



TENNESSEE
STATE BOARD OF EDUCATION

EDUCATOR PREPARATION AND LICENSURE STUDY COMMITTEE

JANUARY 27, 2022

AGENDA

- **News from TDOE: Implementation of EPP Literacy Standards**
- **Teaching as a Profession (TAP) Instructor Requirements**
- **Educator Preparation Report Card Preview**
- **Statewide edTPA Results**
- **Discussion with TACTE Executive Board Members**



BEST FOR ALL

We will set all students on a path to success.

EPP Literacy Standards and Accountability

Michael Deurlein, Senior Director of Educator Licensure

Annie Insana, Senior Director of Educator Preparation

SBE Preparation and Licensure Study Committee | January 27, 2022



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ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Agenda

- 2017 EPP literacy standards and EPP accountability
- Timeline
- Literacy Success Act and 2021 EPP literacy standards
- Technical support and resources
- EPP accountability – 2022
- Long term support for EPPs



2017 EPP Literacy Standards



2017 EPP Literacy Standards



- Prior to 2017, literacy standards for educator candidates were less rigorous and primarily focused on reading.
 - Limited to early childhood Pre-K-3, elementary, and middle grades education.
- With support from a standards setting committee, the standards were revised to include all facets of literacy, rich instructional practices, assessment requirements, and professional development.
 - These standards were expanded to special education.

EPP Literacy Standards Accountability - 2017

- Rigorous review process involving over 60 trained EPP and LEA reviewers
- EPPs were required to demonstrate alignment of standards across all initial licensure programs and provide evidence of implementation (e.g., candidate assessments)
- The requirements of the 2017 literacy review process are included in other EPP approval and review processes
 - Prospective EPP proposals
 - Specialty Area Program approvals
 - Specialty Area Program reviews



Timeline



Timeline

- Spring/Summer 2021
 - Literacy Success Act passed
 - SBE EPP literacy standards approved
 - EPP Innovation grants awarded and content developed
- Fall 2021
 - TACTE Conference
 - EPP Innovation content pilots began
- Spring 2022
 - TACTE Conference
 - Signed assurance process released (February)
 - EPP Innovation content released (March/April)
 - Signed assurance documentation due (April)



Literacy Success Act and EPP Literacy Standards



Tennessee Literacy Success Act

Beginning on August 1, 2022, EPPs must provide training on reading instruction focused on foundational literacy standards for K-3, general and special education, and instructional leader candidates that include:

- How to effectively teach foundational literacy skills
- How to scaffold instruction for teaching students with advanced reading skills and students with significant reading deficiencies
- Identifying characteristics of dyslexia and providing effective instruction
- Implementation of high-quality instructional materials
- Behavior management through trauma-informed principles and other developmentally appropriate supports to ensure access to reading instruction
- Administration of a universal reading screener and use of resulting data for improving reading instruction



2021 Foundational Literacy Skills Standards for EPPs

- Adopted by SBE in July 2021 for the following licensure programs:
 - Early Childhood Education (Pre-K-3)
 - Integrated Early Childhood Education (Birth-K or Pre-K-3)
 - Elementary Education (K-5)
 - Special Education Interventionist (K-8)
 - Special Education Interventionist (6-12)*
 - Special Education Comprehensive (K-12)
 - Instructional Leader (pre-K-12)



EPP Accountability



EPP Literacy Standards Accountability 2022

- Council of Chief State School Officers (CCSSO) collaboration supported the decision to create a signed assurance process for all EPPs to demonstrate how they will align to the 2021 EPP literacy standards.
- Louisiana employed a “signed assurances” process for updated EPP approval standards.
- We wanted to find a balance between a compliance-focused process and one that requires significant evidence submission and review.



