

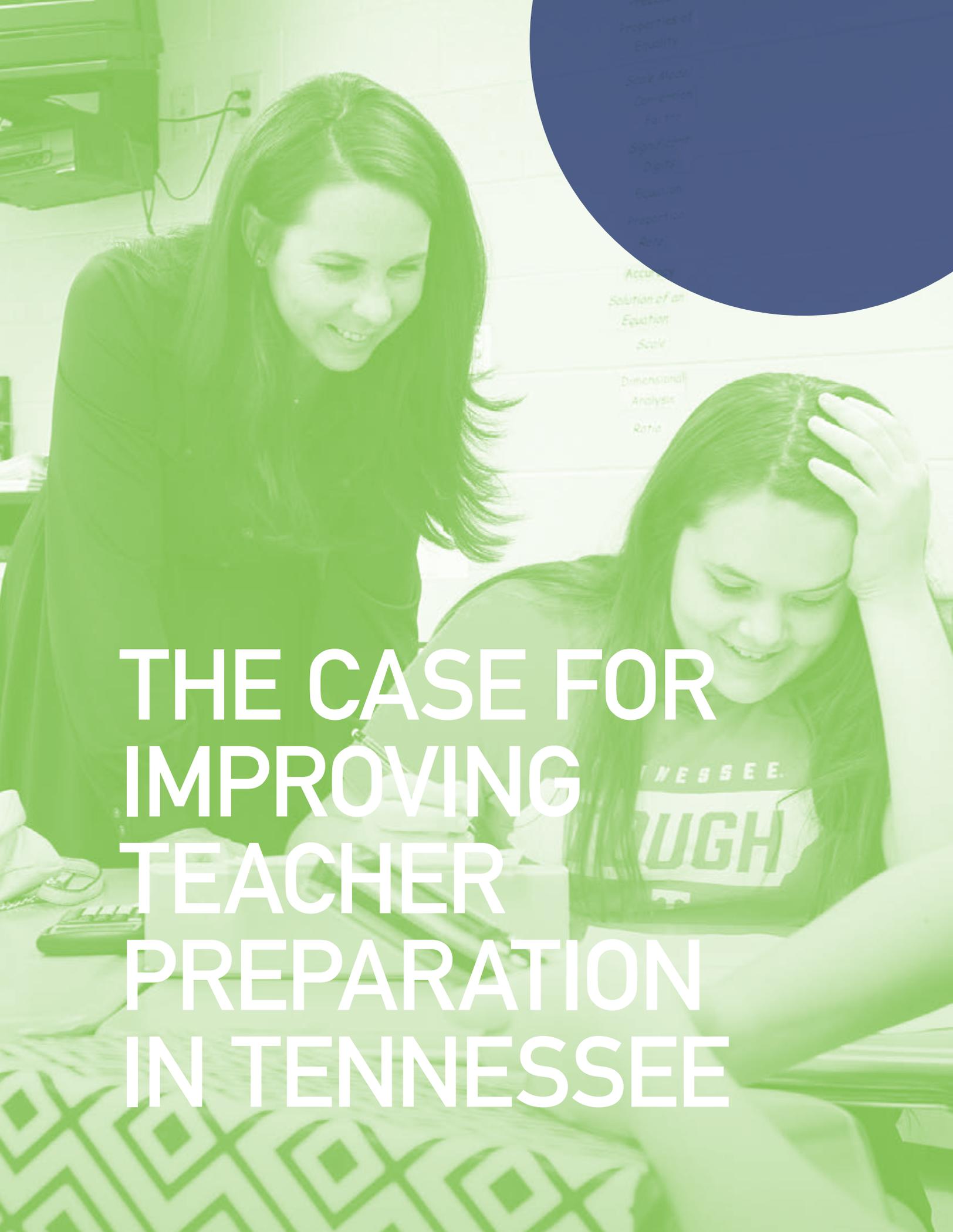
# PREPARED FOR DAY ONE

Improving the Effectiveness of  
Early-Career Teaching









# THE CASE FOR IMPROVING TEACHER PREPARATION IN TENNESSEE

Properties of  
Equality

Accu  
Solution of an  
Equation  
Scale  
Dimensional  
Analysis  
Ratio

TENNESSEE  
ROUGH

Each year, thousands of new teachers step into classrooms across Tennessee and begin teaching our students. Although the first years in the classroom will present challenges for any teacher, educator preparation programs (EPPs) play a pivotal role in ensuring that these teachers are well prepared to work with students. In theory, EPPs help teacher candidates develop the content knowledge and skills needed to improve student achievement. In practice, however, the ability of these programs to prepare teachers for the classroom varies significantly.

One way to assess the effectiveness of EPPs is to look at the impact of these teachers on student achievement. In 2007, the Tennessee General Assembly passed legislation requiring the state to track and publicly report on the effectiveness of educator preparation programs on three indicators: placement and retention rates, Praxis assessments, and teacher impact data as measured by Tennessee Value-Added Assessment System (TVAAS) scores.<sup>1</sup> Tennessee is one of 11 states to link effectiveness of EPPs with how their graduates perform in the classroom.<sup>2</sup>

Only a few of the 40 preparation providers in the state have been able to produce teacher candidates who are able to positively impact student achievement, compared to other beginning teachers and as measured by TVAAS data. For example, Lipscomb University and Teach for America-Nashville on average produce more effective teachers in reading and math than graduates of other EPPs.<sup>3</sup> The state is also exploring the use of other indicators to assess the effectiveness of EPPs. A 2016 study by researchers at the University of Michigan investigated the potential for using observational ratings from evaluations of teachers to assess EPPs.<sup>4</sup> Researchers found that only three of

the forty EPPs in Tennessee produce better-than-average teacher candidates, based on observation scores.<sup>5</sup>

The lack of effective preparation for many early-career teachers—those in their first five years of professional practice—has important consequences for students. Some studies show that the difference for students between having access to effective teaching or ineffective teaching can represent more than a year’s worth of learning growth.<sup>6</sup> This impact on student achievement is especially significant for historically underserved students. Early-career teachers are more likely to be placed in classrooms with more students of color and low-income students, and ineffective educator preparation can widen the achievement gap for these students.<sup>7</sup> The inability of many EPPs in the state to adequately prepare teachers also means that schools and districts often must take on the responsibility of providing intensive supports to their early-career teachers. Since teachers play such an important role in improving student learning, they must be prepared to teach on day one of their careers.

Although research about the characteristics of effective educator preparation is still in development, we know that some practices can significantly improve preparation of early-career teachers. Educator preparation that emphasizes strong student teaching experiences and pairs student teachers with highly effective mentor teachers can help ensure that teachers are prepared for their own classrooms.<sup>8</sup> Innovative preparation programs also recognize the value of recruiting a diverse teacher candidate pool that better reflects the student population. Improving the racial and ethnic diversity of the state’s teachers is important because research

has found that teachers of color can have a positive impact on the academic achievement of students of color.<sup>9</sup> As Tennessee's population diversifies, it is also important for all students to see a diverse group of educators in classrooms. SCORE's numerous conversations with EPP leaders across the state revealed that although there are some promising practices that have improved student teaching experiences, developed pedagogical skills through the use of a performance assessment, and enhanced the diversity of the teaching population, considerable improvement is possible.

In 2014, Tennessee policymakers made key changes to the state's educator preparation policies. These changes have created a growing momentum to improve the way the state prepares early-career teachers for the classroom. Over the coming months, Tennessee has a clear opportunity to seize this momentum and become one of the nation's leaders for improving educator preparation. We know that effective educator preparation can improve student learning. As a state, we must ensure that all children in Tennessee have access to effective teaching so that they are given the opportunity to reach their full potential.



# ABOUT THIS REPORT

As an independent, nonprofit, nonpartisan research and advocacy organization committed to ensuring student success across Tennessee, the State Collaborative on Reforming Education (SCORE) is uniquely positioned to help drive collaboration to improve the quality of educator preparation. This report compiles background data about teacher candidates in Tennessee and documents the educator preparation landscape in the state, including information about providers and innovative practices within these programs. The report also provides an overview of key educator preparation policies in Tennessee and the status of implementation of those policies, many of which are driving early progress in improving the quality of educator preparation. Finally, the report offers recommendations to improve the way Tennessee prepares early-career teachers for the classroom. These recommendations address critical issues that include the following:

- **Improve the licensure assessment system in the state**
- **Increase staff capacity within the Tennessee Department of Education**
- **Enhance the racial and ethnic diversity of the teaching population**
- **Strengthen classroom-based experiences for teacher candidates**
- **Increase collaboration between EPPs and school districts**

- **Develop a clear process for reviewing and approving EPPs**
- **Increase access to and transparency of data on EPPs**
- **Improve the quality of the student admissions process for EPPs**

In preparing this report, the SCORE team engaged with 159 education partners, both in Tennessee and across the nation. We also spoke to leaders of 20 Tennessee EPPs to understand their approach to preparing teachers and identify innovative practices within programs. We conducted focus groups with educators and school district leaders from across the state to better understand gaps in preparing Tennessee teachers. We also discussed teacher preparation with leaders in other states to identify promising practices across the country. This report reflects conversations with all these partners.

In the coming months, Tennessee has a clear opportunity to draw attention to and provide leadership on improving educator preparation, much like our state has led nationally on many other aspects of education policy and practice. The goal of this report is significant and sustained change in the way Tennessee prepares early-career teachers – work that will have a profound impact on the success of Tennessee’s nearly one million public school students.

A woman with long dark hair, wearing a dark blue sweater, is pointing her right hand towards a whiteboard. She is looking upwards and to the right with a focused expression. The background is a light blue wall with a whiteboard. The text "THE CHANGING LANDSCAPE OF TEACHER PREPARATION" is overlaid in white, bold, sans-serif font. A green circular graphic is in the bottom right corner.

# THE CHANGING LANDSCAPE OF TEACHER PREPARATION

In 2013, standards for teacher training programs across the country became more rigorous, and Tennessee began considering new policies to align with these higher expectations. The following year, in 2014, the Tennessee State Board of Education (SBE) revised the Educator Preparation Policy, which raised expectations for how preparation programs are reviewed and approved, in addition to changing program admission requirements. This 2014 policy also clarified the requirements for what educator preparation programs must offer, including opportunities to work in a classroom setting before graduating. The following section highlights some of the required components of preparation programs, such as student teaching, and reviews some of the key aspects of the 2014 Educator Preparation Policy.

