

TEACHER PREPARATION DATA

What do we know? What should we know?



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American Institutes for Research

February 2017



EDUCATE TEXAS

a public-private initiative of Communities Foundation of Texas

INTRODUCTION

Decades of research have taught us that good teaching matters, but we know that good teaching does not happen by chance. It is the responsibility of educator preparation program (EPP) providers to produce good teachers.¹ Effective teachers have strong training in content and instruction, but the education field is divided on the best way to measure the effect of teacher preparation or what data indicate that an EPP provider is preparing effective teachers. Given the heightened focus on teacher quality in the United States, it is no surprise that policymakers and stakeholders are scrutinizing the quality and rigor of EPP providers. In Texas, this scrutiny includes reviewing policies that identify what data are used to determine whether providers are meeting standards, as defined by the Texas Education Code and Texas Administrative Rules.² Currently, EPP providers collect and report data to the federal government, as required by Title II of the Higher Education Act (HEA), and to state education agencies, usually as part of the state program-approval process. What is lacking, however, is an understanding of what data should be collected and used to ensure EPPs are preparing new teachers to meet the demands of a highly diverse student population.

For more information regarding Educator Preparation Program Approval, see Texas Education Agency site at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Educator_Preparation_Home/

NATIONAL DATA COLLECTION STANDARDS

A majority of EPP providers collect data on recruitment, admission procedures, field experiences, assessment scores, pedagogy, and content knowledge. The depth and breadth of the data collected can vary widely across states and within EPP providers from the same state.

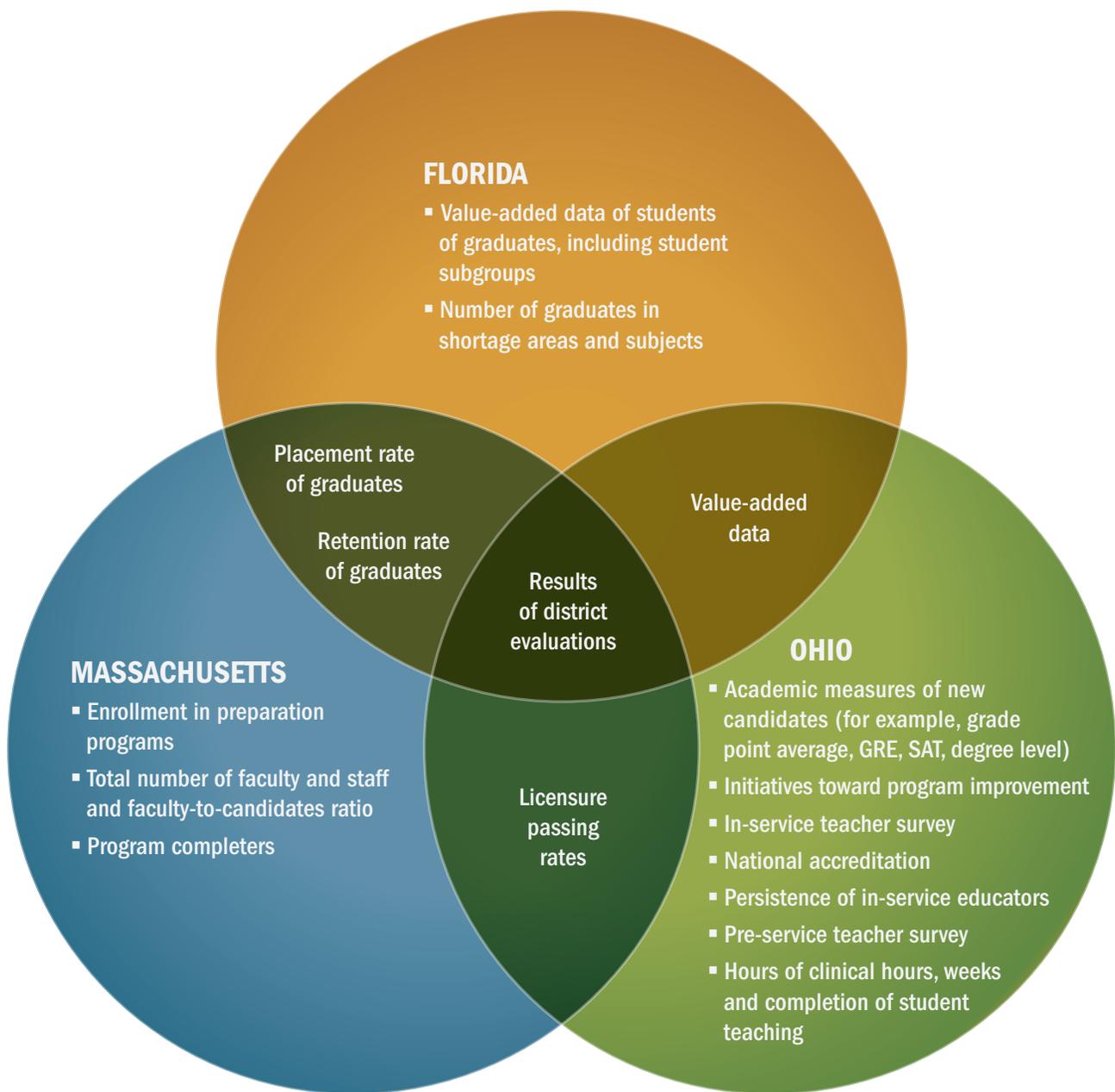
The Council of Chief State School Officers (CCSSO) completed a review of teacher preparation program evaluation measures used to make decisions for initial and continuing program approval for all 50 states and the District of Columbia. CCSSO also included a scan of program review and accountability policies for each state. Using the partner organization's, Teacher Preparation Analytics framework of the four key effectiveness indicators, which consists of gathering data on (1) Candidate Selection Profile, (2) Knowledge and Skills for Teaching, (3) Performance as Classroom Teachers, and (4) Contribution to State Needs, CCSSO found a large variance in the data states are collecting.³ Not only does the type of data collected vary, but how the data are reported to the public and the data's functionality also varies by state.⁴