Signed Assurance Process

- All assurances will be reviewed by TDOE.
- Three components
 - EPP Head Administrator attestation page
 - Completion of matrices demonstrating alignment between courses and clinical experiences with the 2021 standards
 - Demonstration of plans regarding how EPPs will integrate the EPP foundational skills standards within applicable programs



Matrix

2021 Revised EPP Literacy Standards for Early Childhood, Elementary, and Special Education	Course Name and Description	Course Key Assessments and/or Assignments	Clinical Experiences and Key Assessments
<p>Educator candidates must demonstrate knowledge of theoretical and research-based instructional practices related to students' literacy development, language acquisition, reading, writing, and communication, including knowledge of:</p> <p>1.1f Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, and vocabulary development), word level skills, vocabulary knowledge and</p>			
<p>1.2 Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds, and syllables) and are able to teach students how to employ the many components of foundational literacy skills, including:</p> <p>a. Oral English language – spoken language, including spoken words and articulated sounds;</p> <p>c. Phonological awareness – the ability to identify and manipulate</p>			



Integration Plans

- Describe how the 2021 EPP foundational skills standards will be integrated within each applicable licensure program
 - For EPPs that will use modules developed by the EPP Innovation grantees, describe what changes will be made to existing programs to accommodate the new content.
 - For EPPs that will not use the modules, describe the methods used in preparation to ensure the required standards are integrated into applicable programs.



Technical Support and Resources



Resources and Guidance for EPPs

- EPP Innovation grants awarded to UTK and Deans for Impact to develop courses and integrated content aligned to new literacy standards in the three critical areas.
 - Currently piloting with EPP partners
- TACTE breakouts
 - September 2021 – introduction to content
 - February 2022 – pilot partner engagement
- edTPA and HQIM
 - Developing guidance to ensure instruction and implementation is streamlined



State Support and Resources

- CCSSO engagement began in spring 2021
 - Coaching calls and multi-state monthly meetings to support approach for implementing HQIM
 - Instructional Materials and Professional Development (IMPD) Network
- Teacher Licensure Collaborative focused on trauma-informed instruction
- Rich collaboration with the Academics and Student Readiness divisions



Long Term Support for EPPs

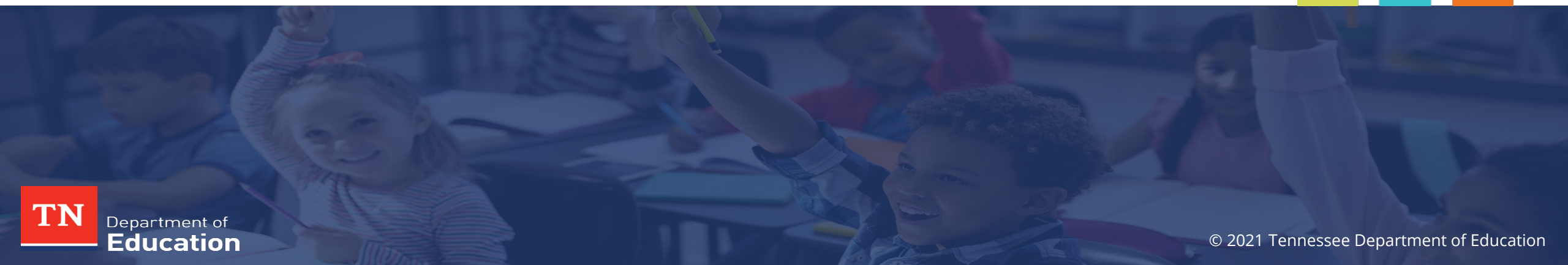


Long Term Support for EPPs

- Generating plans for long term support for EPPs
 - Networking
 - Faculty and staff training opportunities
 - On-site audits with feedback



Thank you!





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Potential Requirements for Teaching as a Profession (TAP) Course Teachers

Dr. Jean Luna, Chief of Student Readiness
SBE Preparation and Licensure Study Committee | January 27, 2022



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Teaching As A Profession (TAP) Courses

- Fundamentals of Education
 - Teaching as a Profession I
 - Teaching as a Profession II
 - Teaching as a Profession Practicum
-
- Courses in Development
 - Foundations of Literacy Practicum
 - Statewide Dual Credit opportunity

