

The Impact of Teacher Licensure Policies

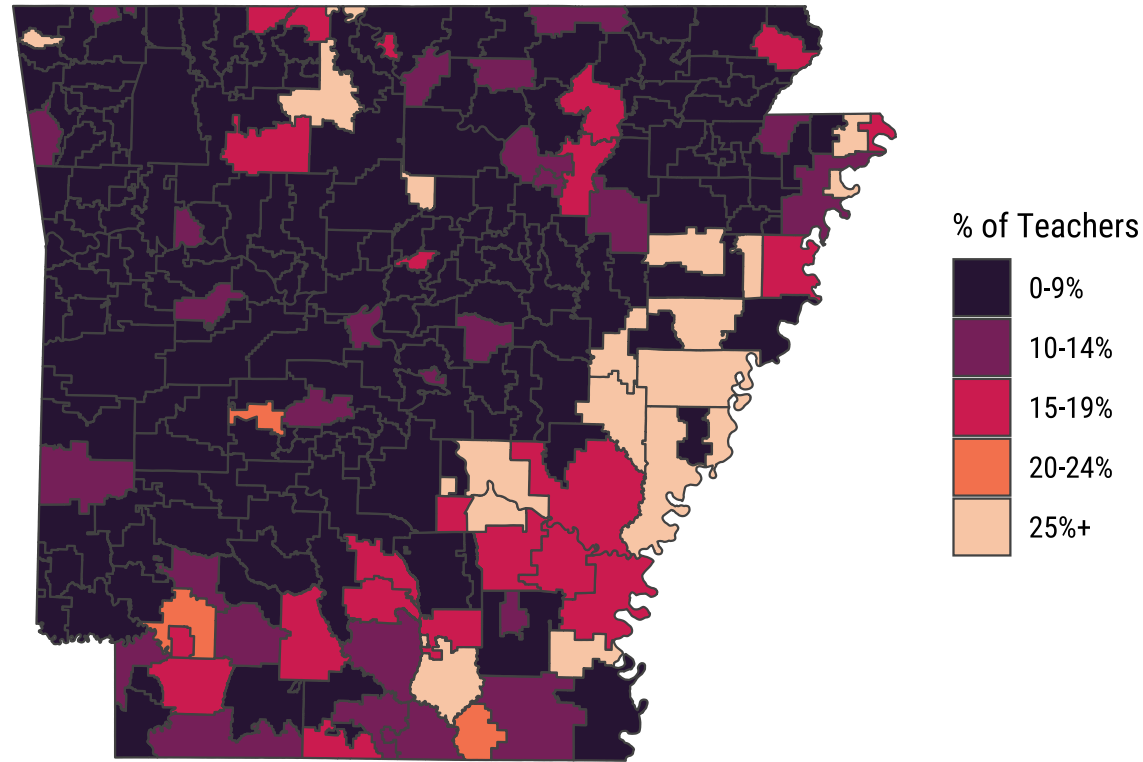
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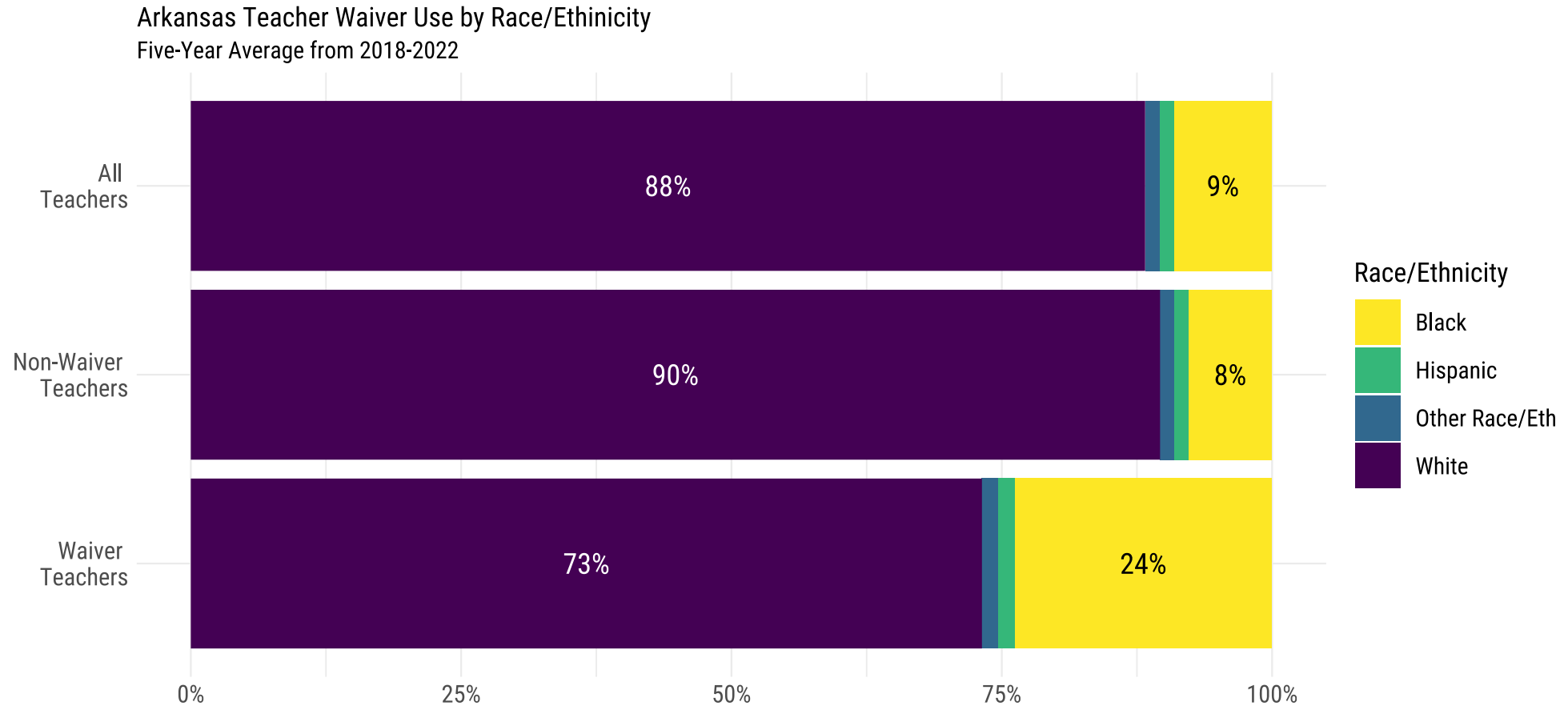
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Many districts have a large percentage of waiver teachers.

