



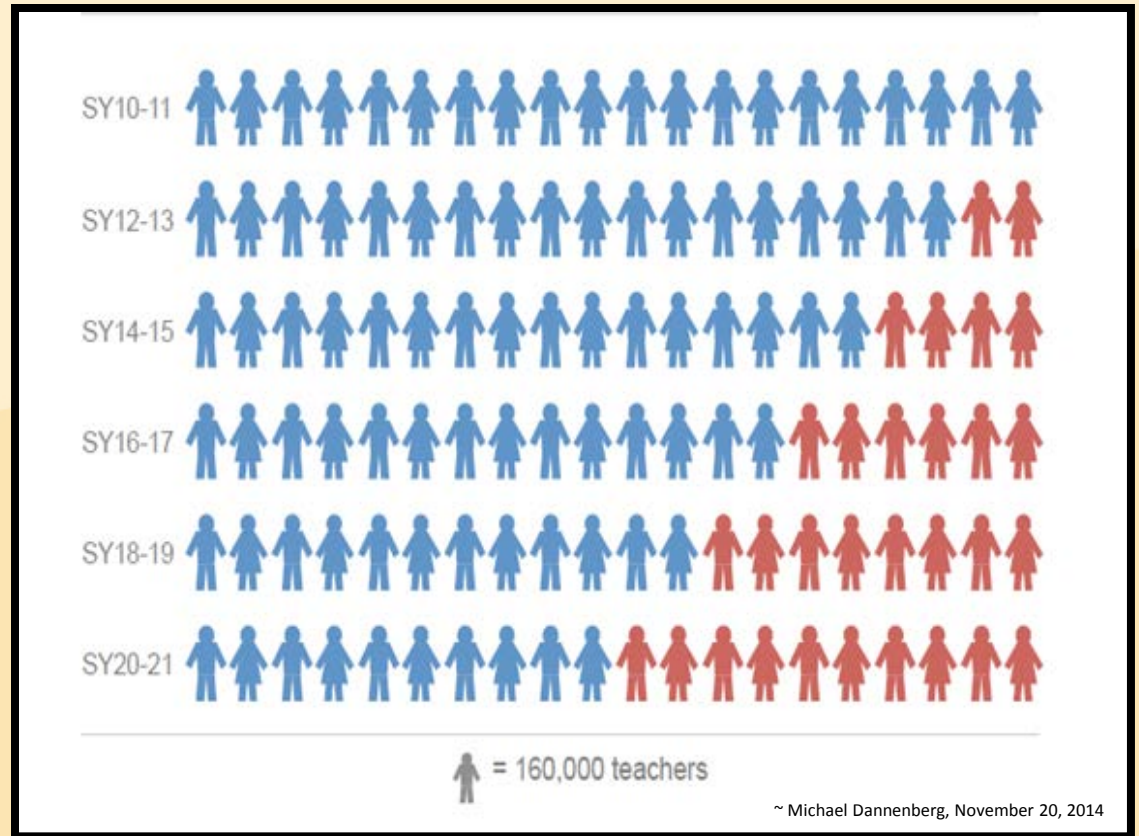
Council for the
Accreditation of
Educator Preparation

Measuring Completers' Impact on P-12 student learning, and the effectiveness of teacher education programs: The Impact Assessment Template (IAT)

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Development of CAEP Standard 4

- Over the next 10 years, 1.6 million teachers will retire.
- At least that many will be needed to take their place.



Standard 4: Program Impact

- The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

4.1- Impact on P-12 Student Learning and Development

- 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

4.2 - Indicators of Teaching Effectiveness

- 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

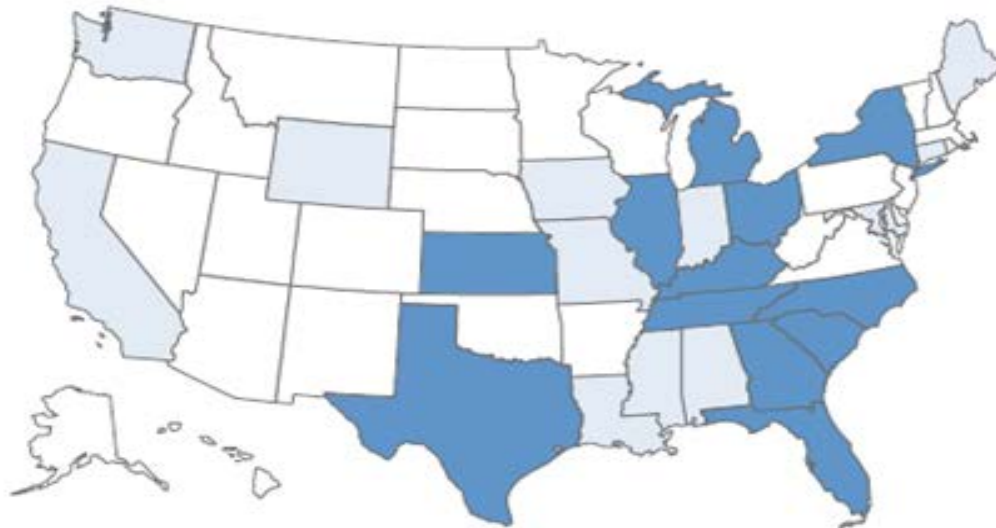
4.3 - Satisfaction of Employers

- 4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

4.4 - Satisfaction of Completers

- 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Assessing EPP Program Effectiveness



Out of the approximately **13,000** teacher preparation programs, only **129 programs** were identified by states as at-risk or low-performing in the most recent year.

