



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability:

Webinar Presentation

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**Evaluating the Effectiveness
of Teacher Preparation Programs
for Support and Accountability**



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Research & Policy Brief

http://www.tqsource.org/publications/TQ_RandP_BriefEvaluatingEffectiveness.pdf

Evaluation for What?

- Accountability
 - Program rankings/ratings (public transparency)
 - Shuttering failing programs
 - Rewarding/scaling up successful programs
- Program Improvement
 - Illuminating strengths and weaknesses
 - Learning from successful programs

Evaluation for Whom?

- Grades PK–12 students and parents
- Prospective teacher candidates
- Employers (school and district leaders)
- Program administrators and faculty
- State education leaders
- State policymakers (legislators, governors, state boards)
- Federal policymakers

Calls for Reform

- State accountability levers
 - Approval
 - Accreditation
 - Certification
- Federal accountability levers
 - Title II HEA reporting requirements
 - Race to the Top program requirements
- Accountability through transparency
 - National Council on Teacher Quality,
U.S. News & World Report

Examples of Options for Evaluating Teacher Preparation Programs

- Input measures
 - Faculty qualifications
 - Enrollment data
- Outcome measures
 - Teacher effectiveness
 - Teacher practice
 - Survey results
- Process measures
 - Selectivity of programs
 - Program content
 - Program structure

Outcome Measures

- Student achievement (e.g., VAMs)
- District teacher performance evaluation results
- Surveys of principals/employers
- Surveys of graduates
- Data on hiring, placement, and persistence of graduates
- Teacher candidate knowledge and skills

Opportunities for Using Outcome Measures

- Can provide authentic evidence of effectiveness/impact
- May incentivize programs to build stronger partnerships with school districts
- May provide districts with more specific information on potential effectiveness of new hires

Challenges of Using Outcome Measures

- Program size matters
- Insufficient existing state data system capacity
- Signals of effectiveness versus in-depth information
- Timeliness of data collection and analysis

Example—Principal Surveys

- Texas Education Agency's *First Year Principal Survey*
 - Piloted in 2010; revised and administered statewide in May 2011
- Opportunities
 - Particular strengths and weaknesses of graduates can be detailed; principal evaluations tend to align with VAM scores; can be used for teachers in nontested subjects
- Challenges
 - Little variability in responses; better training for principals needed; disaggregated reporting more useful for prep programs

Learning From States: What We've Learned

- States are in different stages of implementation.
- Use of multiple measures is widespread.
- States must wrestle with tradeoffs associated with measures.
- Stakeholder engagement and collaboration matter.

Learning From States: Ongoing Challenges

- Building capacity in order to use VAM
- Accumulating sufficient data to present to the public
- Providing actionable data
- Locating and leveraging expertise
- Organizing stakeholder meetings

Process Measures

- Reviews of candidate selection processes
- Syllabi reviews
- Document reviews
- Surveys about student teaching and clinical experiences

Strengths of Process Measures

- Provide more information to policymakers and faculty on the research-based content and structures of prep programs
- Can identify possible gaps in the content or program coursework and clinical work
- Can help faculty to understand and implement research-based program coursework and clinical work

Evaluating the Content of Teacher Preparation Programs Example

TQ Center Innovation Configurations:

- Content is crucial in teacher preparation.
- Identify evidence-based practices in key areas such as reading, mathematics, classroom management.
- Rating scale from none to full implementation (e.g., reading comprehension strategies)
- Used in OSEP 325T projects to update and strengthen teacher preparation

Challenges of Process Measures

- Research base is not robust enough to build assessment for accountability based on process measures.
- May discourage innovation.
- May require complex qualitative measures that are difficult to score reliably across programs.
- Do not always accurately capture what actually happens in preparation programs.

Questions?



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