Some states are venturing beyond the common indicators included in the framework and are beginning to incorporate data that link EPP graduates to student outcomes. According to a 2016 report, 11 states—Colorado, Delaware, Florida, Georgia, Louisiana, Massachusetts, New Jersey, North Carolina, Ohio, Rhode Island, and Tennessee—collect longitudinal data that are directly connected to student outcomes of EPP graduates. However

only Florida, Massachusetts, and Ohio have EPPs that have utilized the data to make changes and improvements to courses and/or programs.⁵ The nature of these changes to courses or programs are not readily available.

Some of the data collected by Florida, Massachusetts, and Ohio for compliance and accountability are detailed in the following Venn diagram. Connecting EPP graduates to student outcomes is new, and states are still determining if they will use value-added measures or achievement to measure teacher effectiveness.

Comparison of Data Collected by Florida, Ohio, and Massachusetts



TEXAS DATA COLLECTION STANDARDS

In Texas, an EPP provider must submit annual data to the Texas Education Agency (TEA) for compliance and accountability. The Texas Administrative Code, Title 19, Chapters 228 and 229, outlines the accountability and approval processes for EPPs. It also specifies the data that providers are required to collect and submit for accreditation, annual performance reporting, and consumer information publication.

For accreditation, Texas has five indicators (see Table 1), although, at this time, data for only three of the indicators are collected, used, and reported. Achievement data of the teacher's students and new teacher satisfaction data are not collected and included when accrediting EPPs. These two indicators are in the process of being developed.

