



DEANS FOR IMPACT

# Better Data to Prepare Better Teachers

SREB Teacher Preparation Commission

December 2016

# Deans for Impact shares a common vision to improve teacher preparation

**CHANGE** will occur by **DESIGN**,  
not by **ACCIDENT**.

We, as leaders of educator preparation programs,  
must take responsibility for transforming  
how we prepare teachers.

# Deans for Impact's Guiding Principles



**Data-  
Informed**

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**Outcomes  
Focused**

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**Empirically  
Tested**

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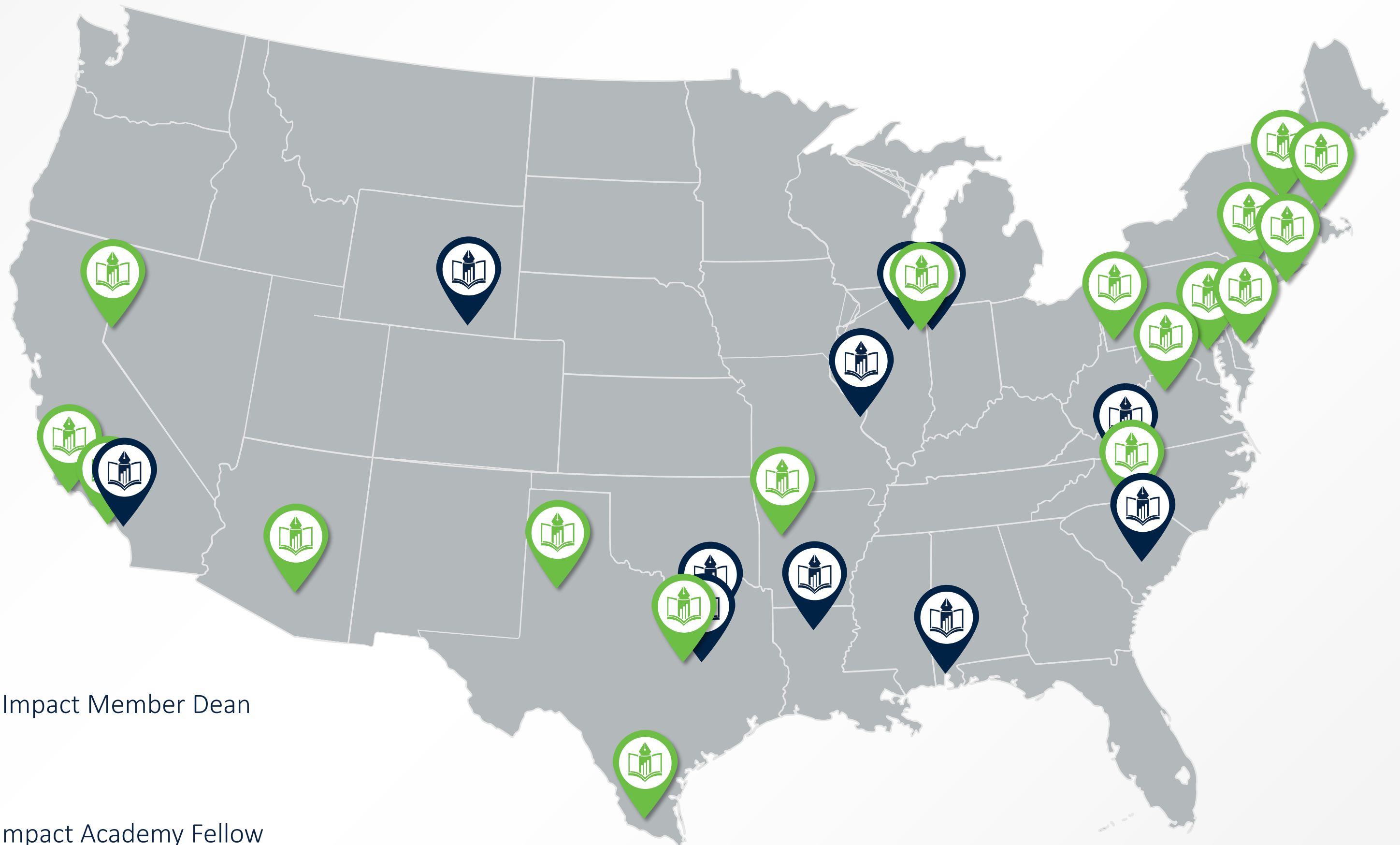


**Transparent and  
Accountable**

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# Our members and fellows represent a diverse set of institutions across the country



