Common Indicators System

Briefing Deck

July 2017

DEANS FOR IMPACT

Common Indicators System

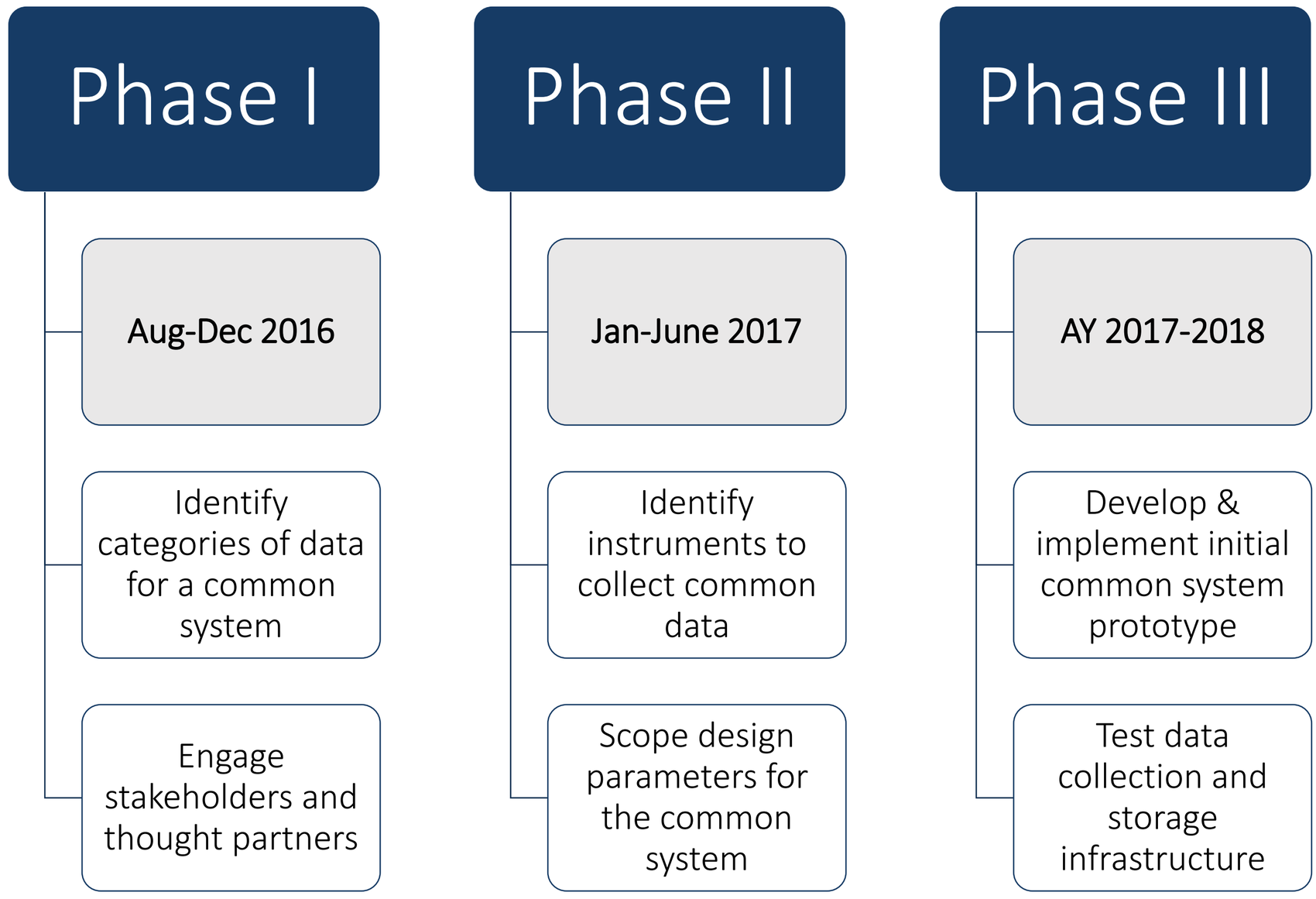
Briefing Contents

1. **Executive Summary** – A high-level overview of the CIS project timeline, accomplishments to date, and next steps.
2. **Instrument Selection Deep Dive** – A more comprehensive description of the multi-stage instrument selection process.
3. **Additional Resources** – Links to additional information on the recommended instruments, their development process, and supporting research.

Common Indicators System

Executive Summary

Our work to develop the Common Indicators System has three phases.



Phase I focused on identifying data categories.

In December 2016 member deans agreed to **five data categories** for an initial Common Indicators System:

1. Observation of Candidate Instructional Skill
2. Assessment of Candidate Dispositions
3. Graduate Survey
4. Employer Survey
5. Model MOU for Accessing Outcomes Data

Phase II involved a multi-stage process to identify recommended instruments.

Stage 1

Instrument collection and content analysis → Consult with experts and stakeholders → Literature review → Identify field of possible instruments

Stage 2

Identify the priorities of Member Deans and Data Leads and create design parameters → Field of possible instruments evaluated with respect to design parameters and priorities → Narrow field of possible instruments

Stage 3

Data Leads deliberate in April on remaining instruments and identify best fit for meeting design parameters and priorities → **DFI recommends instruments for the Common Indicators System**

In June 2017 member deans agreed to common instruments for the CIS:

Member deans approved the use of instruments in each data category with the modifications recommended by data leads:

1. **Observation Tool** → CLASS

2. **Dispositions Survey** → Short TSES and Grit Scales + CRTSE items

3. **Graduate Survey** → UNC-GA Beginning Teacher Survey

4. **Employer Survey** → Massachusetts Hiring Principal Survey

Note: We aren't forgetting about MOUs! A comprehensive toolkit to support strong district partnerships that will include a model MOU and other resources will be co-constructed during the CIS Prototype.

Phase III will focus on prototyping the Common Indicators System with trailblazers

- In June, member deans made commitments to prototype the Common Indicators System and identified trailblazing teams to help co-construct implementation.

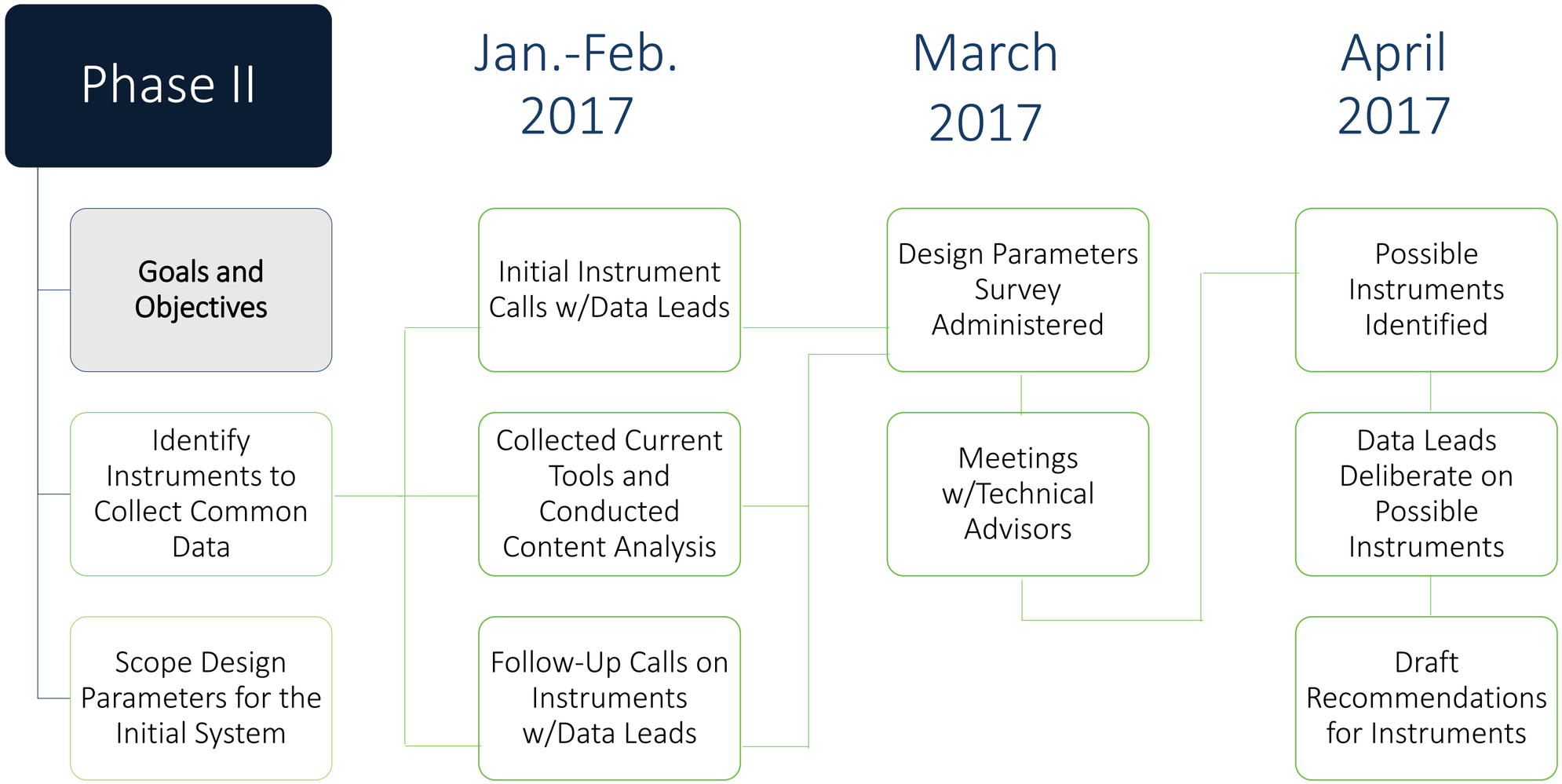
- A diverse set of institutions are participating in the CIS Prototype by administering common tools and/or assisting in development of the district partnerships toolkit:
  - Arizona State University
  - Bank Street College of Education
  - Boston Teacher Residency
  - Lesley University
  - Loyola Marymount University
  - Relay Graduate School of Education
  - Southern Methodist University
  - Temple University
  - Texas Tech
  - University of North Carolina, Charlotte
  - University of Nevada, Reno
  - University of Southern California
  - University of Virginia
  - Urban Teachers

- Trailblazing teams will gather in Austin, TX in August to orient around a shared vision for learning from the CIS and begin implementation planning.

Common Indicators System

Instrument Selection Deep Dive

Phase II of our work focused on identifying possible instruments for the CIS.



What was the process for identifying possible instruments?

The process began with systematic research on the instrument landscape…

- **Instrument Collection and Content Analysis –** We collected the instruments currently being used by member-led institutions in each category and analyzed their content.
- **Consultation with Experts and Stakeholders –** We spoke with researchers, practitioners, and other stakeholders about relevant constructs and available instruments.
- **Literature Review** – We used the literature review conducted during Phase I to review the research base on all instruments we identified for possible use.

These activities yielded several instruments for consideration and further analysis.

18 Classroom Observation Rubrics	19 Dispositional Measures	17 Graduate Surveys	12 Employer Surveys

…and a content analysis of each of the tools identified from our initial landscape review.

We analyzed the content of instruments in each data category using multiple factors:

Observation Rubrics	Dispositional Measures	Graduate Surveys	Employer Surveys
• # of Rating Categories • Rating Descriptors • Frequency of Obs. • Instructional Domains • Instructional Components • Reliability Evidence • Validity Evidence • Evaluator(s) • Time of Observations • Program Sequence • Training Procedures • Alignment to Standards • Summative Use • Formative Use • Development Process • Adoption Process • Years in Use • Value of Data to Programs	• Form of Assessment • # of Rating Categories • Rating Descriptors • Freq. of Administration • Dispositions Assessed • Professional Behaviors Assessed • Reliability Evidence • Validity Evidence • Evaluators • Time of Administration • Program Sequence • Training Procedures • Alignment to Standards • Summative Use • Formative Use • Development Process • Adoption Process • Years in Use • Value of Data to Programs	• Instructions • Stem • Topic Areas Covered • Reliability Evidence • Validity Evidence • Scale • Descriptors • Freq. of Administration • Time of Administration • Program Sequence • Alignment to Standards • Formative Use • Summative Use • Development Process • Adoption Process • Years in Use • Value of Data to Programs	• Instructions • Stem • Topic Areas Covered • Reliability Evidence • Validity Evidence • Scale • Descriptors • Freq. of Administration • Time of Administration • Program Sequence • Alignment to Standards • Formative Use • Summative Use • Development Process • Adoption Process • Years in Use • Value of Data to Programs

Interviews with data leads supplemented this analysis to provide additional context for how instruments are currently being used, as well as the perceived value of the data they provide.

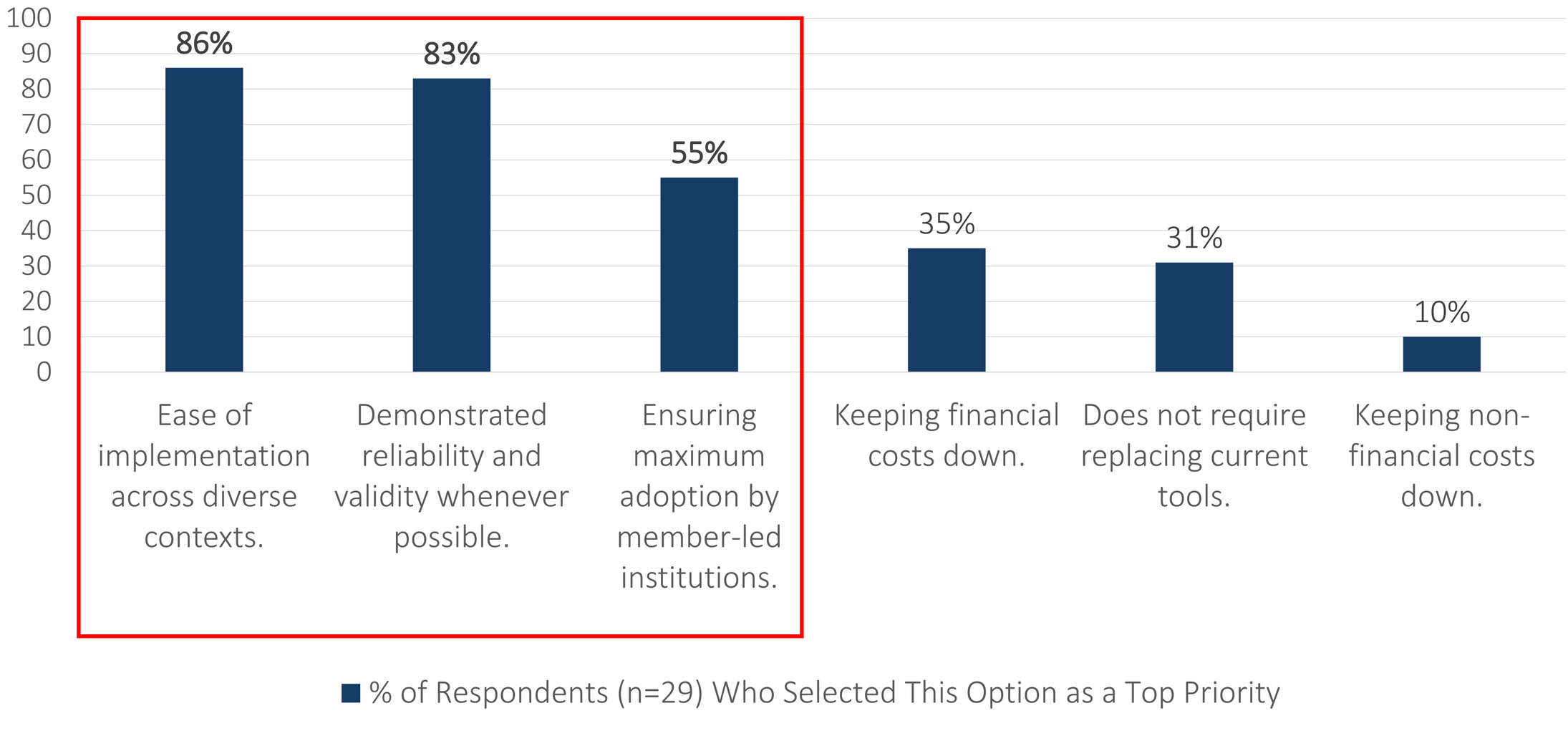
We identified the priorities and design parameters for instrument selection based on data from member deans and data leads.

- We administered an **online survey to 42 Deans for Impact stakeholders,** including all member deans, designated data leads, and leading teacher educators.
- Complete survey responses were provided by respondents from 14 of 16 Deans for Impact member-led programs.