~ Michael Dannenberg, November 20, 2014

SOURCE: Chad Aldeman, et al., *A Measured Approach to Improving Teacher Preparation* (Washington, DC: Education Sector, 2011).

The Impact Assessment Template (IAT)

- Is there a perceived need among stakeholders for the assessment of program effectiveness to be uniform across all EPPs?
 - What should be assessed?
 - Who should create these assessments?
 - How should data be collected?
 - How should data be analyzed?
 - How should data be interpreted?

Questions



Assessing EPP Program Effectiveness

- **U.S. Department of Education: Proposed Regulations**
 - Build on innovative state systems and progress in the field to encourage all states to develop their own meaningful systems to identify high- and low-performing teacher preparation programs across all kinds of programs, not just those based in colleges and universities.
 - Ask states to move away from current input-focused reporting requirements, streamline the current data requirements, incorporate more meaningful outcome measures and improve the availability of relevant information on teacher preparation.

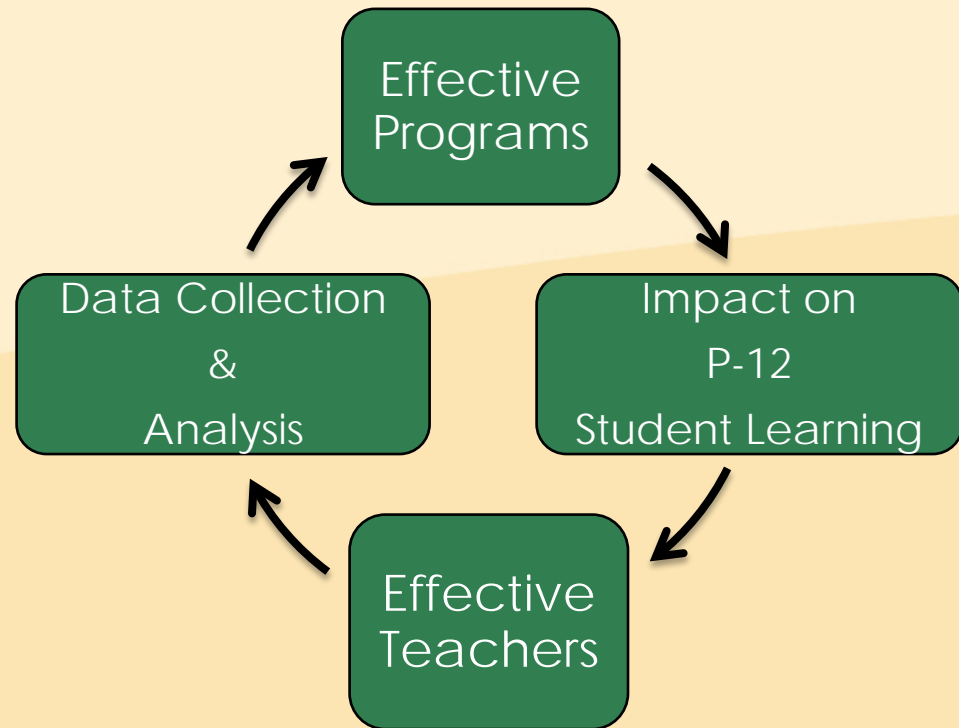
Assessing EPP Program Effectiveness

- **U.S. Department of Education: Proposed Regulations**
 - Reward only those programs determined to be effective or better by states with eligibility for TeACH grants, which are available to students who are planning to become teachers in a high-need field and in a low-income school, to ensure that these limited federal dollars support high-quality teacher education and preparation.
 - Offer transparency into the performance of teacher preparation programs, creating a feedback loop among programs and prospective teachers, employers, and the public, and empower programs with information to facilitate continuous improvement.