### **Educator Preparation Policy and Governance**

The SBE is the governing and policymaking agency for pre-K-12 public schools in the state and oversees policies related to becoming a teacher. In October 2014, the SBE adopted the Tennessee Educator Preparation Policy. The board designed this policy to ensure that all approved EPPs meet rigorous standards for accreditation.<sup>10</sup> The SBE also sets policy regarding educator licensure. Educator licensure requirements ensure that individuals who serve in Tennessee classrooms and schools meet minimum standards.<sup>11</sup>

In Tennessee, educator licensure programs can be offered by higher education institutions, Tennessee school districts (local education agencies or LEAs), education-related organizations (EROs), or the Tennessee Department of Education (TDOE). The SBE is

responsible for approving all EPPs and the licensure programs they offer.<sup>12</sup> The program approval and review process is an important way to assess the performance of programs and ensure that they are adequately preparing teachers for the classroom. SBE policy also outlines minimum requirements for each EPP, including establishing admission requirements, creating collaborative partnerships with LEAs, and ensuring that programs offer field or clinical experiences to candidates. The TDOE, led by the commissioner of education, is primarily responsible for implementing federal and state education laws and regulations, including SBE policies.

### **Educator Preparation Programs in Tennessee**

Twenty-eight of the state's forty EPPs are offered by private universities or colleges and members of the Tennessee Independent Colleges and Universities Association (TICUA). Six public university EPPs are Tennessee Board of Regents (TBR) institutions. The University of Tennessee is a separate state system with its own trustees, and three EPPs are part of this system. The remaining three are referred to as alternative providers and are typically associated with EROs. The three EROs in Tennessee are Teach for America-Memphis, The New Teacher Project-Nashville, and the Nashville Teacher Residency. Appendix A contains information on the number of completers from each EPP.

### **Background of Program Completers**

***Demographics and Diversifying the Teaching Population.*** In 2013-14, the most recent year for which data are available, 4,224 pre-

service teachers completed preparation programs in Tennessee. Seventy-seven percent of these completers were women. An overwhelming majority of completers (85 percent) in the 2013-14 cohort identified themselves as white. African Americans, Hispanics, and Asians made up just 11 percent of completers. By comparison, these three racial and ethnic groups make up 24 percent of the Tennessee population.<sup>13</sup> Figure 1 provides a breakdown of racial and ethnic demographics of teacher candidates as well as students in 2013-14.

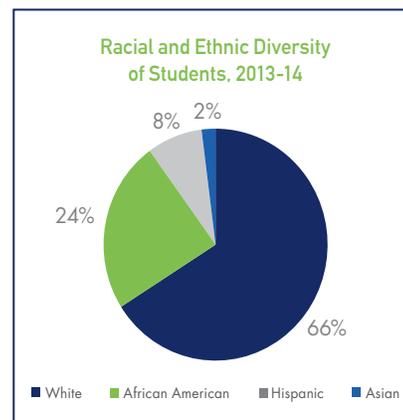
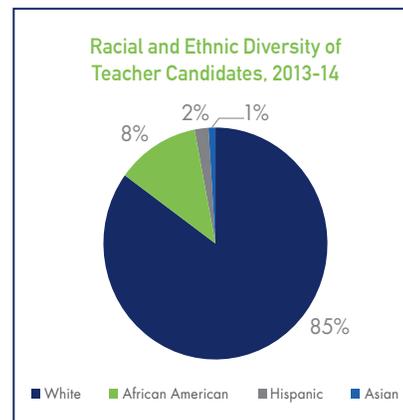
Several EPPs in Tennessee are developing strategies to recruit a more racially and ethnically diverse group of candidates. Lipscomb University, for example, in 2015 created the Pionero Scholarship Program, which attempts to bridge the gap between the number of immigrant and refugee students and teachers in Metro Nashville Public Schools (MNPS). This year, Lipscomb offered its first six academic scholarships to local, first-generation and minority, academically talented high school seniors who planned to enter the teaching field. These MNPS graduates represent a range of racial and ethnic backgrounds, including Hispanic, Bosnian, and Filipino. The program includes an intensive mentoring component, with mentors who are teachers of color from four local high schools. After obtaining their degrees and licensure recommendations through Lipscomb, Pionero scholars will be encouraged to teach in an MNPS school. However, there is no requirement for teaching in an MNPS school for a certain number of years.

The University of Tennessee-Martin also recently approved funding to launch the Call Me MiSTER program, an initiative to recruit teachers from more diverse backgrounds that will launch in fall 2017. Each year's cohort is restricted to five students. The cohort sizes are intentionally small because participation in the program involves an intensive commitment from

### Largest EPPs in Tennessee

In 2013-14, the latest year for which data are available, TICUA, TBR, and the University of Tennessee system represented 90 percent of EPP completers. Middle Tennessee State University produced the largest number of completers in the state (404), followed by Tennessee Technological University (386), and the University of Memphis (278). Lipscomb University in Nashville graduated the largest number of new teachers among private institutions, with 239 program completers.

Figure 1:



both students and faculty mentors. The program will target students who want to teach in their own communities. Although initiatives like Pionero and Call Me MiSTER recruit a small number of candidates, these programs are beginning an important conversation in the state about the importance of racial and ethnic diversity.

School districts also play an important role in the recruitment and retention of teachers of color. In 2014, for example, Boston Public Schools launched the Male Educators of Color Executive Coaching Seminar Series, a professional development opportunity open to all male educators of color in the district.<sup>14</sup> One goal of this seminar series is to support and retain male teachers of color, as well as increase the number of male educators of color.<sup>15</sup>

State policymakers have also taken some steps to address the lack of a racially and ethnically diverse teaching population. A 1989 House Joint Resolution, for example, requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly.<sup>16</sup> The TDOE released the most recent of these reports in 2012.<sup>17</sup> That report focused on recruitment of African Americans.

The Tennessee General Assembly also authorized the Tennessee Minority Teaching Fellows

#### Belmont and Program Curriculum: Culturally Relevant Instruction

Belmont University's School of Education approaches curriculum for teacher candidates as an opportunity to make pre-service teachers advocates for children and families. Part of this curriculum involves an emphasis on social justice and opportunities for students to confront unconscious bias. Students analyze how, in their roles as educators, they can combat the ways that unconscious biases marginalize others. To further facilitate the development of a diverse range of classroom experiences with diverse learners, pre-service teachers begin going into schools when they are first-year students.

Program, which encourages students of color to enter the teaching field in the state. The Tennessee Student Assistance Corporation awards fellows \$5,000 per year. Fellows must pursue a teacher certification at an eligible Tennessee college or university. Students who accept the award must sign a promissory note and commit to teaching pre-K-12 in a Tennessee public school one year for each year they receive this financial aid. Few students statewide take advantage of this opportunity, however. In 2015-16, there were 62 recipients, compared to 73 the previous

year and 86 recipients in 2013-14.

To better address the need for a more racially and ethnically representative teaching population, the TDOE is now considering setting recruitment goals that would guide statewide efforts to recruit more minority teaching candidates.

Turn to page 34 for our recommendations to improve the racial and ethnic diversity of the teaching population.

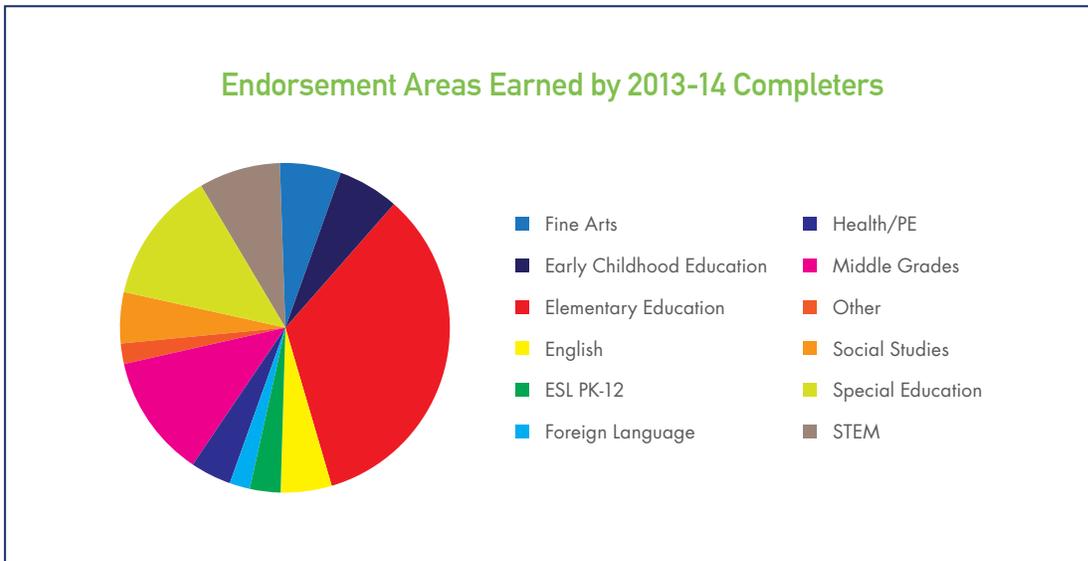
**Academic Profile and Endorsement Areas.** The average final grade point average (GPA) for completers in 2013-14 was 3.58. The ACT composite score for teacher training program beginners in 2013 was 23, above the average ACT score of all incoming freshmen of just over

20.<sup>18</sup> EPPs also report to the TDOE initial endorsement areas for teacher candidates that they recommend for licensure. Figure 2 depicts the endorsement areas earned by program completers in 2013-14. Elementary Education is the most popular endorsement (34 percent), followed by Special Education (13 percent), and Middle Grades (12 percent). There are some endorsement areas, however, that report low numbers of endorsed teachers. For example, among the 2013-14 cohort, just 46 new teachers added a Chemistry endorsement, representing just 0.9 percent of teachers statewide.

