

Supporting Research and Evaluation in Teacher Preparation: REL Central's Educator Effectiveness Research Alliance Work with Policy Makers and Practitioners

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This Presentation

1. Overview of the Regional Educational Laboratory (REL) Program, Research Alliances, and REL Central
2. REL Central's Educator Effectiveness Research Alliance (EERA): Priorities and Projects
3. The EERA Research Agenda and Discussion of Priorities and Next Steps

The Regional Educational Laboratory (REL) Program

- 10 RELs serve U.S. regions; current RELs began in 2012
- Vehicle through which RELs bring together constituents to create research agendas in order to provide research based analytic technical support.
- Focus on building capacity to use data and research by:
 1. Assisting states, districts and schools in using their data systems;
 2. Conducting and supporting high quality studies on key regional priorities; and
 3. Helping education policymakers and practitioners to incorporate data and research into everyday decision making.

2012-2017 REL Program: Product Lines

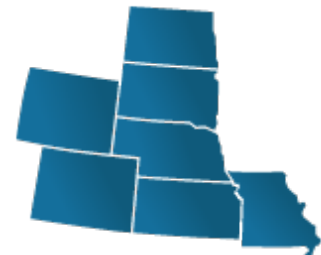
- **What's Happening?** Descriptive studies with baselines and trends, implementation studies, and/or qualitative work to describe experiences of individuals, groups, and/or programs
- **What's Known?** Literature reviews, both short and systematic
- **Making Connections** Studies that examine correlational relationships
- **Making an Impact** Studies that investigate causal relationships
- **Applied Research Methods** Descriptions of strategies for conducting research in applied settings
- **Stated Briefly** Briefs developed as companion pieces for studies and to address targeted topics

Research Alliances

- Partnerships of practitioners, policymakers, researchers, and others who share a particular educational concern
- Vehicle through which RELs bring together constituents to provide analytic technical assistance, conduct and support research and evaluation, and disseminate products based on the research
- Designed to support ongoing collaborative relationships among members

About REL Central

- Partnership of Three Organizations:
 - 1) Marzano Research Laboratory (MRL), Prime
 - 2) RMC Research Corporation (RMC)
 - 3) Augenblick, Palaich and Associates (APA)
- Serving 7 States (CO, KS, MO, NE, ND, SD, WY)
- Three Priority Areas:
 - 1) Educator Effectiveness
 - 2) Closing the Achievement Gap
 - 3) Postsecondary and Workforce Readiness