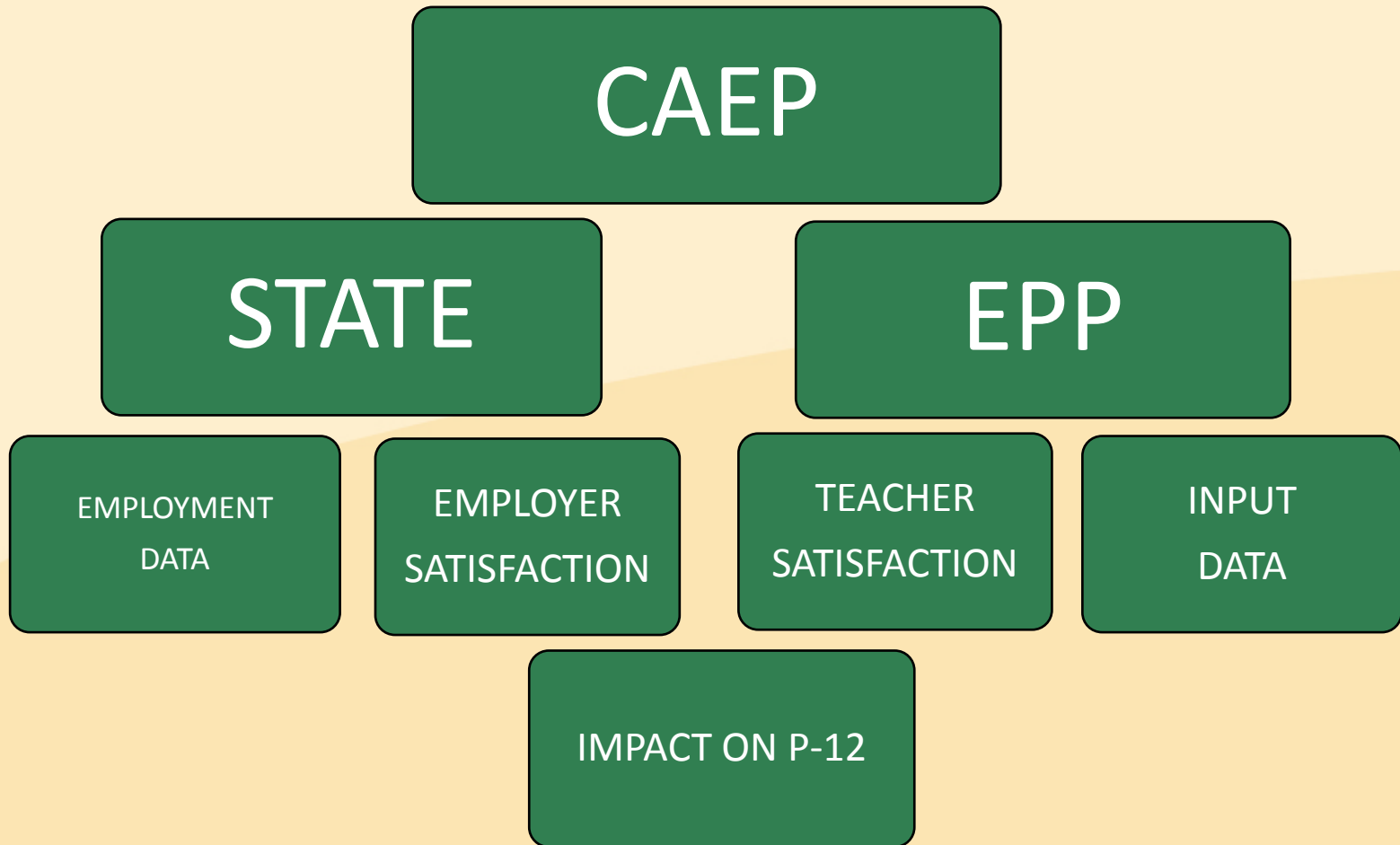
The “Feedback Loop”