Percent of Arkansas Teachers with a Waiver
Five-Year Average from 2018-2022

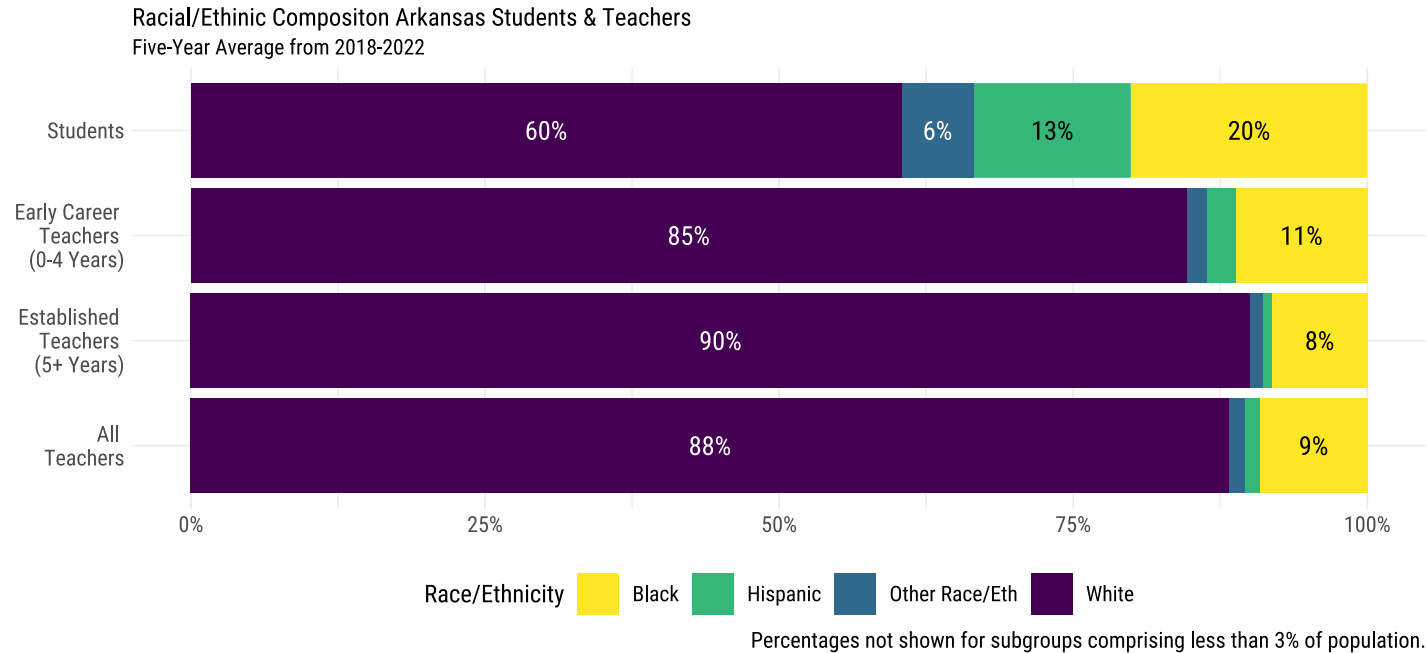


Waivers are disproportionately used by Black teachers.



Arkansas teachers are less diverse than their students.

- Arkansas teachers are much less likely to be Black or Hispanic than their students.
- Students of color benefit from having at least one teacher of the same race/ethnicity.
- These teachers serve as important role models and tend to have higher expectations for students of color.
- A diverse teacher workforce can benefit all students by exposing them to different backgrounds.

