



# TENNESSEE SUCCEEDS: Educator Support

Supporting the preparation and development of an  
exceptional educator workforce

Dr. Candice McQueen, Commissioner of Education

# Agenda

- **Vision:** Strategies for supporting the preparation and development of an exceptional educator workforce
- **Setting the Stage:** A foundation for improvement creates levers for change
- **Moving Forward:** Next steps for implementation and stakeholder engagement

# Vision

# What We Know

- We have lots of **new teachers** entering the public schools in Tennessee.
- The vast majority of new teachers in Tennessee come from **Tennessee institutions of higher education**.
- We have variance in **educator preparation program** graduates in terms of **effectiveness**.
- The state's primary levers for improving the quality of educator preparation are through **licensure, program approval, and sharing data with the public**.

# Vision: TENNESSEE SUCCEEDS

**Strategy:** Use state levers to focus educator preparation providers (EPPs) on **outcome measures:**

1. Evidence-based **Program Approval and Annual Report**
2. Performance Assessments for **Licensure**
3. Revised **Report Card**

# Theory of action

- Set **rigorous standards** and clear expectations for EPPs
  - Provide EPPs with **flexibility** to design and implement high-quality programs
  - Collect and **analyze data** on program outcomes and educators' impact
  - Inform key stakeholders and empower them to make **data-driven decisions** to strengthen educator prep programs and partnerships
- = High-quality and respected teaching profession**

# Setting the Stage: Foundation for Continued Growth

# Educator Preparation Policy

In October 2014, the board adopted a new **educator preparation policy** that seeks to ensure that all approved EPPs meet rigorous standards established by the national accrediting agency, CAEP, as well as Tennessee-specific criteria.

- Implementation Working Group (IWG) is advising the department on the implementation and operationalization of the policy



# What does this mean?

- EPPs must now meet more rigorous standards to be approved as providers
- EPPs will be measured on outcomes using an Annual Report based on the following:
  - Recruitment and Selection
  - Placement and Retention
  - Completer and Employer Satisfaction
  - Completer Outcomes and Impact

# Educator Licensure Policy

In July 2014, the State Board adopted new **educator licensure policy** that went into effect Sept. 1, 2015.

- Initial licensure: Teacher candidates must demonstrate content competency by submitting qualifying Praxis scores or based on a major in the content area.
- Licensure Renewal: Streamlined process allows educators who consistently meet or exceed expectations to use that for the purpose of renewal.

# What does this mean?

- Streamlined, efficient, transparent process for becoming licensed
- Focus on assessment of content and pedagogical knowledge
- Renewal requirements can be fulfilled based on demonstrated performance

# Report Card

In 2007, new legislation required the publication of a **report card on the effectiveness of teacher training programs** and mandated three specific components:

- Placement and retention rates,
- Praxis II scores, and
- Teacher effect data (TVAAS)

Subsequently, the report grew to include:

- a demographic and academic profile, and
- trend data on the effectiveness of completers

It was produced by the Tennessee Higher Education Commission until this year, when it was produced by the State Board.

# What does this mean?

- Annually, key stakeholders, including individual providers, districts, prospective teachers, and the public, receive information about EPP effectiveness
- Moving forward, there is an opportunity to improve the presentation, analysis of data, and delivery of the Report Card to make it more useful for stakeholders
- In addition, the Report Card can be aligned with Tennessee Succeeds priorities to support coherence with K-12 initiatives

# Moving Forward: Next steps

# AREA 1: Licensure

- Implement the new **educator licensure policy** with fidelity
  - Implement TNCompass, the new educator data management system
- Change **required assessments** for licensure
  - Consider requiring performance assessments
  - Propose new cut scores for certain tests
  - Present late spring-early summer 2016
- Suggestions for **leader licensure policy**
  - Present late 2016-early 2017

# AREA 2: Program Approval

- Develop tools, metrics, protocols to **implement the educator preparation policy**, including the annual reporting requirements and the comprehensive review process
  - Present IWG recommendations in fall 2016
- Facilitate **improved partnerships** among EPPs and districts
  - Identify key elements of high-quality partnerships
  - Set shared goals and expectations based on identified needs
- **Revise the teacher preparation Report Card**
  - In development with State Board staff



# AREA 3: Data Collection, Analysis, & Reporting

- Develop system to automate **EPP reporting for the Annual Report**
  - Finalize metrics for the EPP annual report
  - Gather feedback on the reporting system design
  - Launch a beta version of the EPP portal in 2017
  - Fully developed and operational by September 2019
- Increase understanding of the **characteristics of preparation that result in effective educators**
  - Grant-funded research projects (next 48 months)
  - Ongoing internal data analysis