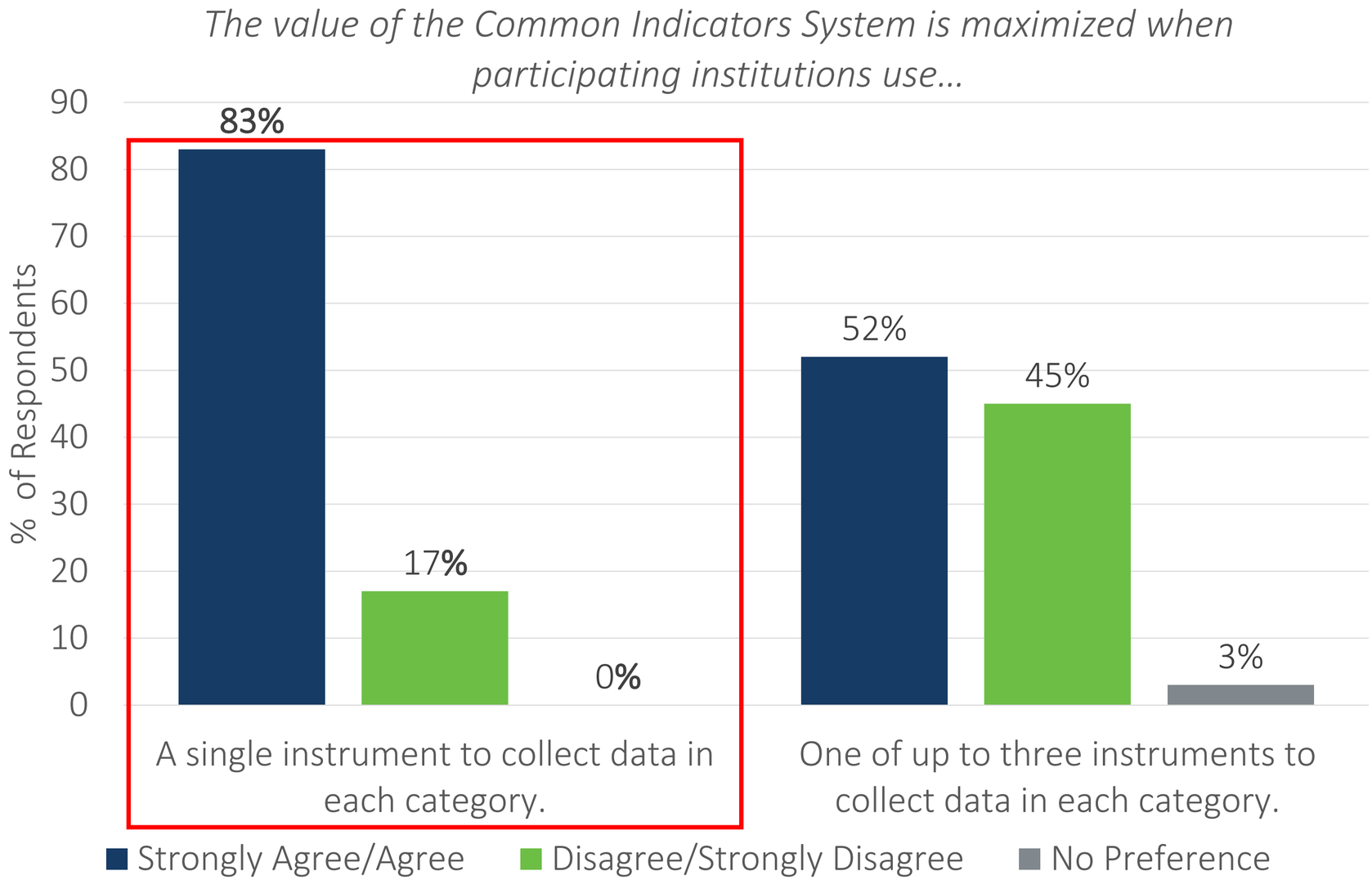
Respondent Role	Survey Sent	Survey Completed	Response Rate
Member Dean	16	14	88%
Data Lead	19	13	68%
Teacher Educator	7	7	100%
TOTAL	**42**	**34**	**81%**

What were the priorities and parameters identified by stakeholders?

There was a clear consensus on the top three things to prioritize in selecting instruments.



And there was broad agreement on using common instruments to collect data in each category.



Consensus on design parameters within each data category were also surfaced.

Design Parameters for Data Category Instruments			
	Standards	Scope	Priority Content
Observation of Candidate Instructional Skill	Alignment to State & InTASC standards is a priority for **MOST**	A comprehensive tool is preferred over more targeted instruments	Delivering Instruction Classroom Environment Designing Instruction
Assessment of Candidate Dispositions	Alignment to State & InTASC standards is a priority for **SOME**	Dispositions are preferred over professional behaviors	Self Reflection Growth Mindset Teaching Self-Efficacy Grit
Graduate Survey	Alignment to State & InTASC standards is a priority for **SOME**	Graduate feedback is a priority	Preparedness in Core Areas Program Strengths/Weaknesses Employment and Retention
Employer Survey	Alignment to State & InTASC standards is a priority for **SOME**	Employer feedback is a priority	Relative Effectiveness of Programs/Graduates Program/Graduate Strengths/Weaknesses Hiring Preferences

*See appendix for additional details on the design parameters for each data category

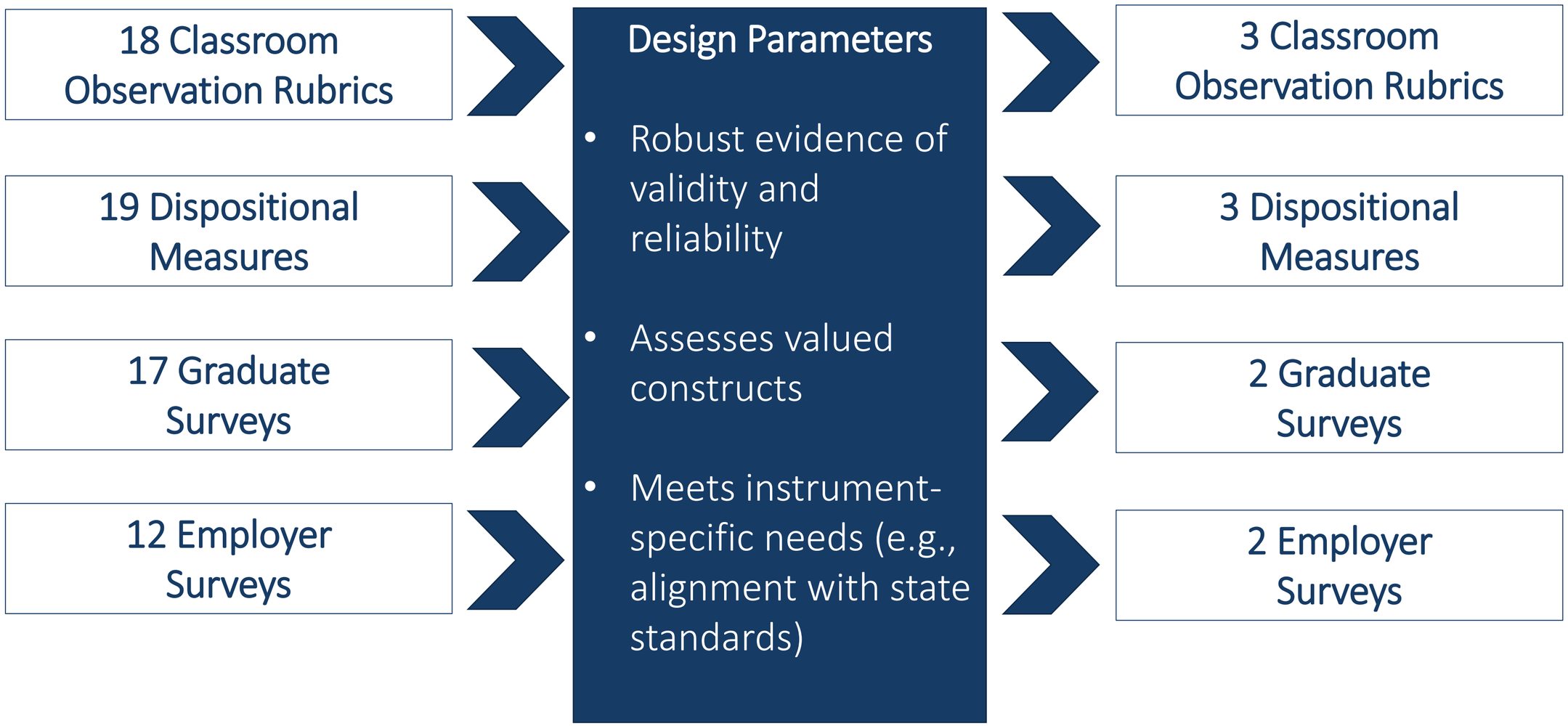
Importantly, stakeholders preferred a toolkit of resources rather than a single tool to support strong data sharing partnerships.

- The design parameters survey revealed that stakeholders would like a variety of resources to help develop strong data-sharing partnerships, including:
  - 98% - sample MOUs from institutions with successful data sharing partnerships
  - 84% - case studies of the strategies used by those with strong partnerships
  - 84% - model language for a data sharing MOU
  - 79% - a *step-by-step guide* to approaching data sharing partnerships

- To best support member-led institutions, a **Data Sharing Toolkit** will be developed in collaboration with trailblazers during the prototype year. This will include the resources listed above and be made available for use by member-led institutions.

How were these priorities and design parameters used in the instrument selection process?

We narrowed the field of possible instruments for the CIS using the design parameters and priorities.



We made our first cut by selecting instruments that have a robust evidence base and/or met other priorities.

- We used our design parameters to narrow the field of possible instruments to those that best balance the multiple priorities of the group.
- The instruments the data leads selected for further consideration had the **strongest evidence of validity and reliability** relative to other tools identified in each data category.
- The instruments also **measure the constructs** we prioritized**.** For example, they assess specific dispositions, or capture specific areas of feedback from employers and graduates.
- In many cases the instruments **also align to state and InTASC standards,** and some have been implemented across diverse contexts.

After applying the design parameters, we narrowed our list of possible instruments from 66 to 10.

Data Category	Instruments for Consideration
Observation Rubric	CLASS
	Modified TAP Rubric
	Urban Teachers Power Indicators
Assessment of Dispositions	Teaching Self-Efficacy Scale
	Grit Scale
	Urban Teachers Power Indicators
Graduate Survey	MA Teacher Completer Survey
	UNC-GA Beginning Teacher Survey
Employer Survey	MA Hiring Principals Survey
	TX Principal Survey

How did data leads generate the draft recommendations?

In mid-April, data leads deliberated on these remaining instruments over two days.

Meeting Participants

- 14 data leads and four teacher-educators attended the convening.
- Participants represented 12 of the 16 member-led institutions.

Our Approach

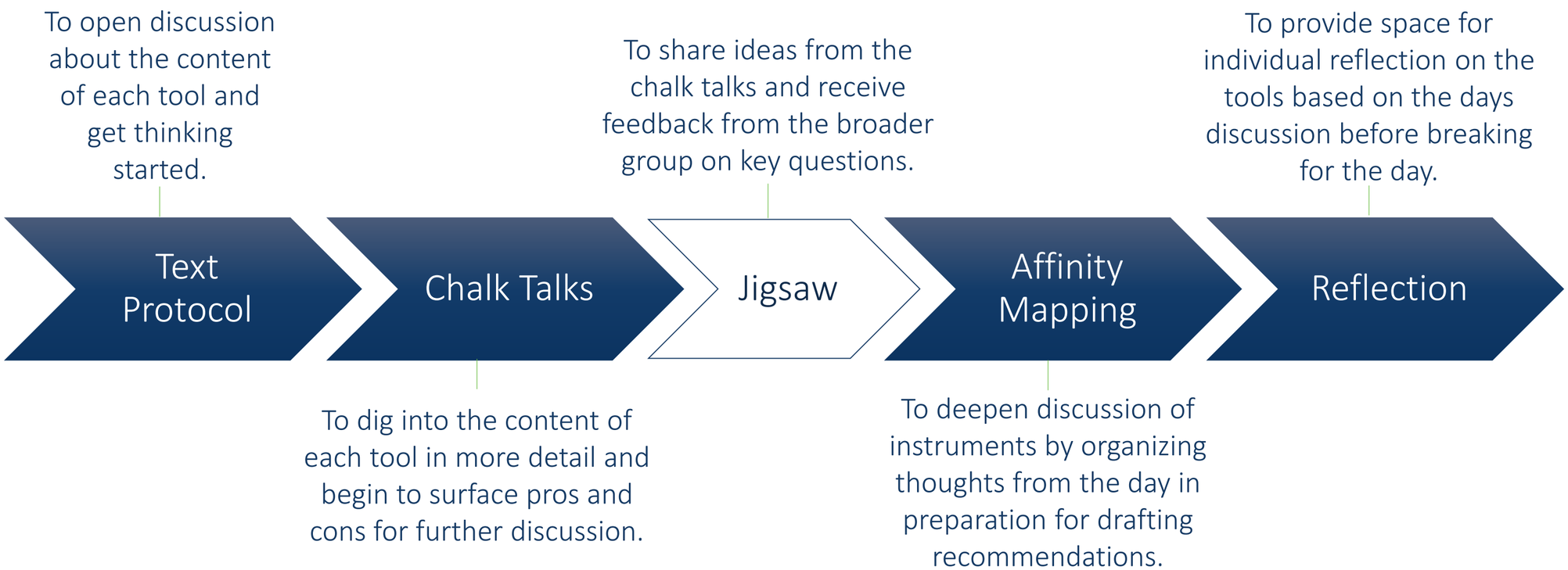
- Convening participants were provided with extensive pre-reading on the instruments including:
  - Instruments themselves
  - Background on the development and use of the instruments
  - Supporting research on validity and reliability

- In small groups, participants worked through a series of structured activities to discuss and consider the possible instruments.

- Participants were tasked with considering each instrument against the design parameters and collectively generating recommendations for specific instruments to use.

Day 1 - Data leads considered and discussed the merits of instruments in each category.

On Day 1 the structured activities were designed to create opportunities for data leads to consider and then deepen their examination and discussion of the possible instruments in each category.



Insights from Data Lead deliberations

Observation of Candidate Instructional Skill

- **Discussed instructional approaches underlying rubrics**
  - ✓ Appreciated the developmental psychology approach underlying CLASS
  - ✓ Liked the broad and somewhat scaffolded approach underlying TAP
  - ✓ Focus of Urban Teachers on class management and use of data may be too narrow
- **Discussed value of student versus teacher "moves"**
  - ✓ Valued the focus on student and teacher moves within CLASS
  - ✓ Noted other instruments focused just on capturing teacher moves
- **Discussed rubric language**
  - ✓ Considered the pros and cons of the language used in TAP and Urban Teachers which is more specific to a distinct instructional approach
  - ✓ Recognized the unique lexicon used in CLASS

Insights from Data Lead deliberations

Assessment of Candidate Dispositions

- **Discussed importance of reliable implementation across contexts**
  - ✓ Liked that TSES and Grit scales are easier to implement across contexts
  - ✓ Noted that Urban Teachers Rubric may be challenging to norm across contexts since it requires rater knowledge of candidate mindset
- **Discussed the "malleability" of dispositions**
  - ✓ Valued ability to examine change over time in dispositions to assess program impact
  - ✓ Noted dispositions seen by some as fixed, but field now sees them as more malleable
  - ✓ Felt that examining multiple constructs could help programs expand understanding of the aspects of candidate dispositions that can be developed
- **Discussed the absence of a culturally-responsive lens**
  - Noted that adding items related to culturally responsive sense of efficacy provides a critical component missing from the other instruments

Insights from Data Lead deliberations

Graduate Survey

- **Discussed survey design and question format**
  - ✓ Considered design for user experience and variety of questions formats
  - ✓ Discussed the pros and cons of the five-point scales used on both surveys
  - ✓ Thought question formats on the MA survey may be slightly more burdensome
- **Discussed survey content**
  - ✓ Considered the domains and constructs covered, identifying what was missing
  - ✓ Thought UNC-GA survey included constructs most valuable for program improvement
- **Discussed survey language**
  - ✓ Described the UNC-GA survey as using language that might more easily apply across diverse contexts relative to the Massachusetts survey
  - ✓ Thought both surveys would need modifications to apply to broader contexts

Insights Into Data Lead Deliberations

Employer Survey

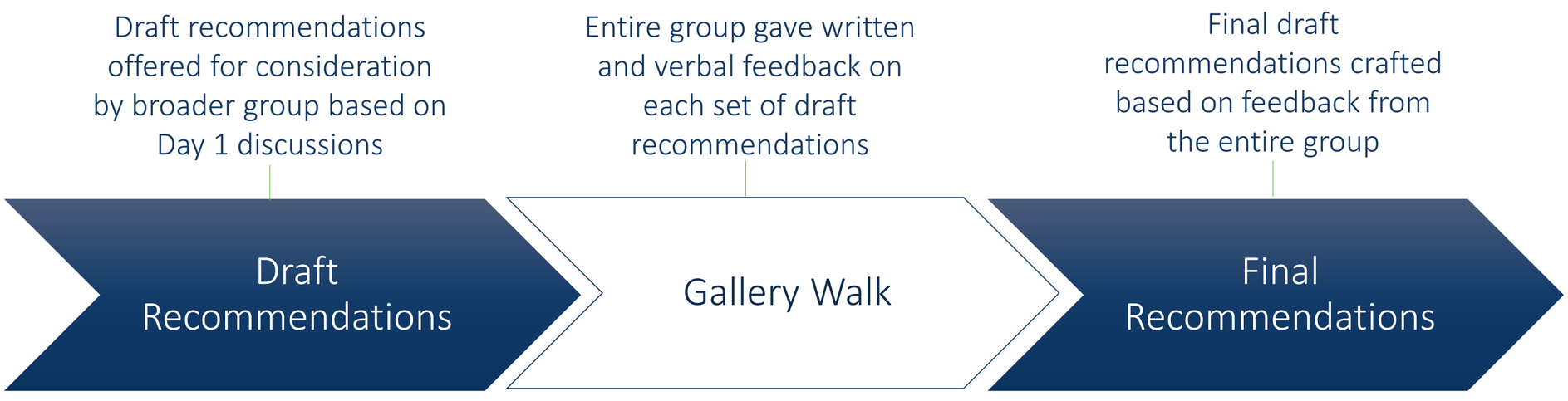
- **Discussed scope of the surveys –**
  - ✓ Liked that MA survey was relatively concise and focused
  - ✓ TX survey was comprehensive, but potentially too specific to one state context
- **Discussed survey content relative to design priorities –**
  - ✓ Noted both captured relative effectiveness of candidates (but in different ways) and candidate preparedness for designing and delivering instruction to some degree
  - ✓ Questions raised related to data on hiring preferences
- **Discussed value of data produced from each survey–**
  - ✓ Liked that MA survey captured information on diverse pathways and to contextualize the employers assessment of the candidates preparedness
  - ✓ Liked that the MA survey asked for candidate effectiveness relative to *all* teachers, not just other novices as the TX survey did

Day 2 - Data leads collectively generated recommendations for specific instruments.

