



**TENNESSEE**  
STATE BOARD OF EDUCATION

# **EDUCATOR LICENSURE AND PREPARATION SUBCOMMITTEE**

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DECEMBER 10, 2020

# AGENDA

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- Ethics Training for Educators
- Updates on the 2020 Educator Preparation Report Card
- Discussion of Deans for Impact Memo
- Preview of February 2021 Licensure/Prep Board Meeting Items
- Discussion with TACTE Executive Board

# **ETHICS TRAINING FOR EDUCATORS**

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ANGIE SANDERS AND BRITTANI KENDRICK, SBE

# MASTER PLAN CONNECTION

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- **STRATEGIC GOAL IV:**
  - By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.

# QUESTION FOR DISCUSSION

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- Question:
  - What options are there for the State Board to increase educator awareness of ethical duties and grounds for licensure discipline under State Board rules?

# CURRENT REQUIREMENTS

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- T.C.A. § 49-5-1007:
  - LEAs must conduct annual professional development training concerning the teacher code of ethics and its requirements. The professional development training shall address what constitutes unethical conduct.
- T.C.A. § 49-5-5615
  - State-approved teacher preparation programs shall require all teacher candidates to complete training on the teacher code of ethics found in part 10 of this chapter as part of the program.

# TENNESSEE TEACHER CODE OF ETHICS

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- TCA 49-5-1003 – Educators obligations to students (major points) – an Educator shall
  - Abide by all applicable federal and state laws;
  - Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
  - Make reasonable effort to protect the emotional well-being of the student;
  - Not intentionally expose the student to embarrassment or disparagement;
  - Not on the basis of race; color; creed; disability; sex; national origin; marital status; political or religious beliefs; family, social, or cultural background; or sexual orientation, unfairly exclude the student from participation in any program, deny benefits to student, or grant any advantage to the student;
  - Not use the educator's professional relationship with the student for private advantage;
  - Not disclose information about the student obtained in the course of the educator's professional service, unless disclosure of the information is permitted, serves a compelling professional purpose, or is required by law;
  - Not engage in any sexually related behavior with the student, whether verbal, written, physical, or electronic, with or without the student's consent. Sexually related behavior includes, but is not limited to, behaviors such as making sexual jokes or sexual remarks; engaging in sexual kidding, sexual teasing, or sexual innuendo; pressuring the student for dates or sexual favors; engaging in inappropriate physical touching, groping, or grabbing; kissing; rape; threatening physical harm; and committing sexual assault;
  - Not furnish alcohol or illegal or unauthorized drugs to the student;
  - Strive to prevent the use of alcohol or illegal or unauthorized drugs by the student when the student is under the educator's supervision on school or LEA premises, during school activities, or in any private setting;
  - Refrain from the use of alcohol while on school or LEA premises or during a school activity at which students are present;

# TENNESSEE TEACHER CODE OF ETHICS

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- TCA 49-5-1004 – Educators Obligations to the Profession
  - In fulfillment of this obligation to the profession, an educator shall not:
    - Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;
    - Misrepresent the educator's professional qualifications;
    - Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
    - Knowingly make a false statement concerning the qualifications of a candidate for a professional position;
    - Assist a noneducator in the unauthorized practice of teaching;
    - Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;
    - Knowingly make false or malicious statements about a colleague;
    - Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions; and
    - Use illegal or unauthorized drugs.
  - In fulfillment of this obligation to the profession, educators shall:
    - Administer state-mandated assessments fairly and ethically; and
    - Conduct themselves in a manner that preserves the dignity and integrity of the education profession.



# CURRENT CHALLENGES

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- Lack of training and awareness on the educator license discipline rule/process
  - Educators are often surprised by effects of misconduct on license
  - Educators are often surprised that certain acts are misconduct
- Trainings on the Code of Ethics by LEAs and EPPs
  - Unknown factors – depth of training; efficacy of training; regulation of training
  - Only one piece of the puzzle

# OPTIONS WITHIN CURRENT AUTHORITY

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Expand professional development point (PDP) options to include licensure discipline/ethics training as a PDP

- Could be required or optional PDP
- Would capture educators currently in the profession since PDPs are renewal/advancement requirements for most; however, some educators gain all PDPs through evaluation scores
- Would require amendment to SBE licensure rules and policies
- Contingent on SBE being allocated additional funds for more legal team staff to conduct trainings