 Deans for Impact Member Dean

 Deans for Impact Academy Fellow



# Collecting better data is central goal of Deans for Impact (& astute researchers)

- *“We need to use data –from common metrics and assessments –to examine relative strengths and weaknesses within our programs.”*
- *“We really do want to assess the quality of our graduates’ work. We’ve been seeking this information for a long time, but it’s hard to get.”*
- *“To do more, HBCUs and other Minority-Serving Institutions need to see data as an ally, not an obstacle.”*
- *“The most promising ingredient for improved teacher preparation is the systematic development of relevant data.”*



**Linda Patriarca**  
East Carolina University



**Robert Pianta**  
University of Virginia

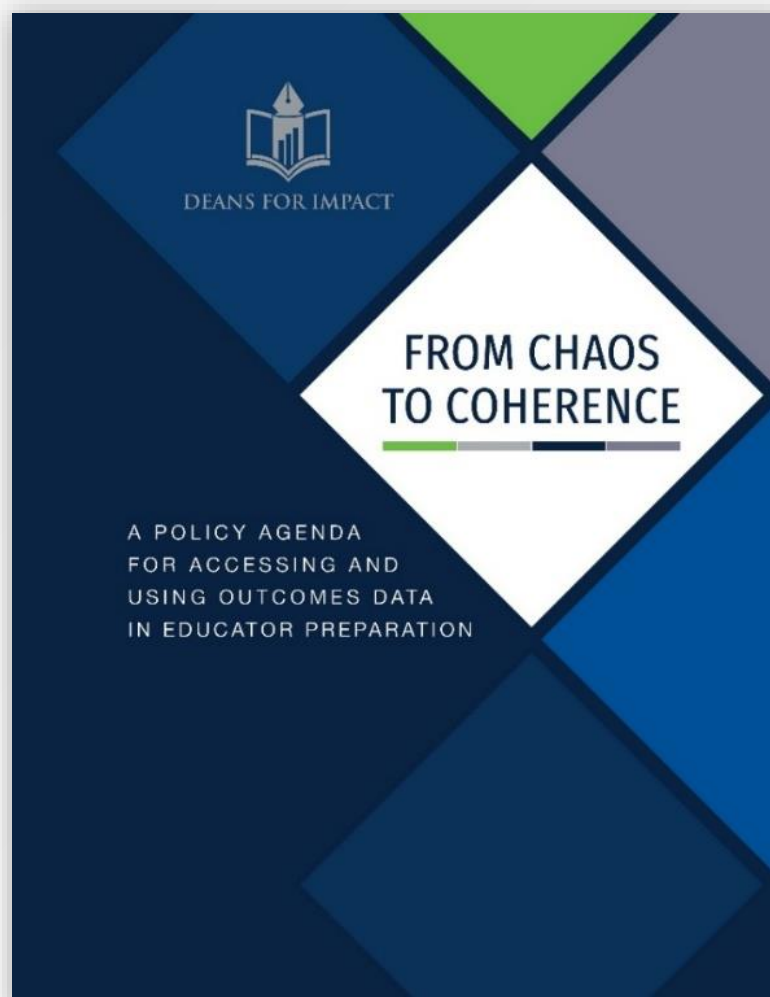


**Cassandra Herring**  
DFI (formerly Hampton University)

**Julie Cohen &  
Jim Wycoff**  
UVA



# Our policy agenda underscores the need for common data across programs



- There is limited *uniformity* in the type of evidence we collect to let us know how teacher candidates are doing.
- There is little *comparability* of data across our programs because we use different instruments and tools.
- We struggle to *access* to data on the effectiveness of the educators we prepare, or their impact on their students.

Full brief available at [http://deansforimpact.org/pdfs/From\\_Chaos\\_to\\_Coherence.pdf](http://deansforimpact.org/pdfs/From_Chaos_to_Coherence.pdf)