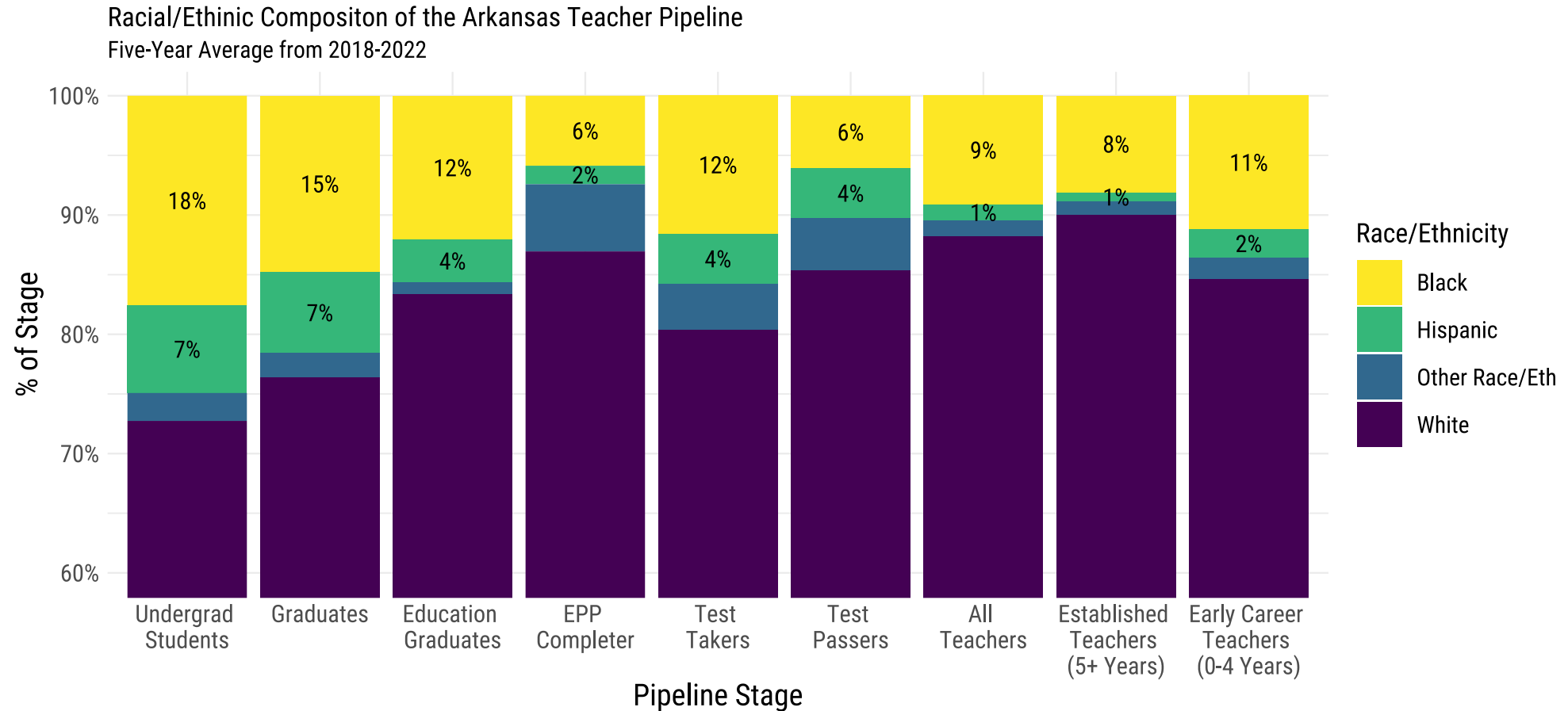


How do licensure policies
influence teacher supply,
quality, and diversity?