## Admission Requirements

The SBE's revised educator preparation policy and adoption of Council for the Accreditation of Educator Preparation (CAEP) standards led to changes in admission requirements for entry into an EPP. According to SBE policy, candidates enrolling in baccalaureate and post-baccalaureate programs must have a minimum GPA of at least 2.75 and an ACT/SAT score of 21/1020. In lieu of ACT/SAT scores, candidates can also submit scores from the Praxis I: Core Academic Skills for Educators assessment, the Graduate Record Examinations (GRE), or the Miller Analogies Test. EPPs are required to submit to the SBE information about what percentage of candidates are admitted through each pathway. In 2014-15, just under half of the candidates (41.5 percent) were admitted using ACT/SAT scores and 12 percent of candidates were admitted using their Praxis I scores.

Figure 2:



If candidates do not meet either the GPA or the standardized assessment criteria, they can be admitted through an appeals process. Each EPP is responsible for creating its own procedures

for the appeals process and documenting how many students are admitted through an appeal. However, EPPs do not have to report these appeal numbers to either the TDOE or the SBE.

Tennessee EPPs seeking accreditation through the CAEP standards must adopt the minimum criteria for academic achievement, which is a cohort average GPA of 3.0 or higher. CAEP standards also require EPPs to establish and monitor attributes and dispositions, beyond academic ability, that candidates must demonstrate for admission to and retention in their programs.

Disposition data can provide additional information on the skills that a teacher candidate possesses that may not be captured with a test score. CAEP accreditation standards require institutions to use disposition assessments to evaluate students, and several EPPs already use disposition data to assess candidates while they are enrolled in a program. However, the use of disposition data to admit students into educator preparation programs is still in its early stages in Tennessee. Some schools such as Lipscomb University and Union University interview prospective students as part of the admissions process. The TDOE is exploring a statewide disposition assessment that institutions could use to admit students as well as evaluate them once they are enrolled in a program.

## Clinical Experience

Research suggests that the quality of clinical experiences could improve the effectiveness of early-career teaching.<sup>19</sup> SBE policy requires teacher candidates in Tennessee to complete at least one type of clinical practice during their course of study. State policy describes two types of clinical experience, field experiences and clinical practice. Field experiences are described as “early and ongoing practice opportunities to apply content and pedagogical knowledge in pre-K-12 settings.”<sup>20</sup> Field experiences generally involve observing classrooms. Clinical practices are typically more intensive opportunities for candidates: student teaching, internships, and job-embedded opportunities.

### Disposition Data in Practice

Teach for America (TFA) is a national teacher corps of recent college graduates who commit two years to teach in under-resourced urban and rural public schools. TFA selectively recruits from an applicant pool of highly successful college graduates from around the country and uses a screening process that focuses on academic success. Candidate dispositions are also evaluated through group interviews and sample lessons. These dispositions can include a belief in all students, ability to learn, leadership potential, or qualities of professionalism and organization.

Turn to page 37 for our recommendations to improve the quality of the student admissions process for EPPs.

Some researchers have also suggested that highly effective, actively engaged mentors can improve student teaching experiences.<sup>21</sup> All teacher candidates in Tennessee must have a clinical mentor. EPPs are able to create their own processes for selecting mentors, but SBE policy provides some guidelines on mentor teacher requirements:

- Identify as a highly effective teacher, as evidenced by a state-approved teacher evaluation model
- Possess the appropriate license and endorsement in the area where they will be supervising the candidate

Tennessee mentors also must receive release time for counseling, observation, evaluation, and other activities related to the clinical experience that occur during the school day.<sup>21</sup>

## Teaching Residencies

According to the National Center for Teacher Residencies (NCTR), a nonprofit organization committed to promoting and scaling effective teaching residencies, teacher residency programs pair a rigorous full-year classroom apprenticeship with masters-level education content, similar to a medical residency.<sup>22</sup> Residents are placed with an effective teacher-mentor in a classroom, and they typically receive stipends as they learn to teach. Candidates also generally commit to teaching in their districts for three or more years beyond the residency.<sup>23</sup>

In 2010, the Tennessee Board of Regents (TBR) launched the Ready2Teach initiative, a clinically based approach to undergraduate teacher preparation. All four-year TBR institutions are

### Types of Clinical Practice

- Student Teaching: Planned semester of at least 15 weeks that includes full-day teaching and observation activities
- Internship: Full school year of clinical practice
- Job-embedded: Full school year following completion of a baccalaureate degree during which candidates enter the teaching profession while serving as a teacher of record

participating in the initiative. Ready2Teach provides teacher candidates with a full year of experience in a classroom setting. During the yearlong clinical experience, also referred to as a residency, teacher candidates are paired with highly effective teachers as their mentors. During the residency year, teacher candidates are also expected to complete and pass edTPA, a performance assessment. Apart from participating TBR institutions, several other EPPs incorporate their own residency models. However, the definition of a residency varies considerably among programs and is often interchangeably used with the term student internship.

Other yearlong residency programs in Tennessee include the Memphis Teacher Residency (MTR), the Nashville Teacher Residency (NTR), and the Belmont Urban Teacher Residency (BTR). NTR and BTR recently each received a \$500,000 grant from NCTR as two of four programs chosen from a pool of 16 national applicants.<sup>24</sup> Both



NTR and BTR emphasize traditional elements of the residency model, including spending a full year working in local schools and working alongside experienced faculty mentors within those schools.<sup>25</sup> NTR placed 15 residents in public charter schools in Nashville in the 2016-17 school year, with the plan to double this number in the second year. As part of the BTR, candidates will receive their teaching master's degree from Belmont University, and the first cohort of students will be recruited in the summer of 2017.

One common characteristic of these residency programs is their focus on preparing teachers for careers in under-resourced schools in largely urban districts. These programs are also intentional about selecting mentor teachers as well as supporting them during the residency year. A prospective mentor in the MTR program, for example, must fill out an online application, provide recommendations from administrators and peers, and be observed by an instructional coach as part of the interview process. To facilitate greater collaboration with each other, several residency programs in Nashville are working together in a community of practice. Representatives from the NTR, BTR, and Relay Residency meet every other week to discuss their work.

The national research on yearlong residency models is promising. Teachers trained through the Boston Teacher Residency, for example, are more likely to teach hard-to-staff subjects such as math and science, and they are also much more likely than other new teachers to stay in the classroom for at least five years.<sup>26</sup> More importantly, residency models are critical alternative pathways to bring people of color and individuals from non-traditional backgrounds, including career-changers, into teaching.<sup>27</sup> For example, 70 percent of the Nashville Teacher Residents identify as people of color.<sup>28</sup>

### Project Inspire

In partnership with the Public Education Foundation of Chattanooga, Tennessee Tech University, and others, Project Inspire began as a means to train teachers in math and science subject areas to work in high-need urban schools. The program currently has 10 teachers placed across four schools in the Hamilton County school system. Candidates receive financial benefits for their residency year, including \$10,000, as well as stipends through AmeriCorps. The program emphasizes specific training for the high-need urban context and pairs students with mentors for a year. Candidates agree to teach in Hamilton County Department of Education schools for four years after their residency year, and as of this year, their 2012-13 teaching cohort had a retention rate of 80 percent. Finally, the program operates using a cohort model, placing at least two teacher candidates in each partner school.

Turn to page 35 for our recommendations to strengthen classroom-based experiences for teacher candidates.



## Partnerships between EPPs and School Districts

The 2014 SBE policy clearly defines the types of partnerships that EPPs and school districts must develop. All EPPs are required to establish state-recognized partnerships with each district where teacher candidates will complete any aspect of the clinical experience. Each EPP must also establish a primary partnership with at least one Tennessee school district. As part of the comprehensive review process, EPPs must demonstrate evidence of “authentic engagement” between the EPP and its primary partners.<sup>29</sup>

Some of the barriers to collaboration between districts and EPPs include staff capacity, conflicting missions, and infrequent communication. One particular area of concern relates to supply and demand and ensuring that districts are communicating staffing needs to EPPs. Still, there are encouraging signs regarding partnerships between EPPs and districts in pairing mentor teachers with student teachers.

For example, Kingsport City Schools and East Tennessee State University (ETSU) established a partnership to better evaluate teacher candidates in ETSU’s residency program and prepare them to teach in Kingsport City Schools. ETSU faculty use a rubric developed by Kingsport City Schools to evaluate candidates before they begin their residency, and the district subsequently uses the scores on these rubrics to match teacher candidates with mentor teachers. Kingsport City Schools has also committed to hiring residents for one year after they complete the program. The district is also exploring the option to have a representative serve on the ETSU admissions committee that interviews prospective teacher candidates.

Another area of collaboration for districts and EPPs relates to the Tennessee teacher evaluation model. Several EPPs, including University of Tennessee-Knoxville, Martin Methodist University, and Belmont University indicated that they use the Tennessee Educator Acceleration Model (TEAM) evaluation rubric to assess student teachers during their clinical practice. Faculty members also participate in trainings to better understand how to incorporate the rubric into instruction. Other EPPs discussed developing intentional relationships with specific schools. For example, Middle Tennessee State University hosts teachers from a partner elementary school for regular in-service professional development opportunities.

### University of Tennessee-Knoxville Office of School-Based Experiences

The University of Tennessee-Knoxville, through its Office of School-Based Experiences, makes important screening decisions about mentors who work with pre-service teachers. The office emphasizes to districts and schools that only level 4 and 5 teachers and teachers with a proven record of mentoring skills will be selected. This office also trains mentor teachers to adopt a coach’s mindset as they interact with student teachers. For example, mentor teachers are encouraged to practice thinking aloud about their instruction. They are also trained to consider why they choose to make certain instructional decisions. This reflection enables them to consider why they engage in specific practices so they can share those decisions with student teachers.

Recognizing the need for greater collaboration between EPPs and districts, the TDOE this year created a director of networks and partnerships position within the department. The director is charged with supporting EPPs and districts as they collaborate on opportunities that are focused not only on student teaching but also staffing needs and recruitment goals.

### **Educator Preparation Partnerships Pilot Participants**

- East Tennessee State University, Johnson City Schools, and Kingsport City Schools
- Maryville College, Alcoa City Schools, Blount County Schools, and Maryville City Schools
- Tennessee Technological University, Putnam County Schools, and White County Schools
- University of Tennessee-Chattanooga, Hamilton County Schools, and Marion County Schools
- University of Tennessee-Knoxville, Anderson County Schools, and Knox County Schools

The director of networks and partnerships is also responsible for launching an inaugural Network for Educator Preparation Partnerships. This pilot program, which includes five EPPs and their partner districts, aims to create or strengthen mutually beneficial partnerships between educator preparation providers and school districts in support of improved teaching effectiveness. Another goal of the pilot is to develop an understanding of the structures necessary to sustain and scale these partnerships.