Assessing Program Effectiveness

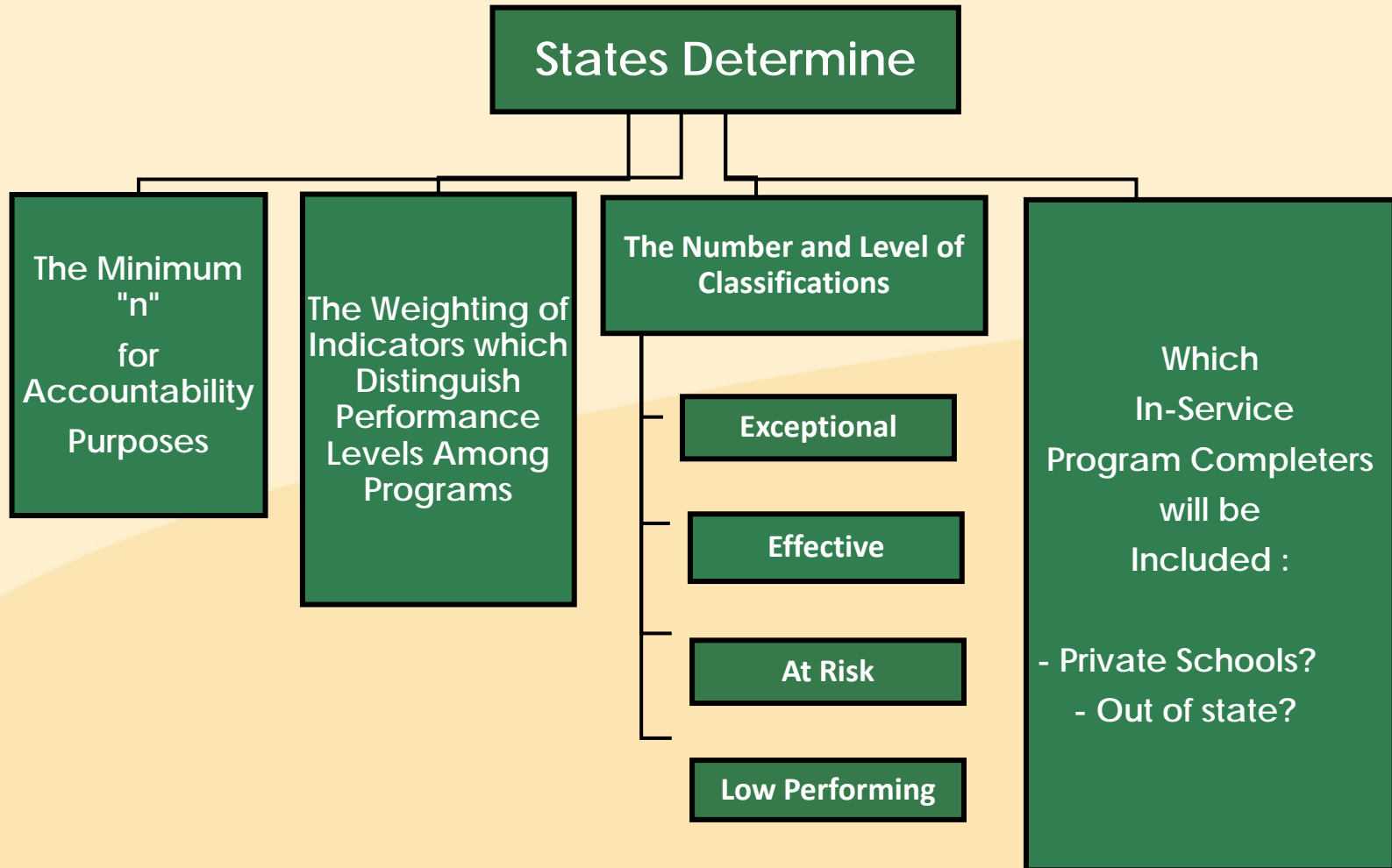
Together, states and EPPs will be able to map P-12 student achievement data and teacher evaluation results back to EPP programs, creating a “feedback loop.”



Assessing Program Effectiveness: Data Collection and Analysis



Assessing Program Effectiveness: Data Collection and Analysis



Need for standardization across EPPs

“The qualities of educator preparation data fall far short of an “ideal.” CAEP, as the EPP-accreditation organization, must play a prominent role to advance evidence-informed accreditation as one of its professional responsibilities. With strong interest across states, and a heightened awareness among policymakers, CAEP's first years should be an ideal time to define, reach consensus on, and put strong assessments and statistical measures into place.”

~ CAEP: Evidence Guide, February , 2014

Need for standardization across EPPs

- **ROLE OF THE COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION**
 - CAEP has a responsibility to collaborate with states and other stakeholders to make the data available for preparation and accreditation more consistent, discriminating, and useful.
 - CAEP will participate in an exploratory “workshop” with the National Research Council to determine whether, and if so, how, the various EPP actions, courses, policies, and experiences that comprise “preparation” can be defined in statistical terms so that a ***national descriptive database on preparation can be constructed***.

~ CAEP: Evidence Guide, February , 2014

Need for Standardization Across EPPs: Consideration of the Effects on State and National Levels

- States to develop their own meaningful systems to identify high- and low-performing teacher preparation programs.
- Reward only those programs determined to be effective or better by states with eligibility for TeACh grants
- transparency into the performance of teacher preparation programs, creating a feedback loop among programs and prospective teachers, employers, and the public

Assessing EPP Program Effectiveness

1

Input Standards: States provide an assurance that teacher education programs hold specialized accreditation or that they have a review process assessing whether programs provide teacher candidates with content and pedagogical training, quality clinical preparation, and rigorous entry and exit benchmarks.

2

Employment Outcomes: States evaluate teacher prep programs based on employment outcomes, including job placement and retention rates especially in high need schools and subjects.

3

Teacher and Employer Satisfaction Outcomes: States consider survey outcome data from teacher ed program graduates and their employers (e.g. school districts) on preparation program quality.

4

Teacher Evaluation Results for Program Graduates: Academic growth of PK-12 students should be a significant, but not sole factor in teacher evaluation systems with results mapped back to teacher preparation programs to help evaluate the latter's effectiveness.