Activities on Day 2 were designed to drive towards the drafting of recommendations for specific instruments to include in the Common Indicators System.

- **Structured Discussion** - Final consideration of possible instruments and generate draft recommendations in small groups.

- **Gallery Walk -** Written feedback provided by data leads on the recommendations of other category groups, with revisions incorporated into the final recommendations.



Data leads recommended four instruments for the Common Indicator System.

1. Candidate Instructional Skill – CLASS Observation Instrument
   - Conditioned on flexible implementation (e.g., video, sampling)
   - Conditioned on cost-effectiveness for member-led programs

2. Dispositions –Short Teacher Self-Efficacy Scale, Short Grit Scale
   - Conditioned on slight language modifications to Teacher Self-Efficacy Scale
   - Conditioned on the addition of culturally-responsive teaching self-efficacy items

3. Graduate Survey – UNC-GA Beginning Teacher Survey
   - Conditioned on the addition of an introduction that frames the survey's purpose
   - Conditioned on developing an "interpretation guide" for implementation across contexts

4. Employer Survey – Massachusetts Hiring Principal Survey
   - Conditioned on slight language changes and survey administration logic
   - Conditioned on addition of open-ended questions and items related to special populations

Why did data leads recommend these specific instruments?

Rationale for Data Lead Recommendations

Observation of Candidate Instructional Skill

Recommendation

CLASS Rubric

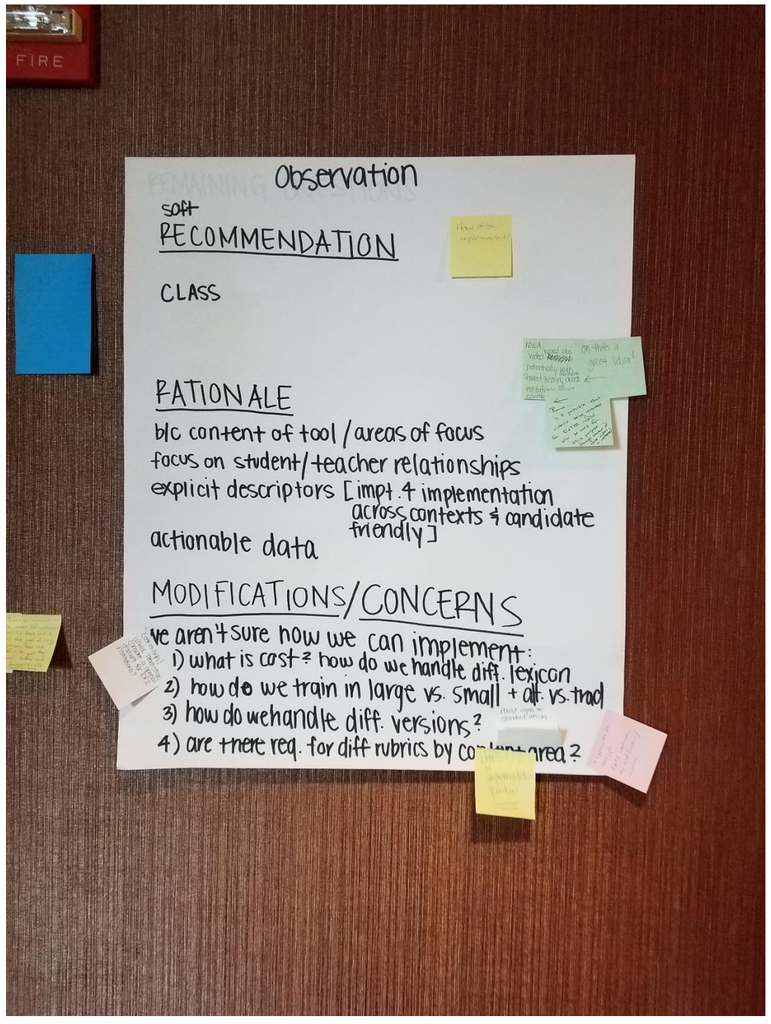
(if cost-effectiveness and flexible approaches to implementation across contexts are considered)

1. Content and focus areas of tool **align with priorities**

2. Focus on **student-teacher relationships** and emphasis on both student and teacher moves align with multiple instructional approaches

3. Explicit descriptors are **candidate friendly** and will be important for implementation across diverse contexts

4. Will **yield actionable data** for the purpose of improving candidate performance and program improvement



Rationale for Data Lead Recommendations

Assessment of Candidate Dispositions

Recommendation

Modified Short Teacher Sense of Self-Efficacy Scale

Modified Short Girt Scale

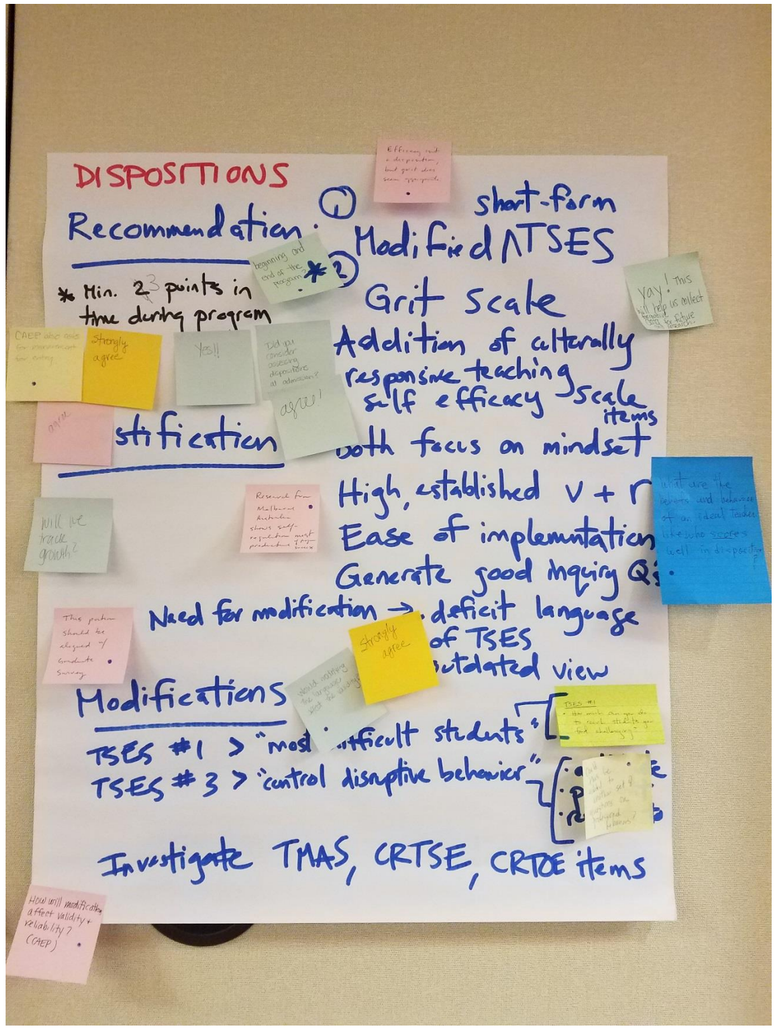
Culturally Responsive Teaching Self-Efficacy Items

1. These tools **cover priority constructs** including self-efficacy, mindset, and grit

2. TSES and Short Grit Scale have **strong evidence of validity and reliability**. Valid and reliable culturally-responsive teacher self-efficacy scales also exist

3. These tools can be **easily implemented across diverse contexts**

4. Together, they will generate **rich inquiry questions** related to candidate dispositions



Rationale for Data Lead Recommendations

Graduate Survey

Recommendation

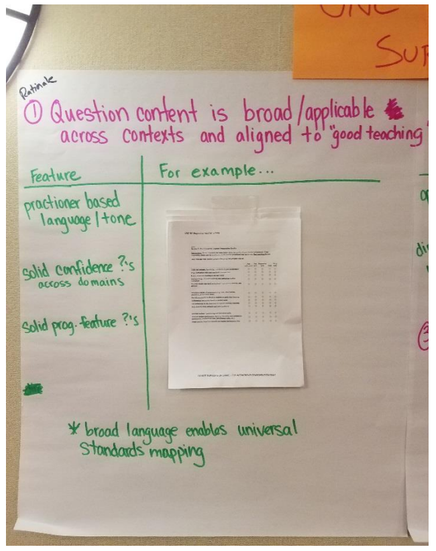
Modified UNC-GA Beginning Teacher Survey

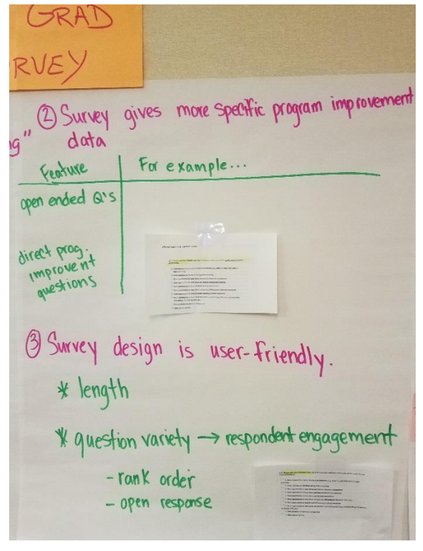
1. This survey will generate data **for program improvement**

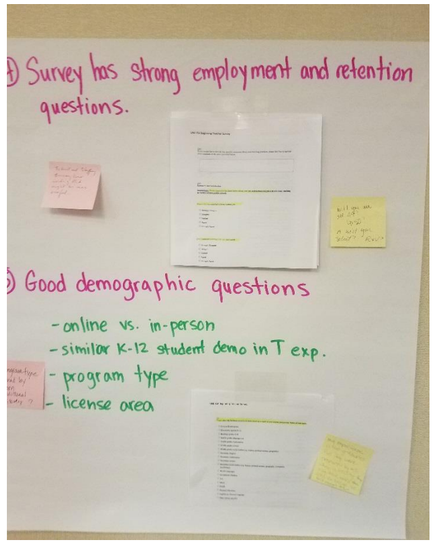
2. Survey length and question format is **user-friendly**

3. Survey addresses priorities related to **employment and retention**

4. Includes helpful questions related to **in-service teaching environments** and **graduate demographics**







Rationale for Data Lead Recommendations

Employer Survey

Recommendation

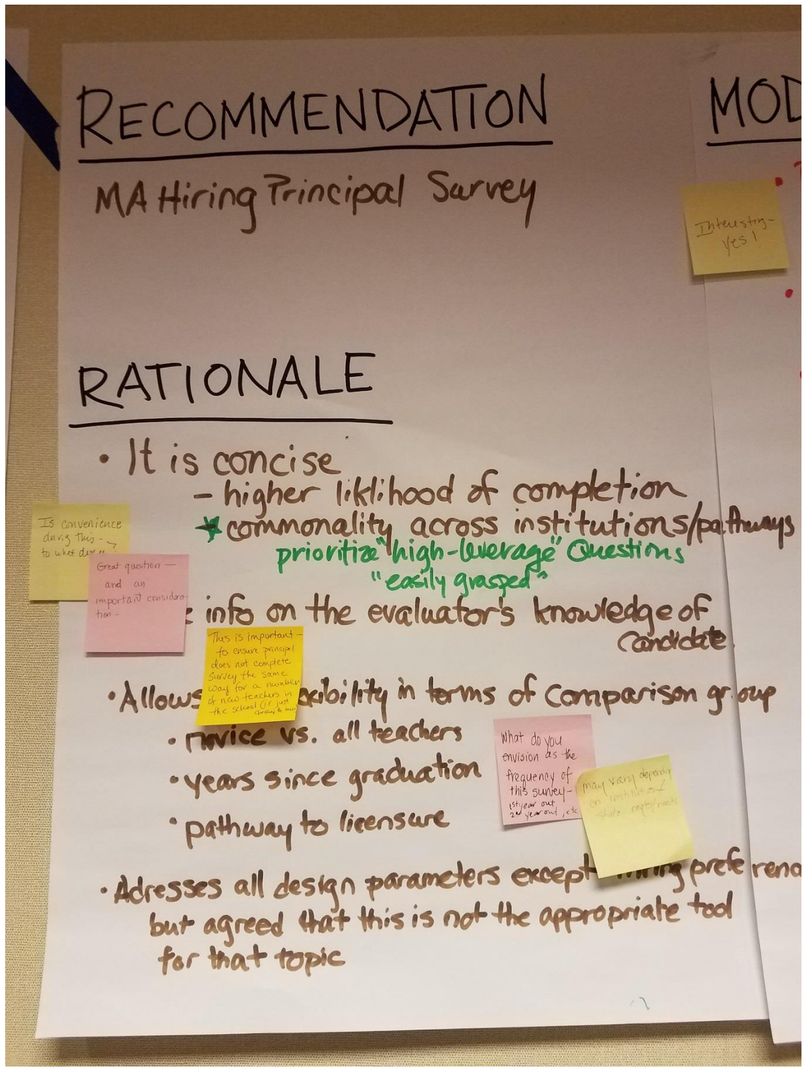
Modified Massachusetts Hiring Principal Survey

1. **Concise survey** that should therefore improve response rates across institutions

2. Uses broad language that will allow for **easier implementation** across diverse contexts.

3. Survey design allows for **rich inquiry questions** across comparison groups

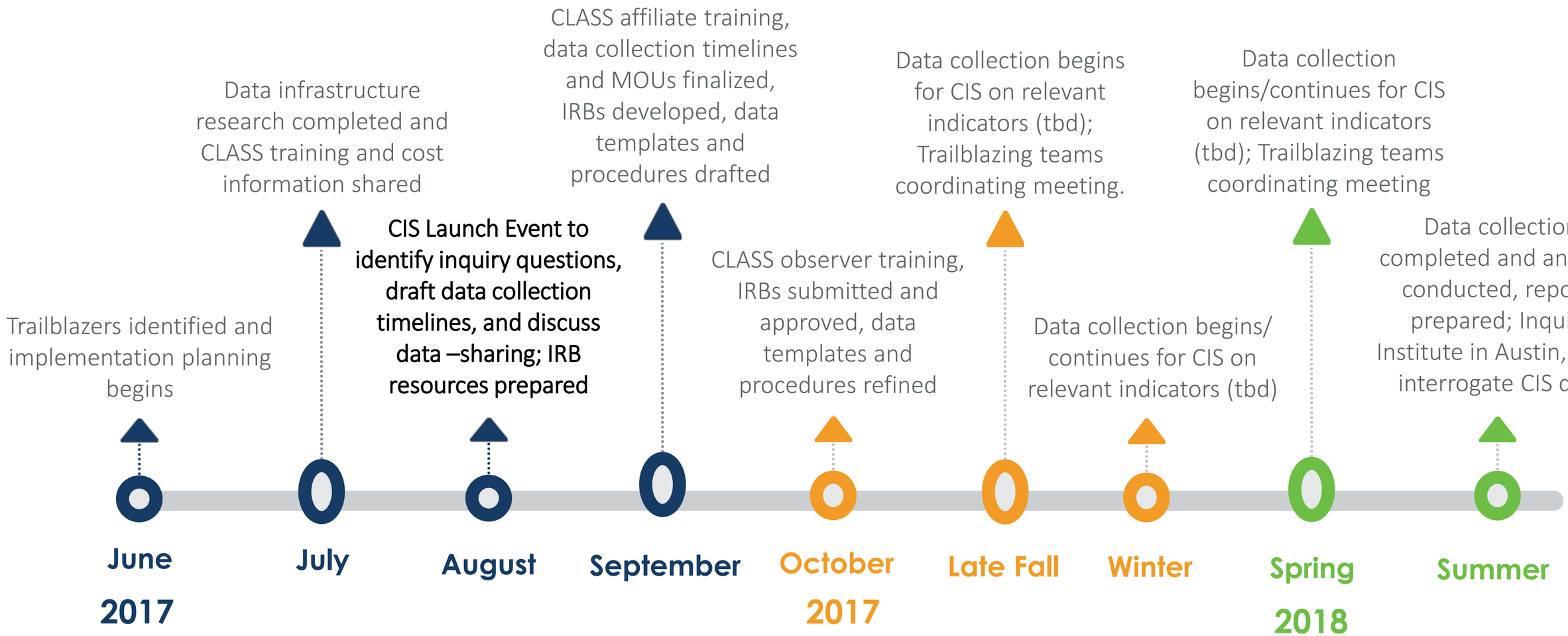
4. Addresses nearly all identified **design parameters** for employer surveys



What are next steps for developing a Common Indicators System?

