

Data Dashboards for Teacher Preparation

Michael B. Allen

Teacher Preparation Analytics

SHEEO Annual Meeting
Santa Fe, NM
July 10, 2015

Data Dashboard/Report Card Purposes

- Public Information
- Program Improvement
- Regulatory Accountability

Building an Evidence-Based System for Teacher Preparation

(Michael Allen, Charles Coble, Edward Crowe)

<http://www.caepnet.org/knowledge-center?page=2>

The 2020 Key Effectiveness Indicators

Assessment Categories	Key Indicators	Measures
I Candidate Selection Profile	Academic Strength	PRIOR ACHIEVEMENT —(1) For Undergraduate Programs: Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for-candidates admitted as freshmen. Mean and tercile distribution of candidates' SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers' GPA in their major at the university, by cohort. —(2) For Post-Baccalaureate Programs: Mean and range of candidates' college GPA percentile and mean and tercile distribution of GRE scores TEST PERFORMANCE —For All Programs: Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills
	Teaching Promise	ATTITUDES, VALUES, AND BEHAVIORS SCREEN —Percent of accepted program candidates whose score on a rigorous and validated "fitness for teaching" assessment demonstrates a strong promise for teaching
	Candidate/Completer Diversity	DISAGGREGATED COMPLETIONS COMPARED TO ADMISSIONS —Number & percent of completers in newest graduating cohort AND number and percent of candidates originally admitted in that same cohort: overall and by race/ethnicity, age, and gender
II Knowledge and Skills for Teaching	Content Knowledge	CONTENT KNOWLEDGE TEST —Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of college-level content knowledge used for initial licensure
	Pedagogical Content Knowledge	PEDAGOGICAL CONTENT KNOWLEDGE TEST —Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of comprehensive pedagogical content knowledge used for initial licensure
	Teaching Skill	TEACHING SKILL PERFORMANCE TEST —Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of demonstrated teaching skill used for initial licensure
	Completer Rating of Program	EXIT AND FIRST YEAR COMPLETER SURVEY ON PREPARATION —State- or nationally-developed program completer survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching
III Performance as Classroom Teachers	Impact on K-12 Student Learning	TEACHER ASSESSMENTS BASED ON STUDENT LEARNING —Assessment of program completers or alternate route candidates during their first three years of full-time teaching using valid and rigorous student-learning driven measures, including value-added and other statewide comparative evidence of K-12 student growth overall and in low-income and low-performing schools
	Demonstrated Teaching Skill	ASSESSMENTS OF TEACHING SKILL —Annual assessment based on observations of program completers' or alternate route candidates' first three years of full-time classroom teaching, using valid, reliable, and rigorous statewide instruments and protocols
	K-12 Student Perceptions	STUDENT SURVEYS ON TEACHING PRACTICE —K-12 student surveys about completers' or alternate route candidates' teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments
IV Contribution to State Needs	Entry and Persistence in Teaching	TEACHING EMPLOYMENT AND PERSISTENCE —(1) Percent of completers or alternate route candidates, by cohort and gender – race-ethnicity, employed and persisting in teaching years 1-5 after program completion or initial alternate route placement, in-state and out-of-state —(2) Percent of completers attaining a second stage teaching license in states with multi-tiered licensure
	Placement/Persistence in High-Need Subjects/Schools	HIGH-NEED EMPLOYMENT AND PERSISTENCE —Number & percent of completers or alternate route candidates, by cohort, employed and persisting in teaching in low-performing, low-income, or remote rural schools or in high need subjects years 1-5 after program completion or initial alternate route placement, in-state and out-of-state

12 Program Performance Indicators

Candidate Selection Profile

Academic Strength

Teaching Promise

Candidate/Completer Diversity

Knowledge and Skills for Teaching

Content Knowledge

Pedagogical Content Knowledge

Teaching Skill

Completer Rating of Program

Performance as Classroom Teachers

Impact on K-12 Student Learning

Demonstrated Teaching Skill

K-12 Student Perceptions

Contribution to State Needs

Entry and Persistence in Teaching

Placement/Persistence in High-Need Subjects/Schools

The Signal



The Source



For Further Information

Michael Allen

michael.allen@teacherprepanalytics.com

*Building an Evidence-Based System
for Teacher Preparation*

<http://www.caepnet.org/knowledge-center?page=2>