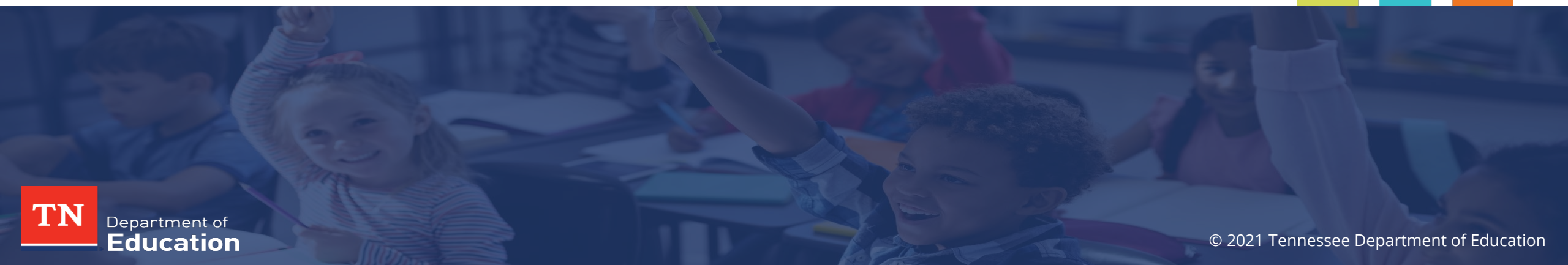


Teacher Considerations

- Calculation of Teacher Effectiveness
 - Non-tested teacher
 - Schoolwide TVAAS
 - Fidelity of teacher observation scores
- Recruitment of Teachers into the Field
 - Years of experience
 - Growth over time
- Growth of Teaching as a Profession
 - Elective course that districts/schools do not have to select
- Field Experiences
 - Multiple opportunities
 - Wide array of high-quality teaching



Discussion



EDUCATOR PREPARATION REPORT CARD PREVIEW

ERIKA LEICHT

STATE BOARD OF EDUCATION

REPORT CARD OVERVIEW

- Release date: February 15, 2022
- Scored domains:
 - Candidate Profile
 - Employment
 - Candidate Assessment
- Unscored domains:
 - Provider Impact (unscored due to COVID-19 effects on certain data)
 - Satisfaction
- EPPs will not receive an overall rating due to missing Provider Impact score
- EPPs with leader preparation programs will receive a separate, unscored Leader Preparation Report Card

SCORING FRAMEWORK

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

Reserved points: 40 for Provider Impact, 10 unassigned

PERFORMANCE BENCHMARKS

- As in previous years, each scored 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 metric will receive full points for that metric.
 - EPPs between the floor and target will receive a proportional number of points.
- Performance benchmarks are set based on three-year averages, not including the current year.
 - Floors are based on the average 10th percentile of performance in the previous three years.
 - Targets are based on the average 90th percentile of performance in the previous three years.

PERFORMANCE BENCHMARKS

Metric	Floor	Target
Domain: Candidate Profile		
Percent of Racially & Ethnically Diverse Candidates	0%	35%
Percent of High-Demand Endorsements	10%	40%
Domain: Employment		
Second-Year Retention	85%	95%
Third-Year Retention	65%	85%
Domain: Candidate Assessment		
Pedagogical Assessment Pass Rate	90%	100%
Content Assessment Pass Rate	85%	95%