Phase III will focus on prototyping the Common Indicators System with trailblazers

Trailblazing teams will co-construct the Prototype including the pace and timing of key implementation activities - tentative plans for prototyping the CIS are as follows:



Common Indicators System

Additional Resources

For additional information on the recommended instruments and prototype implementation, see the links below:

1. **Instruments** - click here for access to each of the originally recommended instruments and here for drafts of the revised instruments inclusive of changes recommended by data leads as well as documentation discussing these revisions.

2. **Instrument Background and Research -** click here for additional information on each of the recommended instruments including insight into their development and supporting research for their validity and reliability

3. **Prototype Participation FAQs**– click here to access information on Frequently Asked Questions related to participating in the Common Indicators System prototype.

Appendix

Data Category Design Parameters

Observation of Candidate Instructional Skill

- **Alignment to State and InTASC standards is considered important by the majority of respondents**
  - 72% report it is important that the observation instrument align to state standards
  - 55% report it is important that the observation instrument align to InTASC
  - Only 10% report it is not important for the instrument to align to any particular standards

- **A comprehensive observation tool, assessing a range of instructional practices is highly preferred**
  - Comprehensive Tool – Ranked as 1st choice by 64% of respondents
  - Focused on High-Leverage Practices – Ranked 1st by 18% of respondents
  - Targeted to Specific Instructional Domains - Ranked 1st by 14% of respondents

- **Constructs associated with delivering instruction, classroom engagement, and designing instruction are considered most important to include by a majority of respondents.**
  - 86% included *Delivering Instruction* in their top three constructs to measure
  - 57% included *Classroom Environment* in their top three constructs to measure
  - 50% included *Designing Instruction* in their top three constructs to measure

Data Category Design Parameters

Assessment of Dispositions

- **Alignment to State and InTASC standards is considered important to some, but not the majority of respondents**
  - 41% report it is important the instrument align to state standards and to InTASC standards
  - 31% report it is not important for the instrument to align to any particular standards
- **A focus on dispositions and mindsets is preferred over a focus on professional behaviors**
  - Dispositions (e.g., teaching self-efficacy) – Ranked as 1st choice by 80% of respondents
  - Professional Behaviors (e.g., attendance, appearance) – Ranked 1st by 20% of respondents
- **Constructs associated with reflection, growth mindset, and teaching self-efficacy are considered most important to include by respondents**
  - 68% included *capacity to reflect on practice* in their top three constructs to measure
  - 64% included *growth mindset* in their top three constructs to measure
  - 48% included *teaching self-efficacy* in their top three constructs to measure
  - 44% included *grit (i.e., perseverance)* in their top three constructs to measure

Data Category Design Parameters

Graduate Surveys

- **Alignment to State and InTASC standards is considered important to some, but not the majority of respondents**
  - 45% report it is important that the survey align to state standards
  - 38% report it is important that the survey align to InTASC
  - 31% report it is not important for the survey to align to any particular standards
- **All respondents want a survey that captures graduate feedback**
  - Employer and Graduate Surveys – Ranked as 1st choice by 100% of respondents
- Graduate perceptions of *preparedness in core areas/specific skills, strengths and weaknesses of programs, and employment and retention* are the topics most frequently cited by respondents as important to capture using a graduate survey

Data Category Design Parameters

Employer Surveys

- **Alignment to State and InTASC standards is considered important to some, but not the majority of respondents**
  - 48% report it is important that the survey align to state standards
  - 38% report it is important that the survey align to InTASC
  - 24% report it is not important for the survey to align to any particular standards

- **All respondents want a survey that captures employer feedback**
  - Employer and Graduate Surveys – Ranked as 1st choice by 100% of respondents

- Employer perceptions about the *relative effectiveness of programs/graduates, specific strengths and weaknesses of program graduates, and insights into hiring preferences* are topics most frequently cited by respondents as important to capture using an employer survey

July 13, 2017

To: Members of Deans for Impact
From: Benjamin Riley, Executive Director, and Tracey Weinstein, Senior Director of Data & Research
Re: CLASS Training Agenda and Cost Estimates for Trailblazers

Executive Summary

At our most recent meeting in Boston, the membership of Deans for Impact approved use of the CLASS observation instrument for the Common Indicator System prototype, and eight members have volunteered to trailblaze CLASS during the 2017-2018 academic year. With time of the essence, and in collaboration with data leads, Deans for Impact has developed an implementation plan with two primary objectives: (1) provide rigorous training while keeping time commitment manageable; and (2) minimize initial and ongoing financial expense to trailblazing institutions.

After extensive conversations with Teachstone, the organization that administers CLASS, we have developed a plan that we believe fully meets these goals:

- **Use a train-the-trainer model**. CLASS training will be administered to representatives of trailblazing institutions through a train-the-trainer model. Trailblazing institutions will identify representatives to become CLASS "affiliate trainers" who will then train CLASS observers at their home institutions.
- **Training in mid-to-late September.** To become an affiliate trainer of CLASS requires four days of training. Deans for Impact is organizing two four-day training events to take place in mid to late September, one on the west coast (September 12-15) and one on the east coast (September 26-29), with precise locations still tbd. Trailblazing representatives will only need to attend one of these events.
- **Substantially reduced cost and Deans for Impact financial support**. To support trailblazers, Deans for Impact has negotiated significantly reduced pricing for CLASS training and recertification – a more than 50% across-the-board discount. Further, Deans for Impact will fund the training of two affiliate trainers at each trailblazing institution in Year 1 of the CIS prototype.

Additional details on the CLASS training process, and estimated costs, are provided below.

1. Overview of CLASS training process

The CLASS Train-the-Trainer Model involves a three-stage process. First, individuals are trained and certified as CLASS observers who can reliably observe and score teacher-candidates. Second, once certified, these same individuals undergo additional training to become affiliate trainers who can train

others to become CLASS observers. Finally, affiliate trainers administer training at their home institutions to certify any additional observers that their programs may need.

For purposes of the CIS, Deans for Impact is organizing the following training:

- **Initial observer and affiliate training:** Representatives from each trailblazing institution will attend a four-day training session in September. Representative will receive two days of training to become certified observers, and then two additional days of training to become "affiliate trainers" who can train others. The training culminates in representatives demonstrating their proficiency by passing an online certification exam that requires scoring of five videos using the CLASS instrument. (NOTE: Individuals who have active certification as CLASS observers or familiarity with CLASS may be able to skip the first two days of training by completing self-study in August; please contact Tracey if interested in this option.)
- **Training at home institution:** After completing their training in September, affiliate trainers will be responsible for training any additional observers that are needed at each trailblazing institution by end of October.
- **Specific CLASS instruments:** CIS trailblazers will be using CLASS for different groups of teacher-candidates. For CIS purposes, the Upper Elementary CLASS tool will be used for observations of teacher-candidates at the elementary level (Grade 1-8), and the Secondary CLASS tool will be used for observation of teacher-candidates at the secondary level (Grade 9-12). (NOTE: Those interested in Infant/Toddler or Pre-K CLASS tools should contact Tracey about training options.)

Summary of next steps

CIS Activity	Dates
Institutions identify affiliate trainers for CLASS and provide Tracey with their contact information	Deadline: July 21
CIS trailblazing teams meet in Austin, TX	August 2-3
Affiliate trainers receive onsite training	September 12-15 (West Coast, tbd) September 26-29 (East Coast, tbd)
Affiliate trainers train all observers at their institutions and those observers pass the observer certification exams	October

2. Cost estimate for CIS trailblazers

Throughout the development of the CIS prototype, Deans for Impact has endeavored to support trailblazers and to minimize the financial cost of CIS implementation. To that end, we are pleased to report that we have negotiated significantly reduced pricing for CLASS training and ongoing material and recertification costs – more than 50% across the board. These reduced rates are available for institutions participating in the CIS Prototype through the 2019-2020 academic year.[1] Further, Deans for Impact will fund the training of two affiliates at each trailblazing institution in Year 1 of the Prototype – a direct subsidy of $4,800 per trailblazing institution.

[1] These DFI-negotiated rates apply solely to trailblazing institutions participating in the CIS, and may not be used for any other initiative or grant using CLASS.

Training activity	Standard Pricing	DFI Pricing	Savings
Affiliate training	$5,600	$2,400	**57%**
Home institution observer training	$175	$85	**51%**
Annual affiliate recertification	$275	$130	**53%**
Annual observer recertification	$100	$47	**53%**

The table below provides a trailblazing-institution-specific breakdown of estimated initial and ongoing costs for CLASS training. These estimates are based on information provided by trailblazing teams regarding the total number of candidates and observers participating in Year 1 of the CIS prototype.

Institution	Number of candidates	Number of observers	Affiliate trainers	Regular Price	Year 1 CIS Price	Year 2 CIS Price	Year 3 CIS Price
LMU	520	75	5	$40,250	$13,150	$4,175	$4,175
Relay	800	20	2	$14,350	$1,530	$1,200	$1,200
SMU	150	25	2	$15,225	$1,955	$1,435	$1,435
Temple	50	10	2	$12,600	$680	$730	$730
UNCC	550	50	3	$25,025	$6,395	$2,740	$2,740
UNR	40	10	2	$12,600	$680	$730	$730
USC	74	35	2	$16,975	$2,805	$1,905	$1,905
UVA	300	10	2	$12,600	$680	$730	$730
Total	***2484***						

Notes

Affiliate trainers: This recommended number of affiliate trainers is based on a ratio of one affiliate trainer to 18 observers, and an assumption that institutions will need at least one affiliate trainer per CLASS tool (e.g., Upper Elementary, Secondary). Trailblazing institutions will determine the number of affiliate trainers they need.

Regular Price: Includes the cost of initial training for the recommended number of affiliate trainers and estimated number of observers at standard rates *without* Deans for Impact-negotiated CIS discount rate or Deans for Impact subsidy.

Y1 – Y3 CIS Price: For Year 1, includes the cost of initial training for the recommended number of affiliate trainers and estimated number of observers at the Deans for Impact-negotiated CIS discounted rate *and* with Deans for Impact subsidy in Year 1. For Years 2 – 3, includes costs of recertification of trainers and observers at the Deans for Impact-negotiated CIS discounted rate. These CIS price estimates do not include travel or lodging costs for affiliate training in Year 1, nor do they include training of additional observers at home institutions in Years 2 – 3.

In closing, we remain tremendously excited by the progress of the CIS prototype and grateful for the contributions each of you are making to help it succeed. Please contact me or Tracey with questions.

DEANS FOR IMPACT

THE SCIENCE OF LEARNING

www.deansforimpact.org

About
THE SCIENCE OF LEARNING

The purpose of *The Science of Learning* is to summarize the existing research from cognitive science related to how students learn, and connect this research to its practical implications for teaching and learning. This document is intended to serve as a resource to teacher-educators, new teachers, and anyone in the education profession who is interested in our best scientific understanding of how learning takes place.

This document identifies six key questions about learning that should be relevant to nearly every educator. Deans for Impact believes that, as part of their preparation, every teacher-candidate should grapple with — and be able to answer — the questions in *The Science of Learning.* Their answers should be informed and guided by the existing scientific consensus around basic cognitive principles. And all educators, including new teachers, should be able to connect these principles to their practical implications for the classroom (or wherever teaching and learning take place).

The Science of Learning was developed by member deans of Deans for Impact in close collaboration with Dan Willingham, a cognitive scientist at the University of Virginia, and Paul Bruno, a former middle-school science teacher. We are greatly indebted to the reviewers who provided thoughtful feedback and comments on early drafts, including cognitive scientists, teacher-educators, practicing teachers, and many others.

The Science of Learning does not encompass everything that new teachers should know or be able to do, but we believe it is part of an important — and evidence-based — core of what educators should know about learning. Because our scientific understanding is ever evolving, we expect to periodically revise *The Science of Learning* to reflect new insights into cognition and learning. We hope that teachers, teacher-educators, and others will conduct additional research and gather evidence related to the translation of these scientific principles to practice.

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About
DEANS FOR IMPACT

Founded in 2015, Deans for Impact is a national nonprofit organization representing leaders in educator preparation who are committed to transforming educator preparation and elevating the teaching profession. The organization is guided by four key principles:

- Data-informed improvement;
- Common outcome measures;
- Empirical validation of effectiveness; and
- Transparency and accountability for results.

More information on the organization and its members can be found on the Deans for Impact website.

www.deansforimpact.org

DEANS FOR IMPACT

1 HOW DO STUDENTS UNDERSTAND NEW IDEAS?

COGNITIVE PRINCIPLES

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

Students learn new ideas by reference to ideas they already know.[1]

- A well-sequenced curriculum is important to ensure that students have the prior knowledge they need to master new ideas.[2]
- Teachers use analogies because they map a new idea onto one that students already know. But analogies are effective only if teachers elaborate on them, and direct student attention to the crucial similarities between existing knowledge and what is to be learned.[3]

To learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). Students have limited working memory capacities that can be overwhelmed by tasks that are cognitively too demanding. Understanding new ideas can be impeded if students are confronted with too much information at once.[4]

- Teachers can use "worked examples" as one method of reducing students' cognitive burdens.[5] A worked example is a step-by-step demonstration of how to perform a task or solve a problem. This guidance – or "scaffolding" – can be gradually removed in subsequent problems so that students are required to complete more problem steps independently.
- Teachers often use multiple modalities to convey an idea; for example, they will speak while showing a graphic. If teachers take care to ensure that the two types of information complement one another – such as showing an animation while describing it aloud – learning is enhanced. But if the two sources of information are split – such as speaking aloud with different text displayed visually – attention is divided and learning is impaired.[6]
- Making content explicit through carefully paced explanation, modeling, and examples can help ensure that students are not overwhelmed.[7] *(Note: "explanation" does not mean teachers must do all the talking.)*

Cognitive development does not progress through a fixed sequence of age-related stages. The mastery of new concepts happens in fits and starts.[8]

- Content should not be kept from students because it is "developmentally inappropriate." The term implies there is a biologically inevitable course of development, and that this course is predictable by age. To answer the question "is the student ready?" it's best to consider "has the student mastered the prerequisites?"[9]

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[1] Bransford, Brown, & Cocking, 2000
[2] Agodini, Harris, Atkins-Burnett, Heaviside, Novak, & Murphy, 2009; TeachingWorks
[3] Richland, Zur, & Holyoak, 2007
[4] Sweller, 1988
[5] Pashler, Bain, Bottge, Graesser, Koedinger, & McDaniel, 2007; Kirschner, Sweller, & Clark, 2006; Atkinson, Derry, Renkl, & Wortham, 2000; Sweller, 2006
[6] Chandler & Sweller, 1992; Moreno & Mayer, 1999; Moreno, 2006
[7] Kirschner, Sweller, & Clark, 2006; TeachingWorks
[8] Flynn, O'Malley, & Wood, 2004; Siegler, 1995
[9] Willingham, 2008

2 HOW DO STUDENTS LEARN AND RETAIN NEW INFORMATION?

COGNITIVE PRINCIPLES

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

Information is often withdrawn from memory just as it went in. We usually want students to remember what information means and why it is important, so they should think about meaning when they encounter to-be-remembered material.[10]

- Teachers can assign students tasks that require explanation (e.g., answering questions about how or why something happened) or that require students to meaningfully organize material. These tasks focus students' attention on the meaning of course content.[11]
- Teachers can help students learn to impose meaning on hard-to-remember content. Stories and mnemonics are particularly effective at helping students do this.[12]

Practice is essential to learning new facts, but not all practice is equivalent. [13]

- Teachers can space practice over time, with content being reviewed across weeks or months, to help students remember that content over the long-term.[14]
- Teachers can explain to students that trying to remember something makes memory more long-lasting than other forms of studying. Teachers can use low- or no-stakes quizzes in class to do this, and students can use self-tests.[15]
- Teachers can interleave (i.e., alternate) practice of different types of content. For example, if students are learning four mathematical operations, it's more effective to interleave practice of different problem types, rather than practice just one type of problem, then another type of problem, and so on.[16]