# AREA 4: Communication & Stakeholder Engagement

- Support the development of **high-quality, authentic partnerships** between EPPs and the districts they serve
- Support the development of networks of EPPs to **identify, implement, and analyze best practices** in educator preparation
- Communicate supply/demand data to EPPs and districts in an effort to **increase production of high-quality educators in high-need areas**
- Revise the report card to **increase usefulness** for stakeholders

# HOW THIS WORK FITS TOGETHER IN TEACHER AND LEADER PREPARATION

Solid preparation that meets national and Tennessee standards, backed by comprehensive review

**PROGRAM  
APPROVAL**

Streamlined processes that ensure high-quality professionals teach our students, and which make renewal less burdensome for the most effective educators

**LIGENSURE**

Transparent, high-quality data about where effective educators are prepared, what practices increase effectiveness, and trends over time to inform policies and practices

**DATA  
COLLECTION,  
ANALYSIS,  
AND  
REPORTING**

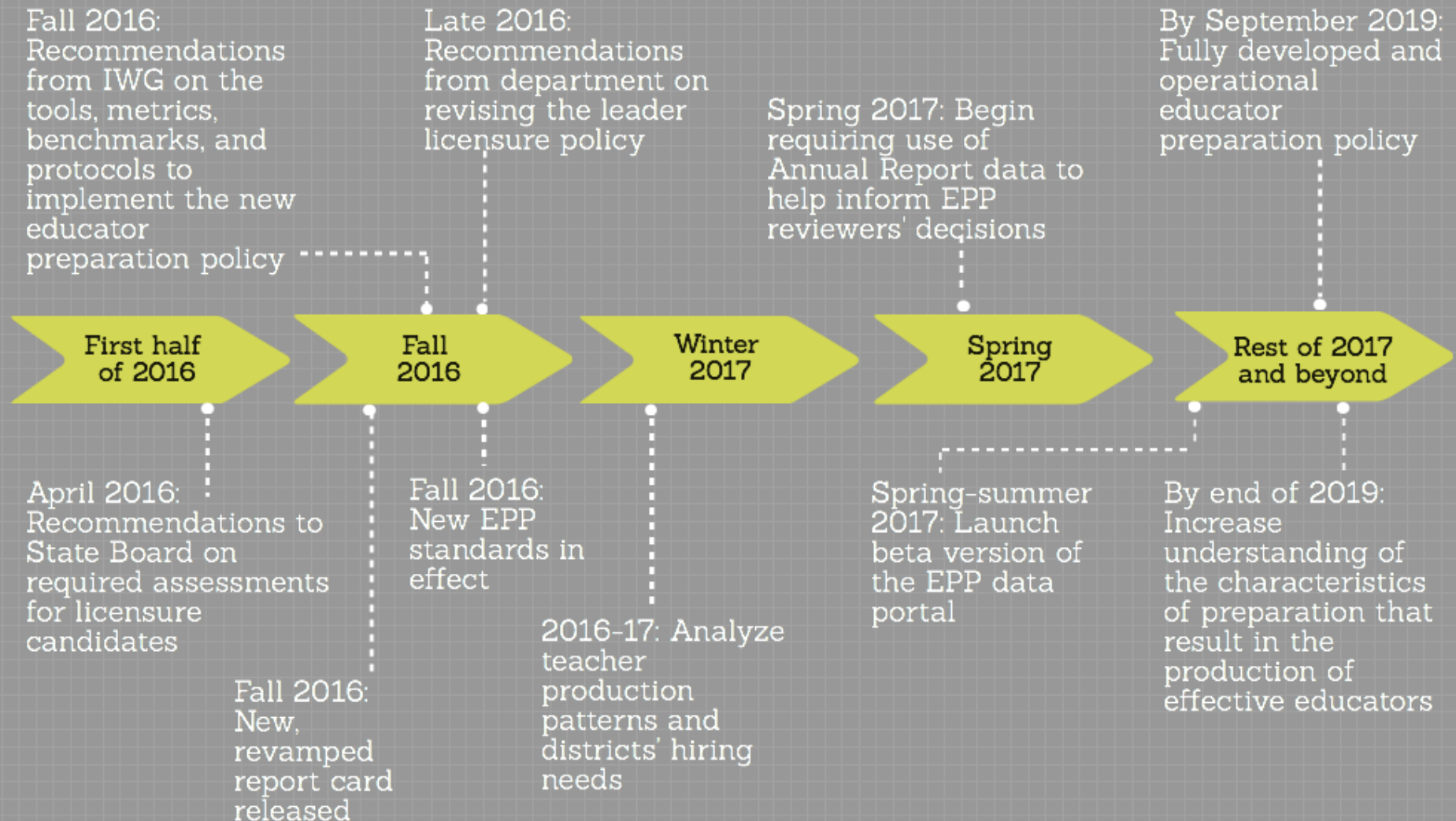
Active communication to and facilitating partnerships among EPPs, districts, and teachers