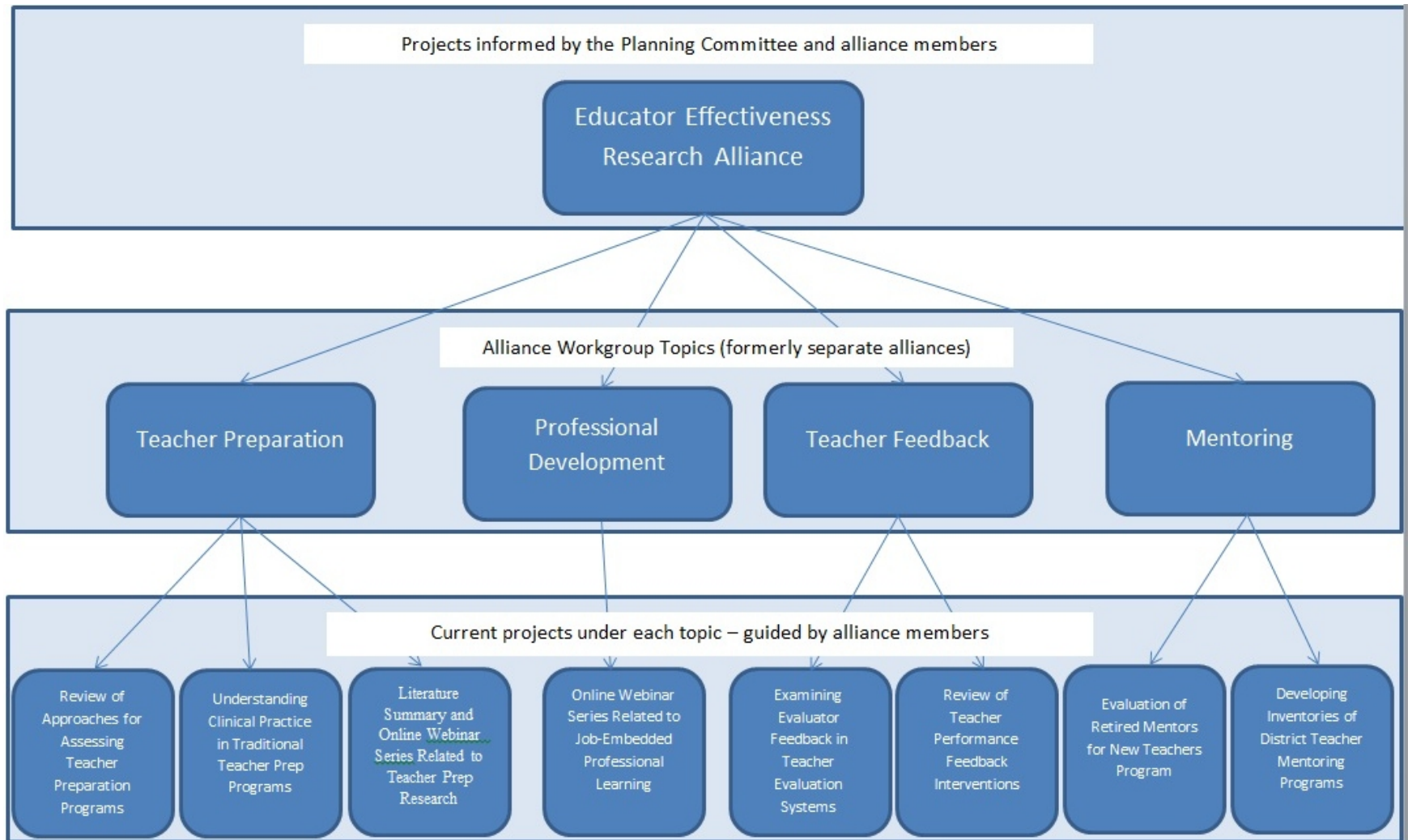
REL Central Research Alliances

- Educator Effectiveness
- Mathematics and Science
- Native American Education
- Formative Assessment
- College and Career Readiness
- Systems Development and Improvement
- Rural Education

Educator Effectiveness Alliance

- About 250 educators follow the alliance, representing the 7 REL Central states.
- Led by a 12-person Planning Committee
 - State agency representatives
 - District leaders
 - University researchers
 - Nonprofits

Educator Effectiveness Research Alliance



Teacher Preparation Workgroup

- State Education Agencies
 - Certification/licensure, research and evaluation, and data staff
 - Staff from external licensing agencies, if applicable (e.g., Education Standards and Practices Board in ND)
- Institutions of Higher Education
 - Deans/department chairs/directors associated with teacher preparation programs
 - Teacher preparation program faculty
 - Researchers focused on this topic
- Nonprofit Organizations, e.g.,
 - Kansas City Area Education Research Consortium
 - Public Education and Business Coalition

REL Central Educator Effectiveness Research Alliance

Alliance Facilitators



John Myers
Alliance Facilitator



Jen Piscatelli
Alliance Facilitator

Alliance Researchers



Dale DeCesare
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Emma Espel
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Accountability in Teacher Preparation: National Context

Concerns about Quality (e.g., Alderman, Carey, Dillon, Miller, & Silva, 2011; Chesley & Jordan, 2012; Crowe, 2010; Ingersoll, Merrill, & May, 2012; National Council for Accreditation of Teacher Education, 2010)

Recent National Efforts

- Proposed changes to Title II teacher quality and accountability provisions of the Higher Education Act
- Race to the Top
- Teacher Performance Assessment Consortium
- National Council for Teacher Quality studies
- CAEP Accreditation Standards
- CCSSO Task Force on Educator Preparation and Entry into the Profession (with NASBE and NGA)