# OPTIONS REQUIRING CHANGE TO STATE LAW

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## 1. Amend requirement for LEAs to train teachers annually to include licensure discipline with additional proof of training

- SBE team could develop training materials to support districts or conduct trainings ourselves (contingent on SBE being allocated additional funds for more legal team staff to conduct trainings)
- Would have to determine process for reporting training to SBE or TDOE

## 2. Expand requirement for EPPs to train teachers on code of ethics to include licensure discipline

- Point of entry only
- May involve cost for EPPs

## 3. Ethics exam requirement for licensure

- Similar requirement in Georgia
- Point of entry only
- Additional hurdle for licensure both in terms of passing assessment and cost of assessment to candidate
- Would require amendment to state law and SBE licensure rules and policies

# DISCUSSION/QUESTIONS

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# UPDATES ON THE 2020 EDUCATOR PREPARATION REPORT CARD

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ERIKA LEICHT AND AMY OWEN, SBE

# AGENDA

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- Review recommendations from Report Card Advisory Council
- Set performance benchmarks for 2020 Report Card
- Finalize scoring framework for 2020 Report Card
- Next steps

# OPTIONS FOR PROVIDER IMPACT DOMAIN

## Option 1: EPPs receive a provider impact rating and an overall rating

- Give EPPs a provider impact rating based on the data we have available
- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data

## Option 2: EPPs receive neither a provider impact rating nor an overall rating

- Report available provider impact data but do not give EPPs a provider impact rating
- EPPs would still receive ratings for the candidate profile and employment domains but would not receive an overall rating

## Option 3: EPPs receive a provider impact rating but not an overall rating

- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data
- EPPs would receive a rating for each of the scored domains but would not receive an overall rating

# ADVISORY COUNCIL RECOMMENDS OPTION 2

## Option 1: EPPs receive a provider impact rating and an overall rating

- Give EPPs a provider impact rating based on the data we have available
- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data



## Option 2: EPPs receive neither a provider impact rating nor an overall rating

- Report available provider impact data but do not give EPPs a provider impact rating
- EPPs would still receive ratings for the candidate profile and employment domains but would not receive an overall rating

## Option 3: EPPs receive a provider impact rating but not an overall rating

- Adjust performance benchmarks to account for fewer third-year teachers in evaluation data
- EPPs would receive a rating for each of the scored domains but would not receive an overall rating



# CANDIDATE ASSESSMENT DOMAIN

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- 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.
- Introduced in the 2019 Report Card as an unscored domain.
- The Advisory Council recommends scoring the Candidate Assessment domain in the 2020 Report Card.
- The Report Card scoring framework has 15 points set aside for this domain. The Advisory Council recommends splitting these points between pedagogical and content assessments such that greater weight is placed on pedagogical assessments.

# CANDIDATE ASSESSMENT DOMAIN (CONT.)

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- For most of the period covered by the 2020 Report Card, 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.
- 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 stakeholders can view pass rates on these assessments separately from other licensure assessments.

# SATISFACTION DOMAIN

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- The Satisfaction domain reports how well candidates feel that their preparation program prepared them for teaching.
- Introduced in the 2019 Report Card as an unscored domain.
- Data for this domain come from the Early Career Branch of the Tennessee Educator Survey (TES).
- The response rate for the 2020 TES was significantly lower than usual due to COVID-19. For this reason, the Advisory Council recommends that the Satisfaction domain remain unscored this year.

# ADDITIONAL TOPICS OF DISCUSSION

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- **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 on certain metrics.
- **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 or alum from their program.

# PERFORMANCE BENCHMARKS

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- 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 50% of possible points.
- To **exceed expectations** on a metric, an EPP must receive at least 75% of possible points.

# 2019 PERFORMANCE BENCHMARKS

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Metric	Floor	Meets Expectations	Exceeds Expectations	Target
Percent of Racially & Ethnically Diverse Completers	0%	15%	22.5%	30%
Percent of High-Demand Endorsements	5%	20%	27.5%	35%
Second-Year Retention	80%	87.5%	91.25%	95%
Third-Year Retention	70%	77.5%	81.25%	85%

Performance benchmarks were set based on **three-year averages** (not including the current year). These averages were rounded to produce the final benchmarks.

