



**TENNESSEE**  
STATE BOARD OF EDUCATION

# **EDUCATOR PREPARATION AND LICENSURE SUBCOMMITTEE**

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SEPT. 20, 2017

# AGENDA

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- Welcome
- Purpose of Subcommittee
- Updates on Recent Staff Work
- Information on TDOE Grant Awards
- Set Date for In-Person Meeting

**LICENSURE CONTENT ASSESSMENT  
REVIEWS:  
ELEMENTARY READING AND  
SECONDARY MATH**

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AMY OWEN

# OVERVIEW

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- Purpose of Reviewing Licensure Content Assessments
- Process of Review
- Proposed Next Steps

# **PURPOSE OF REVIEWING LICENSURE CONTENT ASSESSMENTS**

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# CONTEXT

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- Tennessee requires educators to take and pass specific assessments prior to both receiving an initial license and to adding endorsements for other content areas to their license.
  - The Praxis series is currently used for content-specific knowledge. A new performance assessment, edTPA, will also be required starting in 2019 and focuses on content-relevant pedagogy.
- Board members expressed interest in determining if the assessments that Tennessee currently uses are the most aligned with state academic expectations for teaching in the content areas.
  - Two particular areas of interest are elementary reading and secondary mathematics given that student achievement has lagged in these areas and, particularly for secondary math, some districts have had difficulty finding enough teachers.

# **PROCESS OF REVIEW**

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# PRE-WORK

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- State Board staff developed a research brief for reviewers with information on the licensure assessments used in other states, the role of licensure assessments, and research around their effectiveness in identifying qualified teachers.
- The Board convened educator review teams including district and EPP representatives to review assessments from ETS and Pearson, two assessment partners with a strong national portfolio.
- The reviewers' goal was to identify the exams that best aligned with Tennessee standards and content expectations.



# REVIEW

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- The reviewers convened on August 24-25, 2017 in Franklin, TN
- ETS and Pearson attended and provided live, operational test forms, test frameworks, and public reference documents for each assessment
- Reviewers worked individually to review each assessment on a rubric, then collaborated with small teams who reviewed the same assessment to answer guiding questions.
  - While reviewers conducted a deep-dive analysis of two assessments each, they also had time to review the other assessments in their content area.
- After all assessments were reviewed, the reviewers worked with everyone in their content area to develop policy recommendations.

# REVIEWERS

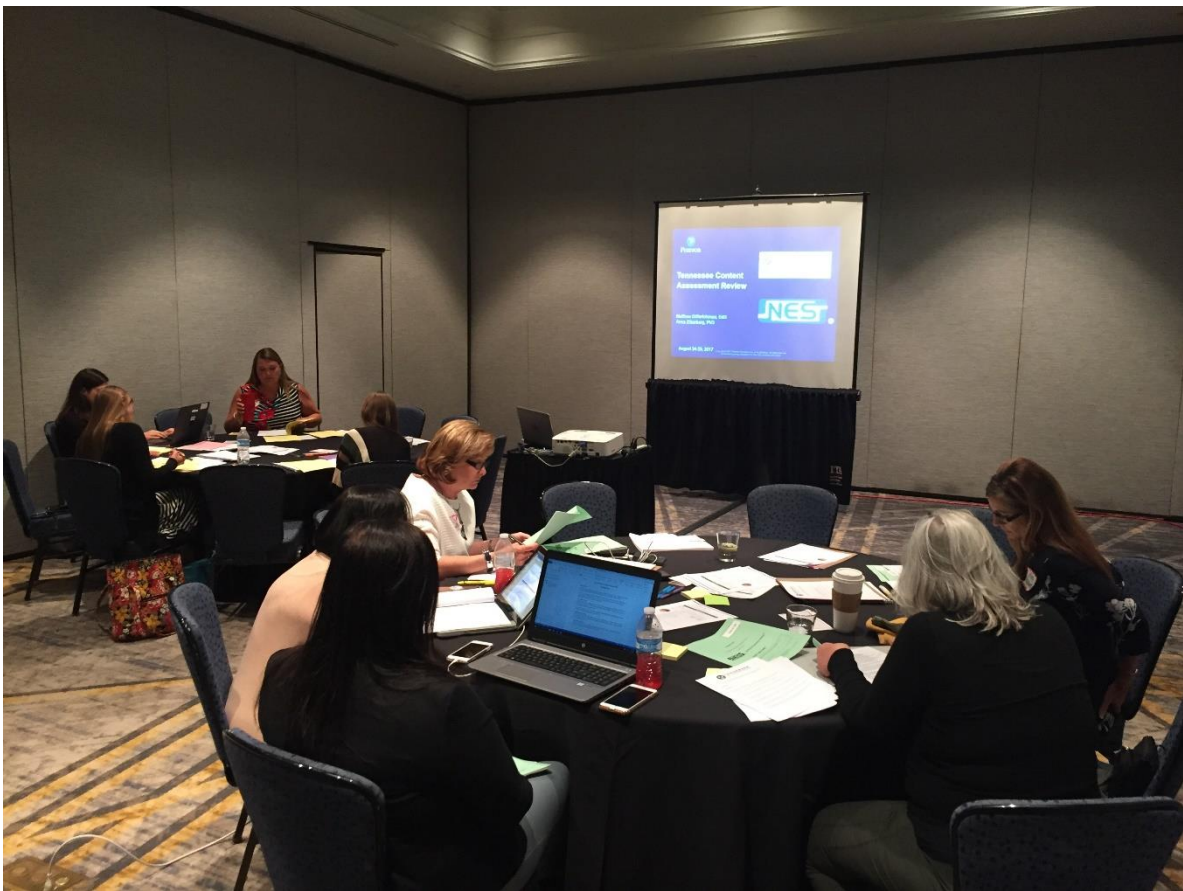
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## ELEMENTARY READING