## **Program Accreditation**

The goal of accreditation is to ensure that the education provided by EPPs meets acceptable levels of quality.<sup>30</sup> Tennessee EPPs are reviewed periodically to determine whether they are meeting the appropriate standards for accreditation. In the fall of 2014, the SBE updated the review and approval process for EPPs, as part of the Educator Preparation Policy. This update took place as the state transitioned from the National Council for Accreditation of Teacher Education (NCATE) standards to the more rigorous Council for the Accreditation of Educator Preparation (CAEP) standards for program accreditation.

Turn to page 36 for our recommendations to increase collaboration between EPPs and districts.

NCATE, which was founded in 1954, was previously the largest accreditor of teacher training programs in the United States. NCATE's standards for program accreditation were focused more on inputs, such as quality of education school faculty and curriculum, rather than outputs, such as impact on student achievement.<sup>31</sup> In 2010, the governing bodies for NCATE and the much smaller Teacher Education Accreditation Council (TEAC) approved plans to merge into a single national accreditation organization—CAEP.<sup>32</sup> On July 1, 2013, CAEP became the sole accrediting body for education preparation providers and is currently seeking recognition from the U.S. Department of Education.<sup>33</sup> CAEP standards are designed to focus on outcomes such as candidate quality and content knowledge, as well as evidence from and about clinical experiences.<sup>34</sup>

The 2014 SBE Educator Preparation Policy called for the TDOE to create a CAEP Implementation Working Group, which would be tasked with advising the TDOE on developing protocols, tools, and benchmarks for the approval of EPPs in Tennessee. The group, which consists of 35 members, has been meeting since January 2015 to advance SBE policies on teacher preparation. For example, the group developed metrics that have informed the creation of the annual reports. Annual reports, which are discussed in a later section, provide information to EPPs regarding their performance. The group will continue its work on developing policies related to program approval and review for the next three years but will reduce in membership to 12 members.

## Teacher Preparation Report Cards

To provide prospective teacher candidates, school districts, policymakers, and preparation programs clear data, the Tennessee General Assembly charged the SBE in 2007 with producing an annual report card on the effectiveness of EPPs. Because of capacity constraints at the board, the Tennessee Higher Education Commission began producing and releasing this report card. In 2015, the SBE took over producing the Teacher Preparation Report Card. In late 2016, the board will release a new version of the report card with a greater emphasis on connecting educator preparation to student outcomes. The goal of the redesigned report card is to create a user-friendly document that provides focused information about the effectiveness of program completers to key stakeholders, including school districts, prospective candidates, and EPPs.

The new report card redesign was developed by the SBE with feedback from a series of 2015 surveys and focus groups about what data to include and how

### What is CAEP?

The Council for Accreditation of Educator Preparation (CAEP) was fully established in 2013 as the sole accrediting body for EPPs. It was formed as a merger between the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). The goal of the CAEP standards was to move the accrediting process from an inputs-driven approach to an outcomes-driven approach. Rather than measure EPP success based on areas such as course offerings, success is now measured based on teacher impact data or principal satisfaction with teachers. Twenty-seven states now have partnerships with CAEP. Partnership agreements specify roles and responsibilities for stakeholders in the state and the CAEP organization. Tennessee plans to finalize its CAEP partnership agreement in early 2017.

### CAEP Standards for Accreditation

The Council for Accreditation of There are five 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 Assurance and Continuous Improvement

to present it. In total, the SBE heard from 468 stakeholders. The board also looked at report card examples from other states and convened a Report Card Advisory Council in 2016 to provide input on the development of the report card and a communications strategy.

The report card metrics include:

- **Candidate Profile**
  - Cohort composition
  - Academic background (including ACT and GPA)
  - Demographics (including racial and ethnic diversity and percentage of high-demand endorsements)
- **Employment rates**
  - Placement rates
  - Retention rates
- **Satisfaction (both employer and completer)**
- **Provider impact (TVAAS and observation scores)**

### Employment Rates

- Placement rates refer to the number and percentage of candidates placed in Tennessee public schools after the first and third year following program completion.
- Retention rates refer to the number and percentage of placed completers who remain working in Tennessee public schools in the third and fifth years following placement.

Turn to page 37 for our recommendations to increase access to and transparency of data on EPPs.

In future years, the Teacher Preparation Report Card will include employer and program completer satisfaction data. The SBE chose these metrics to focus more clearly on outcomes, including employer satisfaction and impact on student achievement, to align with CAEP standards. The board also wanted to highlight metrics that signaled preparedness of teacher candidates and the quality of the cohort of candidates enrolling in preparation programs.

Unlike the previous version, the redesigned report card will no longer report performance of candidates by subject/endorsement area or programs within an EPP. For example, candidates will be unable to get information about the ability of a provider to prepare effective math teachers.

## Annual Reports

The 2014 SBE Educator Preparation Program Policy directs the TDOE to produce an annual report on each EPP in the state. The annual reports provide information to EPPs regarding the overall performance of the provider as well specific programs within the EPP.<sup>35</sup> The reports, produced with data EPPs submit to the SBE as well as other data available to the TDOE, will also be used to identify strong programs or promising practices within programs and provide more timely and nuanced data to EPPs. The first set of annual reports will be provided to EPPs in early spring of 2017; in subsequent years, the reports and the Teacher Preparation Report Card will be released each fall.

Although the report card and the annual reports will contain similar data, the reports are prepared for different users. The SBE report card is external-facing and intended for use by EPPs, teacher candidates, and districts, among others. TDOE's annual reports are primarily intended to inform program design and improvement of preparation programs and will not be shared publicly. Most importantly, data in the annual reports will be used in the program review process for EPPs, including comprehensive and interim reviews.

The annual reports will contain seven metrics:<sup>36</sup>

- **Recruitment and Selection:** EPPs will report on criteria demonstrating the recruitment and selection procedures used by the preparation provider. Types of evidence that may be included are selection protocols and examples of selectivity characteristics such as admitted cohort average GPA. EPPs will also report on performance against identified recruitment goals. Recruitment goals should be developed in cooperation with the primary school district partners.
- **Placement:** EPPs will verify the number and percentage of candidates placed in Tennessee public schools in the three years immediately following program completion.
- **Retention:** EPPs will verify the number and percentage of placed completers who remain working in Tennessee public schools in the third and fifth years following placement.
- **Completer Satisfaction:** EPPs will report or verify results from a completer satisfaction survey. Completers placed in Tennessee public schools will be surveyed within one year of program completion and again

after the third year of teaching. EPPs may survey completers who are not part of the Tennessee public school system.

- **Employer Satisfaction:** EPPs will report or verify results from an employer satisfaction survey. All primary partner LEAs will be surveyed. In addition, LEAs employing more than 25 percent of the completer cohort will be surveyed. EPPs may survey employers who are not part of the Tennessee public school system.
- **Completer Outcomes:** EPPs will verify completer outcomes as measured by components, such as:
  - Graduation rates
  - First-time pass rates on required content assessments
  - Ability of completers to meet licensing requirements
- **Completer Impact:** EPPs will verify individuals who should be included for completer performance as measured by components of approved Tennessee evaluation models including the distribution of:
  - Overall evaluation scores
  - Observation scores
  - Individual growth scores

## Comprehensive Reviews

All Tennessee EPPs must participate in a comprehensive review every seven years to maintain approval. The comprehensive review ensures that programs are meeting CAEP standards and providing a high-quality education to teacher candidates. According to SBE policy, EPPs can seek national

accreditation through CAEP or instead pursue ongoing approval through a state-managed review process. For both the national and state reviews, EPPs must meet CAEP, professional education, and specialty area standards.

One difference between both types of reviews is that there is a greater cost associated with the national CAEP review process, since EPPs are required to pay an annual fee as well as an accreditation visit fee.<sup>37</sup>

Currently, 24 EPPs in Tennessee are nationally accredited and 16 are state-approved. Program reviewers use data from annual reports as well as other data submitted by EPPs during the comprehensive review process. Appendix B contains information on the accreditation status of EPPs in the state.

Comprehensive review components include:

- **EPP self-study:** EPPs must submit evidence for review as defined by guidance provided by the TDOE. This evidence must address each of the CAEP standards, the professional education standard, and the specialty area standards.
- **On-site review:** EPPs are required to host the review team on their campus for an on-site review of the program. Members of the on-site review team are chosen based on the type of approval being sought.
  - CAEP accreditation (national team; state representatives)
  - State approval (state representatives)
- **On-site report:** This report includes findings of the review team. The report will also include

a recommendation of whether the team found that the EPP had met each of the required standards.

- **Rejoinder:** EPPs are provided an opportunity to respond to the findings of the on-site review.
- **Department action recommendation:** The TDOE prepares a recommendation for the SBE that reflects the findings of the review team.
- **SBE action:** Based on the department's recommendation, the board approves or denies preparation providers.

Reviewers come from multiple stakeholder groups including EPPs, LEAs, and such other education-related organizations as local school boards. All review team members are required to attend trainings conducted by CAEP representatives.

CAEP standards also include these expectations for reviewers:

- Demonstrated expertise in the field of professional education, educator preparation, teaching, research, or evaluation
- Excellent analytical and evaluation skills
- Ability to clearly and concisely convey observations and findings in writing
- Ability to make unbiased conclusions about EPPs based on the application of national standards

In 2015, the TDOE received a federal grant to develop an Educator Preparation Portal that will facilitate the approval and review

processes for EPPs.<sup>38</sup> Annual reports and comprehensive reviews will also be managed using this portal.<sup>39</sup>

## Interim Reviews

The 2014 SBE policy also creates an interim review process. Data from the annual reports will be used to initiate interim reviews when an EPP is identified by the TDOE as “persistently performing below expectations.”

Turn to page 36 for our recommendations to develop a clear process for reviewing and approving EPPs.