# PROPOSED 2020 PERFORMANCE BENCHMARKS

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Metric	Floor	Meets Expectations	Exceeds Expectations	Target
Percent of Racially & Ethnically Diverse Completers	0%	17.5%	26.25%	35%
Percent of High-Demand Endorsements	5%	22.5%	31.25%	40%
Second-Year Retention	80%	87.5%	91.25%	95%
Third-Year Retention	70%	77.5%	81.25%	85%
Pedagogical Assessment Pass Rate	90%	95%	97.5%	100%
Content Assessment Pass Rate	80%	87.5%	91.25%	95%

# Proposed 2020 Report Card Scoring Framework

## Reserved points:

- 10 for candidate satisfaction (as measured by TN Educator Survey)
- 40 for provider impact (unscored this year due to COVID-19)

Metric	Point Value
<b>Domain: Candidate Profile</b>	<b>20</b>
Percent of Racially & Ethnically Diverse Candidates	10
Percent of High-Demand Endorsements	10
<b>Domain: Employment</b>	<b>15</b>
Second-Year Retention	9
Third-Year Retention	6
<b>Domain: Candidate Assessment</b>	<b>15</b>
Pedagogical Assessment Pass Rate	9
Content Assessment Pass Rate	6



# NEXT STEPS

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- 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

# **DISCUSSION OF DEANS FOR IMPACT MEMO**

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AMY OWEN (SBE)

# DEANS FOR IMPACT MEMO

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- In November 2020, seven deans from Tennessee EPPs who are part of the Deans for Impact (DFI) organization sent a memo regarding candidate assessment and educator diversity to State Board members and staff.
- The purpose of the memo was to propose ideas that could increase educator diversity through potential changes to candidate assessment requirements.
- The memo also shared additional ideas for other ways to increase educator diversity.
- The following slides will walk through their proposals, highlight options and potential concerns, and serve to generate ideas for future exploration.

# DFI PROPOSALS

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- *“The exemptions described should be used to explicitly support the state’s efforts to diversify the teacher workforce.”*
- DFI Proposal 1: Accountability
  - *“Allow EPPs that meet expectations in portions of the Provider Impact and Candidate Assessment domains of the Tennessee Teacher Preparation Report Card, which covers a three-year period, to select and exempt up to 15% of initial licensure candidates from subject area licensure exams.”*
- DFI Proposal 2: Appeal Process
  - *“Create an appeal process (similar to the existing appeal process for admission (see 0520-02-04-.08(5)) to an EPP) to allow EPPs to select and exempt up to 15% of their initial-licensure candidates from subject area licensure exams.”*

# SBE STAFF RESPONSES

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- T.C.A. § 49-5-5605 likely prohibits both of these options. It requires that *“all students desiring a license to teach must pass both a test that measures professional knowledge and a standardized or criterion-referenced test for each desired area of endorsement.”*
  - There is one exception allowing an additional year for an applicant to be administered the tests if certain conditions are met (i.e., handicapping condition).
- It is important for the State to maintain uniform requirements for all candidates in Tennessee to obtain licensure to ensure a baseline level of content and pedagogical knowledge for all educators.
- EPPs submit a recommendation for licensure, but the assessment requirement is a separate requirement and is submitted directly to the state. The process to exempt candidates would need to be at the state level, not at the EPP level.
  - This would cause challenges because, presumably, any candidate who did not pass a subject area assessment would apply for the exemption. How would the state determine who qualifies?

# ADDITIONAL DFI PROPOSALS

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- 1. Create early identification, intervention, and support opportunities for candidates to work on test taking skills and address gaps in content knowledge. For example, programs could establish test preparation programs available on learning management systems (e.g. Canvas).*
- 2. Establish and pilot an alternative to the current subject-matter licensure assessments. For example, Mississippi recently launched a performance-based licensure pathway that allows job-embedded candidates to demonstrate content and pedagogical proficiency based on teacher evaluations and student outcomes.*
- 3. Evaluate and remove other barriers to program entry and/or completion for minority educators.*
- 4. Increase recruitment efforts and investments in Asian, Black, Latinx, Middle Eastern, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native communities.*