Current data collection is focused on compliance and accountability and does not lend itself to be used for program improvement. As a means for increasing program effectiveness, TEA and the State Board for Educator Certification have expanded the data collected to include teacher performance on the Texas appraisal system, exit survey results, and principal survey results. However, these data are not disaggregated to analyze EPP graduates' performance, preventing EPPs from making course or program improvements.⁶

Table 1. TEA Publicly Available Information on Texas EPPs

Indicator	Data Measure
Indicator 1: Percentage of Completers Passing Certification Examinations	Percentage of individuals the provider reported as program completers who passed the examinations required for the certification the individuals pursued. For the state as a whole, the average is the passing percentage for all the individual programs.
Indicator 2: Principal Appraisal of First-Year Teachers	Percentage of Principal Survey respondents who reported, on average, that the first-year teachers were well prepared or sufficiently prepared for their first year of teaching.
Indicator 3: Improvement in Student Achievement	Data for this measure are under development. There is no standard for improvement in achievement at this time.
Indicator 4: Frequency and Duration of Field Observations and Quality of Supervision	Frequency and duration of field observations, as well as the quality of field supervisors.
Indicator 5: Satisfaction of New Teachers	Satisfaction data about their preparation from new teachers following their first year of teaching with a standard certificate. Data for this measure are under development. There is no standard for satisfaction at this time.

Similar to other states, TEA does make all data collected available to stakeholders on the TEA website in the form of a report. Parents, teacher candidates, and districts and schools can look up approved programs, accreditation status, and annual program report data by EPP provider. The data are summarized for each provider. Texas also is working on providing clearer data to the public.⁷ Other states have invested in public dashboards that can provide greater transparency and help connect data to EPPs in an interactive and user-friendly way.

DATA AND TEACHER PREPARATION

In 2011, the U.S. Department of Education released a report on teacher education reform and improvement, citing that 63 percent of teachers report feeling unprepared for the classroom.⁸ The purpose of this report was to provide guidance and recommendations for improving teacher education with the goal of “transforming public education.”⁹ The report addresses teacher shortages and calls for EPPs to offer a “rigorous, clinical experience”¹⁰ that fully prepares teacher candidates and leads to significant student learning.¹¹ This report led to new HEA regulations to include more transparent data collection processes and for states to provide feedback and support to low-performing EPPs. Recommendations in the report include collecting data to measure field-based experiences, forming partnerships between districts and EPPs, and measuring effectiveness of novice teachers in meeting the needs of a diverse student population.

National organizations, including the Council for the Accreditation of Educator Preparation (CAEP), CCSSO, and CEEDAR Center, also have provided recommendations for the most meaningful data to collect to improve teacher effectiveness.^{12,13} There is no agreement on the exact variables that can lead to more effective teachers. In addition, there is inconsistency in the state data collected and the usage of the data for improvements and/or for accreditation decisions impacting EPPs. However, a common theme across CAEP and CCSSO recommendations is that EPPs need to be held accountable for preparing effective teachers that can impact student learning.

NEW FEDERAL REGULATIONS IN 2017–18

The new federal regulations on EPPs require states to collect and report data on outcome measures.¹⁴ Expanding data collection to include outcome measures will provide detailed information about the performance and quality of EPPs, strengthening the abilities of programs to engage in a cycle of continuous improvement. Among the most significant changes is the requirement that states collect data at the *program level* rather than at the *provider level*. For example, a traditional university-based EPP provider may have several different programs, such as an undergraduate, postbaccalaureate, or alternative program.¹⁵ Another provider could have multiple programs, such as secondary education, special education, or elementary education. In the past, data from a provider with multiple programs were combined and were reported as one program. Texas currently collects data at the provider level—as do most states. This means that, in the pilot year, 2017–18, all states will need to ensure their process collects discrete data for each of the programs delivered by EPP providers.