Interim reviews, which are to occur annually, provide an opportunity for EPPs to course-correct their performance before their comprehensive reviews every seven years. The TDOE was scheduled to determine all aspects of the interim review by the end of May 2016.<sup>40</sup> As of September 2016, the interim review policy is still under development. The department has provided some examples of these criteria that members of the SBE could eventually vote on, including an EPP falling below expectations on three or more metrics in one annual report or any metric in three consecutive annual reports. The TDOE is also exploring options for what interim reviews could include, as they may involve the development of an improvement plan or an on-site visit. Interim reviews will be conducted only after EPPs have reported at least two years of data. The TDOE is currently developing a timeline for the first set of interim reviews.







# LICENSING NEW TEACHERS

Teaching in Tennessee 101	
Minimum Education	Admitted to or completed a state-approved EPP - AND - Bachelor's Degree
Required Tests	Principles of Learning and Teaching: Early Childhood, K-6, 5-9, 7-12 - OR - edTPA  Praxis content specialty test for each endorsement area sought
Recommendation	Must be recommended by EPP
Duration	License valid for 3 years

The SBE requires teaching candidates to earn a license to teach in a Tennessee classroom. An EPP submits a licensure application to the Tennessee Department of Education on behalf of each completer who meets the requirements of the program. The purpose of educator licensure is to ensure that individuals who teach in Tennessee classrooms meet certain standards.<sup>41</sup> In July 2014, the SBE adopted a new teacher licensure policy that changed requirements for initial teaching licenses as well as renewal of teaching licenses.<sup>42</sup> This policy supplements other state policies regarding the requirements to teach in Tennessee, including assessments that teacher candidates must take

and pass. The following section describes these policies in detail.

### Requirements to Teach in Tennessee

The SBE requires individuals to earn a license to teach in a Tennessee classroom. The practitioner license, valid for three years, is the first license issued to a teacher in Tennessee. The license can be renewed once. SBE policy requires teachers to meet four criteria to earn this license:

- Hold a bachelor's degree from a regionally accredited college or university

- Be formally admitted to or have completed a state-approved educator preparation program
- Be recommended by the state-approved educator preparation program
- Submit qualifying scores on required assessments

Out-of-state candidates applying for a practitioner license must meet the following criteria:

- Hold a bachelor's degree from a regionally accredited college or university
- Submit qualifying scores on required assessments related to content and pedagogical knowledge (assessments of basic skills and knowledge are not required for out-of-state candidates).

The next stage of the teacher licensure system is the professional license, which is valid for six years. In order to advance from a practitioner license to the professional license, teachers must meet the following criteria:

- Three years of experience
- The recommendation of the Director of Schools or documentation of 30 professional development points

Examples of professional development points include in-service training, conference attendance, college/university coursework, and teacher evaluation scores. In order to renew the professional license, after six years, teachers must have documentation of 60 professional development points.

## Licensure Assessments

According to state law and board policy, teacher

candidates must submit passing scores on required tests that measure pedagogical and content knowledge. Every initial license applicant is required to take one of the Praxis Principles of Learning and Teaching (PLT) exams or complete an appropriate performance assessment, such as edTPA.<sup>43</sup> Applicants must also submit passing scores on the content subject tests for all endorsements to be listed on the licenses. Initial licensure applicants who are entering the field through a job-embedded pathway may have content knowledge verified based on having a major in the field. In 2016, the SBE increased passing cut scores for several content tests so that these passing scores would be aligned to national cut scores. Prior to 2016, cut scores for several Praxis content assessments were below the nationally recommended cut scores.”

## Praxis assessments

All teacher candidates are required to take and pass one of four PLT assessments: Early Childhood, K-6, 5-9, and 7-12.<sup>44</sup> Applicants for licensure must also submit passing scores on the content specialty area tests for each area of endorsement sought. There are currently 67 Praxis subject assessments aligned to Tennessee endorsement areas. Passing scores for the Praxis PLT and the subject assessments are approved by the SBE. In July 2016, the SBE voted to raise cut scores on several Praxis subject assessments including World and US History, art, and physical education, as part of a three-year program from the SBE to raise cut scores.

The SBE and the TDOE are also currently considering replacing the Praxis subject assessments with content assessments that are more closely aligned to Tennessee Academic Standards.<sup>45</sup> According to the department, these custom assessments would also allow

for more sophisticated data analysis, including the ability to compare performance of first-time test takers to those who take the assessments multiple times. Rather than introduce custom assessments at the same time for all endorsements, TDOE is interested in implementing assessments for reading and secondary mathematics first.

## Performance Assessments

Since 2012, Tennessee has permitted teacher candidates to take and pass a performance assessment known as edTPA in lieu of the Praxis PLT assessment. The TBR's four-year institutions, Vanderbilt University, and the University of Tennessee-Knoxville require all teacher candidates to pass edTPA.

Between January and June 2015, approximately 1,000 teacher candidates in Tennessee, representing about 20 percent of completers in the state, took edTPA. These assessments typically include 15 rubrics, each of which are scored on a scale of five points, which add up to a total maximum possible score of 75.<sup>46</sup> The standard-setting panel for edTPA, which consists of educational stakeholders from K-12 and higher education, recommend a score of 42 points as the professional performance standard.<sup>47</sup> TBR institutions are required to set a passing cut score of 37 or higher.

There are several benefits to edTPA. It creates a common set of performance-based criteria for all teacher candidates and, because of its use across the country, performance of teachers in Tennessee can be compared to teachers nationwide. According to the TDOE, edTPA grading rubrics are also well aligned to the TEAM teacher evaluation rubric. Because edTPA is scored externally, the assessment provides an unbiased perspective on teacher candidates' performance.

### Custom Content Assessments

There are currently 16 states across the country that use custom licensure assessments that are aligned to their state standards including Illinois, Massachusetts, and Georgia. Many of the states implementing these custom designed assessments have contracts with a group known as the National Evaluation Systems—affiliated with Pearson. It is still too early to tell if these custom content assessments can better identify teaching effectiveness, but some important implementation lessons have emerged. For example, New York has loosened its requirements for teachers to pass their state-created exams due to low pass rates, especially for candidates of color. There are also concerns over reciprocity. Twenty teachers from other states sued the Minnesota Board of Teaching in 2015 over delays regarding certification decisions.

### What is edTPA?

The Stanford Center for Assessment, Learning, and Equity (SCALE) in association with the American Association for Colleges of Teacher Education created edTPA as a portfolio assessment for teacher education students. It is meant to be a summative assessment for teacher candidates before they enter the classroom, and its rubric has three measurement components: Assessment, Planning, and Instruction. Candidates submit their completed portfolios to Pearson for scoring, for which teachers and teacher education faculty from across the nation receive training. There are 27 different versions of edTPA assessments, including subject-specific portfolio assessments as well as elementary, middle school, and high school areas.

In its preliminary analysis, the TDOE found a relationship between edTPA scores and how teachers perform in the classroom, as assessed by a teacher evaluation system. For example, among 2014 completers with available data, 41 percent of teachers with edTPA scores between 37 and 40 eventually earned a level 4 or 5 on the teacher evaluation system, while 34 percent of teachers who scored below 37 earned a level 4 or 5. More teachers who score a higher edTPA score receive a higher evaluation rating.

The state is on track to require all prospective teachers to take and pass edTPA beginning on January 1, 2019. SBE and the TDOE are considering incentives for EPPs to adopt edTPA before 2019.

In addition to edTPA, there are other performance assessments used by institutions in other states. ETS, in partnership with TeachingWorks at the University of Michigan, for example, developed the National Observational Teaching Exam (NOTE). NOTE measures both content knowledge through computer-based tests as well as pedagogy based on performance in a simulated classroom.<sup>48</sup> Research studies and piloting for NOTE are being conducted in 2016 and 2017.

## Endorsements

In addition to earning a license, teachers can add endorsements, which indicate the areas for which a licensed educator is prepared to provide instruction, leadership, or services in schools and districts. Tennessee currently offers 94 endorsement areas. Endorsements may be added by submitting qualifying scores on all state-required content assessments for each endorsement an educator is seeking to add or completing additional coursework.<sup>49</sup> The TDOE does not currently report data on the number of teachers teaching subjects for which they did not receive primary endorsements. However, the state's use of more enhanced data systems could improve reporting of endorsement data.

### In Tennessee, the following institutions have implemented edTPA:

- Austin Peay State University
- East Tennessee State University
- Middle Tennessee State University
- Tennessee State University
- Tennessee Technological University
- University of Memphis
- University of Tennessee at Knoxville
- Vanderbilt University

Turn to page 32 for our recommendations to improve the state's licensure assessment system.







**RECOMMENDATIONS  
FOR IMPROVING  
TEACHER  
PREPARATION**

The work of several key stakeholders, particularly the State Board of Education, has created growing momentum toward improving educator preparation in Tennessee. The SBE revision of the comprehensive Educator Preparation Policy in 2014 laid the groundwork for many important policy changes to licensure, program approval, and program review. Several educator preparation programs also have implemented innovative practices, particularly to recruit a more diverse pool of candidates. However, several opportunities remain for Tennessee to show leadership in better preparing early-career teachers for the classroom.

Our analysis of the current state of teacher preparation, interviews with EPPs, and focus groups with educators and school district leaders, have identified eight key areas that must be high priorities for policymakers, EPPs, school districts, advocacy organizations, and other stakeholders:

- **Improve the licensure assessment system in the state**
- **Increase staff capacity within the Tennessee Department of Education**
- **Enhance the racial and ethnic diversity of the teaching population**
- **Strengthen classroom-based experiences for teacher candidates**
- **Increase collaboration between EPPs and school districts**
- **Develop a clear process for reviewing and approving EPPs**
- **Increase access to and transparency of data on EPPs**

- **Improve the quality of the student admissions process for EPPs**

We offer the following sets of recommendations to advance each of these areas.

### **Improve the licensure assessment system in the state**

*The state should require all teacher candidates in Tennessee to take and pass the edTPA assessment. For certain subject areas, state policymakers should also adopt licensure assessments that are more aligned to Tennessee State Standards.*

There are preliminary, but promising findings that passing scores on edTPA are associated with teaching effectiveness. A TDOE analysis, for example, has established a relationship between edTPA scores and how teachers later perform in the classroom. However, there are some challenges associated with expanding implementation of edTPA, which costs \$300, compared to \$146 for the Praxis Principles of Learning and Teaching assessment. EPPs will also need support regarding changes to the curriculum and understanding edTPA grading rubric constructs and progressions.