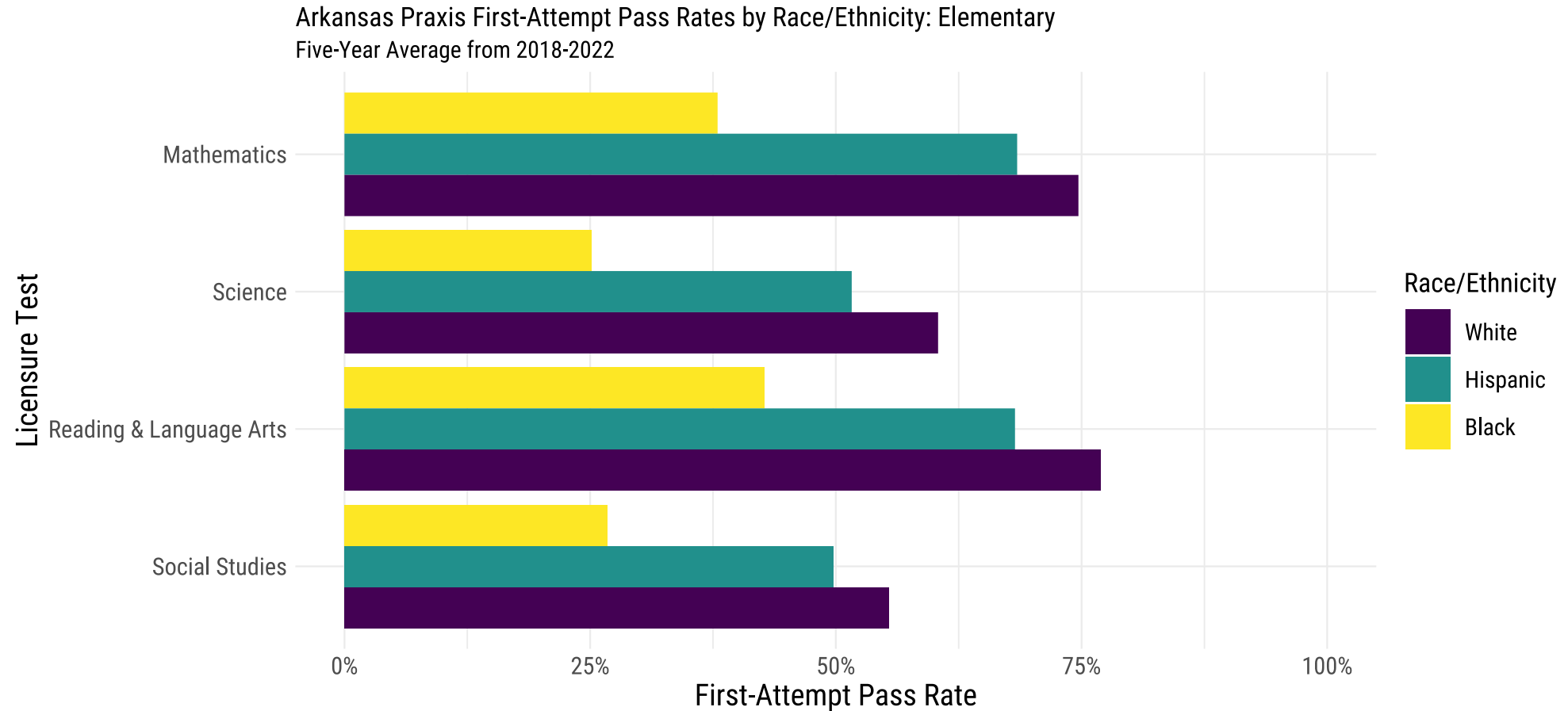
Evidence suggests that licensure requirements are not always well aligned with workforce goals.