Accountability in Teacher Preparation: National Context

Recent Publications

- *Building an Evidence-Based System for Teacher Preparation* (Teacher Preparation Analytics; Allen et al, 2014)
- *Using Educator Effectiveness Measures to Improve Educator Preparation Programs and Student Outcomes* (CEEDAR, Noell et al, 2014)
- *Assessing and Evaluating Teacher Preparation Programs* (APA; Worrell et al, 2014)
- *Evaluation of Teacher Preparation Programs* (NAE; Feuer et al, 2013);
- *The Politics of Accountability: Assessing Teacher Education in the United States* (Cochran-Smith et al, 2013)
- *Transformations in Educator Preparation: Effectiveness and Accountability* (AACTE, 2011)
- *Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement* (USDOE, 2011)
- *Measuring What Matters A Stronger Accountability Model for Teacher Education* (Center for American Progress; Crowe, 2010)

Teacher Preparation: Some Alliance Priorities

- Use data systems (SLDS) to identify forms of educator preparation and certification that correlate with students' academic growth
- Develop common indicators to assess program effectiveness and to provide recommendations for improvement
- Conduct research on TPPs to assess implementation fidelity and impact

REL Central Teacher Preparation Projects

- Study of State Approaches for Evaluating Teacher Preparation Programs
- Study of Clinical Practice in Traditional Teacher Preparation Programs in Missouri
- Webinar Series
- Technical Assistance

Approaches to Evaluating Teacher Preparation Programs in Seven States

(Completed Study)

Research Questions

- 1. How are states evaluating teacher preparation programs in REL Central states?*
- 2. What changes are planned or underway for state evaluation of teacher preparation programs in REL Central states?*

Study Purposes

- Provide overview of current state approaches for evaluating programs
- Summarize plans for change and changes underway
- Provide means for states to learn from one another
- Facilitate collaborative efforts to address common needs

Methods

- Review of publicly available documents (2007-2013)
- Phone interviews in late 2013 with one or two state education agency staff members (6 of 7 REL Central states)
- Focus on six content domains: (1) questions or objectives being served by program evaluation; (2) program standards; (3) measures and reporting conventions; (4) state education agency use of program evaluation findings; and (5) confidentiality provisions