~ Michael Dannenberg, November 20, 2014

Assessing EPP Program Effectiveness

Rationale: mapping teacher preparation program impact to ultimate K-12 student achievement will empower stakeholders to improve teacher training programs and make better decisions.

1

Teacher Prep Programs: New data will supply programs with meaningful impact information they can use to drive program change and self-improvement.

2

Teacher Candidates: Teacher candidates will be able to make more informed decisions about where to attend school when choosing a program.

3

Employers: School districts will have more information about the relative performance of prospective teachers from different teacher preparation programs that will aid in hiring decisions.

4

States and Accreditors: Meaningful outcome data will enable Governors, State Chiefs, and accreditors to make better program approval decisions.

~ Michael Dannenberg, November 20, 2014

Assessing EPP Program Effectiveness

- Thoughts on Standardizing the Assessment of Completers' Impact on P-12 student learning.

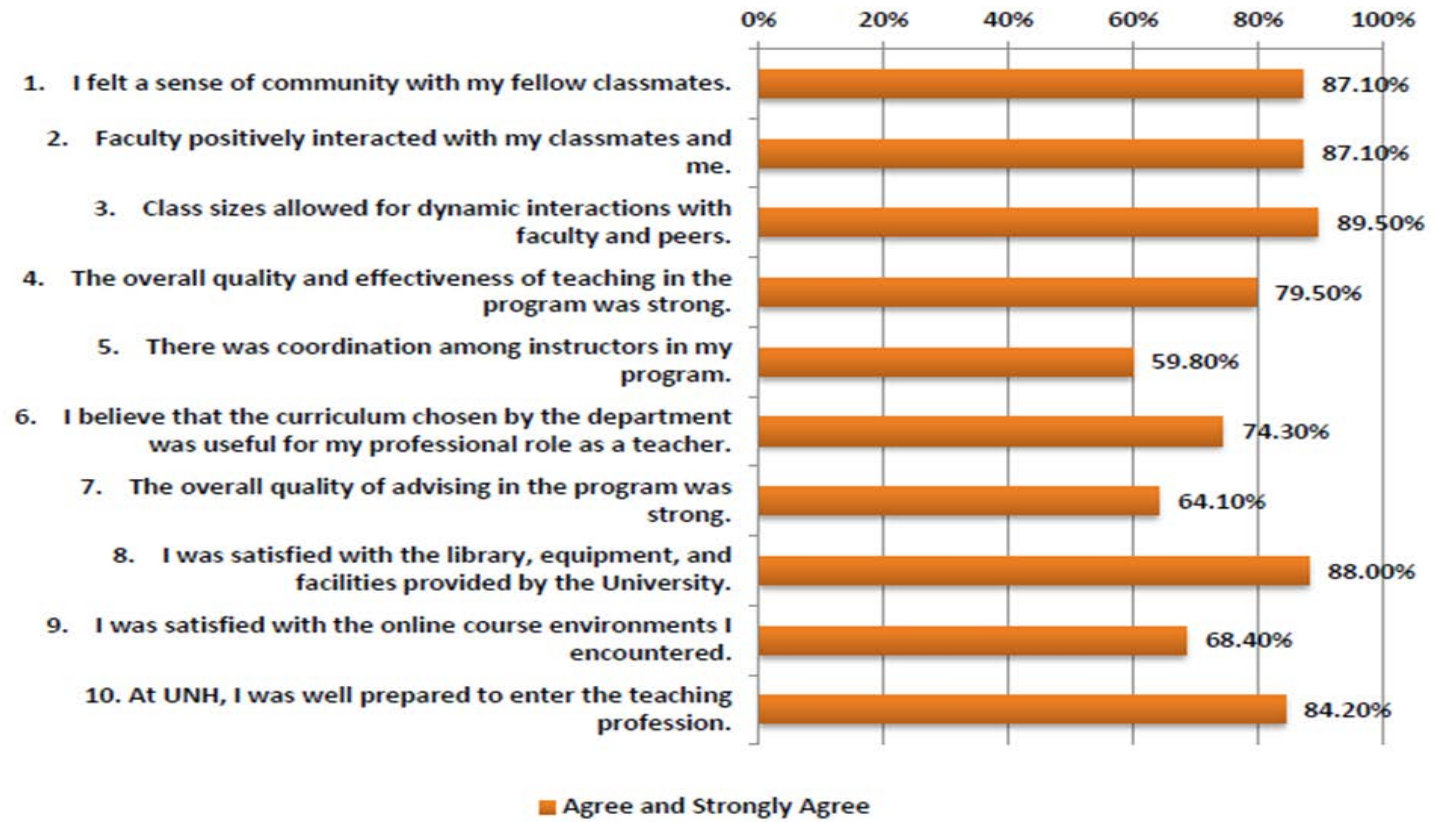


Assessing EPP Program Effectiveness

- Examples of Instruments Used in Program Assessment :
 - Completer Exit Survey
 - Alumni Satisfaction Survey
 - Employer Satisfaction Survey