- Licensure exam scores are only partially predictive of classroom effectiveness.
- Exams can be a significant barrier to aspiring teachers, especially those from underrepresented communities.
- We are working to investigate the relationship between Arkansas licensure exam scores and classroom effectiveness.
- We currently know a bit more about diversity.

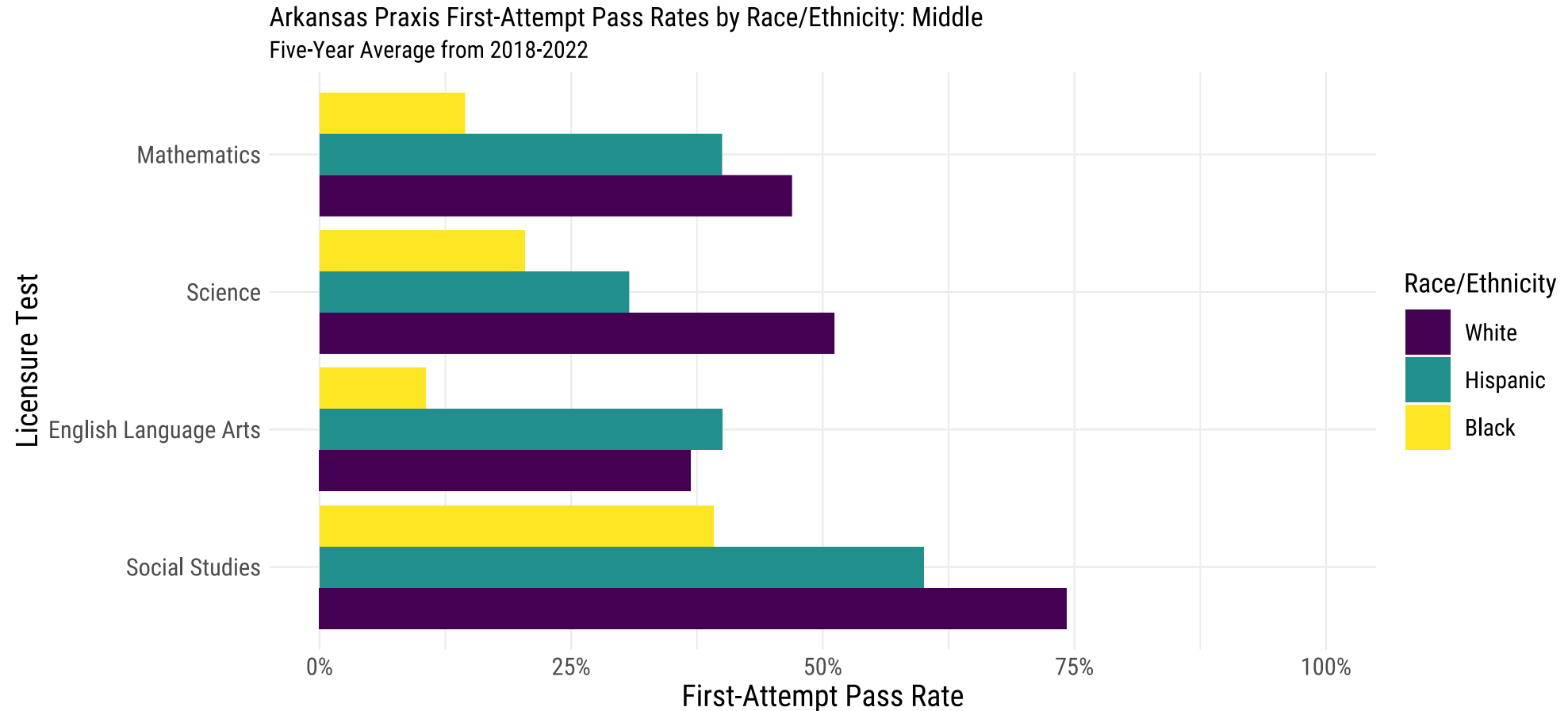
The Arkansas teacher pipeline loses diversity at almost every step.