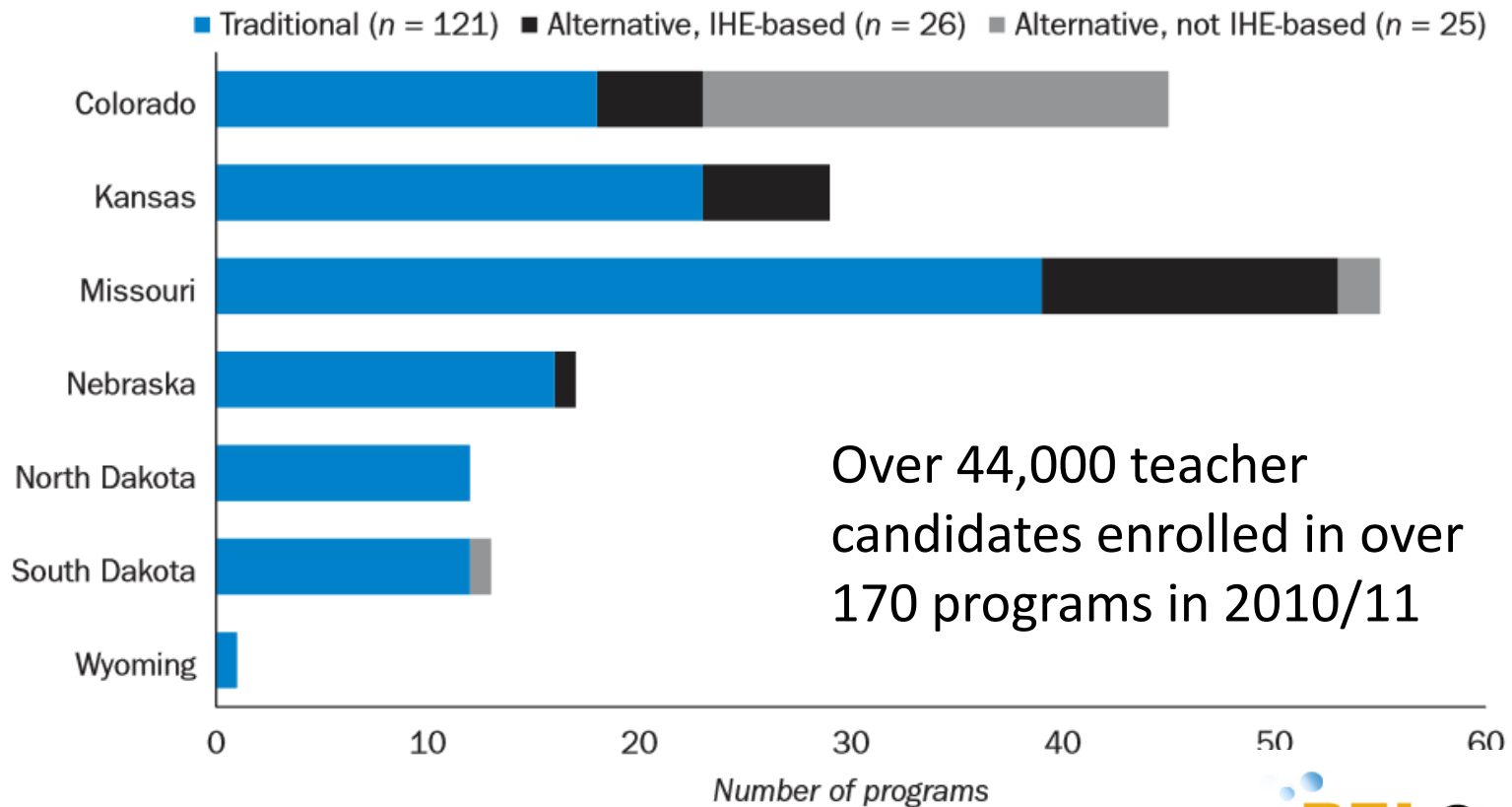
Overview of Measures

Table 1. Measures used in evaluation of teacher preparation programs, with examples

Measures of program quality	Measures of program outcomes ^a
<ul style="list-style-type: none">• Selection processes (admission requirements, candidate achievement test scores)• Program resources (faculty qualifications)• Program curriculum (emphasis on content, general arts and sciences, education foundations, education methods courses)• Clinical experiences (nature and extent of field and student teaching experiences)	<ul style="list-style-type: none">• Teacher knowledge and skills (scores on certification or licensure tests or performance assessments)• Teacher perceptions (ratings of satisfaction with their preparation program and preparedness to teach)• Teacher placement (number of graduates hired as full-time teachers)• Teacher persistence (length of time graduates remain in a school, district, or K–12 teaching)• Employer perceptions (principals' ratings of teacher knowledge and skills)• State and district teacher evaluation results (evaluation ratings based on teaching practice and outcomes)• Student achievement (value-added estimates based on state achievement tests)

Teacher Prep in REL Central States

Figure 1. Most REL Central state teacher preparation programs were traditional in 2010/11



Over 44,000 teacher candidates enrolled in over 170 programs in 2010/11

State Oversight

Table 2. REL Central state entities that oversee and evaluate teacher preparation programs, by state, as of October 2013

State	Entities that approve and reauthorize programs	Entities that evaluate programs
Colorado	Colorado State Board of Education Colorado Commission on Higher Education	Colorado Department of Higher Education Colorado Department of Education (Office of Professional Services and Educator Licensure)
Kansas	Kansas State Board of Education	Kansas State Department of Education (Office of Teacher Licensure and Accreditation)
Missouri	Missouri Department of Elementary and Secondary Education (Office of Educator Quality)	
Nebraska	Nebraska Department of Education	
North Dakota	North Dakota Education Standards and Practices Board	
South Dakota	South Dakota State Board of Education	South Dakota Department of Education (Office of Accreditation and Teacher Quality)
Wyoming	Wyoming Professional Teaching Standards Board	

