EMERGING PERFORMANCE INFORMATION: Powerful feedback for teacher preparation

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Our thesis for this session:

- Emerging sources of data will provide stronger and more relevant information for preparation program improvement decisions
  - And also for accreditation decisions

- “Stronger and more relevant” means:
  - More consistent across institutions; more valid and reliable
  - Descriptive of a wider range of outcomes—for candidates, graduates and for programs
  - More accessible—through SLDS
  - More susceptible to interpretation—through benchmarks and comparisons
What NCATE asks:

- Examples of “exhibits” for accreditation
  - Title II reports
  - Assessments, scoring guides, results
  - State licensure test scores
  - Samples of candidate work
  - Follow up studies of graduates
  - Employer feedback on graduates
  - Precondition—published criteria for admission and exit
Problems with current data on preparation

- Covers limited topics
  - so of limited use and limited explanatory power
- Lack of commonly accepted definitions
  - so hard to interpret
- Often not actually used to make decisions about program improvement
  - therefore a burden
- Lack of benchmarks or common comparison points
  - so of limited utility
What is emerging?

- **HILDA**—State Longitudinal Data Systems—**Student/teacher link now, in 35 states**
- **PAT**—Next generation student assessments—**start in 2014-2015**
- **PAT**—Teacher effectiveness development (EET) and evaluation measures (MET)—**results in 2012**
- **RAY**—Teacher pre-service and licensure assessments (TPAC)—**piloted and available by 2015**
- Additional Title II reporting requirements—**now in all states**
Suggested Template for Discussion: Longitudinal Data That States Can Share with Teacher Preparation Institutions and Programs

Data items displayed in the first two columns of this chart could be useful for evaluating the ultimate success of educator preparation programs in terms of candidate performance on the job. The data identified are/will be collected and stored by the state for teachers/administrators currently employed within the state.

<table>
<thead>
<tr>
<th>TEACHER DATA</th>
<th>ADMINISTRATIVE LEADER DATA</th>
<th>ANALYTIC PURPOSE (BY PREPARATION PROGRAM/INSTITUTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Path</td>
<td>Career Path</td>
<td>Meeting Program Goals</td>
</tr>
<tr>
<td>Year hired</td>
<td>Year hired</td>
<td>Career path analysis helps institutions and programs</td>
</tr>
<tr>
<td>Characteristics of school at which employed (high needs/high minority/high poverty/low performing/urban/rural)</td>
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<td>know whether program goals are being met for employment and preparation of teachers to meet the needs of diverse students in different situations. Also, feedback on persistence in teaching, or whether former candidates remain in other education positions, would help further refine the institution’s education preparation goals.</td>
</tr>
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<td>Subject(s) taught</td>
<td>In original job placement in year two and year three after program completion (options could include same school, moved to another school in district, taught in another district, left the state, left the profession and write in reason for turnover)</td>
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<td>Characteristics of students in the school such as percentage of English language learners, percentage of students with disabilities, student learning, attendance, graduation rates and college/community college matriculation where applicable in terms of status or growth</td>
<td>Career path analysis helps institutions and programs know whether program goals are being met for employment and preparation of teachers to meet the needs of diverse students in different situations. Also, feedback on persistence in teaching, or whether former candidates remain in other education positions, would help further refine the institution’s education preparation goals.</td>
<td></td>
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<td>Characteristics of students the teacher is assigned in terms of poverty level, education of parents and previous education performance</td>
<td></td>
<td></td>
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<tr>
<td>Induction Experience</td>
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<td>Evaluating Program Strengths and Weaknesses</td>
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<td>Licensure status (remain on initial license, next level state license, district tenure status or National Board Certification)</td>
<td>Leader satisfaction (as measured by surveys, focus groups or interviews) with perceived quality of their preparation programs overall and on specific dimensions</td>
<td>Information on licensure status is one way to determine whether candidates who are teaching are appropriately progressing in early stages of their career.</td>
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<td>Teacher satisfaction with preparation program (surveys, focus groups or interviews on quality of their preparation programs overall and on specific dimensions such as content, pedagogy, assessment, clinical and field experiences, classroom management, addressing diverse learning needs, teamwork, etc.)</td>
<td>Assistance the school or district provides to leaders in their first year of service (structured mentoring, making consultants available, etc.)</td>
<td>Information on the satisfaction of former candidates, tracked over time, should be directly relevant in assessing how well candidates are being prepared for the challenges they will actually face on the job. The information may identify particular courses or experiences that fall short, prompting further discussion, perhaps personal and in depth, with former candidates to determine what specific changes are needed.</td>
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<td>Assistance the school or district provides to teachers in their first year of teaching (structured mentoring program, making consultants available, etc.)</td>
<td>Superintendent satisfaction with quality of the leader and also with quality of leaders coming from all preparation programs</td>
<td>Information on assistance provided by the employing school or district will also identify topics on which new teachers need help and become additional sources of program evaluation data. Institutions will know whether their own program provides assistance to graduates in their first year of teaching (through structured programs in induction, online or otherwise) or arranges for such assistance through their employers or third parties. These areas/topics of this assistance would be useful to institutions in identifying areas of weakness in their preparation programs.</td>
</tr>
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<td>Principal satisfaction with quality of the teachers</td>
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