[10] Morris, Bransford, & Franks, 1977
[11] McDaniel, Hines, Waddill, & Einstein, 1994; Rosenshine, Meister, & Chapman, 1996; Graesser & Olde, 2003; TeachingWorks
[12] Peters & Levin, 1986
[13] Ericsson, Krampe, & Tesch-Römer, 1993
[14] Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006; Pashler, Bain, Bottge, Graesser, Koedinger, & McDaniel, 2007
[15] Agarwal, Bain, & Chamberlain, 2012; Pashler, Bain, Bottge, Graesser, Koedinger, & McDaniel, 2007
[16] Pashler, Bain, Bottge, Graesser, Koedinger, & McDaniel, 2007; Rohrer, Dedrick, & Stershic, 2015

3 HOW DO STUDENTS SOLVE PROBLEMS?

COGNITIVE PRINCIPLES

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

Each subject area has some set of facts that, if committed to long-term memory, aids problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied. The size and content of this set varies by subject matter.[17]

- Teachers will need to teach different sets of facts at different ages. For example, the most obvious (and most thoroughly studied) sets of facts are math facts and letter-sound pairings in early elementary grades. For math, memory is much more reliable than calculation. Math facts (e.g., 8 x 6 = ?) are embedded in other topics (e.g., long division). A child who stops to calculate may make an error or lose track of the larger problem.[18] The advantages of learning to read by phonics are well established.[19]

Effective feedback is often essential to acquiring new knowledge and skills.[20]

- Good feedback is:
  - Specific and clear;
  - Focused on the task rather than the student; and
  - Explanatory and focused on improvement rather than merely verifying performance.[21]

[17] Glaser & Chi, 1988; TeachingWorks

[18] National Mathematics Advisory Panel, 2008

[19] National Reading Panel, 2000; EU High Level Group of Experts on Literacy, 2012

[20] Ericsson, Krampe, & Tesch-Römer, 1993

[21] Ericsson, Krampe, & Tesch-Römer, 1993; Shute, 2008; TeachingWorks; Butler & Winne, 1995; Hattie & Timperley, 2007

4 HOW DOES LEARNING TRANSFER TO NEW SITUATIONS IN OR OUTSIDE OF THE CLASSROOM?

COGNITIVE PRINCIPLES

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

The transfer of knowledge or skills to a novel problem requires both knowledge of the problem's context and a deep understanding of the problem's underlying structure.[22]

- Teachers can ensure that students have sufficient background knowledge to appreciate the context of a problem.[23]

We understand new ideas via examples, but it's often hard to see the unifying underlying concepts in different examples.[24]

- Teachers can have students compare problems with different surface structures that share the same underlying structure. For example, a student may learn to calculate the area of a rectangle via an example of word problem using a table top. This student may not immediately recognize this knowledge is relevant in a word problem that asks a student to calculate the area of a soccer field. By comparing the problems, this practice helps students perceive and remember the underlying structure.[25]
- For multi-step procedures, teachers can encourage students to identify and label the substeps required for solving a problem. This practice makes students more likely to recognize the underlying structure of the problem and to apply the problem-solving steps to other problems.[26]
- Teachers can alternate concrete examples (e.g., word problems) and abstract representations (e.g., mathematical formulas) to help students recognize the underlying structure of problems. [27]

[22] Bransford, Brown, & Cocking, 2000; Pellegrino & Hilton, 2012

[23] Pellegrino & Hilton, 2012; Day & Goldstone, 2012

[24] Richland, Zur, & Holyoak, 2007; Ainsworth, Bibby, & Wood, 2002

[25] Richland, Zur, & Holyoak, 2007; Gentner, et al., 2015

[26] Catrambone, 1996; Catrambone, 1998

[27] Goldstone & Son, 2005; Botge, Rueda, Serlin, Hung, & Kwon, 2007

5 WHAT MOTIVATES STUDENTS TO LEARN?

COGNITIVE PRINCIPLES

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

Beliefs about intelligence are important predictors of student behavior in school.[28]

- Teachers should know that students are more motivated if they believe that intelligence and ability can be improved through hard work.[29]
- Teachers can contribute to students' beliefs about their ability to improve their intelligence by praising productive student effort and strategies (and other processes under student control) rather than their ability.[30]
- Teachers can prompt students to feel more in control of their learning by encouraging them to set learning goals (i.e., goals for improvement) rather than performance goals (i.e., goals for competence or approval).[31]

Self-determined motivation (a consequence of values or pure interest) leads to better long-term outcomes than controlled motivation (a consequence of reward/punishment or perceptions of self-worth).[32]

- Teachers control a number of factors related to reward or praise that influence student motivation, such as:
  - whether a task is one the student is already motivated to perform;
  - whether a reward offered for a task is verbal or tangible;
  - whether a reward offered for a task is expected or unexpected;
  - whether praise is offered for effort, completion, or quality of performance; and
  - whether praise or a reward occurs immediately or after a delay.[33]

The ability to monitor their own thinking can help students identify what they do and do not know, but people are often unable to accurately judge their own learning and understanding.[34]

- Teachers can engage students in tasks that will allow them to reliably monitor their own learning (e.g., testing, self-testing, and explanation).[35] If not encouraged to use these tasks as a guide, students are likely to make judgments about their own knowledge based on how familiar their situation feels and whether they have partial – or related – information. These cues can be misleading.[36]

Students will be more motivated and successful in academic environments when they believe that they belong and are accepted in those environments.[37]

- Teachers can reassure students that doubts about belonging are common and will diminish over time.[38]
- Teachers can encourage students to see critical feedback as a sign of others' beliefs that they are able to meet high standards.[39]

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[28] Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013
[29] Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013; Yeager, Johnson, Spitzer, Trzesniewski, Powers, & Dweck, 2014
[30] Mueller & Dweck, 1998; Blackwell, Trzesniewski, & Dweck, 2007; Kamins & Dweck, 1999
[31] Elliott & Dweck, 1988; Smiley & Dweck, 1994
[32] Davis, Winsler, & Middleton, 2006
[33] Deci, Koestner, & Ryan, 1999; Levitt, List, & Neckermann, 2012
[34] Koriat, 1993
[35] Pashler, Bain, Bottge, Graesser, Koedinger, & McDaniel, 2007; Karpicke, Butler, & Roediger, 2009
[36] Koriat & Levy-Sadot, 2001
[37] Yeager, Walton, & Cohen, Addressing achievement gaps with psychological interventions, 2013
[38] Walton & Cohen, 2011; Yeager, Walton, & Cohen, Addressing achievement gaps with psychological interventions, 2013
[39] Yeager, et al., 2014; Cohen, Steele, & Ross, 1999

6 WHAT ARE COMMON MISCONCEPTIONS ABOUT HOW STUDENTS THINK AND LEARN?

COGNITIVE PRINCIPLES

- Students do not have different "learning styles."[40]
- Humans do not use only 10% of their brains.[41]
- People are not preferentially "right-brained" or "left-brained" in the use of their brains.[42]
- Novices and experts cannot think in all the same ways.[43]
- Cognitive development does not progress via a fixed progression of age-related stages.[44]

PRACTICAL IMPLICATIONS FOR THE CLASSROOM

- Teachers should be able to recognize common misconceptions of cognitive science that relate to teaching and learning.

[40] Pashler, McDaniel, Rohrer, & Bjork, 2008
[41] Boyd, 2008
[42] Nielson, Zielinski, Ferguson, Lainhart, & Anderson, 2013
[43] Glaser & Chi, 1988
[44] Willingham, 2008

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DEANS FOR IMPACT

FROM CHAOS TO COHERENCE

A POLICY AGENDA FOR ACCESSING AND USING OUTCOMES DATA IN EDUCATOR PREPARATION

Table of **CONTENTS**

Introduction

Why do programs that prepare educators struggle to obtain data on the performance of their graduates? Shouldn't policy help – rather than hinder – them in getting the information they need to improve their effectiveness?

These questions describe a fundamental paradox that plagues this nation's educator-preparation system. At a time when traditional colleges of education on the whole have faced withering criticism regarding their value, there has been no coordinated effort to provide these programs with valid, reliable, timely, and comparable data about the effectiveness of the teachers and school leaders they prepare.

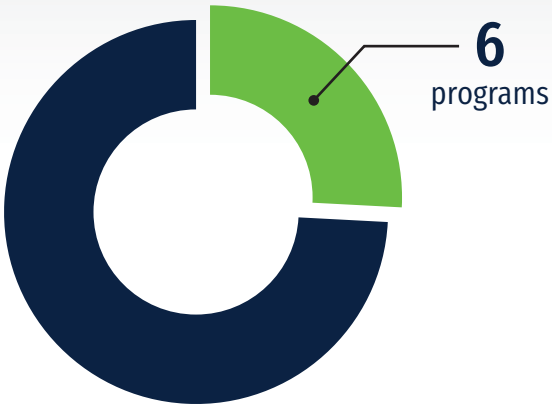
States appear poised to press ahead with new accountability policies for educator-preparation programs, yet the danger lurks that we will have failed to learn one of the central lessons from the No Child Left Behind era: Simply setting a high bar is not enough. Policy needs to provide actionable data, as well as support and tools for program improvement, to help those at the front lines of our education system succeed.

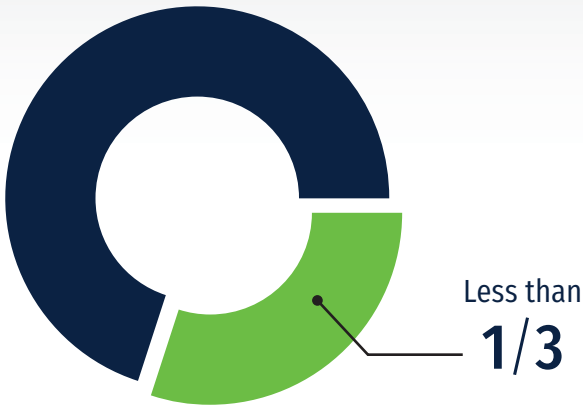
Deans for Impact, a new national nonprofit organization composed of leaders of a diverse set of educator-preparation programs from across the country, is dedicated to elevating the performance of this country's educator-preparation system. We believe educator preparation is at a pivotal moment and is poised to demonstrate its value unlike ever before. We aim to demonstrate our true impact in preparing effective educators to serve every community and provide meaningful education opportunities to every student in this country.

Toward that end – and uniquely within the field of educator preparation, and perhaps in higher education more generally – we *embrace* the call for outcomes-based accountability and data-informed improvement. Even more surprisingly, at least to some of our colleagues, we believe policy can and should play a vital role in elevating program performance.

We think this is particularly true when it comes to the role of data.

For this reason, and consistent with our guiding principles of making educator preparation more data informed and transparent, we spent much of 2015 investigating what data our programs collect on their candidates prior to enrollment, during enrollment, and after graduation.





Of the **23 PROGRAMS** included in our analysis, only **SIX** have access to student-achievement data connected to teachers these programs prepared.

LESS THAN A THIRD have access to other forms of data on the performance of their graduates, such as information from classroom observations.

We interviewed the heads of data and assessment at 23 programs led by Deans for Impact member deans, identifying not only the categories of information that programs obtain, but also the instruments they use.

The resulting landscape analysis, presented here for the first time, confirms the present paucity of valid and reliable data on the performance of our graduates. The most glaring example: Of the 23 programs included in our analysis, only six have access to student-achievement data connected to teachers they prepared. And less than a third have access to other forms of data on the performance of their graduates, such as information from classroom observations.

We simply do not have the information we need to evaluate and improve our own programs to the degree we desire.

Our policy agenda as set forth in this brief is aimed squarely at addressing this problem. We want to bring "data coherency" to the field of educator preparation through two major routes. First, states must develop better data systems that can connect programs to the performance of their graduates, and remove existing barriers to accessing such data. Second, states should take advantage of language in the new federal Every Student Succeeds Act (ESSA) to develop a new process for recognizing and certifying educator-preparation programs that voluntarily embrace outcomes-based accountability and data-informed improvement.

Ours is not the first effort to improve educator preparation in this country. Nor will policy changes alone drive improvement. But for the first time, we are poised to gather the information to help leaders develop a data-informed vision for radical transformation.

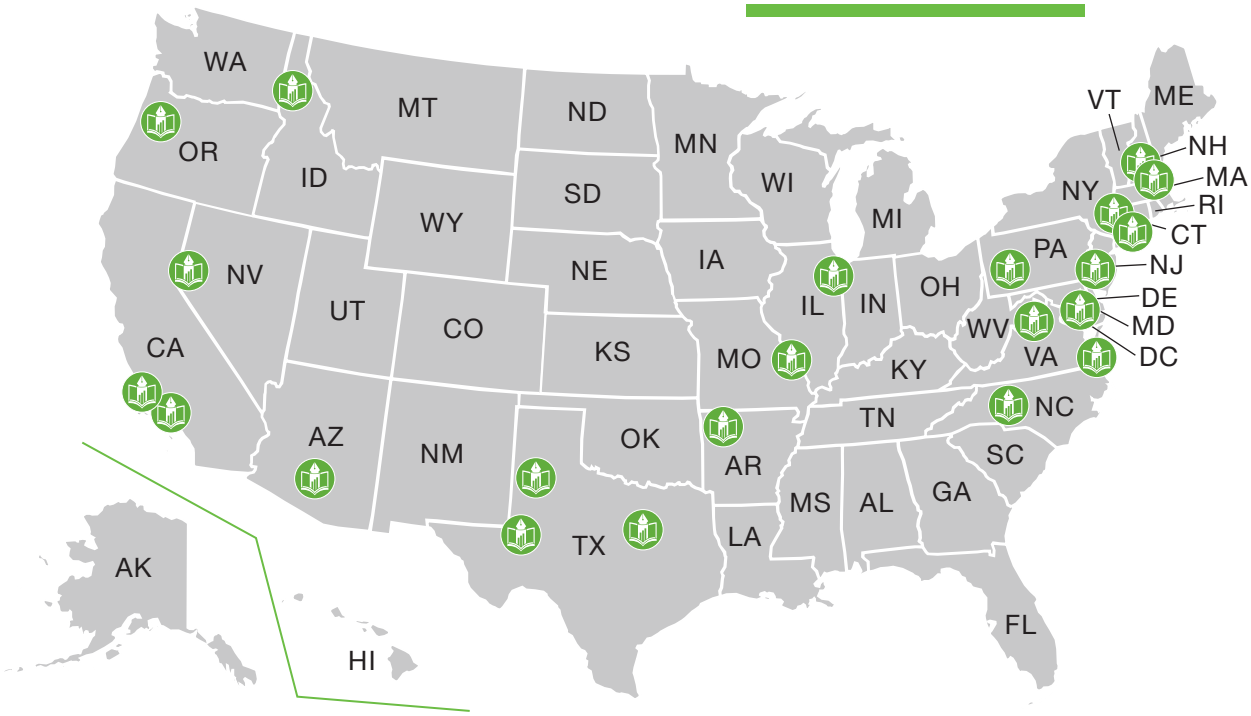
This policy brief consists of four sections. The first section provides an overview of Deans for Impact – who we are and what we believe. In section two, we describe the research we've conducted on our own membership regarding the data that we collect (or fail to collect) on the educators we prepare. In section three, we present our two-pronged policy agenda designed to bring greater data coherency to the field of educator preparation and set us on a path toward improved outcomes. We conclude with a call to action and explain why we are excited about the potential for transformative change in our field.

In the years ahead, Deans for Impact intends to vigorously advocate for the changes we identify here. We hope others will join us.

Deans for Impact | Who are We?

Deans for Impact is a new national nonprofit organization composed of leaders of educator-preparation programs who are dedicated to transforming the way we prepare teachers and school leaders in the U.S. With more than 20 member deans spread across 15 states, we represent a diverse group of programs that are both traditional and alternative, urban and rural, research-intensive and teaching-intensive, and at public and private institutions.

OUR MEMBERS



- **Gregory Anderson** | Temple University
- **David Andrews** | Johns Hopkins University
- **Carole Basile** | University of Missouri, St. Louis
- **David Chard** | Southern Methodist University
- **Kenneth Coll** | University of Nevada, Reno
- **Karen Symms Gallagher** | University of Southern California
- **Jack Gillette** | Lesley University
- **Mark Girod** | Western Oregon University
- **Frank Hernandez** | The University of Texas of the Permian Basin
- **Cassandra P. Herring** | Hampton University
- **Mayme Hostetter** | Relay Graduate School of Education
- **Mari Koerner** | Arizona State University
- **Alan Lesgold** | University of Pittsburgh
- **Corinne Mantle-Bromley** | University of Idaho
- **Shane Martin** | Loyola Marymount University
- **Ellen McIntyre** | University of North Carolina, Charlotte
- **Robert Pianta** | University of Virginia
- **Scott Ridley** | Texas Tech University
- **Tom E.C. Smith** | University of Arkansas
- **Jesse Solomon** | Boston Teacher Residency
- **Sara Ray Stoelinga** | University of Chicago
- **Josh Thomases** | Bank Street College of Education

"Teaching professionals, deeply committed to the craft of teaching and to its content, are the most powerful lever we have to change children's lives."