Current Approaches

Table 3. Summary of state teacher preparation program evaluation in REL Central states, as of October 2013

State	Frequency (after initial approval)	Data sources	Other features
Colorado	Not more than once every five years	Program documents, site visits	Feedback provided to guide improvement; programs encouraged to collect and report teacher and student outcome data
Kansas	Every seven years	Program documents, site visits	Improvement process for programs with identified areas for improvement
Missouri	Annually beginning in 2013/14 (formerly, every seven years)	Candidate grade point average, candidate content knowledge scores, teacher and school leader ratings of satisfaction with program quality (additional data sources to be included in future years)	
Nebraska	Annually (limited) and every seven years (comprehensive)	Program documents, site visits	
North Dakota	Every seven years	Program documents, site visits	
South Dakota	Every seven years	Program documents, site visits	
Wyoming	Every seven years	Program documents	

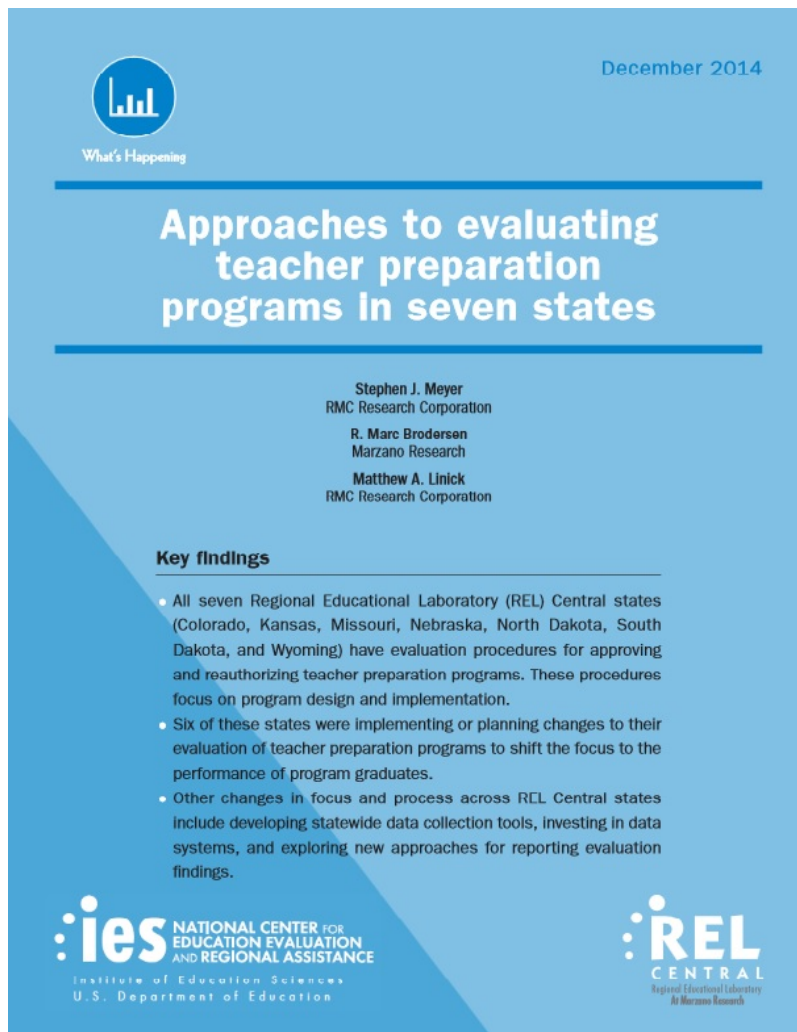
Planned Changes

Table 4. Changes planned for state teacher preparation program evaluation in REL Central states