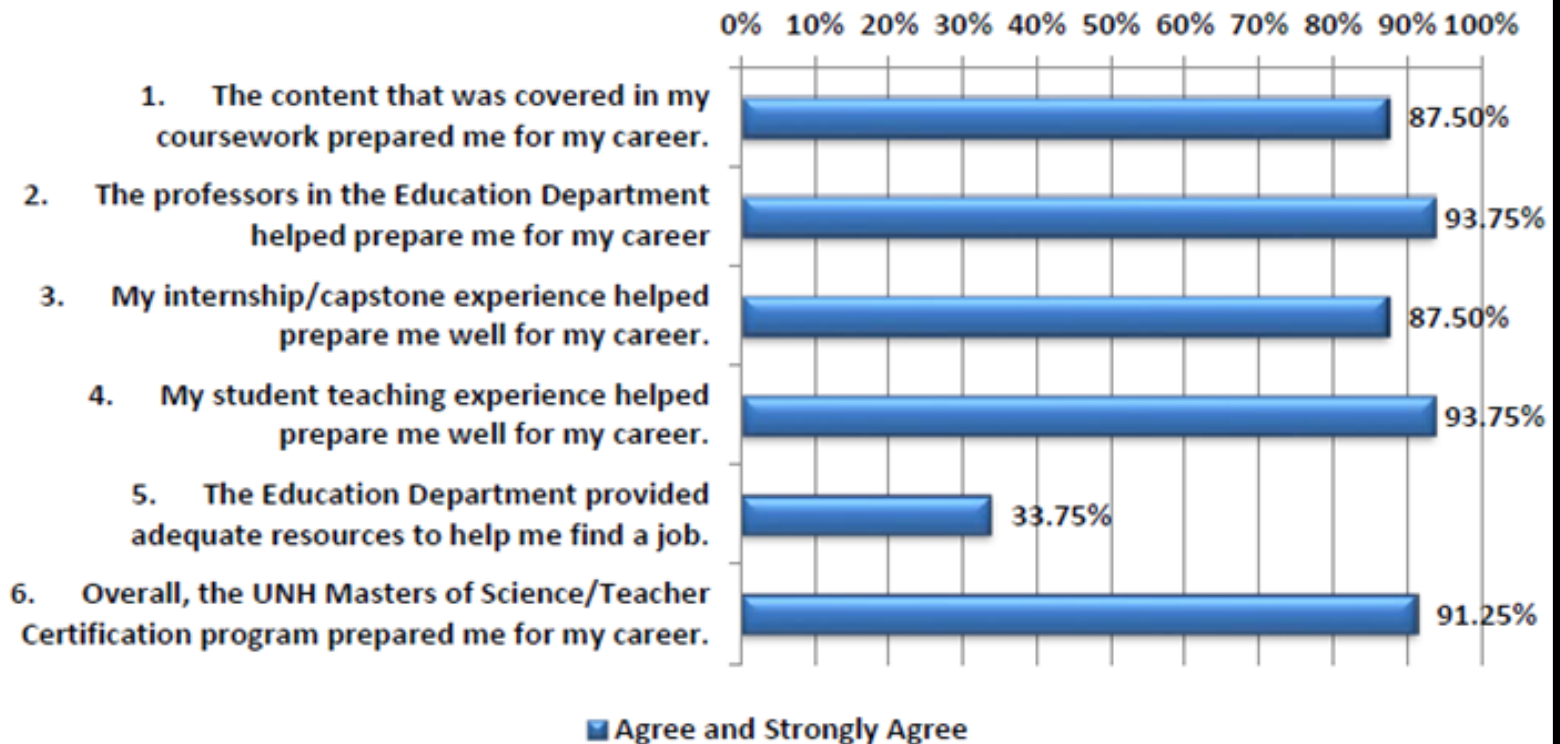
Completer Satisfaction Survey (example)

Program Exit Survey



Completer Satisfaction Survey (example)

In-Service Completer Survey



Completer Employment Data

Number of Months to Find Employment	n	Percent
0-3 months	30	39.47%
4-6 months	2	2.63%
7-12 months	8	10.53%
More than 12 months	36	47.37%
Total	76	100.00%

Completer Employment Data

Current Employment in Education	n	Percent	Type of Employment If Not Employed in Education	n	Percent
Full-time educator	64	84.21%	Stay-at-home parent	2	15.38%
Part-time educator	0	0.00%	Unemployed	3	23.08%
Full-time substitute teacher	4	5.26%	Employed in finance/banking	3	23.08%
Part-time substitute teacher	2	2.63%	Employed in the health care industry	2	15.38%
Tutor	1	1.32%	Employed in civil service	2	15.38%
Teacher's aide	3	3.95%	Employed in the Insurance industry	1	7.70%
Other	2	2.63%			
Total	76	100.00%	Total	13	100.00%

Employer Satisfaction Data

The Ability of Teachers Who are Graduates of the **[Insert EPP Here]** Education Department Compared to other Teachers with Comparable Years of Teaching Experience.