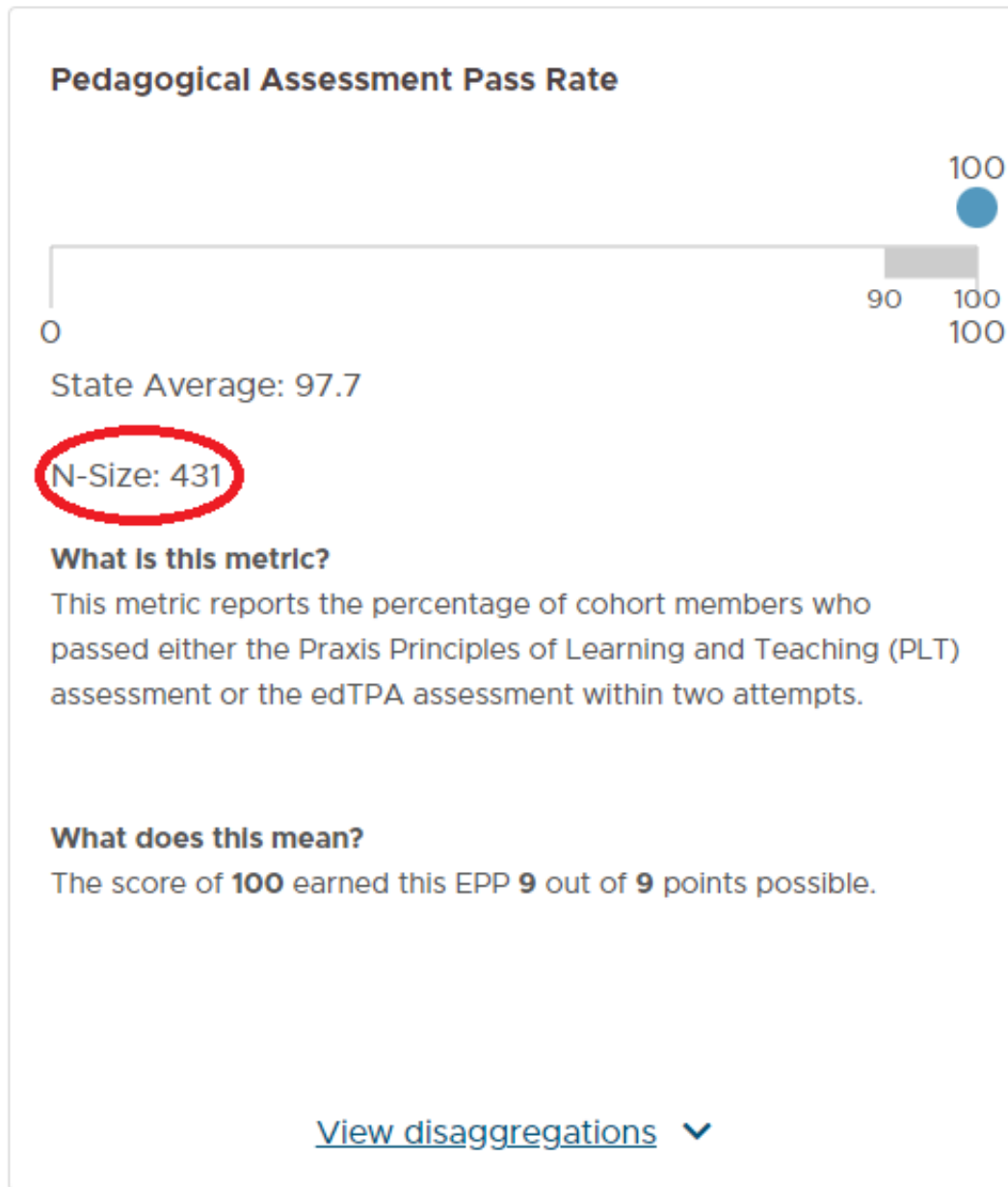
DOMAIN RATINGS

- While EPPs will not receive an overall rating, they will receive a rating in each of the three scored domains (Candidate Profile, Employment, and Candidate Assessment)

Rating	Percent of Points Earned
Exceeds Expectations	75%-100%
Meets Expectations	50%-74.9%
Does Not Meet Expectations	0%-49.9%

NEW THIS YEAR: N-SIZES INCLUDED WITH METRICS

These indicate the number of candidates included in each metric for each EPP. In some cases (e.g., content area assessments) the same person may be included more than once.



NEW THIS YEAR: ENDORSEMENT AREAS LISTED BY TYPE

Academic, Occupational, and School Services Personnel endorsements are listed separately on the “About This Program” page. Users can also search for endorsement areas by type on the program finder page.