Praxis subject assessments are another important type of licensure assessment administered in Tennessee, but the SBE and the TDOE are currently evaluating developing assessments that align to Tennessee Academic Standards. We applaud the state exploring the use of these customized assessments. However, one important consideration of moving away from the nationally recognized Praxis relates to how to treat out-of-state candidates, especially for districts that hire teachers from bordering states. Another

consideration is how to decide which subjects should have customized assessments. State policymakers have an important responsibility to ensure that licensure assessments are implemented with careful deliberation and provide useful data about the performance of teachers.

- Tennessee should stay on track to require all teaching candidates in Tennessee to take and pass edTPA to be recommended for licensure, beginning in January 2019. The state should set the passing qualifying score to 42, as this score is the nationally recommended professional performance standard. The state should also continue to monitor other performance assessments and the potential for their use in Tennessee.
- By January 2018 the TDOE should release an implementation guide that contains state-developed resources for EPPs, especially as it relates to curriculum redesign, breaking down edTPA rubrics, and communicating about edTPA requirements to school districts; including security and confidentiality of video recordings of candidate teaching. The guide should highlight and draw upon promising practices at EPPs that have already been implementing edTPA since 2010 as a model for other institutions.
- The TDOE, Tennessee Higher Education Communication, the Tennessee Board of Regents, and the University of Tennessee system should collaborate to provide guidance for EPPs to support students in covering the cost of edTPA—especially for Pell grant-eligible teachers in training.
- In addition to use of edTPA as a measure of pedagogy, the state should initially develop custom licensure assessments for reading,

secondary and middle grades math, and spanish since the TDOE has identified the greatest need for more rigorous, better-aligned assessments in these three subject areas. Development of custom content assessments for these three subjects should begin in January 2017 with a target implementation date of January 2019. The TDOE and the SBE should also identify other subjects that will need custom assessments by January 2017.

- SCORE encourages the SBE to consult with states that have implemented custom, state-aligned licensure assessments to create a reciprocity policy that does not create barriers to hire students from out-of-state.

### Increase staff capacity within the Tennessee Department of Education

***To ensure that educator preparation policies are implemented with fidelity, SCORE recommends increasing staff at TDOE within the educator preparation division.***

The TDOE is responsible for implementing all educator preparation policies in the state, including licensure, initial program review, and continuing approval of educator preparation providers and their programs. The department currently has just four people assigned to support all this important work. The department's initial work to create stronger relationships between EPPs and districts and increase the diversity of the teaching population will also require more dedicated staff time.

The TDOE needs increased capacity within the educator preparation division and increased funding for additional positions during the

2017-18 budget process. Areas of work that need increased staff capacity include improving partnerships between districts and EPPs beyond the Network for Educator Preparation Partnerships pilot. Other aspects of educator preparation that call for greater investments in staff include improving the diversity of the teaching population and supporting implementation of edTPA. The department can also invest in staff who can support EPPs with improved access to data as well as the strategic use of data to support continuous improvement.

### Improve the racial and ethnic diversity of the teaching population

***Recruiting and retaining a racially and ethnically diverse teaching population must be a state priority pursued with a sense of urgency. In an increasingly diverse society, teachers of color who receive high-quality preparation are successfully positioned to serve as role models for all students. The responsibility to improve diversity lies not only with EPPs, but also the TDOE, school districts, and other education stakeholders.***



EPPs will need support in building systems that not only recruit teacher candidates of color but also create environments that value the identities and cultures of these candidates. For example, EPPs should consider how to support teachers of color by creating

differentiated professional development to address the unique socio-emotional needs these teachers face. School districts also play an important role in the recruitment and retention of teachers of color. Schools as well as community organizations can partner with EPPs to develop “grow your own” programs. Examples of “grow your own” models that have successfully helped recruit teachers of color include the Pathways2Teaching program in Colorado and Teach Tomorrow in Oakland.<sup>50</sup> Districts also should explore developing relationships with a broader set of EPPs, including historically black colleges and universities in the state. In addition, districts also need to do more to provide supports to teachers of color once they are in the classroom through strategies such as affinity groups and induction programs with special sessions or program tracks for teachers of color. Education advocacy organizations must also do more to highlight promising practices across the state and promote teaching as a rewarding career for students.

- The TDOE should create an ambitious, statewide goal by the end of 2016 for recruiting racially and ethnically diverse teaching candidates into the teaching population. EPPs should also collaborate with the TDOE to develop recruitment goals for teacher candidates of color. The SBE should annually publish progress made toward these goals, reported by school district, on the redesigned Teacher Preparation Report Card. The SBE also should create a running three-year report of progress made towards recruitment goals to account for fluctuations in enrollment.
- SCORE and other education partners should convene a council of teachers of color statewide who can help identify barriers to entry as well as challenges regarding

recruitment and retention of teachers of color. In 2017, this council should report its findings and propose recommendations for improving the racial and ethnic diversity of the state's teaching population.

- Districts should work with partner EPPs to tailor content for teachers of color during new teacher induction programs. Examples of content that could be explored include being the only teacher of color on the faculty or finding ways to respond to the stereotypical roles colleagues often ask teachers of color to play, typically as disciplinarians.<sup>51</sup>
- Districts, in partnerships with local stakeholders such as foundations and non-profits, should explore “grow your own” models in high schools as a potential pathway for candidates of color.
- The last TDOE report on the status of minority teachers was released in 2012 and focused only on recruitment of African Americans. Beginning in 2017, the report should be published annually, with expanded analysis to include Latino/Hispanic, Asian, and Native American teachers.

### Strengthen classroom-based experiences for teacher candidates

***Improving the quality of support that teacher candidates receive during their clinical experience, especially with a mentor teacher, would better prepare early-career teachers for the classroom. Another promising area for the state to explore relates to teaching residencies.***

All preparation programs in Tennessee are required to offer classroom-based experiences for teacher candidates. These classroom

experiences ensure that candidates receive adequate hands-on training before they lead their own classroom. One way to strengthen the quality of classroom-based experiences for teacher candidates is to create opportunities for stronger teachers to become mentors. Another strategy to improve the quality of classroom-based experiences for teacher candidates is using more teaching residency models. Residency models in Tennessee are providing hands-on experiences to teacher candidates, and their expansion could help better prepare teachers, especially for urban classrooms.

- The SBE should require that mentor teachers have at least three years of successful teaching experience. School districts and EPPs also must collaborate to incentivize highly effective teachers to become mentor teachers. TDOE defines a highly effective teacher as one who scored a TVAAS level 4 or 5 in the previous year. Strategies to increase the number of highly effective mentor teachers include providing release time and stipends.
- While research on national residency programs is promising, there is value in exploring the impact of these programs in Tennessee. SCORE and the TDOE should identify a research partner to lead a study of the implementation of Tennessee residency programs and publish a report in 2017 describing successes and challenges associated with residency models in Tennessee. The report should highlight innovative practices within residency programs in the state.
- EPPs and school districts should collaborate to design curriculum and classroom-based experiences that better prepare teachers from all backgrounds to work in our state's increasingly diverse classrooms and schools.

## Increase collaboration between EPPs and school districts

***Partnerships between EPPs and districts are critical to ensuring that candidates receive high-quality field experiences before they enter the classroom. The state should highlight and provide examples of promising strategies that could improve collaboration between EPPs and districts.***

The TDOE is taking initial steps to develop models for partnerships through the Network for Educator Preparation Partnerships pilot. However, the department must also support and sustain partnerships for EPPs and districts that are not participating in the pilot. Lessons from the pilot should inform efforts to strengthen student teaching experiences, especially through use of a rubric that better matches mentor teachers with student teachers.

- The department is slated to release a report in the summer of 2017 about the Network for Educator Preparation Partnerships pilot, highlighting strategies that both EPPs and districts could use. This report should identify and scale practices that could improve collaboration between EPPs and districts.
- The newly created Director of Networks and Partnership role within the TDOE is an opportunity for the department to support collaboration between EPPs and districts. The Director of Networks and Partnerships and the Tennessee Organization of School Superintendents can take an active role engaging directors of schools and other district leaders to spread awareness and deepen understanding of this role and its potential to strengthen critical relationships between EPPs and LEAs.

- The TDOE should encourage EPPs to develop and use a rubric to better match mentor teachers with student teachers. The Network for Educator Preparation Partnerships pilot provides an opportunity to develop and test this rubric.

## Develop a clear process for reviewing and approving EPPs

***The SBE should create a rigorous policy for interim reviews when data indicate that a provider or program is below standards. The first set of interim reviews should take place no later than the spring of 2018. The state should also encourage school districts to be involved in the review process for EPPs.***

The program review and approval process is an important way of assessing the quality of an EPP. The state's process for program approval is relatively new, and there are several opportunities for state policymakers to strengthen interim reviews and create a timeline that communicates the urgency of reviewing programs. The first set of annual reports are scheduled to be released in spring of 2017, and the department should use these data to develop criteria for interim reviews by summer of 2017. The SBE and the TDOE should also work together to create policies that encourage districts to participate in the review process for EPPs.

- The TDOE should publish clear guidelines for identifying which EPPs will participate in an interim review. These guidelines should include clear language about what criteria would initiate an interim review, as well as a firm timeline for beginning the first set of interim reviews. The criteria for interim reviews should be developed by

summer of 2017. The first set of interim reviews should take place no later than spring of 2018.

- The TDOE should make all possible efforts to include schools district representatives in on-site review teams for the comprehensive reviews of EPPs in their regions. School district representatives could include teacher leaders and district or school administrators who have an instructional focus.

### Increase access to and transparency of data on EPPs

***The state should improve reporting and transparency of data about the effectiveness of educator preparation programs. The state should also explore opportunities for better sharing of data between EPPs and districts.***

- The SBE should report information about a program's effectiveness by grade levels and subject areas on the redesigned report card. This information is especially helpful for teacher candidates considering where to apply.
- If candidates do not meet either the GPA or the standardized assessment criteria for admission to an EPP, they can be admitted through an appeals process. The TDOE annual reports should track differences between teacher candidates admitted using an appeals process and those admitted through a standard pathway.
- Partnership agreements between EPPs and LEAs should include data-sharing strategies, such as better matching student teachers with mentor teachers and revising EPP curriculum based on feedback from schools and districts.