States must collect program data on the four following indicators:

- **Student learning outcomes** defined as different measures of student learning as determined by each state. Outcomes can include standardized tests and/or another measure of student learning. States are requiring data to be uniform across EPP programs.
- **Employment outcomes** defined as teacher placement rate, placement in high-need schools, and teacher retention.
- **Survey outcomes** defined as data from new teacher and principal surveys. The principal survey results must attribute responses to the program rather than the provider
- **Program quality** defined as the option of states accepting accreditation from a specialized, national accreditor as the indicator of program quality (e.g., CAEP). Another option is the state could collect and report data, by program, on how the EPP prepares teacher candidates:
 - with content and pedagogical knowledge,
 - with quality clinical preparation, and
 - who can meet rigorous teacher exit qualifications.

States may choose to report on additional indicators as well.

States will use collected data to rate all of the programs of each EPP as effective, at-risk, or low performing. TEA will be required to offer technical assistance to improve any program, versus provider, rated low performing. It is the goal that these data will increase the understanding of EPP practices that lead to the preparation of more effective teachers.

Examining these data alongside student outcomes and teacher evaluation will give EPPs additional information regarding what is working and what needs improvement. These data will be included within a consumer report. The consumer report will be made public, similar to current district report cards.

The new U.S. Congress has indicated that it may want to rescind the regulations, although that has not yet occurred. Congress has until May 2017 to take action to roll back the regulations.¹⁶

RECOMMENDATIONS

These recommendations build off the best ideas for collecting and using data about EPPs, with a goal of improving teaching quality for all students:

- TEA should continue its efforts to implement data collection on all five indicators.
- TEA should develop an accessible, transparent, user-friendly, and interactive dashboard that allows stakeholders and consumers to see not only EPP performance but also comparison of EPPs and providers.
- TEA should use data collected to identify programs that are and are not preparing effective new teachers. Based on these data, TEA should:
 - increase support and update its approach to providing assistance to EPPs,

Teacher Preparation Program Data

- conduct an analysis to determine if the state is accurately collecting meaningful measures to inform program quality and revise data-reporting requirements if better data are identified,
 - collaborate with EPPs to review the data measures that would aid program improvement, and
 - increase student voice in EPP accountability and accreditation by adding the collection of K-12 student surveys of teachers as a measure of teacher effectiveness.
- TEA should collect and evaluate data on the program level, regardless of whether the new HEA regulations are rescinded.

Although data alone will not create improvement in EPPs, data analysis is a tool that helps uncover areas of strength and opportunity. As a state, Texas always has been data rich; however, the types of data collected and the manner in which data are available has to be continuously reviewed and improved. Meaningful measures can help both the state agency and the EPPs target technical assistance and program improvement. If we cannot identify strengths and challenges, we are doing our teachers a disservice. Texas has many foundations to build a sophisticated, data-driven strategy. The state can ensure we are improving educator preparation and scaling our best models so that every student has an effective teacher on a teacher's first day in the classroom.

ENDNOTES

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- ² Texas Administrative Code. RULE §228.10, Chapter 228. Retrieved from [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=10](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=10)
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- ⁸ U.S. Department of Education. (2011). *Our future, our teachers: The Obama administration's plan for teacher education reform and improvement*. Washington, DC: Author. Retrieved from <https://www.ed.gov/sites/default/files/our-future-our-teachers.pdf>
- ⁹ State Board for Educator Certification. (2016). Meeting agenda, item 11: Consider and take appropriate action on adoption of proposed revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs. Retrieved from http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/SBEC_Meetings/2016/August/August_5,_2016_SBEC_Agenda/ p.1
- ¹⁰ State Board for Educator Certification. (2016). *Meeting agenda, item 11: Consider and take appropriate action on adoption of proposed revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs*. Retrieved from http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/SBEC_Meetings/2016/August/August_5,_2016_SBEC_Agenda/ (p.1)

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Vision

Strengthen the public and higher education system so that every Texas student is prepared for educational and workforce success.

Mission

Increase postsecondary readiness, access, and success for all students by building partnerships, leading innovation, and scaling practices and policies.



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