# Programs struggle to access data on teachers they have prepared

## PROGRAM ACCESS TO POST-ENROLLMENT DATA



DATA  
CATEGORY



% COLLECTING  
DATA CATEGORY

Completer or Graduate Survey

78%

Employer Survey

74%

Employment Status and Location

65%

Long-term Retention

35%

Classroom Observation of Graduates

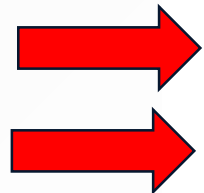
26%

Student Achievement

26%



Teacher Evaluation Scores of Graduates

26%



# And without comparable outcomes data, there is no possibility of systemic improvement

## PROGRAM POST-ENROLLMENT DATA BY SOURCE

 <b>DATA CATEGORY</b>	 <b>DEANS FOR IMPACT MEMBER-LED PROGRAMS</b>																						
	Arizona State University	Bank Street College of Education	Boston Teacher Residency	East Carolina University	Hampton University	Johns Hopkins University	Lesley University	Loyola Marymount University	Relay Graduate School of Education	Southern Methodist University	Temple University	Texas Tech University	University of Arkansas	University of Chicago	University of Idaho	University of Missouri, St. Louis	University of Nevada, Reno	University of North Carolina, Chapel Hill	University of Pittsburgh	University of Southern California	University of Texas, Permian Basin	University of Virginia	Western Oregon University
Completer or Graduate Survey	Blue	Blue	Blue	Green	Blue	Blue	Blue	Green	Blue	Yellow	Yellow	Green	Blue	Blue	Green	Green	Green	Blue	Blue	Green	Yellow	Yellow	
Employment Status and Location	Green	Yellow	Blue	Green	Blue	Blue	Green	Green	Blue	Yellow	Blue	Yellow	Blue	Yellow	Yellow	Green	Yellow	Green	Blue	Green	Yellow	Blue	Yellow
Long-term Retention	Green	Yellow	Green	Green	Yellow	Yellow	Green	Yellow	Blue	Yellow	Yellow	Yellow	Yellow	Blue	Yellow	Yellow	Green	Yellow	Blue	Yellow	Yellow	Yellow	Yellow
Employer Survey	Green	Blue	Blue	Blue	Blue	Blue	Green	Yellow	Yellow	Yellow	Blue	Green	Yellow	Yellow	Green	Green	Green	Yellow	Blue	Blue	Blue	Blue	Green
Classroom Observation of Graduates	Yellow	Yellow	Blue	Green	Blue	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Blue	Yellow	Yellow	Yellow	Green
Student Achievement	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Yellow	Green	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Teacher Evaluation Scores of Graduates	Green	Yellow	Yellow	Green	Yellow	Yellow	Green	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow	Yellow	Yellow	Yellow

■ Internally developed instrument or source     
 ■ Externally developed instrument or source     
 ■ None



# We need a systematic approach to address the problem of *comparable, accessible* data

**NOW**

Mentor / Supervising Teacher Survey	I		I	I	I	I	I			I	I	I	I
Student Achievement at Clinical Experience Site			E						E			E	
Candidate Exit Survey	E	I	I	I	I	I	E	I	I	I	I	I	I
Performance Assessment	E		I	E	I	E	E	E	I		I	E	



**FUTURE?**

Mentor / Supervising Teacher Survey	E	E	E	E	E	E	E	E	E	E	E	E	E
Student Achievement at Clinical Experience Site	E		E		E	E		E	E	E	E	E	E
Candidate Exit Survey	E	E	E	E	E	E	E	E	E	E	E	E	E
Performance Assessment	E	E	E	E	E	E	E	E	E	E	E	E	E

I = Data collected by instrument developed at an individual program  
 E = Data collected by externally validated instrument



# Deans for Impact is working to develop common indicators across our membership

This work is still very much in development, but we are honing in on four categories of data of particular importance.

- ✓ A **model MOU for accessing K-12 student achievement data** of program graduates from state and district partners
- ✓ An **observational measure of candidate instructional skill** collected at multiple points during a clinical experience
- ✓ An **assessment of professional dispositions and mindsets** collected at some point(s) over an individual's path from applicant to candidate
- ✓ An **employer or graduate survey** collected at some point(s) after teacher preparation is complete and the teacher is employed



# State policy can play key role for each of these data categories

## State role

### Model MOU

- State policy should ensure that programs have access to teacher-level data (with privacy safeguards)

### Common Observation Tool

- State policy should incentivize – not mandate – the use of a valid, rigorous common observation tool

### Common Dispositions Tool

- State policy should incentivize – not mandate – the use of a valid, rigorous dispositions assessment

### Employer & Graduate Surveys

- States and programs should jointly develop a single survey for employers, and a single survey for graduates
- An interstate compact between states to use the same surveys for this would be hugely valuable



# Final takeaways

- *State policy can play vital role in providing outcomes data* to leaders of teacher-preparation programs. Many leaders want these data, so these policies should be developed with them at the table.
- Remember the central lesson of NCLB era: *Accountability alone will not be enough.* Programs will need help in order to improve. States should not provide this help directly, but rather find ways to incentivize programs to seek out the support they will need.
- Heavy-handed mandates will be met with fierce resistance. States may want to start with “coalitions of the willing” and build out from there. The field is in flux, so *now is the time for innovative policy solutions.*





# DEANS FOR IMPACT

## CONTACT US



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