### Improve the quality of the student admissions process for EPPs

***SCORE recommends that SBE should improve the transparency of the admissions process by requiring EPPs to report more detailed data about how students are admitted. The SBE and the department should also encourage EPPs to use dispositions data from interviews to complement academic data of applicants for admissions decisions.***

SBE and CAEP offer guidelines on minimum admission requirements for an EPP. Rather than raising admission requirements, state policymakers should consider strengthening existing policy by improving transparency related to admissions. EPPs should also explore the use of disposition data to admit students into their programs because a test score often does not provide enough information about a candidate's knowledge and skills.

- Teacher candidates who do not meet the GPA and standardized assessment benchmarks set by the SBE can be admitted to an EPP through an appeals process. The SBE should limit the percentage of candidates within each EPP who can be admitted by an appeals process. This policy will ensure that EPPs only use an appeals process under extenuating circumstances.
- The SBE, in partnership with other key stakeholders, should encourage EPPs to use disposition data to assess potential teaching candidates not only during the program but also for admissions. Disposition data give EPPs multiple measures for assessing candidates.





# CONCLUSION

Educator preparation programs, the Tennessee Department of Education, and the State Board of Education each have a significant responsibility to ensure that Tennessee’s next generation of teachers enters the classroom well prepared to improve student learning and contribute toward narrowing achievement gaps for historically underserved students. This report finds both encouraging practices within several EPPs to ensure effective preparation, including providing teacher candidates with strong classroom-based experiences and multiple opportunities for EPPs, TDOE, SBE,

and school districts to enact improvements. Most notably, there are several options to increase collaboration between EPPs and school districts, improve the licensure assessment system, and enhance the racial and ethnic diversity of the state’s teaching population. This report’s recommendations identify the most promising opportunities to advance educator preparation in the state. Success will require sustained efforts from all partners to ensure that new teachers enter Tennessee classrooms with the preparation they deserve and all our students need.



## Appendix A – Number of Completers by EPP

Education Preparation Programs	Number of Completers in 2013-14
Aquinas College	13
Austin Peay State University	210
Belmont University	54
Bethel University	35
Bryan College	34
Carson-Newman University	98
Christian Brothers University	44
Cumberland University	39
East Tennessee State University	261
Freed-Hardeman University	60
Johnson University	21
King University	22
Lee University	165
LeMoyne-Owen College	8
Lincoln Memorial University	88
Lipscomb University	239
Martin Methodist College	9
Maryville College	26
Memphis College of Art	13
Memphis Teacher Residency	43
Middle Tennessee State University	404
Milligan College	44
South College	15
Southern Adventist University	33
Teach for America - Memphis	159
Teach for America - Nashville	99
Tennessee State University	58
Tennessee Technological University	386
Tennessee Wesleyan College	37
TNTP - Nashville	78
Trevecca Nazarene University	79
Tusculum College	111
Union University	138
University of Memphis	278
University of Tennessee-Chattanooga	233
University of Tennessee-Knoxville	203
University of Tennessee-Martin	225
Vanderbilt University	125
Welch College	5
Western Governors University	33

## Appendix B – Accreditation Status of Tennessee EPPs, August 2016

### Public Institutions of Higher Education

	Status
Austin Peay State University	NCATE Accredited
East Tennessee State University	NCATE Accredited
Middle Tennessee State University	NCATE Accredited
Tennessee State University	NCATE Accredited
Tennessee Technological University	NCATE Accredited
University of Memphis	NCATE Accredited
University of Tennessee-Chattanooga	NCATE Accredited
University of Tennessee-Knoxville	NCATE Accredited
University of Tennessee-Martin	NCATE Accredited

### Public Institutions of Higher Education

	Status
Aquinas College	State Approved
Belmont University	NCATE Accredited
Bethel University*	NCATE Accredited
Bryan College	State Approved
Carson-Newman University	NCATE Accredited
Christian Brothers University	NCATE Accredited
Cumberland University	NCATE Accredited
Fisk University	State Approved
Freed-Hardeman University	NCATE Accredited
Johnson University	State Approved
King University	State Approved
Lee University	NCATE Accredited
LeMoyn-Owen College	NCATE Accredited
Lincoln Memorial University	NCATE Accredited
Lipscomb University	NCATE Accredited
Martin Methodist College	State Approved
Maryville College	State Approved
Memphis College of Art	State Approved
Milligan College	NCATE Accredited
South College	State Approved
Southern Adventist University	NCATE Accredited
Tennessee Wesleyan College	State Approved
Trevecca Nazarene University	NCATE Accredited
Tusculum College	State Approved
Union University	NCATE Accredited
Vanderbilt University	NCATE Accredited
Welch College	State Approved

### Education-Related Organizations

	Status
Teach for America	State Approved
TDOE (Teach TN)	State Approved
TNTP Nashville	State Approved

### Total

	Status
NCATE Accredited	24
State Approved	15

\*Limited Accreditation

## Appendix C—Major Milestones in Educator Preparation

2007	The Tennessee General Assembly passes legislation requiring educator preparation programs (EPPs) to report and make publicly available their retention data, Praxis passing scores, and candidates' TVAAS data
2010	As part of Race to the Top, Tennessee commits to continue using report card data on educator preparation programs to ensure their continued improvement
2012	Tennessee permits candidates to take edTPA, a performance assessment, in lieu of the Praxis Principles of Learning and Teaching for licensure
2013	The Council for Accreditation in Educator Preparation (CAEP) becomes the sole accrediting body for Educator Preparation Programs
2013	The Tennessee Board of Regents requires all of its candidates to take and pass edTPA.
2014	The State Board of Education passes a revised policy for educator preparation programs to align with the new CAEP accreditation standards
July 2014	The State Board of Education adopts a revised teacher licensure policy
2015	The State Board of Education takes over production of the Teacher Preparation Program Report Card from the Tennessee Higher Education Commission
January 2015	The CAEP Implementation Working Group convenes to advance the policies established by the State Board of Education
2015	The Tennessee Department of Education receives a grant to create the Educator Preparation Program Portal, which will facilitate the program approval and review process.
2016	The State Board of Education convenes a Report Card Advisory Council for input on the development of the report card.
July 2016	The State Board of Education votes to raise qualifying scores on several Praxis assessments
August 2016	The Network for Educator Preparation Partnerships pilot begins, with five EPPs, and 10 districts participating
December 2016	The State Board of Education will release the newly updated Teacher Preparation Report Card
2016-2019	The CAEP implementation working group will continue its meetings with a modified team
Spring 2017	First release of new EPP annual reports
May 2017	The Network for Educator Preparation Partnerships pilot ends

## Glossary

**Annual Report** – Reports created by the Tennessee Department of Education to inform EPPs on program design and improvement; designed for EPPs and not shared with the public

**Council for the Accreditation of Educator Preparation (CAEP)** – The sole accrediting body for educator preparation programs

**CAEP Implementation Working Group** – A group tasked with advising the Tennessee Department of Education on developing tools, protocols and benchmarks for the approval of EPPs in the state

**Clinical Experience** – Classroom experiences undertaken by teacher candidates that encompass field experiences and clinical practice

**Clinical Practice** – Student teaching, internship or job-embedded opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators

**Completer** – Teacher candidates who have completed an educator preparation program

**Comprehensive Reviews** – The national or state-managed review EPPs must complete every seven years to maintain accreditation

**Education Related Organization** – Organizations that can prepare Tennessee teachers that are not necessarily affiliated with and institution of higher education.

**Endorsement** – Areas for which a licensed educator is prepared to provide instruction, leadership or services

**Educator Preparation Program (EPP)** – Tennessee-based institutions of higher education, education related organizations, and Tennessee local education agencies that prepare candidates for teaching and approved under the State Board of Education Policy.

**Field Experiences** – Early and ongoing practice opportunities to apply content and pedagogical knowledge in pre-K-12 settings to progressively demonstrate and develop knowledge, skills, and dispositions.

**Interim Reviews** – Reviews that provide EPPs an opportunity to assess and improve performance before comprehensive reviews

**Internship** – A full school year of clinical practice

**Job-embedded** – A full school year following completion of a baccalaureate degree whereby candidates are inducted into the teaching profession while serving as a teacher of record.

**Licensure** – Certification required in order to teach; ensures individuals who serve in Tennessee schools and classrooms meet minimum requirements

**Mentor Teachers** – Licensed teachers who supervise and support teacher candidates throughout clinical experiences or residency programs

## Glossary (Cont'd)

**Performance Assessment** – A summative assessment for teacher candidates before they enter the classroom. A frequently-used performance assessment is edTPA.

**Praxis Assessments** – Tennessee’s required licensure assessment for prospective teachers. Subject-specific and grade-level areas are required in order to be able to teach specific content.

**Primary Partner** – The school district an EPP primarily engages with to provide candidates with clinical experiences. EPPs support this district with staffing and recruitment needs.

**Program Accreditation/Approval** – The process that ensures EPPs meet acceptable levels of quality based on CAEP standards

**Report Card** – public-facing, annual SBE document that provides clear data on the effectiveness of EPPs in the state, designed for key stakeholders including EPPs, teacher candidates, and districts.