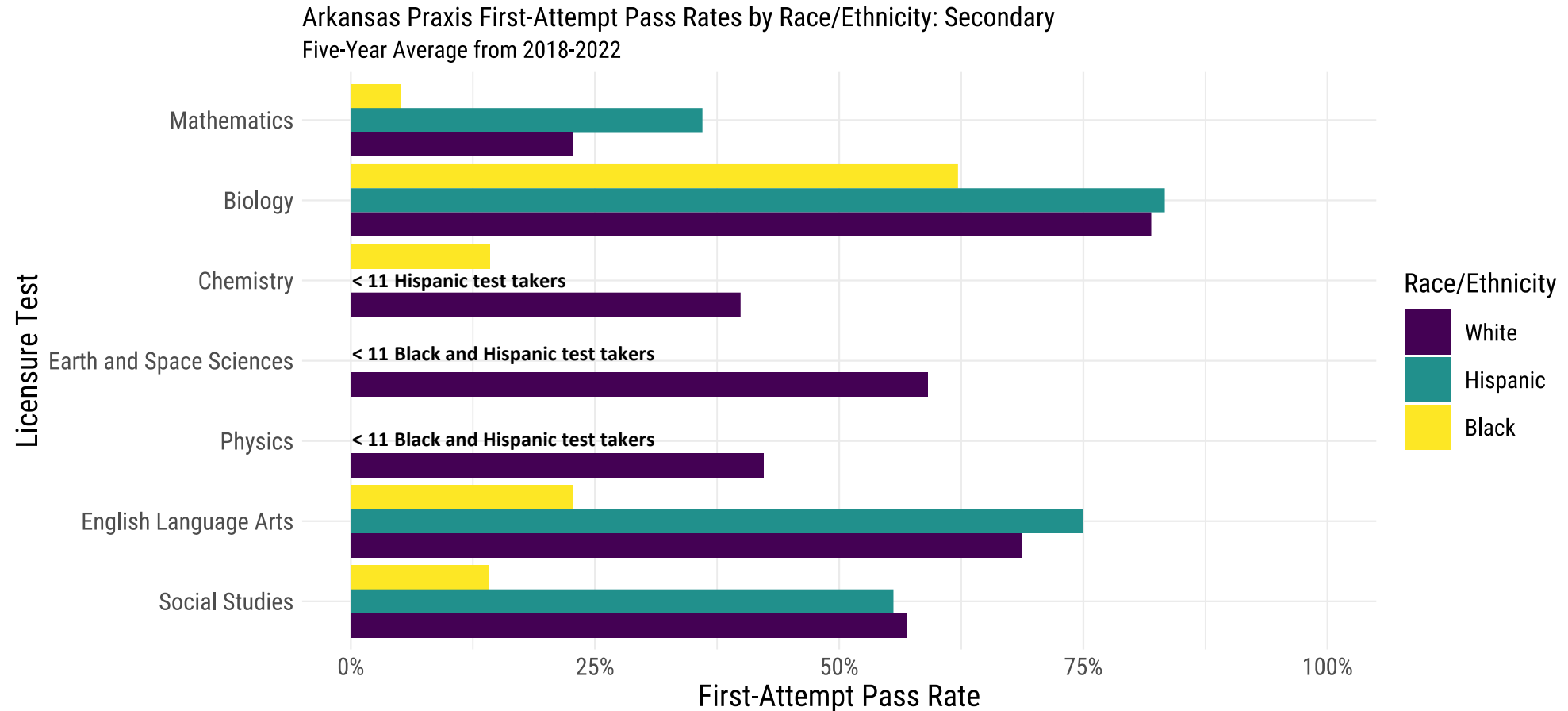
Licensure exam pass rates are lower for aspiring Black and Hispanic teachers.