State	Focus on performance of program graduates	Identification and development of common data collection tools	Enhancements to state data systems	New approaches for reporting evaluation findings
Colorado	Revising evaluations to focus on student academic growth, educator placement, and educator mobility and retention	Developing a graduate survey	Investing in state agency data systems to support new approaches to evaluation	Developing annual program performance reports that will be publicly available
Kansas	Planning to evaluate programs on K–12 student performance and exploring ways to incorporate additional teacher performance data	Examining ways to compare ratings from multiple teacher performance measures		
Missouri	Developing an annual system for evaluating programs that initially focuses on candidate grade point average and knowledge test scores	Requiring new assessments for candidates, focusing on knowledge, performance, and work habits		Developing annual program performance reports that will be publicly available
Nebraska	Planning to incorporate program outcome data in its evaluation efforts, including measures aligned with revised teacher performance standards	Developing a graduate follow-up survey and tools to assess candidate knowledge and performance		Considering program evaluation reports that will be publicly available
North Dakota	Considering the use of K–12 student achievement and teacher evaluation data for program evaluation			
South Dakota	Considering the use of teacher performance data for program evaluation			
Wyoming	A respondent from Wyoming could not be reached to participate in an interview, and a review of state documents identified no planned changes for teacher preparation program evaluation			

More Information

December 2014 Report



The image shows the cover of a report titled "Approaches to evaluating teacher preparation programs in seven states". The cover is light blue with a white bar at the top. On the left, there is a circular logo with a bar chart and the text "What's Happening". On the right, it says "December 2014". The title is in large white font. Below the title, the authors' names and affiliations are listed. A "Key findings" section is at the bottom, followed by logos for the Institute of Education Sciences and REL Central.

December 2014

What's Happening

Approaches to evaluating teacher preparation programs in seven states

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R. Marc Brodersen
Marzano Research

Matthew A. Linick
RMC Research Corporation

Key findings

- All seven Regional Educational Laboratory (REL) Central states (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming) have evaluation procedures for approving and reauthorizing teacher preparation programs. These procedures focus on program design and implementation.
- Six of these states were implementing or planning changes to their evaluation of teacher preparation programs to shift the focus to the performance of program graduates.
- Other changes in focus and process across REL Central states include developing statewide data collection tools, investing in data systems, and exploring new approaches for reporting evaluation findings.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences
U. S. Department of Education

REL CENTRAL
Regional Educational Laboratory
At Marzano Research

Meyer, S. J., Brodersen, R. M., & Linick, M. A. (2014). *Approaches to evaluating teacher preparation programs in seven states* (REL 2015–044). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Understanding Clinical Practice in Traditional Teacher Preparation Programs in Missouri

(Study in Progress)

Research Questions

- 1. What are the characteristics of clinical practice in traditional teacher preparation programs completed by first-year teachers in Missouri?*
- 2. How does clinical practice in traditional teacher preparation programs vary among certification tracks completed by first-year teachers in Missouri?*

Background

- Little research that: (1) relates TPP design and implementation to student /teacher outcomes, and (2) systematically describes current practice
- Clinical practice is one of three aspects of teacher preparation with potential for positive effects on student outcomes identified in the NRC (2010) review (others were content knowledge emphasis and quality of teacher candidates recruited)
- Concerns about current practice

Study Purposes

- Document current practice, including variation within and across programs
- Provide a data collection tool that: (1) collects data from TPP graduates about important dimensions of clinical practice; and (2) can be adopted and/or adapted for use in other settings
- Potentially inform development of standards
- Provide a means for IHEs to assess their own ratings relative to state averages and potentially to monitor change in practice over time
- Provide a data source that can potentially be linked to teacher and student outcome data

Study Design/Analysis Plan

- Online survey administered to first-year public school teachers in Missouri (who completed traditional programs)
- Program- and state-level descriptive analysis
- Analysis by certification track
 - Early childhood, elementary, middle, high
 - English/language arts, mathematics, science, and social science

Clinical Practice Survey

- Reviewed existing surveys of TPP graduates, with a focus on those that measure elements of TPP implementation
- Developed a framework of “elements of clinical practice” based on potentially important elements identified in research and in professional standards (AACTE, ATE, NCATE, NCTQ)
 - Clinical placement characteristics, curriculum, and timing
 - Cooperating teacher characteristics
 - Supervisor characteristics
 - IHE and P-12 school collaboration
 - Candidate evaluation and feedback
 - Teacher preparation program evaluation