**Retention** – The rate at which teachers remain in a certain school or the profession in general

**State Board of Education (SBE)** – Sets policies for and approves teacher preparation and licensure policies

**Student Teaching** – Planned semester of at least 15 weeks that includes full-day teaching and observation activities

**Tennessee Board of Regents (TBR)** – The governing body that oversees six public universities that offer EPPs

**Teacher Education Accreditation Council (TEAC)** – An organization that merged with the National Council for Accreditation of Teacher Education in 2010 to form CAEP

**Teaching Residency** – A program that pairs a rigorous full-year classroom apprenticeship with masters-level education content

**Tennessee Independent Colleges and Universities Association (TICUA)** – The governing body that oversees the 26 private colleges and universities that offer EPPs

**Tennessee Value-Added Assessment System (TVAAS)** – An assessment used to analyze the effectiveness of EPPs in preparing teachers by assessing teachers’ impact on student achievement

**University of Tennessee System (UT)** – The higher education system governing three University of Tennessee schools that offer EPPs

## Endnotes

- <sup>1</sup> The Tennessee State Board of Education. "Teacher Preparation Report Card." <https://www.tn.gov/sbe/topic/teacher-preparation-report-card#sthash.62tqtINj.dpuf>
- <sup>2</sup> Mader, Jackie. "Data on Teacher Prep Grads Will Soon Lead to Consequences for Some Programs." The Hechinger Report. February 8, 2016. <http://hechingerreport.org/data-on-teacher-prep-grads-will-soon-lead-to-consequences-for-some-programs/>
- <sup>3</sup> Teacher Preparation Report Card (2015).
- <sup>4</sup> Ronfeldt, Matthew and Shaynce L. Campbell. "Evaluating Teacher Preparation Using Graduates' Observation Ratings." Journal of Educational Evaluation and Policy Analysis (2016): 1-23. doi: 10.3102/0162373716649690
- <sup>5</sup> Ronfeldt, Matthew. "Evaluating Teacher Preparation." (2016)
- <sup>6</sup> Goldhaber, Dan et al. "Teacher Effectiveness and the Achievement of Washington's Students in Mathematics." CEDR Working Paper (2010). [https://aefpweb.org/sites/default/files/webform/CEDR%20WP%202010-6%20Teacher%20Effectiveness%20in%20WA%20\(12-7-10\).pdf](https://aefpweb.org/sites/default/files/webform/CEDR%20WP%202010-6%20Teacher%20Effectiveness%20in%20WA%20(12-7-10).pdf)
- <sup>7</sup> DeMonte, Jenny. "A Million New Teachers Are Coming: Will They Be Ready to Teach." American Institutes for Research. <http://educationpolicy.air.org/sites/default/files/Brief-MillionNewTeachers.pdf>
- <sup>8</sup> TN SCORE. Preparation to Practice: Research on Improving the Effectiveness of Early-Career Teaching. (Nashville: TN SCORE 2016). <https://www.joomag.com/magazine/preparation-to-practice/0919271001468881416?short>
- <sup>9</sup> Dee, Thomas S. "The Race Connection: Are Teachers More Effective with Students Who Share Their Ethnicity?" Education Next 4, no. 2 (2004): <http://educationnext.org/the-race-connection/>
- <sup>10</sup> Tennessee Department of Education. Educator Preparation Policy and Implementation: Frequently Asked Questions. April 2016. [https://www.tn.gov/assets/entities/education/attachments/epp\\_faq.pdf](https://www.tn.gov/assets/entities/education/attachments/epp_faq.pdf)
- <sup>11</sup> Tennessee State Board of Education. Educator Licensure Policy. (2014). 5.502. Nashville. [https://www.tn.gov/assets/entities/sbe/attachments/7-25-14%20III\\_J\\_Educator\\_Licensure\\_Policy\\_Attachment.pdf](https://www.tn.gov/assets/entities/sbe/attachments/7-25-14%20III_J_Educator_Licensure_Policy_Attachment.pdf)
- <sup>12</sup> Tennessee State Board of Education. Rules of the State Board of Education: Educator Preparation. 0520-02-04. (2014). [https://www.tn.gov/assets/entities/education/attachments/epp\\_sbe\\_0520-02-04.pdf](https://www.tn.gov/assets/entities/education/attachments/epp_sbe_0520-02-04.pdf)
- <sup>13</sup> United States Census Bureau. "QuickFacts Tennessee." <http://www.census.gov/quickfacts/table/PST045215/47>
- <sup>14</sup> Bristol, Travis J. "Male Teachers of Color Take a Lesson from Each Other." Phi Delta Kappan. September 29, 2015. <https://edpolicy.stanford.edu/publications/pubs/1380>
- <sup>15</sup> Bristol, Travis J. "Male Teachers of Color." (2015)
- <sup>16</sup> Tennessee Department of Education. Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee. (Nashville: Tennessee Department of Education 2012). [https://tn.gov/assets/entities/sbe/attachments/1.26\\_12\\_11\\_C\\_Status\\_of\\_Minority\\_Classroom\\_Teachers\\_in\\_TN\\_-\\_Combined\\_Master\\_.pdf](https://tn.gov/assets/entities/sbe/attachments/1.26_12_11_C_Status_of_Minority_Classroom_Teachers_in_TN_-_Combined_Master_.pdf)
- <sup>17</sup> Tennessee Department of Education. Status of Minority Classroom Teachers in Tennessee. (2012).
- <sup>18</sup> Tennessee Higher Education Commission. "Tennessee Higher Education Fact Book 2013-14." [https://tn.gov/assets/entities/thec/attachments/LM2014\\_2013-2014\\_FACTBOOK.pdf](https://tn.gov/assets/entities/thec/attachments/LM2014_2013-2014_FACTBOOK.pdf)
- <sup>19</sup> TN SCORE. Preparation to Practice. (2016)
- <sup>20</sup> Tennessee State Board of Education. Educator Preparation Policy. 5.504. (2014). [https://www.tn.gov/assets/entities/sbe/attachments/5-504\\_EducatorPreparationPolicy\\_10-31-14.pdf](https://www.tn.gov/assets/entities/sbe/attachments/5-504_EducatorPreparationPolicy_10-31-14.pdf)
- <sup>21</sup> Ibid.
- <sup>22</sup> The National Center for Teaching Residencies. "About: The Residency Model." <http://nctrresidencies.org/about/residency-model-teacher-mentor-programs/>
- <sup>23</sup> The National Center for Teaching Residencies. "About: The Residency Model."
- <sup>24</sup> Tatter, Grace. "Two Nashville Teacher Residencies Selected to Partner with National Center." Chalkbeat. July 27, 2016. <http://www.chalkbeat.org/posts/tn/2016/07/27/two-nashville-teacher-residencies-selected-to-partner-with-national-organization/#.V9MObvkrKUK>

## Endnotes (Cont'd)

- <sup>25</sup> Tatter, Grace. "Two Nashville Teacher Residencies Selected to Partner." (2016)
- <sup>26</sup> Sawchuk, Stephen. "Teacher Residents Seen Outpacing Peers in Later Years." Education Week. December 15, 2011. <http://www.edweek.org/ew/articles/2011/12/15/15residency.h31.html>
- <sup>27</sup> Guha, Roneeta and Tara Kini. Teacher Residencies: Building a High-Quality, Sustainable Workforce. (Palo Alto: The Learning Policy Institute 2016). <https://learningpolicyinstitute.org/wp-content/uploads/2016/01/LPI-Brief-TeacherResidencies.pdf>
- <sup>28</sup> Gonzales, Jason. "Nashville Teacher Residency program tackles diversity." The Tennessean. September 5, 2016. <http://www.tennessean.com/story/news/education/2016/09/05/nashville-teacher-residency-program-tackles-diversity/89537238/>
- <sup>29</sup> The Tennessee State Board of Education. Educator Preparation Policy. (2014)
- <sup>30</sup> U.S. Department of Education. "The Database of Accredited Postsecondary Institutions and Programs." <http://ope.ed.gov/accreditation/>
- <sup>31</sup> Vergari, Sandra and Fredrick Hess. "The Accreditation Game: Can Accreditation Ensure Quality Teacher Training?" Education Next 2, no. 3 (2002). <http://educationnext.org/the-accreditation-game/>
- <sup>32</sup> Sawchuk, Stephen. "Teacher Prep Accrediting Groups to Merge." Education Week. October 25, 2010. <http://www.edweek.org/ew/articles/2010/10/25/10merge.h30.html>
- <sup>33</sup> The Council for the Accreditation of Educator Preparation. "History of CAEP." <http://caepnet.org/about/history>
- <sup>34</sup> Crowe, Edward, Michael Allen, and Charles Coble. Outcomes, Measures, and Data Systems: A Paper Prepared for the CAEP Commission on Standards and Performance Reporting. (2013). <http://caepnet.org/~media/Files/caep/accreditation-resources/outcomes-measurements-data.pdf?la=en>
- <sup>35</sup> The Tennessee State Board of Education. Educator Preparation Policy. (2014)
- <sup>36</sup> Ibid.
- <sup>37</sup> Council for the Accreditation of Educator Preparation. "Accreditation Costs." <http://caepnet.org/accreditation/caep-accreditation/accreditation-costs>
- <sup>38</sup> Tennessee Department of Education. Educator Preparation Policy and Implementation FAQs. (2016)
- <sup>39</sup> Ibid.
- <sup>40</sup> Ibid.
- <sup>41</sup> The Tennessee State Board of Education. Educator Preparation Policy. (2014)
- <sup>42</sup> Tennessee Department of Education. Educator Preparation Policy and Implementation FAQs. (2016)
- <sup>43</sup> The Tennessee State Board of Education. Professional Assessments for Tennessee Educators. 5.105. (2009). [https://www.tn.gov/assets/entities/sbe/attachments/7-22\\_16\\_III\\_E\\_Professional\\_Assessments\\_Policy\\_5\\_105\\_Attachment\\_Clean\\_Copy.pdf](https://www.tn.gov/assets/entities/sbe/attachments/7-22_16_III_E_Professional_Assessments_Policy_5_105_Attachment_Clean_Copy.pdf)
- <sup>44</sup> The Tennessee State Board of Education. Professional Assessments for Tennessee Educators. (2009)
- <sup>45</sup> The Tennessee State Board of Education. "Agenda: Educator Preparation and Licensure Subcommittee-August 12, 2016." [https://www.tn.gov/assets/entities/sbe/attachments/Agenda\\_8-12-16.pdf](https://www.tn.gov/assets/entities/sbe/attachments/Agenda_8-12-16.pdf)
- <sup>46</sup> edTPA. "Recommended Professional Performance Standard." (2016). [https://www.edtpa.com/PageView.aspx?f=GEN\\_PerformanceStandard.html](https://www.edtpa.com/PageView.aspx?f=GEN_PerformanceStandard.html)
- <sup>47</sup> edTPA. "Recommended Professional Performance Standard." (2016).
- <sup>48</sup> Educational Testing Services. "About the ETS NOTE Series Assessments." (2016). <https://www.ets.org/note/about/>
- <sup>49</sup> The Tennessee State Board of Education. Educator Licensure Policy. (2014)
- <sup>50</sup> Ferlazzo, Larry. "Response" Strategies for Recruiting Teachers of Color." Education Week. September, 16, 2015. [http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2015/09/response\\_strategies\\_for\\_recruiting\\_teachers\\_of\\_color.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/09/response_strategies_for_recruiting_teachers_of_color.html)
- <sup>51</sup> Bristol, Travis J. "Male Teachers of Color." (2015)