# **PREVIEW OF FEBRUARY 2021 LICENSURE/PREP BOARD MEETING ITEMS**

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DAVID DONALDSON AND MICHAEL DEURLEIN, TDOE

# Agenda

- Share information about prospective and upcoming rule/policy recommendations
  - School Services Personnel Licensure
  - Clinical practice setting requirements
  - Additional endorsement pathways
  - Integrated Early Childhood endorsements
  - EPP/SAP approval recommendations
- Provide an update on Annual Reports and the Educator Preparation Working Group
  - Focus on recruitment and admissions



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# **Prospective SBE Recommendations**

# School Services Personnel Licensure

- Licensure Reactivation
  - Assessing the various credentials educators hold and appropriate use for reactivation of a TN-issued license (e.g. American Speech-Language Hearing Association's Certificate of Clinical Competence)
- Speech Language Pathology Assistant
  - Determining how to address the appropriateness of a license in this area

# Teacher Licensure

- Expand allowable setting for clinical practice to include Category II and III private schools
  - Aligns with EPP mission and ultimately, where candidates teach
  - EPPs continue to be held accountable for demonstrating impact and quality of clinical experience

# Additional Endorsement Pathways

- Currently, there are two pathways for licensed educators to add endorsements:
  - Assessment-only; or
  - EPP Recommendation (typically requires coursework) and Assessment
- Exploring additional ways to address areas of shortage, taking into consideration costs associated with taking coursework
- Considering an additional endorsement pathway that would include:
  - Coursework/Micro-credentials developed by the department
    - Aligned to same standards required for EPPs; and
  - Content Assessment (per Professional Assessments Policy)

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# **Early Childhood Special Education**

# Early Childhood and Special Education

- Phasing out all early childhood endorsements (2025)
- New integrated early childhood endorsements
  - birth–K
  - pre-K-3
- Recommendations going to the board related to:
  - standards,
  - program components, and
  - candidate assessment.

# Process for Developing Recommendations

- Summer/Fall 2020:
  - Internal working group
    - Reviewed standards
    - Discussed potential program component requirements
    - Reviewed candidate assessments
    - Drafted initial recommendations
  - External working group
    - Reviewed recommendations and provided feedback
  
- If approved, these groups would meet to discuss:
  - Proposal expectations
  - Additional endorsement pathways
  - Barriers related to licensure (specifically around experience required for advancement)

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**EPP and SAP Reviews**



# Summary of Approval Recommendations

- CAEP/State-joint Reviews
  - Lipscomb University – Full Approval (EPP and SAPs)
  - Lincoln Memorial University – Full Approval – Minor Stipulations (EPP) and Full Approval (SAPs)
  - Union University – Full Approval – Minor Stipulations (EPP) and Full Approval (SAPs)
- State-managed Reviews
  - Tennessee Wesleyan University – Full Approval – Minor Stipulations (EPP) and Full Approval (SAPs)
  - Cumberland University – Full Approval – Minor Stipulations (EPP) and Full Approval (SAPs)
  - King University – Full Approval – Minor Stipulations (EPP) and Full Approval (SAPs)
- Status Change
  - Aquinas College – Removal of Minor Stipulations designation

# Ongoing EPP Monitoring and Technical Assistance

- Interim Reviews
  - Bryan College
  - Southern Adventist University
  - South College
  - LeMoyne-Owen College
- Improvement Plan (Full Approval, Minor Stipulations)
  - Tusculum University
  - Maryville College
- Improvement Plan (Probationary Approval, Major Stipulations)
  - Bryan College
  - South College

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**Annual Reports and EPWG**

# Updates

- Annual Reports
  - On-track for production
  - Working on providing impact data at the candidate level
- Educator Preparation Working Group
  - New members joining in 2021
  - Recognition of outgoing members
  - Strong focus on candidate recruitment and diversity
    - Engagement from TDOE research team
    - Discussing updates to metrics on Annual Reports with a focus on Domain 1

# Recognition of Outgoing Members

- **James Aldinger**, Bartlett City Schools
- **Mason Bellamy**, Clarksville-Montgomery School System
- **Cynthia Gardner**, Maryville College
- **Heraldo Richards**, Tennessee State University

# DISCUSSION WITH TACTE EXECUTIVE BOARD

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PRESIDENT TRICIA HUNSADER, TACTE

# FOR FOLLOW-UP QUESTIONS

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- SBE points of contact:
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