Josh Thomases
Bank Street College of Education

We believe that educator preparation should be oriented around four guiding principles:

- ✓ Data informed
- ✓ Outcomes focused
- ✓ Empirically tested
- ✓ Transparent and accountable

Deans for Impact is committed to advancing these guiding principles within the programs led by our member deans and throughout the field. We are expressly dedicated to carving a new way forward in educator preparation. We believe the status quo is untenable and unacceptable, and that meaningful improvement will *only* result from thoughtful program and policy redesigns informed by voices of leaders of educator-preparation programs from across the country.

Our theory of change is that if we work together to continuously drive improvements in how we prepare educators, *and* advocate for policies that will enable change, *and* elevate our collective voice, then we will build the capacity, create the conditions, and lead the coalition that will transform the field of educator preparation.

We are a solutions-driven membership organization. Rather than tear apart any and every new proposal to hold our programs more accountable, we believe we must evaluate the effectiveness of the educators we prepare. We believe this is vital to ensuring every student in this country receives the education to which he or she is entitled.

Data at Deans for Impact | A Patchwork Quilt

From the inception of Deans for Impact in January 2015, we have advocated for our guiding principles, including ensuring that educator preparation is more data informed and oriented around common outcomes.

To that end, and to ensure we practice what we preach, in August 2015 we initiated a comprehensive review of how data are collected within the programs we lead. Deans for Impact staff worked with member deans and our faculty and staff to identify what categories of data are collected before candidates are enrolled in programs (pre-enrollment), during enrollment, and after candidates graduate and become teachers of record (post-enrollment).[1] We examined both the categories of data collected and the sources of that data, including whether the instruments used were developed internally – i.e., by the program itself – or externally by some third party.

At the heart of our inquiry was a central question: Are our programs getting the data they need to make meaningful judgments about the effectiveness of the educators they prepare? Our research on our own data landscape revealed some striking, although perhaps unsurprising, insights. Three in particular stand out.

Methodology for Compiling the Deans for Impact Data Landscape

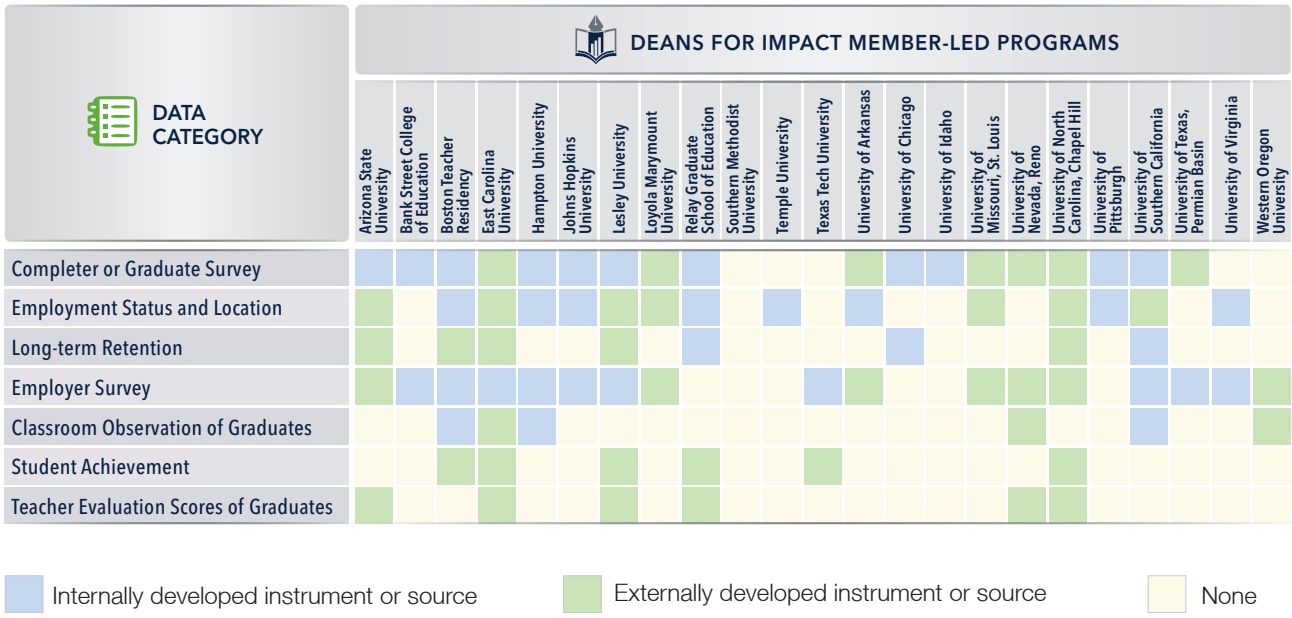
The data landscape presented here is the result of collaboration among Deans for Impact staff, member deans, and the staff and faculty members most knowledgeable about data collected on teacher-candidate progress at each program.

Deans for Impact staff conducted semi-structured interviews with each program, seeking to understand efforts to monitor teacher-candidate progress before, during, and after candidates are enrolled in programs. Staff then identified the data categories that were cited by one or more programs and pre-populated a standardized database, which programs verified and reviewed multiple times.

While this is not a statistically representative sample of educator-preparation programs in this country, it reflects a wide diversity of institutional settings. Given the beliefs and leadership practices of deans represented within Deans for Impact, we do not believe that a statistically representative sample would show any greater data coherence, and we fear the situation may be worse than our data show.

[1] Throughout this brief, we refer to the teachers and other educators who finish our programs as "graduates," although they are sometimes referred to within our field as "program completers."

PROGRAM POST-ENROLLMENT DATA BY SOURCE



First, few categories of data are used in common across our programs. Of all of the types of data – pre-enrollment, enrolled, and post-enrollment – only clinical experience observation data of enrolled candidates is collected by every institution. There are no pre- or post-enrollment data sources used across all of our programs. Put another away, there is ***no uniformity*** in the type of evidence we collect to let us know how our candidates are doing.

Second, the majority of our programs have developed their own instruments and tools to track candidates, and even to track post-enrollment progress. The local development and use of instruments is understandable – they can be tailored to local needs as appropriate – but the result is that there is ***no comparability*** of data across our programs.

Third, and perhaps most importantly, few of our programs have managed to secure meaningful data on the performance of graduates once they begin their careers. Only 26 percent of programs led by our member deans have access to student-achievement data. And more than half lack information about retention of graduates in the teaching profession. In other words, we have ***no access*** to the data we desire the most – data related to the effectiveness of the educators we prepared, and to their impact on their students.

There are a number of reasons why this patchwork quilt of data exists across our entire educator-preparation system. Information

PROGRAM ACCESS TO POST-ENROLLMENT DATA

DATA CATEGORY	% COLLECTING DATA CATEGORY
Completer or Graduate Survey	78%
Employer Survey	74%
Employment Status and Location	65%
Long-term Retention	35%
Classroom Observation of Graduates	26%
Student Achievement	26%
Teacher Evaluation Scores of Graduates	26%

The coming era of outcomes-based accountability must be coupled with a commitment to provide programs with access to comparable and consistent data that we can use to meet the new expectations that will be put in place.

from different sources resides in different silos and incompatible systems that often lack essential features such as individual teacher-candidate identifiers.[2] Laws and regulations in various states limit access to teacher- and student-performance data. Data are not always reported in a timely fashion or in useful forms, and different intended uses require different "grain sizes" – data that are useful for program-to-program comparisons may not be useful for purposes of an individual program improving its own effectiveness.[3]

Deans for Impact is committed to working within our membership to directly address these challenges. At the same time, we are well aware that federal and state policymakers are moving to create new accountability systems that place far greater emphasis on measurable outcomes. We embrace and support this shifting policy landscape. In our view, however, the coming era of outcomes-based accountability must be coupled with a commitment to provide programs with access to comparable and consistent data that we can use to meet the new expectations that will be put in place.

The next section describes how policy can become a key driver of improvement of our educator-preparation system.

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[2] Data Quality Campaign. (2014). *Roadmap for a Teacher-Student Data Link: Key Focus Areas to Ensure Quality Implementation.* Washington, DC: Author.

[3] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1). Washington, DC: NCATE.; Noell, G., & Kowalski, P. (2010). *Using Longitudinal Data Systems to Inform State Teacher Quality Efforts.* Washington, DC: Partnership for Teacher Quality.

From Chaos to Coherence | Deans for Impact's Policy Agenda

Educator preparation in the United States is primed for transformation. After two decades where education policy has focused primarily on structural reforms like school and district turnaround, individual teacher-performance evaluation, and changes to academic standards, the gaze of policymakers and the public is shifting toward the programs responsible for preparing practitioners.

For example, there is growing interest in expanded clinical training for teachers, including alternative certification and residency models.[4] States are moving to update their standards for licensure and program approval and to improve data access and use, as evidenced by the Council of Chief State School Officers' Network for Transforming Educator Preparation (NTEP) project. The U.S. Department of Education appears poised to issue new regulations that will push states and educator-preparation programs towards an outcomes-based orientation for program accountability.[5] The Gates Foundation is investing $35 million to develop new Teacher Preparation Transformation Centers that will support data-informed improvement across numerous programs (including some led by member deans of Deans for Impact). And books such as Elizabeth Green's "Building a Better Teacher" have made The New York Times' best-seller list, demonstrating widespread interest in the issue of improving teacher preparation that extends beyond simply education-policy wonks.

Against this backdrop, we embrace the opportunity to transform educator-preparation policy, uniting behind a common vision that will pave the way toward improvement across the entire field. In an era where higher education is broadly expected to demonstrate its impact, we believe that educator-preparation programs, including traditional colleges of education, are poised to lead the way in this new outcomes-focused era.

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[4] Urban Teacher Residency United [National Center for Teacher Residencies]. (2015). *Clinically-Oriented Teacher Preparation.* Chicago, IL: Author.

[5] Teacher Preparation Issues; U.S. Department of Education Notice Proposed Rulemaking, 79 Fed. Reg. 232 (December 3, 2014) (to be codified at 34 C.F.R. Parts 612 and 686).

"As a dean with a teacher-preparation program, nothing is more important than knowing that what we are doing is making a difference."

David Chard
Southern Methodist University

Our policy agenda contains two major prongs:

1. Improving data access through policies that provide educator-preparation programs with data on the performance of their graduates; and

2. Developing a new, outcomes-focused certification process that recognizes programs that voluntarily agree to prepare educators who are demonstrably effective.

In the sections that follow, we elaborate on the specifics of these two goals.

Data Accessibility

As our internal analysis shows, the programs led by our member deans struggle to capture the data they desire on the performance of their graduates. We therefore urge states to develop meaningful data systems that will provide educator-preparation programs with the information they need to improve. The data in these systems should include:

- ✔ Timely and fine-grained data on graduate employment and retention;
- ✔ Data on teacher-evaluation results for program graduates;
- ✔ K-12 student-performance data; and
- ✔ Data from surveys of program graduates and their employers (principals and superintendents).

These data systems should be flexible enough so that other data points can be easily added as their importance is demonstrated.

On Data Privacy

How can we balance the need for data on program performance with concerns about privacy? We agree with the Data Quality Campaign that the solution should involve "role-based access." Data systems can be constructed so that stakeholders with different data needs – teachers, teacher-educators, policymakers – have different levels of access to these data.

For example, policymakers may need aggregate teacher-performance data for accountability purposes. Educator-preparation programs may require anonymous individual-level teacher data for continuous improvement. Neither would need access to individual K-12 student-performance data. A robust state data system should allow different levels of data access while protecting individual teachers' and students' privacy.

Such systems can be built. In North Carolina, the Common Education Data Analysis and Reporting System (CEDARS) already provides different data access to users based on their roles in the education system.

We are committed to working with states to develop data-gathering methods and reporting systems to support multiple uses while ensuring we protect privacy.

"Currently, I believe – but don't know – that the teachers we graduate are well-prepared for teaching careers: our graduates' content test scores are good, principals speak highly of them, and anecdotally we hear of their successes. However, our state does not yet have a state-wide data system that allows us to learn from graduates' impact on student learning or compare our graduates' strengths to those from other institutions."

Corinne Mantle-Bromley
University of Idaho

We realize this will not be an easy lift. As a recent report from Teacher Preparation Analytics states, "The concerted commitment and action of stakeholders across the U.S. will be required in order to develop the kinds of preparation program effectiveness measures and reporting systems that are needed."[6] States will have to open up lines of communication between different data systems, as information on practicing educators may be dispersed across districts, teacher-licensure boards, state higher education entities, state K-12 education departments, university centers, and third-party contractors. Additionally, district capacity for data collection and sharing will have to be enhanced.

Further, states must couple access to these data with efforts to make the information useful to programs. Ideally, the data systems will be able to link K-12 student performance back to teachers and teachers back to the programs that prepared them. Most ambitiously, data should be provided to programs at a grain size that will allow them to link teacher performance to the courses the teachers took during their preservice training, since existing research suggests that the performance variation within educator-preparation programs exceeds the variation across them.[7]

Improving data accessibility will take time, but some states have already pioneered the path forward. For example, Louisiana has led the way in linking value-added student-performance data to teachers and the programs that prepared them. Yet while Louisiana's experience shows that data "helps to identify where a weakness may exist…it does not tell why it exists."[8]

To help answer the "why" question, Tennessee's Value-Added Assessment System Advanced Analytics Report not only uses outcomes data, but also looks for correlations between outcomes and program features and inputs to "identify

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[6] Teacher Preparation Analytics. (2015). *Report Highlights: Building an Evidence-Based System for Teacher Preparation.* Washington, DC: Author

[7] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1), Washington, DC: NCATE.; Koedel, C., Parsons, E., Podgursky, M., & Ehlert, M. (2012). *Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs?* National Center for Analysis of Longitudinal Data in Education Research, Working Paper 79. Washington, DC: American Institutes for Research.; Boyd, D.J., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis*, 31 (4), Washington, DC: American Educational Research Association.

[8] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1). Washington, DC: NCATE.

Deans for Impact stands ready to work with any policymaker who is interested in improving data access for educator-preparation programs.

best practices and design elements within each teacher training program as well as across programs."[9] Massachusetts has committed to a process of "continuous improvement" of teacher-preparation programs, where the state will collect and report "educator evaluation ratings, program graduates' impact in producing growth in student learning, employment and survey data," which programs are expected to use in the state program review process.[10]

We firmly believe that the locus of data policy should be centered within states. To create a truly high-functioning national system of educator preparation, however, programs need to have data that are comparable across state lines. For this reason, we urge states to work together to develop cross-state data-sharing agreements and data linkages. We are particularly encouraged by the nascent National Association of State Directors of Teacher Education and Certification's Multistate Educator Lookup System project.[11] We will also work with federal lawmakers who may be interested in streamlining and improving the data collected on programs under Title II of the Higher Education Act. These reporting requirements should be made more useful, less burdensome, and better aligned with state requirements.

Deans for Impact stands ready to work with any policymaker who is interested in improving data access for educator-preparation programs. But we also recognize a tension between states that want to use data for accountability purposes, and programs seeking data for purposes of improving their effectiveness and the performance of their graduates in K-12 classrooms. Here, we echo the concern identified by our friends at the Data Quality Campaign:

> …What DQC thought would be something for which there was a lot of political will in states – sharing data with EPPs – has become a policy proposal that is often fraught with tensions between colleges of education and state governments. Concerns about accountability measures distract from the need to use this vital feedback information for continuous improvement of the institutions.[12]

For this reason, we believe that deans of colleges of education

[9] SAS Institute, Inc. (2014). *Tennessee Teacher Training Programs Advanced Analytics.* Cary, NC: Author.

[10] Massachusetts Department of Elementary and Secondary Education. (2015). *Guidelines for Program Approval.* Malden, MA: Author.

[11] National Association of State Directors of Teacher Education and Certification. (n.d.). *Multistate Educator Lookup System (MELS).* Retrieved from http://www.nasdtec.net/?page=EducatorLookupSystem

[12] Data Quality Campaign. (2015). *Opportunities for Impact Through Data Use: Educator Preparation.* Washington, DC: Author.

"Schools of education have enormous potential for good… it's important that we take responsibility for realizing that promise, rather than complaining or always reacting to what external forces are in play."

Robert Pianta
University of Virginia

and other program leaders, state education officials, representatives from school districts, and other stakeholders should work together to build these systems with a focus on providing data that can be used for continuous improvement. We also know from firsthand experience that having access to data isn't the same as knowing how to use those data to make change. For this reason, Deans for Impact as an organization is committed to working with its member deans to build capacity to make use of data to make programmatic change.

All of this will take time and trust. Another central lesson of the No Child Left Behind era must be held in mind here: Simply imposing an accountability system without meaningful engagement with the parties affected by the system is a recipe for disaster.