Pass rates are lower for the middle school exams with significant race/ethnicity gaps.



Secondary licensure exams exhibit similar gaps and a small number of Black and Hispanic test takers in some subjects.



Arkansas is working to address the challenges related to teacher licensure policy.

Alternative Assessment Plan

- Alternative Assessment Plans allow aspiring teachers to work toward a standard license if they score within minus two (-2) standard error of measurement (SEM) of the passing score on the content area assessment.
- To be granted a standard license, aspiring teachers must complete:
 - An approved micro-credential or performance-based content assessment **and**
 - Three years of successful teaching experience in their content area.
- Aspiring teachers have been using this pathway:
 - 2021 – 64 provisional licenses
 - 2022 – 178 provisional licenses
 - 2023 – 29 provisional licenses, so far
 - Total – 271
 - 32 provisional licenses have been converted to standard licenses.

Licensure Assessment Ready

- Licensure Assessment Ready is designed help aspiring teachers prepare for licensure exams.
- The program provides tutoring sessions taught by an expert in the various content areas.
- Last year, DESE provided \$120,000 in funding for this program and hundreds of aspiring teachers attended tutoring sessions.

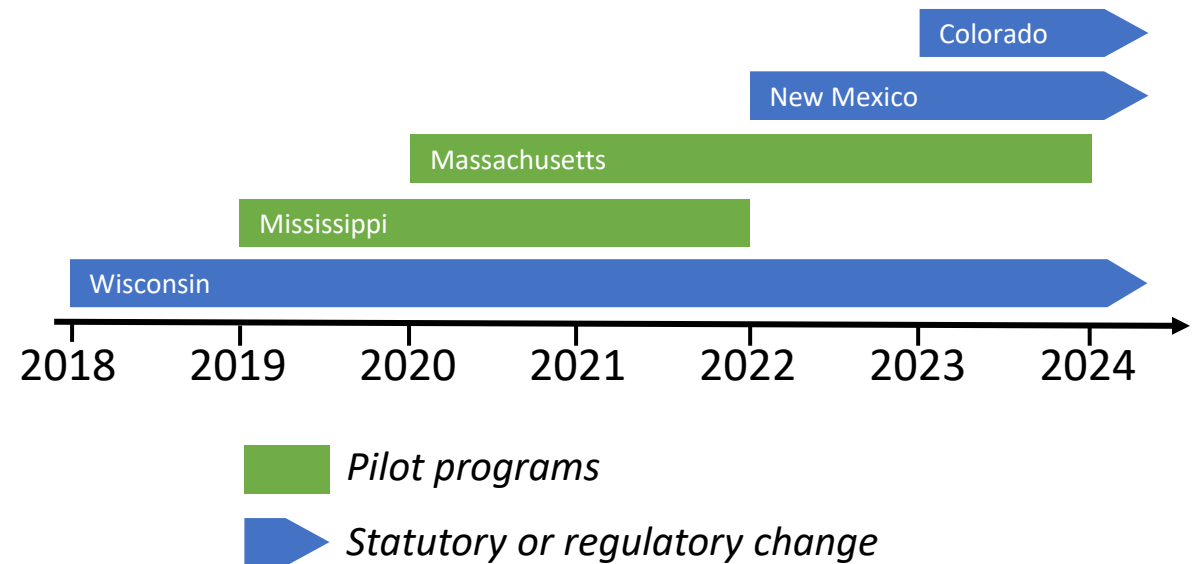
What can we learn from other states' approaches to licensure?