Significantly more able	0
More able	1
No Difference	2
Less able	1
Significantly less able	0
	Total 4

Employer Satisfaction Data

Graduates of the [Insert EPP Here] Education Department
Employer Survey: Likelihood of Hiring More [Insert EPP Here] Graduates

Very Likely	3
Somewhat Likely	0
Neither likely nor unlikely	0
Somewhat unlikely	1
Very unlikely	0
Total	4

Employer Satisfaction Data

1. FOUNDATIONS

Knowledge of philosophies and history of education, as they relate to current practices of Western schooling.

2. RESEARCH

Knowledge and use of educational research base to inform teachers' beliefs, choices, actions, and to help develop empirically sound curriculum.

3. SUBJECT MATTER

Knowledge of discipline and its interaction with other subject areas; ability to promote critical thinking in students and self; ability to develop and deepen content knowledge and pedagogy.

4. LEARNING AND DEVELOPMENT

Deep knowledge of human development and its significant relationship to theories of learning, assessment, motivation and pedagogy.

5. REFLECTIVE SKILLS

Analytic knowledge and process skills, allowing teachers to critique, refine, and adjust their teaching in order to incorporate effective instructional strategies for all learners.

Which Data are Most Important ?

How Should Employer Responses be Ranked?

Employer Satisfaction Data

6. TECHNOLOGIES

Knowledge and skills in the use of instructional technologies appropriate to teachers' fields of study and to pedagogical practice in general.

7. PEDAGOGICAL AND PROFESSIONAL SKILLS

Knowledge of methods and techniques that support work with all students; knowledge of effective instructional planning, based upon knowledge of human development, community, and context; knowledge of effective classroom management practices.

Ordinal or
Nominal
Data?

Employer Satisfaction Data

Which Types of Analysis Should be Performed with these Data?

8. ASSESSMENT

Knowledge of formative and summative assessment instruments; the ability to develop, administer, and carefully interpret assessments; highly developed analytic skills necessary to critique assessments.

9. DISPOSITIONS

Highly developed intellectual, moral, ethical, and social commitments that underscore teachers' understanding of their roles and influences on learners and their communities, as well as their own professional roles, responsibilities, and professional advocacy.

10. DIVERSITY

Knowledge and understanding of the cultural, racial, religious, economic, and sexual-orientation backgrounds, as well as dis/abilities that learners bring to the classroom and the ability to use this knowledge to develop instructional strategies that promote student learning and success.

11. COLLABORATION AND INITIATIVE

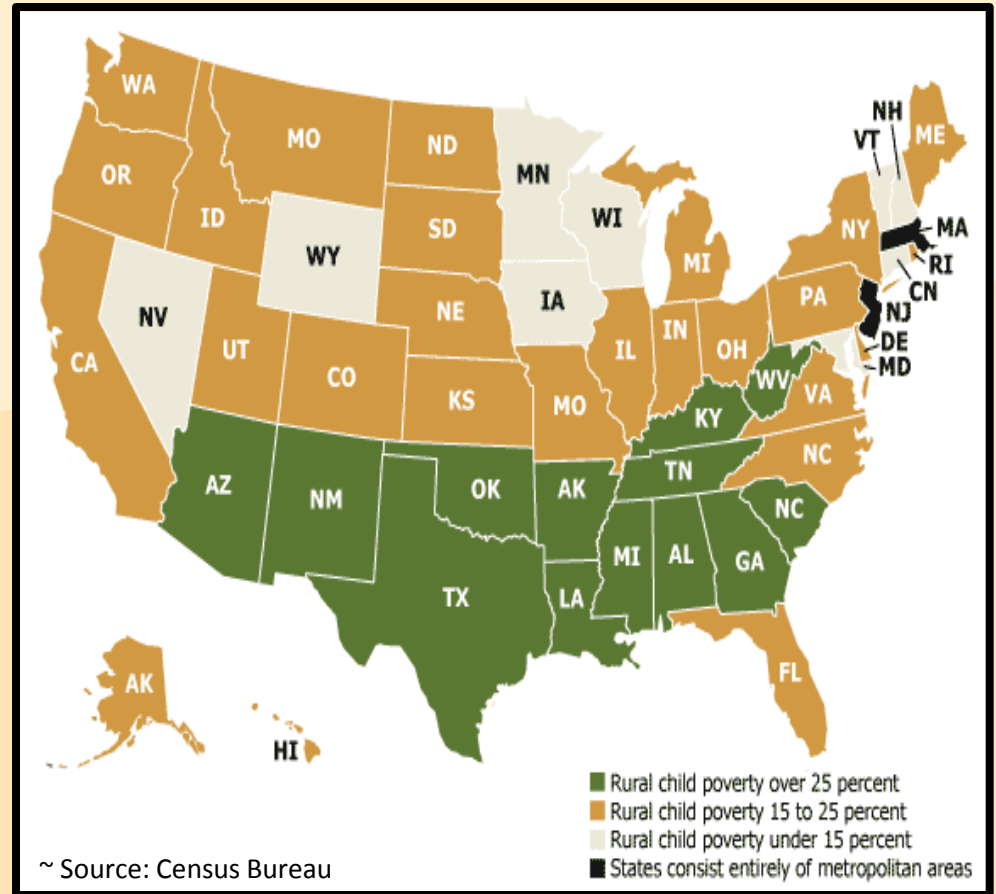
Commitment to developing meaningful relationships with colleagues; families; commitment to continuous professional improvement, and advocacy for educational reform.