Does this mean Deans for Impact is soft on accountability for educator-preparation programs? Absolutely not. Indeed, in the next section, we explain our proposal to develop an alternative, and somewhat novel, approach to incentivize educator-preparation programs to voluntarily embrace outcomes-based accountability.

New Certification for Outcomes-Driven Programs

Our internal analysis of the programs led by member deans of Deans for Impact revealed that, at present, there is no consistency in the types or quality of data programs can gather on the effectiveness of their graduates. This problem can be fixed, but simply increasing access to data is not enough to drive improvements in practice. Programs will need incentives to improve their own capacity to make use of data they obtain.

How can policy help drive this change within programs?

The answer in our view is to create incentives for programs to voluntarily set forth specific outcomes on which they intend to deliver. State policy should recognize and reward programs that voluntarily embrace outcomes-based accountability. By "outcomes," we mean identifying a specific number of educators the program will prepare who will meet a specific set of classroom-performance criteria. We also believe outcomes should be defined to include increasing the number of teachers of color.

Further, programs should be able to link their practices to positive outcomes for program graduates and their students, and make data-informed decisions about program design to further improve their results. In essence, this new process should "badge" programs that use data-informed practices to effectively prepare future educators for diverse communities.

The newly enacted Every Student Succeeds Act, the federal

Employ an internal common assessment system

Have a plan to access and use performance data related to their graduates

Have put in place systems for continuous improvement based on this performance data

"I am motivated to disprove the misconception that quality and diversity are opposing goals. I reject the notion that in raising standards, we have to sacrifice our commitment to diversity. We can have both – a high quality and diverse teacher workforce. We MUST have both for the benefit of our children and for the sake of the future of our nation."

Cassandra P. Herring
Hampton University

education bill that replaced No Child Left Behind, provides a clear path for any state to develop just such a process. Under Title II, section 2002 of ESSA, states may use federal funds to create educator-preparation-program "authorizers" that will enter into agreements with educator-preparation programs (titled "academies") that set forth specific performance goals. These agreements must identify the numbers of effective teachers that programs intend to prepare to serve in high-needs schools; describe in detail the clinical-preparation process that programs will use (and make this a "significant" component of overall preparation); and set forth specific candidate-selection criteria. Programs will recommend final certification of their graduates only after obtaining evidence of their effectiveness.

This new policy opportunity opens space for states to recognize programs willing to be held responsible for producing effective educators. We believe that states can use this path to recognize and reward data-informed decision making. In our view, programs that opt in to this new process should be able to demonstrate that they:

- ✔ Employ an internal common assessment system;
- ✔ Have a plan to access and use performance data related to their graduates; and
- ✔ Have put in place systems for continuous improvement based on these performance data.

Importantly, programs that enter into these agreements will be freed from existing input-based

But Deans for Impact believes states should seize this opportunity to create a new process that will recognize and reward programs that voluntarily agree to an outcomes-based performance system.

regulatory burdens. For example, the new authorizers cannot require programs to only hire faculty with Ph.D. degrees, build libraries of certain square footage, impose particular coursework requirements, or obtain national accreditation (though nothing in the bill prohibits programs from seeking such accreditation or building 80,000 square foot libraries – if they so choose).

We also want to underscore here the federal requirement that states and programs focus this policy on preparing educators to teach in high-needs schools or hard-to-staff subjects. There is a risk that developing an outcomes-based system could have unintended consequences, such as creating an incentive for programs to send their graduates to high-performing schools with students that come from high socio-economic backgrounds. Deans for Impact believes it is critically important for the outcomes-based processes to guard against this. We also believe that states should use this new process to recognize and reward programs that excel at preparing teachers of color.

Put simply, this new provision of ESSA creates an opportunity for educator-preparation programs to be freed from burdensome regulation in return for greater transparency and performance around outcomes. These outcomes can be developed jointly between states and programs, as they should be. And the bar is set high: Programs that fail to meet the performance targets they set cannot be reauthorized under this process.

This new process is entirely voluntary – states are not required to create these systems. But Deans for Impact believes states should seize this opportunity to create a new process that will recognize and reward programs that voluntarily agree to an outcomes-based performance system. In our view, the creation of this new system might serve as the equivalent of "LEED Green Building Certification" for educator-preparation programs, and send a clear and unmistakable message that preservice preparation can be meaningful and important.

Not every building owner seeks LEED certification, of course, nor should every educator-preparation program be required to opt into the system we propose. But at a time when higher education is under general pressure to demonstrate its impact, we are excited that federal policy has created an incentive for states to work with programs to do exactly that.

We recognize that some of our colleagues are nervous and even hostile to this policy and the broader outcomes-focused shift taking place in our field. We conclude this policy brief by explaining why Deans for Impact believes it is time to lead positive change rather than continue to play defense.

Conclusion | Leading the Transformation of our Field

"We need to work closely with schools, school districts and communities. Teacher-preparation institutions can be a much more proactive and forward-thinking lever in this change."

Jesse Solomon
Boston Teacher Residency

The member deans of Deans for Impact believe there has never been a more exciting time to lead an educator-preparation program in this country. The growing interest from policymakers, foundations, popular media, and other key stakeholders shows that many share our fundamental desire to elevate the prestige of the education profession by making educator preparation meaningful and rigorous. We have banded together to lead this transformation.

We acknowledge that not all of our colleagues in the field share our view. We anticipate that some will react negatively to the agenda we've proposed here, and perhaps even work against it. Some may think our data-access agenda will lead to distorted perceptions of program effectiveness. Others may insinuate that our outcomes-based performance certification is a stalking horse for the "corporatization" of educator preparation, or that we want to weaken standards for becoming a teacher or school leader.

Deans for Impact embraces vigorous debate. But we believe it's time for our field to stop the circle-the-wagon reactions that seem to follow every proposal to improve the quality of our field. We believe firmly in the benefits of so-called traditional teacher preparation and see opportunities arising from innovative new programs. We believe there is a moral imperative to have an empirically tested set of activities that will bring coherence to program design.

We advocate for this in our collective voice representing the diversity of this country. Our members hail from traditional and alternative programs, research- and teaching-intensive universities, and we serve urban and rural populations. And we are in the business of preparing teachers. We are not advocating to replace ourselves – but we must demonstrate and improve our value to the profession. In the words of member dean Gregory Anderson, dean of the college of education at Temple University:

> University faculty are often presented as disengaged, privileged and somewhat irrelevant, but I have found the opposite to be the case… Our faculty care deeply about the real implications of their research and are genuinely open to radically transforming how they teach in order to make a difference.

We believe that many leaders of educator-preparation programs and teacher-educators share this open-minded and solutions-driven perspective. We hope they will join with us at Deans for Impact to drive radical transformation together.

Appendix A | Program Data Landscape

TIME OF COLLECTION	DATA CATEGORY	Arizona State University	Bank Street College of Education	Boston Teacher Residency	East Carolina University	Hampton University	Johns Hopkins University	Lesley University	Loyola Marymount University	Relay Graduate School of Education	Southern Methodist University	Temple University	Texas Tech University	University of Arkansas	University of Chicago	University of Idaho	University of Missouri, St. Louis	University of Nevada, Reno	University of North Carolina, Chapel Hill	University of Pittsburgh	University of Southern California	University of Texas, Permian Basin	University of Virginia	Western Oregon University	% COLLECTING DATA CATEGORY
		DEANS FOR IMPACT MEMBER-LED PROGRAMS																							
Pre-enrollment	Admitted Demographic	+	+		+	+	+	+	+	+		+	+	+		+	+	+	+	+	+	+		+	83%
	Admitted Undergrad GPA	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+			+	87%
	Admitted SAT/ACT	+			+	+	+	+	+		+	+		+		+	+		+		+	+		+	65%
	Application Completion Rate			+			+	+		+		+								+	+				30%
Enrolled	Candidate Demographic	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	96%
	Candidate Cumulative GPA	+	+		+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	91%
	Candidate Entry Survey		+	+		+						+	+								+	+			30%
	Candidate Dispositional Survey	+	+	+	+	+	+		+	+			+				+	+				+	+	+	61%
	Candidate Performance on Key Assignments	+	+		+	+	+	+	+	+		+	+			+	+	+	+	+	+	+	+	+	83%
	Candidate Evaluation of Course / Faculty	+	+		+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	91%
	Clinical Experience Observation	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%
	Mentor / Supervising Teacher Survey	+		+	+	+	+	+	+		+	+	+	+		+	+	+		+	+	+	+	+	83%
	Survey of Principal at Clinical Experience Site			+						+	+		+				+	+			+	+		+	39%
	Survey of K-12 Students at Clinical Experience Site	+		+		+		+			+		+				+	+							35%
	Student Achievement at Clinical Experience Site			+						+			+				+					+		+	26%
	Candidate Focus Group	+		+			+					+	+	+		+					+				35%
	Candidate Exit Survey	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+	+	+	91%
	Candidate Survey (Other)	+		+					+		+						+				+	+			30%
	Performance Assessment	+		+	+	+	+	+	+	+	+	+	+			+	+	+	+	+	+	+		+	83%
Post-enrollment	Completer or Graduate Survey	+	+	+	+	+	+	+	+	+				+	+	+	+	+	+	+	+	+			78%
	Employment Status and Location	+		+	+	+	+	+	+	+		+		+			+		+	+	+		+		65%
	Long-term Retention	+		+	+			+		+					+				+		+				35%
	Employer Survey	+	+	+	+	+	+	+	+				+	+			+	+	+		+	+	+	+	74%
	Classroom Observation of Graduates			+	+	+												+			+			+	26%
	Student Achievement			+	+			+		+			+						+						26%
	Teacher Evaluation Scores of Graduates	+			+			+		+								+	+						26%

Data collected by programs to monitor candidate progress before, during, and after candidates are enrolled in programs.

Appendix B | Instrument and Source Landscape

DEANS FOR IMPACT MEMBER-LED PROGRAMS	% OF INSTRUMENTS INTERNALLY DEVELOPED OR SOURCED	Candidate Entry Survey	Candidate Dispositional Survey	Candidate Performance on Key Assignments	Candidate Evaluation of Course / Faculty	Clinical Experience Observation	Mentor / Supervising Teacher Survey	Survey of Principal at Clinical Experience Site	Survey of K-12 Students at Clinical Experience Site	Student Achievement at Clinical Experience Site	Candidate Focus Group	Candidate Exit Survey	Candidate Survey (Other)	Performance Assessment	Completer or Graduate Survey	Employment Status and Location	Long-term Retention	Employer Survey	Classroom Observation of Graduates	Student Achievement	Teacher Evaluation Scores of Graduates
		Enrolled													Post-enrollment						
Arizona State University	86%	E		–	–	E	–		–		–	–	–	E	–	E	E	E			E
Bank Street College of Education	79%	–	–	–	–	–	–					–			–	–		–			
Boston Teacher Residency	79%	–	–			–	–	–	E	E	–	–	–	–	–	–	–	–	–	E	
East Carolina University	100%	–	–	–	E	–	–					–		E	E	E	E	E	E	E	E
Hampton University	86%	–	–	–	–	–	–		E			–		–	–	–	–	–	–		
Johns Hopkins University	86%	–	–	–	E	–	–				–	–	E	E	–	–	–	–	–		
Lesley University	74%			–	–	–	–		E					E	E	–	E	E	–	E	E
Loyola Marymount University	86%		–	–	–	–	–					–	–	E	E	E	E		–		
Relay Graduate School of Education	78%		E	–	–	–	–	–		E		–		–	–	–	–	–		E	E
Southern Methodist University	74%				–	E	–	E	–			–	E	–	–						
Temple University	100%	–	–	–	–	–	–	–			–	–	–	–	–		–				
Texas Tech University	100%	–	E	–	–	E	–	–	E	E	–	–	–	E	E			–	–	E	
University of Arkansas	100%				–	E	–				–	–			E	E	–	E	E		
University of Chicago	0%					–						–			–						
University of Idaho	100%	–	–	–	–	–	–				–	–		–	–						
University of Missouri, St. Louis	81%		–	–	–	E	–	–	E	E		E	–	E	E	E	E	E	E		
University of Nevada, Reno	71%		–	–	E	–	–	–	–						–	E		E	E		E
University of North Carolina, Chapel Hill	42%			–	–	E	–								E	E	E	E		E	E
University of Pittsburgh	71%			–	–	–	–					E			E	–	–				
University of Southern California	81%			–	–	–	–	–			–	–	–	–	E	E	E	E			
University of Texas, Permian Basin	50%	–	–	–	–	–	–	–		E		–	E	–	–				E		
University of Virginia	59%		–	–	–	–	–					–					–				
Western Oregon University	38%	–	–	–	–	–	–	E		E		–	E	E					E		
	0%																				
	0%																				

– Internally developed instrument or source

E Externally developed instrument or source

None

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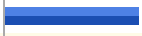
My Report

Last Modified: 07/11/2016

1. Which of the following College of Education programs would most accurately represent your focus as you fill out this survey? (Choose only one)

#	Answer	Bar	Response	%
1	Early Childhood Education		2	6%
2	Elementary Education		12	36%
3	Secondary Education		8	24%
4	Counselor Education		2	6%
5	Educational Leadership		3	9%
6	Special Education		1	3%
7	Instructional Technology		2	6%
8	Adult and Post Secondary Education		3	9%
	Total		33	

Statistic	Value
Min Value	1
Max Value	8
Mean	3.55
Variance	4.38
Standard Deviation	2.09
Total Responses	33

2. Section 1: Recruiting, Selecting and Admitting Students to Professional Education Programs What current processes and standards for recruiting, selecting and admitting students into your graduate educator preparation program do you consider strengths? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. undergraduate or graduate degree programs		6	67%
2	GRE, Millers Analogy or other standardized scores		5	56%
4	Diversity criteria such as poverty or financial need, race, and gender.		2	22%
5	Dispositions		6	67%
6	Strong, positive program reputation		7	78%
7	Reasonable tuition/fees coupled with excellent financial support		5	56%
8	Other		2	22%

Other
The ADED Program targets students who are already employed in higher education and on a leadership track.

Statistic	Value
Min Value	1
Max Value	8
Total Responses	9

3. What current processes and standards for recruiting, selecting and admitting students into graduate educator preparation programs do you consider weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. undergraduate and graduate degree programs		2	29%
2	GRE, Millers Analogy or other standardized scores		1	14%
4	Diversity criteria such as poverty or financial need, race, and gender.		0	0%
5	Dispositions		0	0%
6	Strong, positive program reputation		1	14%
7	Reasonable tuition/fees coupled with excellent financial support		2	29%
8	Other		4	57%

Other
As the COE returns to a place where we have money concerns - we will be in the cycle where we take anybody in our programs- we can't afford to take 13% of our applicants like Vanderbilt.
Complex application system that often leaves applicants confused and frustrated. A quarter to a third of initiated applications are never completed.
None of the above -- we typically have a very high acceptance rate for the MA program.
We are building our program reputation and have recently seen an uptake in applications to the doctoral program

Statistic	Value
Min Value	1
Max Value	8
Total Responses	7

4. What current processes and standards for recruiting, selecting and admitting students into graduate educator preparation programs present opportunities for improvement? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. undergraduate and graduate degree programs		0	0%
2	GRE, Millers Analogy, or other standardized scores		0	0%
4	Diversity criteria such as poverty or financial need, race, and gender.		3	50%
5	Longitudinal data collection and analysis		5	83%
6	Tele-recruiting using distance technologies		2	33%
7	Improved communication with stake holders		3	50%
8	Other		0	0%

Other

Statistic	Value
Min Value	4
Max Value	7
Total Responses	6

5. What are threats to our current and future processes and standards for recruiting, selecting and admitting students into graduate professional educator preparation programs? Mark all that apply.

#	Answer	Bar	Response	%
1	Shortages of counselors, leaders, instructional designers with mandates to increase enrollments		1	14%
2	Out of state professional preparation programs' candidate quality and quantity		1	14%
3	Costs of requiring additional admissions assessments		0	0%
4	College centered budgeting that only weights program degrees awarded but does not value program selectivity		3	43%
5	Adequate staffing of programs		7	100%
6	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	5
Total Responses	7

6. Section 2: Instructional Practices Including Technologies What are strengths of the instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Instructional best practices derived from a strong national empirical evidence base - Provide Examples		3	75%
2	Instructional best practices that reflect agreed upon or expert opinion national best practices - Provide Examples		2	50%
3	Instructional best practices required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples		2	50%
4	Instructional best practices used in Wyoming schools or other clinical or corporate settings- Provide Examples		1	25%
5	Instructional best practices used at other nationally/internationally recognized programs - Provide Examples		2	50%
6	Other		0	0%

Instructional best practices derived from a strong national empirical evidence base - Provide Examples	Instructional best practices that reflect agreed upon or expert opinion national best practices - Provide Examples	Instructional best practices required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples	Instructional best practices used in Wyoming schools or other clinical or corporate settings- Provide Examples	Instructional best practices used at other nationally/internationally recognized programs - Provide Examples	Other
	We have expert practioners				
The ADED program uses the case study method as a signature pedagogy	The ADED program invites in guest speakers (e.g., community college presidents, the Executive Director of the WY Community College Commission, and current or past members of the WY legislature and Community College Commission.	Instructional best practices include the case study method.	Mentoring by experienced WY community college leaders.	The case study method is widely used in higher education graduate programs.	
Our students are offered face-to-face seminars supplemented with online technologies for those who cannot come to Laramie; we engage our graduate students in research projects inside and outside of classes, that lead to national and international conference presentations.				We initially modeled our doctoral program on top-ranked programs [Universit of Georgia, Michigan, etc.]	