- Debra Bentley – Johnson City
- Rachel Peay Cornett – Rutherford County
- Sarah Easterly – Murfreesboro City
- Hannah Fanning – Bedford County
- Annie Insana – TDOE
- Anne McGill-Franzen – UT-Knoxville
- Stephanie Page – Maury County
- Sandy Qualls – TDOE
- Kim Raybon – Rutherford County

## SECONDARY MATH

- Holly Anthony – Tennessee Tech
- Lisa Choate – Cannon County
- Kevin Deck – Williamson County
- Kimberly Herring – Cumberland County
- Stephanie Kolitsch – UT-Martin
- Holly Pillow – Trenton SSD
- Clay Sanders – TDOE
- Michael Showers – Chester County
- David Williams – Metro Nashville



Elementary Reading Reviewers

## Secondary Math Reviewers



# FOLLOW-UP STEPS

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- SBE staff will share the initial recommendations with stakeholders such as the groups below to identify any additional feedback, concerns, or relevant input.
  - Tennessee Early Literacy Council
  - Tennessee Mathematics Teachers Association
  - Tennessee Reading Association
  - Tennessee Association of Colleges of Teacher Education (TACTE)
- Share finalized recommendations at in-person subcommittee meeting (November or December 2017)

# 2017 TEACHER PREP REPORT CARD

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SPENSER GWOZDZIK



# EDTPA RESEARCH

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SPENSER GWOZDZIK

# TDOE GRANTS

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DR. AMY WOOTEN

# Tennessee Innovation in Preparation

TIP grants are designed to support:

- an increase in the development of a diverse educator workforce,
- an increase in the production of educators in high-demand licensure areas, and
- promote collaboration to improve educator preparation in literacy.

Four Tennessee educator preparation programs (EPPs) were selected to implement an innovative approach to educator preparation.



**Focus Area:** Teacher Demand

**Partners:** Clarksville-Montgomery School System & Dickson County School District

APSU will establish a 4+1 MAT program for non-education science majors. Current undergraduate science majors will have the opportunity to serve as teaching assistants for entry-level science classes and will engage in outreach to local schools, giving them additional experiences to consider the field of teaching. This recruitment strategy will be designed to identify undergraduate science majors who may not have considered teaching, but through these experiences decide to enter the field.

# Lipscomb University

**Focus Area: Teacher Effectiveness**

**Partner: Metro Nashville Public Schools**

The *Teachers as Writers* program will enhance novice teachers' writing skill and efficacy. Through collaborative professional development and professional experiences, novice educators will be provided with opportunities to increase their skills as writers and, ultimately, translate those skills and competencies into learning experiences for students in their classrooms.

# Tennessee State University

## Focus Area: Teacher Demand

## Partner: Metro Nashville Public Schools

Project ELATTE\* is a four-month, comprehensive professional development institute for 15 TSU pre-service teachers and 20 recent TSU completers employed by MNPS. To support the needs of the district, the project will provide 6-12 content area teachers with a strong foundation of English as a Second Language theory, knowledge of technology tools for second language acquisition, and professional practice with a diverse population of English learners.

❖ PROJECT English Language Acquisition  
through Technology & Teacher Education

# University of Tennessee, Martin

**EPP: Focus Area: Teacher Diversity**

**Partner: Jackson Madison Country School District**

The University of Tennessee, Martin (UTM) will implement a new program, Mister in Making (MIM). MIM is a precursor to an existing UTM program, Call Me Mister, which recruits, supports, and prepares cohorts of black male teachers. UTM proposes a program that will recruit and provide academic support for black male high school students who are interested in becoming teachers and joining the Call Me Mister program.

# QUESTIONS?

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- Select date of in-person subcommittee meeting

# CONTACT INFORMATION

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