Issues with Employer Satisfaction Surveys

- Evaluation provided by one or two administrators within each P-12 setting.
- Differences Among Assessment Instruments.
- Differences Among Ranking Systems.
 - Example: ***Appropriate Dress***
 - Quality Scale: (excellent, good, fair, poor)
 - Frequency Scale: (Always, frequently, sometimes, never)
 - Nominal Scale: (Yes or No)

Issues with Employer Satisfaction Surveys

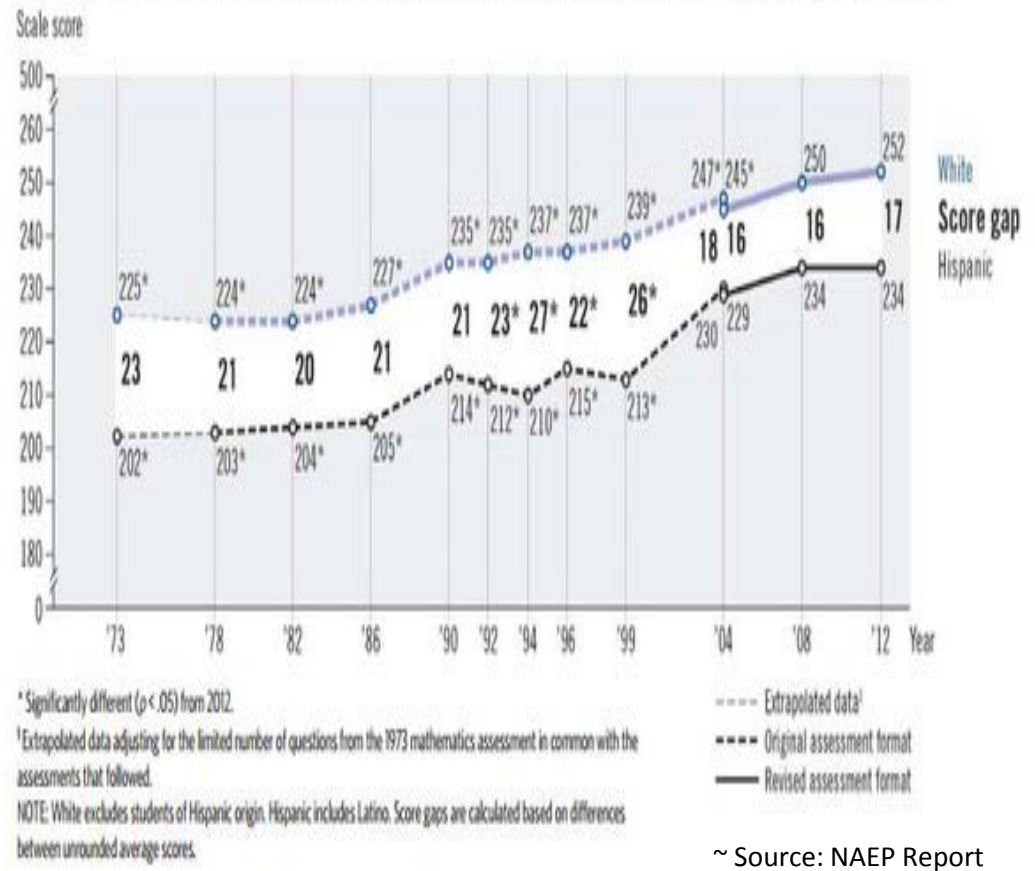
- Does Region Impact the Interpretation of Employer Satisfaction?
 - Affluent Regions **V.S.** Low Socioeconomic Regions
 - Inner City Schools **V.S.** Rural Schools



Issues with Completer Satisfaction Surveys

- Do Employer's Demands on Teachers Impact Completer Satisfaction?
 - Time Spent on Preparation for High Stakes Testing
 - Time Spent on Classroom Management

Figure 24. Trend in NAEP mathematics average scores and score gaps for White and Hispanic 9-year-old students



Questions



Future research

thoughts on the direction of future research regarding the measurement of program completers' Impact on P-12 Student Learning.



Sources for Presentation

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