**COMMUNICATION**

# Timeline

# MAJOR MILESTONES

## IN TEACHER AND LEADER PREPARATION POLICY





**QUESTIONS?**

**TN**

Department of  
**Education**



# Implementation Working Group

State Board of Education Workshop  
January 28, 2016

# Recent History of Program Approval in TN

**1988**  
Policy  
Direction  
from SBE

**1989**  
NCATE  
Partnership  
Agreement  
signed

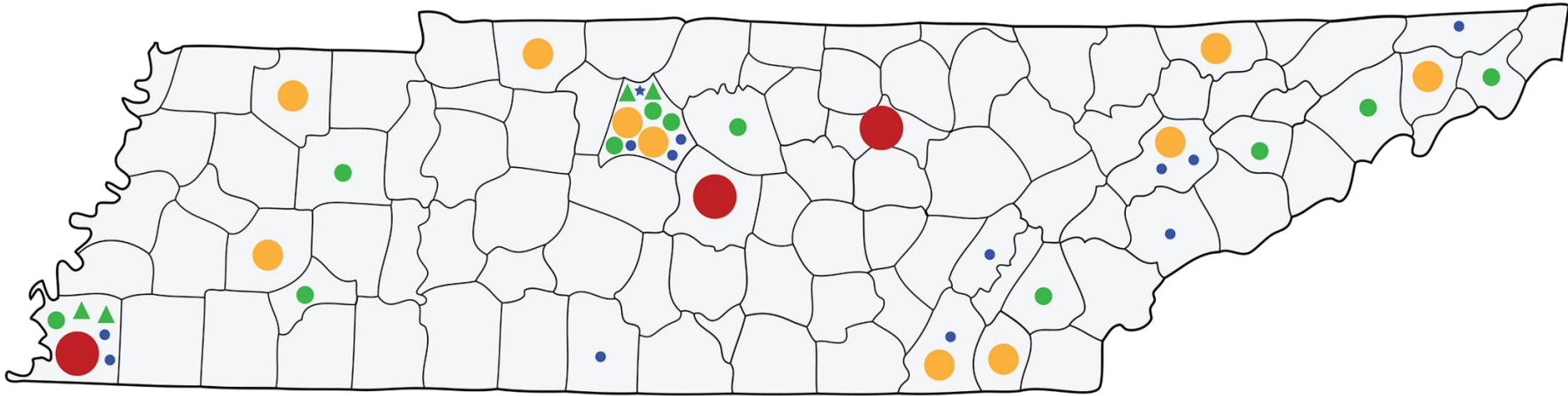
**2001**  
NCATE  
Standards  
significantly  
revised

**2013**  
CAEP  
Standards  
Approved

**2014**  
New EPP  
Policy  
Approved by  
SBE



# Educator Preparation Providers



● Institute of Higher Education (IHE)

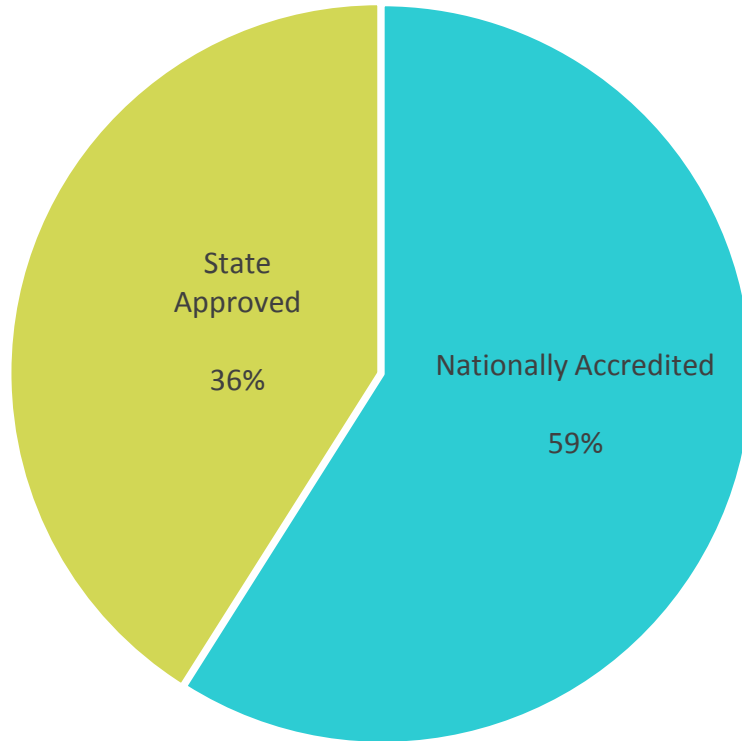
▲ Education Related Organization (ERO)

