY COUNCIL

- Chairman John Ragan – TN General Assembly
- Mr. Bob Eby – SBE Vice Chair
- EPPS:
 - Dr. Lisa Barron/Dr. Prentice Chandler, Austin Peay
 - Dr. Deb Boyd, Lipscomb
 - Dr. Amelia Brown, UT-Knoxville
 - Dr. Eric Cummings, Cumberland
 - Dr. Jason Grissom, Vanderbilt
 - Dr. Kim Hawkins, Carson-Newman
 - Mr. Randall Lahann, Nashville Teacher Residency
 - Dr. Renee Murley, UT-Chattanooga
 - Dr. Liz Self, Vanderbilt
- Dale Lynch – TOSS
- Sharon Roberts/Annie Freeland – SCORE
- Dr. Brook Dennard Rosser – Knoxville County Schools

CANDIDATE PROFILE

PERCENT WITH QUALIFYING ACT, SAT, OR ALL 3 PRAXIS: CORE SCORES

- Previous value: 3 points
- New value: 0 points (reported, but unscored)
- Rationale:
 - State Board policy specifies the minimum scores needed for admission to an EPP; compliance with this policy is monitored by TDOE
 - We typically only have these scores for undergraduate candidates

PERCENT OF RACIALLY & ETHNICALLY DIVERSE COMPLETERS

- Previous value: 7 points
- New value: 10 points
- Rationale:
 - According to a 2018 report from TDOE, students of color make up 37 percent of Tennessee's K-12 student population, but only 13 percent of Tennessee teachers are people of color.
 - Research indicates that a racially and ethnically diverse teaching force can have a variety of positive impact on students, including in the areas of academic achievement, discipline, and social/emotional development.

PERCENT OF HIGH-DEMAND ENDORSEMENTS

- Current value: 10 points
- Proposed value: 10 points
- Rationale:
 - This metric recognizes and rewards EPPs that are preparing teachers in the areas of greatest need.
 - SBE will work with TDOE to update the list of high-demand endorsements as needs change.

EMPLOYMENT

FIRST-YEAR EMPLOYMENT IN TN PUBLIC SCHOOLS

- Current value: 6 points
- Proposed value: 0 points (reported, but unscored)
- Rationale:
 - Rate of employment in Tennessee public schools varies greatly depending on the location and mission of each EPP.
 - There is no feasible way for us to track out-of-state or private school employment.
 - TDOE's annual reports on EPPs (which are used to determine program approval) include first-year employment as an unscored metric.

RETENTION

SECOND YEAR

Current value: 9 points

Proposed value: 9 points

Rationale:

- Current point value is appropriate given the importance of this metric

THIRD YEAR

Current value: 0 points

Proposed value: 6 points

Rationale:

- Incentivize EPPs to prepare teachers with “staying power”

PROVIDER IMPACT

CLASSROOM OBSERVATION

SCORE OF 3+

Current value: 6 points

Proposed value: 9 points

Rationale:

- A teacher scoring at level 3 is considered to be “meeting expectations.”

SCORE OF 4+

Current value: 9 points

Proposed value: 6 points

Rationale:

- This is a high bar for early career teachers to meet.
- We want to encourage EPPs to aim for this high bar with their completers and recognize them when they succeed.

STUDENT GROWTH (TVAAAS)

SCORE OF 3+

Current value: 10 points

Proposed value: 15 points

Rationale:

- A teacher scoring at level 3 is considered to be “meeting expectations.”

SCORE OF 4+

Current value: 15 points

Proposed value: 10 points

Rationale:

- This is a high bar for early career teachers to meet.
- We want to encourage EPPs to aim for this high bar with their completers and recognize them when they succeed.

NEW UNSCORED METRICS

- **Satisfaction data from Tennessee Educator Survey**
 - TN Educator Survey includes an “Early Career” module for teachers in their first three years of teaching
 - This may eventually become a scored metric, but will be unscored this year since we are reporting it for the first time
- **Pass rates on edTPA and Praxis Subject Assessments**
 - Already included in Annual Reports
 - This may become a scored metric once all relevant cohorts have edTPA results

PERFORMANCE CATEGORIES

PREVIOUS VERSION: 4 CATEGORIES

Category	Percent of Points
4	80.1%-100%
3	60.1%-80%
2	40.1%-60%
1	0%-40%

NEW VERSION: 3 CATEGORIES

Category	Percent of Points
Exceeds Expectations	80%-100%
Meets Expectations	40%-79.9%
Does Not Meet Expectations	0%-39.9%

WHY THREE CATEGORIES?