Academic Endorsement Areas Offered

Biology	Health and Wellness
Chemistry	History
Early Childhood Education	Latin
Earth Science	Mathematics
Economics	Physical Education
Elementary Education	Physics
English	Spanish
English as a Second Language	Special Education - Comprehensive
French	Special Education - Interventionist
General Music/Instrumental	Special Education Preschool/Early Childhood
General Music/Vocal	Theatre
Geography	Visual Arts
Government	

Occupational Endorsement Areas Offered

2-4 Cycle Engines	Fire Safety
Aircraft Maintenance	Graphic Design
Automotive	Health Informatics
Barbering	Health Science
Broadcasting	HVAC
Carpentry	Information Technology
Collision Repair	Legal and Protective Services
Concrete/Masonry	Manufacturing
Cosmetology	Plumbing
Culinary Arts	Programming
Diesel Equipment	Public Health
Drafting/CAD	Trade and Industrial Education
Electrical	Welding

School Services Personnel Endorsements Offered

School Counselor	School Social Worker
School Psychologist	

STATEWIDE EDTPA RESULTS

ERIKA LEICHT

STATE BOARD OF EDUCATION

EDTPA CUT SCORES

- The edTPA is a performance-based assessment of educator candidates' pedagogical practices.
- The Stanford Center for Assessment, Learning and Equity (SCALE), which developed edTPA, set a professional performance standard for the assessment back in 2013. For most subject areas, the recommended standard is 42.
- SCALE acknowledges the need to account for measurement error when setting a cut score for licensure. States can do this by setting their cut score slightly below the recommended performance standard.
- At its February meeting, the State Board will consider an item on first reading to eliminate the scheduled increase in the edTPA cut score. Even without the scheduled increase, Tennessee's edTPA cut score (40 for most subject areas) will still be among the highest in the nation.

DATA NOTES

- This analysis includes three cohorts: individuals who completed their teacher preparation program in 2017-18, 2018-19, and 2019-20.
- Official edTPA scores reported by Pearson
- Only tests reported on or before August 31, 2020 are included.
- Only first attempts are included (less than 5% of test takers had more than one attempt)

PASS RATES

Cohort	Praxis PLT pass rate	edTPA pass rate	Percent of candidates who <u>would have</u> passed edTPA at a cut score of 42
2017-18	94.55%	93.99%	81.83%
2018-19	93.13%	93.96%	84.41%
2019-20	90.87%	92.62%	87.95%

NUMBER OF TEACHERS

Cohort	Scored below 40*	Scored 40-41*	Scored 42+*
2017-18	168	131	1,343
2018-19	172	136	1,667
2019-20	151	85	1,707

* Scores adjusted proportionally for subject areas with 13 or 18 rubrics.

DIVERSITY IMPLICATIONS

Cohort	All Teachers Average edTPA Score	White Teachers Average edTPA Score	Teachers of Color Average edTPA Score
2017-18	Mean: 46.4 Median: 46 (N=1,492)	Mean: 46.5 Median: 46 (N=1,328)	Mean: 46.0 Median: 46 (N=155)
2018-19	Mean: 46.8 Median: 47 (N=1,824)	Mean: 46.8 Median: 47 (N=1,637)	Mean: 46.6 Median: 47 (N=180)
2019-20	Mean: 46.7 Median: 47 (N=1,864)	Mean: 46.8 Median: 47 (N=1,658)	Mean: 45.5 Median: 45 (N=187)

DIVERSITY IMPLICATIONS

Cohort	Pass Rate for All Teachers	Pass Rate for White Teachers	Pass Rate for Teachers of Color
2017-18	93.99%	94.06%	93.02%
2018-19	93.96%	93.99%	93.53%
2019-20	92.62%	92.94%	89.76%

DIVERSITY IMPLICATIONS

Cohort	Teachers Scoring 42+	White Teachers Scoring 42+	Teachers of Color Scoring 42+
2017-18	81.83%	81.84%	81.40%
2018-19	84.41%	84.72%	81.59%
2019-20	87.95%	88.36%	84.39%

CONCLUSIONS

- According to the developers of edTPA, it is appropriate to account for measurement error when setting an edTPA cut score.
- Tennessee could have missed out on around 350 teachers over the past three years if the edTPA cut score had been set at SCALE's professional performance standard. Some of these teachers may have retaken the assessment, but it is time-consuming and expensive to do so.
- Tennessee EPPs have made admirable progress in closing the edTPA pass rate gap between white teachers and teachers of color. Raising the edTPA cut score could cause this gap to widen.

DISCUSSION WITH TACTE EXECUTIVE BOARD