★ Tennessee Department of Education

Number of Program Completers



# Current Provider Approval Status



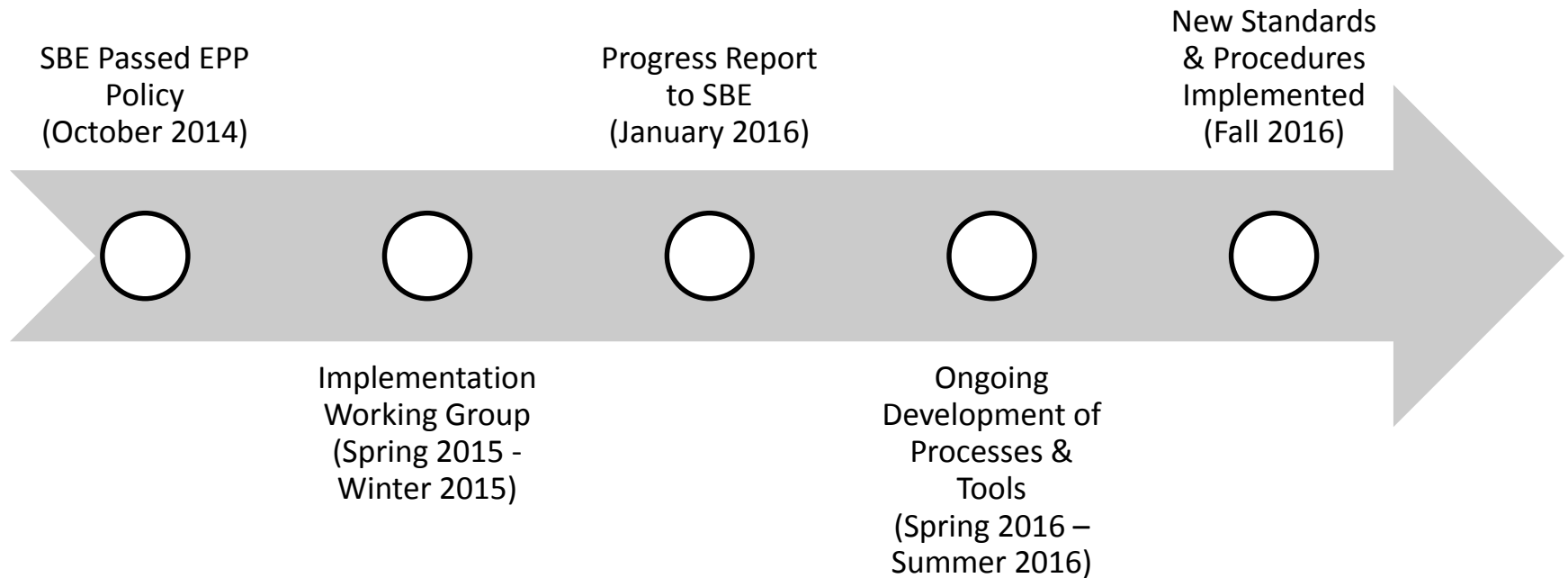
- NCATE Accredited
- State-Approved



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# Implementation Working Group

# Projected Timeline



# Implementation Working Group

- 35 members
- Advise TDOE on implementation
  - Procedures
  - Tools
  - Metrics and Benchmarks
- Communicate with EPP Community and other stakeholder groups

Sector	Composition
EPP	6 TBR 5 UT 12 Independent
LEA	4 Classroom Teachers 1 Principal 5 Central Office Personnel
Other	1 TDOE CORE Office 1 NGO (SCORE)
Distribution	12 East TN 11 Middle TN 12 West TN



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# IWG Accomplishments

# CAEP Standards

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality, Continuous Improvement and Capacity

# CAEP Standards 1 & 5

- Developed a standardized tool to be used by programs as they demonstrate alignment with InTASC pedagogical standards.
- Will recommend requirement for a performance assessment (e.g. edTPA/PPAT) as a component of TN-approved educator preparation programs.
- Developed Tennessee-specific components/elements of a quality assurance system to be required for program review.