Webinar Series

Focus on Research and Evaluation, Residency Programs

[Evaluation of Teacher Preparation Programs: Key Considerations and Methodological Issues](#)

(December, 2014)

[Evaluation of the Boston Teacher Residency Program: An Alternative Path to Preparation](#)

(October, 2014)

[Using Statewide Longitudinal Data Systems to Evaluate Teacher Preparation Programs](#)

(October, 2014)

[Clinical Practice in Teacher Preparation: Evaluating Program and Candidate Performance](#)

(August, 2014)

[Teacher Residency Programs: Alternative Path to Preparation](#) (April, 2014)

[Understanding and Promoting Data-Driven Decision Making and Data Literacy in Teacher](#)

[Preparation Programs](#) (October, 2013)

[State Efforts to Develop Teacher Preparation Program Assessment and Reporting Systems](#)

(August, 2013)

[Issues Regarding Data, Measures, and Interpretation for Studies of Teacher Development](#)

[and Teacher Effectiveness](#) (July, 2013)

Technical Assistance: Kansas

- Working with Office of Licensure and Accreditation, Kansas State Department of Education (KSDE)
- Improve implementation of the Kansas Performance Teaching Portfolio (KPTP)
- Focus on improving tool and scoring process, and providing feedback to scorers
- Data tool for KSDE to facilitate future analysis

Technical Assistance: Missouri

- Working with Office of Educator Quality, Missouri Department of Elementary and Secondary Education (MoDESE)
- Examine reliability and validity of the Teacher Candidate Summative Assessment (TCSA), a new state teacher candidate performance evaluation protocol
- One of a suite of new Missouri tools for teacher candidates

Questions?

Teacher Mentoring Projects

State Surveys of Mentor Programs

Research-based approach to survey design:

- Reviewed existing mentor program surveys
- Deep involvement of state leaders
- Identified research questions
- External review: survey experts and educator effectiveness experts
- Consulted districts on design and scope
- Piloted the survey
- Advised states on survey release options

Key Research Questions

1. What are the **goals** districts identify for their mentoring programs?
2. What are the **components** of district mentoring programs?
3. What **resources** are associated with key mentoring program components?
4. What key **barriers** do districts face to provide quality mentoring?

Survey Release

- Five states released their surveys October 2013 – February 2014 (KS, MO, NE, ND, SD).
- Surveys nearly identical facilitates comparison
- 1,388 surveys sent out across 5 states.
- 970 responses; to date 70% overall response rate

Survey Data

- Worked with state leaders to provide assistance in reviewing their data
- Explore potential to create national survey tool
- Use findings for limited distribution and wider distribution reports and as jumping-off point for further discussions around research/evaluation

Retired Mentor Program

- Aurora Public Schools, Colorado
 - Existing district program:
 - 1 year, 30 hours total
 - Buddy mentor approach
 - Sporadic implementation
 - High teacher turnover
- Retired Mentor Program Details
 - 2 years, weekly visits (4-5 hours/month)
 - Tap pool of retired educators
 - Emphasizes flexibility

Retired Mentor Program RCT

- Randomized Controlled Trial (RCT): 2-year study; Year 1 (2013-14)
- Impact on teachers
- Impact on students in reading/math
- Implementation analysis
 - Focus groups
 - Teacher surveys
 - Records of support

The EERA Research Agenda: Priorities and Next Steps

Current Research Agenda: Sample Questions

- How do residency programs vary in their implementation? What are their core components or characteristics?
- What is the effectiveness of residency programs relative to programs with semester-long student teaching experiences?
- What are the characteristics of clinical practice in traditional teacher preparation programs completed by first-year public school teachers in Missouri?
- What measures have been used in recent research and evaluation of teacher preparation programs?
- What data are available in Central Region states that might be used to assess teacher preparation programs?
- What are key dimensions of clinical practice in teacher preparation programs and how can their implementation be evaluated?

Activity

- Discuss current, most pressing topics in teacher preparation
- Identify promising programs or practices
- Identify gaps in current data or knowledge
- Discuss strategies for addressing gaps
- Identify key players to bring to the table

Contact Us

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