Educator preparation policy as a lever for improving teacher and leader preparation: Keeping promises in Tennessee

Collaboration for Effective Educator Development, Accountability, and Reform

TED-CEC Conference
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CEEDAR Center

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✧ **University of Kansas, Center for Research on Learning**

✧ **Council of Chief State School Officers (CCSSO)**

✧ **Major organizations (e.g., AACTE, CAEP, CEC, TASH)**

✧ **Senior advisors**
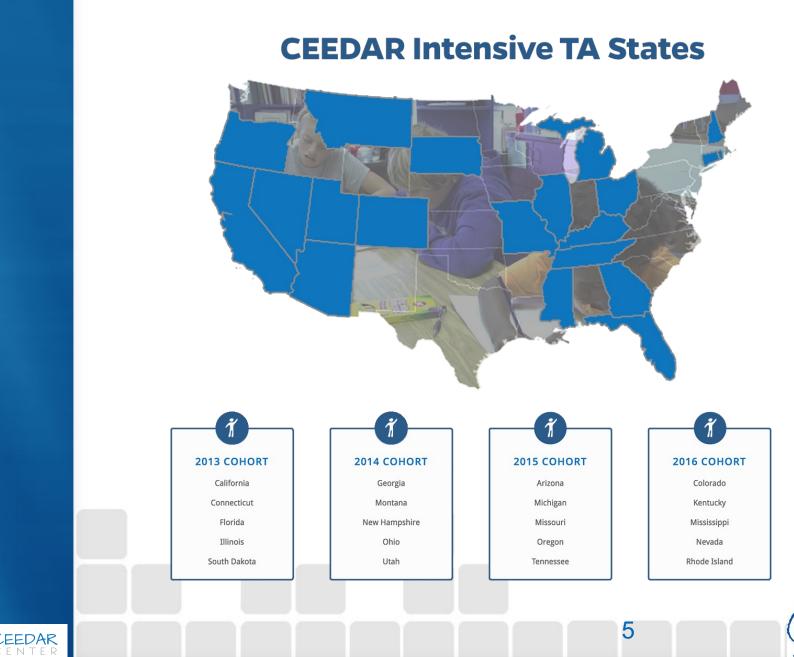
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CEEDAR Technical Assistance

Our Approach

CEEDAR Intensive TA States

2013 COHORT

California

Connecticut

Florida

Illinois

South Dakota

2014 COHORT

Georgia

Montana

New Hampshire

Ohio

Utah

2015 COHORT

Arizona

Michigan

Missouri

Oregon

Tennessee

2016 COHORT

Colorado

Kentucky

Mississippi

Nevada

Rhode Island

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U.S. Office of Special Education Programs

TN-CEEDAR Goals

Align statewide educational efforts to improve outcomes for students who are at-risk and students with disabilities

- ✧ Ensure effective communication and collaboration among stakeholders

- ✧ Ensure effective processes for the collection and dissemination of high quality data for improving educator preparation

- ✧ Ensure educator preparation program completers have the knowledge and skills to provide effective instruction and intervention for all students

- ✧ **Review the professional education standards related to the special education and RTI² frameworks for potential recommendations to the educator preparation policy**

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Tennessee Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

Tennessee: RTI² Guiding Principles

1. **Leadership**

2. **Culture of collaboration**

3. **Prevention & early intervention**

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: □ Leadership □ Culture of Collaboration □ Prevention & Early Intervention

TIER I   All

ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

ALL STUDENTS

TIER II   Some

In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

SOME STUDENTS

TIER III   Few

In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ –2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.

FEW STUDENTS

Increasing Support for Students

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TN Special Education Framework

✧Evaluations & Eligibility

✧Ins ... e IEPs

✧In ...

✧Pr ...

UNDER CONSTRUCTION!

✧Transition planning

✧Accommodations

✧Behavior

Alignment

CEEDAR TA Tool: Promises to Keep

May 2015

Promises to Keep:

Transforming Educator Preparation to Better Serve a Diverse Range of Learners

Leveraging the Policy Recommendations of CCSSO's Our Responsibility, Our Promise Report

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CCSSO
Council of Chief State School Officers

◇ **Review the professional education standards related to the special education and RTI^2 frameworks for potential recommendations to the educator preparation policy**

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Network for Transforming Educator Preparation – State Readiness Tool

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
A. Licensure				
2. Increase the rigor of licensure assessments to emphasize indicators of teacher/leader effectiveness	■ Do our licensure assessments measure the likelihood that a teacher or leader will be effective across various student populations (e.g. ELLs, low-income, students with disabilities)? ■ Do they use a combination of measures, including performance based measures, to assess an educators' ability to perform effectively within a tiered system	■ Licensure assessments measure inputs (e.g., courses taken and grades assigned) rather than performance ■ Assessments are limited in form and interactivity (e.g., just a paper and pencil test) ■ Assessments do not provide evidence on educators' ability to support students with diverse needs within a tiered system of support	■ Licensure assessments use a variety of measures of core teaching and leadership competencies, including: — Content knowledge — Content-specific pedagogical knowledge — Knowledge of learners and learning — General pedagogical strategies — Ability to support	■ Policy governing licensure assessments ■ Documentation of licensure assessments: the forms they take, the measures they use, the performance tasks (if any) that they include, e.g.: — Real-time observation of instructional practice — Evidence from authentic

Current Implementation Policy

✧ All preparation programs must include training to support candidates' readiness to deliver instruction informed by Response to Instruction and Intervention Framework (RTI^2). Candidates not seeking endorsement in Special Education should be prepared to deliver instruction and intervention at the Tier I and II levels.

Identifying Levels of Competence

Educator Candidates:	Pre-K/Early Literacy	Elementary	Middle and/or High School	Specialized Literacy Professionals	Special Education	Administrators
Evaluations and Eligibility						
2.1 Child Find Responsibilities	Understanding	Understanding	Understanding	Understanding	Understanding	Implementation
2.2 Prevention and Early Intervention	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.3 Assessment Framework	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.4 Timeline and Extension Requests	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.5 Re-Evaluations	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.6 Transfer Students	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.7 Unilaterally Placed Children	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.8 Referral and Evaluation upon Parental Request	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.9 Assessment Specialists	Understanding	Understanding	Understanding	Understanding	Implementation	Support
2.10 Disability Standards	Understanding	Understanding	Understanding	Understanding	Implementation	Support

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Next Steps

✧ Too broad vs. too specific for policy

✧ Understanding roles within departments

✧ Continuing the discussion

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