# CAEP Standards 2 & 3

- Developed a draft standardized partnership agreement template to be used by programs as they formalize state-recognized and primary partnerships.
- Agreed that Tennessee providers will report on progress towards meeting needs-based recruitment goals. Discussed sample recruitment goals in collaboration with districts.
- Agreed that Tennessee providers will report on progress towards meeting goals related to diversity, both in terms of candidates, types of clinical experiences and curriculum.

# CAEP Standard 4 & Annual Report

- Developed and agreed upon definitions for the cohort and overall calculation of the following metrics:
  - Admissions Standards (GPA, ACT, SAT)\*
  - Placement
  - Retention
  - Praxis II pass rates\*
- Agreed on presentation of observation and individual growth (TVAAS) data.
- Agreed on streamlining completer and employer surveys at the state-level. Developed draft surveys for completers, employers, and LEA partners (aligned to Standard 2).



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# Questions



# Educator Preparation Policy

State Board of Education Workshop  
January 28, 2016

# Changes to Educator Preparation Policy

- **Out of State Preparation Providers**
  - Clarification regarding eligibility to apply to be a TN-approved provider
  - Additional requirements to become and remain a TN-approved provider
- **Prospective Providers**
  - Financial Stability – 3 or more years
  - Financial Stability – Less than 3 years

# Out of State Providers

With increased use of online preparation, the department has recognized the need for more explicit requirements related to out-of-state providers.

## **Section 1.A – Approval of Educator Preparation Providers and Programs – Eligibility (Page 3-4):**

- Clarifies eligibility requirements related to providers that are approved in a state other than Tennessee.
- Changes also ensure that out-of-state providers are held to the same reporting requirements and expectations as Tennessee-approved providers.

# Out of State Providers – Policy Shift

	Same	New
Out-of-state providers that hold approval in a state other than Tennessee may recommend program completers for a Tennessee educator license.	X	
Out-of state providers must implement the program as approved in the home state. Limited exceptions may allow for customization to align with Tennessee standards and expectations.		X
Out-of-state providers may not support clinical experiences based in a Tennessee public or non-public school without a state-recognized partnership that is on file with the department.		X
Out-of-state providers may not advertise programs as being Tennessee-approved programs.		X
Out-of-state providers who recommend sufficient numbers of candidates for Tennessee licensure to meet minimum n-size requirements will be required to participate in state reporting, including annual reports and report cards. Out-of-state provider recommendations for Tennessee licensure may not be accepted if minimum expectations are not met.		X



# Out-of-State Providers - Eligibility

To become eligible to apply to be a Tennessee-approved provider, applicants must:

- Meet all requirements for state approval.
- Identify TN program candidates and completers.
- Have a clear presence within Tennessee.
- Set goals of producing at least 10 candidates per academic year.
- Demonstrate capacity to provide effective mentoring and supervision.
- Have selection criteria that meets or exceeds those TN-minimum expectations.

Once approved, out-state-providers will be subject to all review procedures.



# Eligibility Requirements

The department recognizes that new providers with innovative approaches to preparation may not have an established track record, but may have the potential to provide excellent preparation. This revision maintains requirements to protect candidates, schools and districts, but creates opportunity for eligibility of new providers.

**Appendix A – Eligibility Requirements (Pages 115-116):**  
Revises the policy to allow providers with a track-record of less than three years, an opportunity to meet eligibility requirements.

# Non-IHE Eligibility Requirements: Financial Stability

- 1. (Option 1: 3 or more years)** – Submit clean independent audits of a full set of financial statements of the legal entity offering educator preparation programs for the three years prior to applying for state approval.
- 2. (Option 2: Fewer than 3 years)** - Submit evidence demonstrating financial viability to refund program costs incurred by candidates, districts or schools for any candidate that is not provided the opportunity to complete preparation.

This requirement may be met by submitting financial information verifying the prospective EPP has the ability to pay an aggregate amount equal to the amount of program costs expected to be incurred by candidates, districts or schools.  
(Example: surety bond)

# Non-IHE Eligibility Requirements: Financial Stability (Option 2)

Once conditional approval is issued based on this option, the approved EPP will be required annually to submit clean independent audits of a full set of financial statements of the legal entity offering educator preparation programs until full approval is achieved.

The department maintains the right to rescind approval issued under this option at any time the EPP is unable to meet this obligation. The department may consider other types of evidence that meet the same burden of proof.



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# Questions