We are examining how states are reimagining pathways to teacher licensure.

- Many other states are grappling with the same challenges Arkansas faces.
- Some states have developed licensure pathways that allow teacher candidates to demonstrate their content knowledge and/or pedagogical skills through performance-based measures, in lieu of exams.
- These performance-based measures vary from state to state (e.g., portfolios, coursework, student academic growth data).

Several states have already adopted or are piloting performance-based measures for teacher licensure.

- **Mississippi:** Performance-Based Licensure pilot
- **Massachusetts:** Regulatory pilot: Alternatives to Massachusetts Tests for Educator Licensure
- **New Mexico:** Replacing Praxis with a portfolio requirement which will be implemented by educator preparation programs
- **Colorado:** Portfolio option (capped at 1,000 candidates a year)
- **Wisconsin:** In addition to tests, candidates can demonstrate subject area competency through GPA or content portfolio



Evidence suggests that true performance-based assessments are accurate predictors of future teacher performance.

- “Any number of phenomenal teachers that I encountered in the Delta experienced challenges with licensure exam passage and yet were getting **incredible results with their students** while leading really positive and **culturally affirming classrooms**”
- “We find that candidates’ performance on the CAP **predicts their in-service summative performance evaluations in their first 2 years** in the teaching workforce and provides a signal of these ratings beyond what is already captured by the state’s traditional licensure tests, but is not predictive of their value added to student test scores.”
- “Such assessments have been found to be **stronger predictors of teachers’ contributions to student learning gains** than traditional teacher tests.”

Garcia, A. & Muniz, J. (2020) [Mississippi’s Multifaceted Approach to Tackling Teacher Shortages](#). New America.

Chen B., Cowan J., Goldhaber D., Theobald R. (2019). [From the Clinical Experience to the Classroom: Assessing the Predictive Validity of the Massachusetts Candidate Assessment of Performance](#). CALDER Working Paper No. 223-1019-2

Darling-Hammond, L. (2010) [Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching](#). Center for American Progress

Learning Agenda

What's next?

- With guidance from the State Board of Education and ADE, we will pursue a learning agenda to help inform state policy.
- Specifically, we plan to spend the next few months:
 - Digging into Arkansas specific data to better understand where things currently stand and how well new approaches have worked;
 - Looking more deeply into what other states have done and what lessons they might offer Arkansas; and
 - Developing a set of data-driven policy recommendations.

Our learning agenda is comprised of the following policy-relevant questions.

- What is the impact of current licensure exams and cut scores on teacher recruitment and diversity?
- Are exam scores, particularly around pass/fail thresholds, related to teachers' classroom effectiveness?
- What are the benefits and drawbacks of using performance-based assessments as an alternative to traditional content exams for alternative certification pathways?
 - How has the Alternate Assessment Plan (AAP) pathway impacted recruitment, diversity, and effectiveness?
 - What lessons can be drawn from other states taking this approach?
- What alternatives exist for licensure exams that Arkansas should consider?

Questions

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