- Goals of performance categories:
 - Make meaningful distinctions among EPPs
 - Highlight top performers
- Especially for small EPPs, making fine distinctions among programs that are performing in the middle of the pack is difficult
- Why are we making this change now?
 - Since we are making changes to how several metrics are weighted, changing the number of performance categories helps avoid false equivalencies with previous years' results

PERFORMANCE BENCHMARKS

- As in previous years, each metric has both a **floor** and a **target**.
 - EPPs at or below the floor for a particular metric will receive 0 points for that metric.
 - EPPs at or above the target for a particular metric will receive full points for that metric.
 - EPPs between the floor and the target will receive a proportional amount of points.
- To **meet expectations** on a metric, an EPP must receive at least 40% of possible points.
- To **exceed expectations** on a metric, an EPP must receive at least 80% of possible points.

HOW ARE BENCHMARKS SET?

- In previous years, the floor and target for each metric were based on percentiles. The percentiles were set in 2016 and have not been reset since then, so all EPPs could show improvement.
- For the 2019 Report Card, we used **3-year averages** (not including the current year) to set performance benchmarks. These averages were rounded to produce the final benchmarks shown on the next slide.

PERFORMANCE BENCHMARKS

Metric	Floor (minimum to receive points)	Meets Expectations	Exceeds Expectations	Target (maximum points)
Percent of racially & ethnically diverse completers	0%	12%	24%	30%
Percent of high-demand endorsements	5%	17%	29%	35%
Second-year retention	80%	86%	92%	95%
Third-year retention	60%	68%	76%	80%
Observation 3+	80%	86%	92%	95%
Observation 4+	35%	47%	59%	65%
Student Growth 3+	45%	55%	65%	70%
Student Growth 4+	10%	20%	30%	35%

NEXT STEPS

- Share new scoring framework with stakeholders
 - TDOE Educator Update
 - EPP Organizations (e.g., TACTE, TICUA)
- Create a communications plan to publicize the Report Card release
- **Report Card Launch: Feb. 15, 2020**

QUESTIONS?

MIDDLE SCHOOL MATH LICENSURE ASSESSMENTS

AMY OWEN

CURRENT STATUS OF MIDDLE GRADES MATH ASSESSMENTS

- In 2017, the State Board convened a group of K-12 and higher education faculty to review available licensure assessments in the area of math.
- The educators recommended transitioning from the **Praxis Middle Grades Math** assessment to the **Pearson NES Middle Grades and Early Secondary Math** assessment due to tighter alignment to TN math standards.
 - They also recommended that the NES assessment allow educators to teach up through Algebra 1/Integrated Math 1, in addition to middle grades math.
 - This change was phased in and was accepted in Oct. 2018.

EPPs IDENTIFYING CHALLENGES WITH PEARSON NES EXAM

- Several EPPs, including those achieving the top categories on the SBE Educator Preparation Report Card, have indicated low pass rates on the Pearson NES exam for their candidates.
 - EPPs focus their programming for this endorsement area on middle grades-level math and not necessarily early secondary-level, which is also covered on the Pearson NES assessment.
 - Without remediation, this challenge could lead to increased shortages of middle grades math teachers.
- SBE licensure rules have not yet been updated to allow passing the Pearson NES exam to allow candidates to teach Algebra 1/Integrated Math 1.

PROPOSED SOLUTION

- For high school math assessments, the SBE approved both the Praxis and Pearson NES assessments based on the 2017 review.
 - That decision was based on the high rigor of both tests, though the Pearson NES test was again better-aligned to TN math standards.
 - This dual-option pathway may ease some teacher shortages in high school math and assist educators from other states that require the Pearson NES series in more easily obtaining TN licenses.
- Therefore, SBE staff propose adding the Praxis Middle Grades Math assessment back into the Professional Assessments Policy 5.105 as an option for candidates pursuing middle grades math licensure, in addition to leaving the Pearson NES option in place.

QUESTIONS



Educator Licensure and Preparation Updates

Licensure Updates

- Upcoming licensure recommendations
 - Out of State applicants – Professional License
 - Teaching Reading Assessment
 - Early Childhood endorsements
 - Licensure policy alignment to rule
- Updates to Permit and Waiver process
- Stakeholder feedback
 - Continued engagement with HR directors and directors of schools
 - TASPAs Kitchen Cabinet

Preparation Updates

- Comprehensive Reviews
 - Use of TNCR rubric
 - Training
 - Next steps for fall reviews
- Annual Reports