Statistic	Value
Min Value	1
Max Value	5
Total Responses	4

7. What are weaknesses of the instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Using instructional practices without a strong national empirical evidence base - Provide Examples		1	33%
2	Using instructional practices that do not reflect agreed upon or expert opinion best national practices - Provide Examples		1	33%
3	Using instructional practices not required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples		0	0%
4	Failure to teach instructional best practices used in Wyoming schools or other clinical or corporate settings - Provide Examples		0	0%
5	Not using instructional best practices at other nationally/internationally recognized programs - Provide Examples		1	33%
6	Other		1	33%

Using instructional practices without a strong national empirical evidence base - Provide Examples	Using instructional practices that do not reflect agreed upon or expert opinion best national practices - Provide Examples	Using instructional practices not required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples	Failure to teach instructional best practices used in Wyoming schools or other clinical or corporate settings - Provide Examples	Not using instructional best practices at other nationally/internationally recognized programs - Provide Examples	Other
Teaching online does not lead to as deep of an understanding in many fields and it feels like the college wants to move in that direction for graduate courses	having zoom classes that extend over numerous hours do not agree with what the literature says abotu learning and cognition				
					somewhat uneven delivery of course content depending on the professor who is teaching the course. This problem, however, is being solved.

Statistic	Value
Min Value	1
Max Value	6
Total Responses	3

8. What are opportunities to improve our instructional practices, including technologies? Mark all that apply.

#	Answer	Bar	Response	%
1	Adopt and adapt practices with a strong empirical evidence base - Provide examples		1	20%
2	Adopt and adapt practices that reflect expert opinion best practices - Provide examples		1	20%
3	Adopt and adapt best practices required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples		1	20%
4	Adopt and adapt best practices already used in Wyoming schools or other clinical or corporate settings - Provide examples		1	20%
5	Adopt or adapt best practices used at other nationally/internationally recognized programs - Provide examples		2	40%
6	Increased use of digital technologies - Provide examples		1	20%
7	Case study approaches - Provide examples		1	20%
8	Problem-based learning modules - Provide examples		0	0%
9	Competency-based learning modules - Provide examples		0	0%
10	Project-based learning modules - Provide examples		1	20%
11	Classroom or clinic simulations using advanced simulation technologies - Provide examples		0	0%
12	Other		0	0%

Adopt and adapt practices with a strong empirical evidence base - Provide examples	Adopt and adapt practices that reflect expert opinion best practices - Provide examples	Adopt and adapt best practices required by CAEP or Specialized Program Accreditation (SPA) standards, CACREP, ELCC - Provide Examples	Adopt and adapt best practices already used in Wyoming schools or other clinical or corporate settings - Provide examples	Adopt or adapt best practices used at other nationally/internationally recognized programs - Provide examples	Increased use of digital technologies - Provide examples	Case study approaches - Provide examples	Problem-based learning modules - Provide examples	Competency-based learning modules - Provide examples	Project-based learning modules - Provide examples	Classroom or clinic simulations using advanced simulation technologies - Provide examples	Other
				Students need to be held more accountable with their learning, a cohort model used by many leading universities may help with this							
	Hire enough faculty to deliver the programs										
						Greater use of law case studies, finance, case studies, leadership case studies, and curriculum case studies.					
Plans for inclusion of practica in the masters degree program		NCATE/CAEP required practica will be implemented at the graduate [and undergraduate] level							Some graduate courses include culminating projects that have an audience beyond the classroom		

Statistic	Value
Min Value	1
Max Value	10
Total Responses	5

9. What are threats to our current and future instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Other programs at research universities surrounding the state of Wyoming - Provide Examples		1	20%
2	Online providers at other public and private institutions regionally or nationally - Provide Examples		2	40%
3	Lack of technology funding sufficient to design best practices for delivery - Provide Examples		2	40%
4	Currently used or imposed instructional standards - Provide Examples		2	40%
5	Faculty without requisite technology and design skills or access to design support and appropriate technology support - Provide Examples		2	40%
6	Few required demonstrations of acquired competencies and skills - Provide examples		0	0%
7	Few required demonstrations of effective teaching or clinical skills - Provide examples		0	0%
8	Lack of access to current technologies - Provide examples		1	20%
9	Poor learning spaces, labs, equipment, and classrooms - Provide examples		1	20%
10	Too little documentation of necessary dispositions for educational practice - Provide examples		1	20%
11	Other		1	20%

Other programs at research universities surrounding the state of Wyoming - Provide Examples	Online providers at other public and private institutions regionally or nationally - Provide Examples	Lack of technology funding sufficient to design best practices for delivery - Provide Examples	Currently used or imposed instructional standards - Provide Examples	Faculty without requisite technology and design skills or access to design support and appropriate technology support - Provide Examples	Few required demonstrations of acquired competencies and skills - Provide examples	Few required demonstrations of effective teaching or clinical skills - Provide examples	Lack of access to current technologies - Provide examples	Poor learning spaces, labs, equipment, and classrooms - Provide examples	Too little documentation of necessary dispositions for educational practice - Provide examples
		The threat is not a lack of funding...the problem is too much funding being put towards tehcnology when the cognition and learning theories do not support how we are encouraged to teach	The message is being sent that we should be utilizing online technology to teach courses (such as zoom). It seems we are always trying to the newest latest thing instead of looking at what is the best way to deliever content (again based on learning theory)	The faculty actually has adequate training for the most part. Outreach plays too large of a role and takes too much of our money for what little support they provide. They have never helped me with course design yet they take half of the money that is earned from all my courses. The money should not be going to outreach. I hope our dean addresses this, as it is a way to save money.			Students have requested numerous times that the computer lab have extended hours. It seems the technology committee is more focused on the carts in the annex which don't directly benefit the students.	Less focus needs to be on improving the technology carts (which few faculty actually use) and more money needs to be put towards the computer lab that students can access.	
Other programs at neighboring universities are not significantly different from the WY ADED program	Because full time benefitted WY community college employees receive one free 3 credit course per semester at UW, other public and private graduate programs in our area are not competitive.	All instructional technologies are provided by the Outreach School and these are appropriate and current for the instructional needs of the program.	Excepting the AACC leadership competencies (which are embedded in our doctoral courses), there are no state or national or accreditation standards relevant to the development of higher education leaders in the instructional services division.						
									We have people in our state who have opinions about the quality of graduates and they are negative - we don't collect any

									data or documentation to describe what we do.
	Black Hills State (South Dakota) and Chadron State (Nebraska) attract teachers in Wyoming - some regional universities like these offer instate tuition for Wyoming residents								

Statistic	Value
Min Value	1
Max Value	11
Total Responses	5

10. Section 3: Pedagogical Knowledge, Content Standards, and Skill Development What procedures and instruments used to assess student content, pedagogical knowledge and skill development in the program you see as strengths? Mark all that apply.

#	Answer	Bar	Response	%
2	Faculty designed course rubrics		4	100%
3	Faculty designed pre post test student growth (pre-post test) summary assessments		0	0%
4	Assessments to demonstrate candidate efficacy in Clinical and P-12 settings		2	50%
5	Comprehensive exit assessment of candidate knowledge, e.g. certification tests, state license exams		2	50%
6	Other		1	25%

Other
The faculty designed rubric for preliminary examination.

Statistic	Value
Min Value	2
Max Value	6
Total Responses	4

11. What procedures and instruments used to assess student content, pedagogical knowledge and skill development in the program you see as weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
2	Faculty designed course rubrics		1	25%
3	Faculty designed pre-post-test student growth summary assessments		0	0%
4	Assessments to demonstrate candidate efficacy in clinical or P-12 settings		1	25%
5	Comprehensive exit assessment of candidate knowledge, e.g., certification tests, state license exams		1	25%
6	Preliminary or comprehensive exams at the doctoral/masters levels		1	25%
7	Other		1	25%

Other
The college needs to do a better job of tracking students. This also should not be the responsibility of faculty. Faculty are doing too much secretarial work because we have administrative assistants who are not competent.

Statistic	Value
Min Value	2
Max Value	7
Total Responses	4

12. What are opportunities for new procedures and instruments used to assess student content, pedagogical knowledge and skills developed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Competency based skills tracking system		0	0%
2	Content knowledge exit assessments		1	25%
3	Student self reports or ratings of skill and knowledge acquisition		0	0%
4	Case study analyses		1	25%
5	Video simulations of clinical or leadership practices using avatars and scripts		3	75%
6	Disposition assessment tools		1	25%
7	Other		1	25%

Other
Tracking where students end up. I would bet many of our students leave with jobs in the district where stake holders are saying we aren't doing our job. It seems funny that districts would hire our students if they are so underprepared, but we can't point that out without the data.

Statistic	Value
Min Value	2
Max Value	7
Total Responses	4

13. What are the threats related to current procedures and instruments used to assess student content, pedagogical knowledge and skills developed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Reliability and validity of assessments		2	67%
2	Number and frequency of assessments		1	33%
3	Length and complexity of assessments		0	0%
4	Cost/benefit ratio of assessments		0	0%
5	Consequences of high stakes assessments		0	0%
6	Fidelity of Use		1	33%
7	Relevance		1	33%
8	Worthiness - Worthwhileness		0	0%
9	Other		2	67%

Other
The threat is just the lack of data collected our the success of our students (national certificates, job after graduation, etc.)
Staffing problems: now that APLs cannot serve on masters committees, it puts a strain on the faculty to serve on more masters committees. Particularly in education, our APLs are excellent choices to serve on committees.

Statistic	Value
Min Value	1
Max Value	9
Total Responses	3

14. What are the strengths of the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Represents practices and requisite knowledge for acting in professional and clinical settings		5	100%
2	Reflects the evidence in the professional research base		4	80%
3	Well structured and well communicated to students		3	60%
4	Content is current and reflects specialized program association (SPA) standards, .e.g., CACREP, ELCC, etc.		3	60%
5	Competency based skill demonstrations		2	40%
6	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	5
Total Responses	5

15. What are the weaknesses of the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Fails to represent practices and requisite knowledge for acting in professional and clinical settings		0	0%
2	Does not reflect the evidence in the professional research base		1	50%
3	Poorly structured and poorly communicated to students		0	0%
4	Content is dated and does not reflect SPA standards		0	0%
5	Does not require competency based skill demonstrations		0	0%
6	Other		1	50%

Other
Lack of practica at the masters level - which represents a lack of SPA standards, but the content in courses is up to date

Statistic	Value
Min Value	2
Max Value	6
Total Responses	2

16. What are the opportunities for the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Determine which curriculum elements are best suited to various delivery formats		1	25%
2	Require an exit test score for each professional field		1	25%
3	Require competency based skill demonstrations		1	25%
4	Well structured and well communicated to students		2	50%
5	Reflects the evidence in the professional research base		2	50%
6	Represents best practices in clinical and K-12 settings		3	75%
7	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	6
Total Responses	4

17. What are the threats to the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Proprietary online program offerings		2	67%
2	MOOCs		0	0%
3	Modules for credit		0	0%
4	Validated proprietary curricula		1	33%
5	Other		1	33%

Other
The heavy subsidization by community colleges concerning graduate study for full time benefitted community college employees negates many of the common competitive threats to the curriculum posed by other providers.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	3

18. Section 4: Clinical or Internship Placements What current processes, standards, and quality of graduate clinical or internship placements for students in the program do you see as strengths? Mark all that apply.

#	Answer	Bar	Response	%
1	Experiences working with diverse student populations		1	20%
2	Statewide engagement		2	40%
3	Number of hours		3	60%
4	Scale up design: individual, small group, whole class		1	20%
5	Duration		3	60%
6	Supervisor selection		1	20%
8	Supervision of student placements		1	20%
9	District Level Engagement		1	20%
10	School or Building Level Engagement		1	20%
11	Overall Communication and Collaboration		2	40%
12	Other		1	20%

Other
We are working to implement practica / clinical experiences but do not currently require them

Statistic	Value
Min Value	1
Max Value	12
Total Responses	5

19. What current processes, standards, and quality of graduate clinical or field placements for students in the program do you see as weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
1	Limited experiences working with diverse student populations		3	60%
2	Lack of statewide engagement		2	40%
3	Too little time in practice or clinical settings		1	20%
4	Poor plan for scaling up leader, designer or clinician abilities		0	0%
5	Follow Up in Years 1-3		2	40%
6	Poorly selected and trained supervisors		0	0%
7	Other		2	40%

Other
Some supervisors agree but then don't really invest the time necessary. Supervisors needs to be provided with more guidelines and a better understanding of what is required.
We do not reward our supervisors - we over use them. If we had money we could provide a stipend and some training.

Statistic	Value
Min Value	1
Max Value	7
Total Responses	5

20. What are opportunities for innovations on current processes, standards, and quality of graduate clinical or field placements for students in the program? Mark all that apply.

#	Answer	Bar	Response	%
2	A year long internship with partial pay		0	0%
3	Training of clinic supervisors		2	50%
4	Technology based supervision of clinicals		3	75%
5	Collection of data linking supervisor ratings and client or P-12 school outcomes		2	50%
6	Other		0	0%

Other	
Statistic	**Value**
Min Value	3
Max Value	5
Total Responses	4

21. What are threats associated with current processes, standards, and quality of graduate clinical or field placements for students in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Limited placements		3	100%
3	Out of state program providers		2	67%
5	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	3
Total Responses	3

22. Section 5: Graduate Advising What are the strengths of career counseling, program advising, support for completion, and placement processes for our graduate programs? Mark all that apply.

#	Answer	Bar	Response	%
1	Faculty advisors		5	100%
2	Other Graduate Students		1	20%
3	Career advising		1	20%
5	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	3
Total Responses	5

23. What are the weaknesses of career counseling, program advising, support for completion, and placement processes for our graduate programs? Mark all that apply.

#	Answer	Bar	Response	%
1	Faculty advisors		1	20%
3	Other Graduate Students		0	0%
4	Tele-advising		1	20%
5	Tele-recruiting		0	0%
6	Tele-placement services		0	0%
7	Other		3	60%

Other
The office of teacher education needs to be responsible for undergraduate advising. Asking faculty who do not know the course work, instructors, field, requirements, etc. should not be providing advising to undergrads. People advising undergrads should have an idea of the field, appropriate coursework to recommend, etc.
I can not believe we have undergraduate advising for faculty in graduate programs. This seems to be an extremely poorly thought process. The COE has faculty who know nothing about undergraduate needs who provide advising. Also check out some of the advising loads for programs with adjunct faculty. I think we struggle with advising our own graduates.
at the masters level, advising seems disjointed.

Statistic	Value
Min Value	1
Max Value	7
Total Responses	5

24. What are the opportunities for graduate student counseling, program advising, support for completion, and placement processes? Mark all that apply.

#	Answer	Bar	Response	%
1	Move toward all professional advising staff		2	50%
2	Provide career services and placement office		1	25%
3	Connect UW graduates with hiring authorities through video conferencing or technology career fairs		2	50%
4	Online or computer based self-advising programs		1	25%
5	Other		1	25%

Other
I would like to be like Vanderbilt in this regard - they have administrative assistants who provide information when potential applicants have questions.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	4

25. What are the threats to the efficacy of our graduate student counseling, program advising, support for completion, and placement processes? Mark all that apply.

#	Answer	Bar	Response	%
1	Online educator preparation programs		2	50%
2	Lack of funding or state support		1	25%
3	Disinterested or distracted faculty advisors		2	50%
4	Lack of an online or computer based self advising program such as Degree Works		0	0%
5	Other		2	50%

Other
Again the office of teacher education should be providing advising. They act like it is a burden to advise undergrads (like they are overwhelmed). Everyone is picking up slack and they need to do their part. What would take them less than 10 minutes, take faculty much longer.
Our administrative assistants really don't know about our programs and can't respond when students have questions.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	4

26. What are the strengths of the assessment regimen we employ to determine graduate student candidate's impact on client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Supervisor ratings or rubrics		2	40%
3	Administrator or counselor portofolios		1	20%
4	Administrator or counselor outcome test scores		0	0%
5	Administrator or counselor exhibits, reports or presentations		1	20%
6	Administrator or counselor self ratings		1	20%
7	Data sharing and analysis		1	20%
8	University assessment reports		0	0%
9	Program reviews through Specialized Program Association (SPA) reports or through WY Professional Teaching Standards Board (PTSB)		2	40%
10	Other		1	20%

Other
I am not aware of a process of determining our graduates' impact on K-12 students

Statistic	Value
Min Value	1
Max Value	10
Total Responses	5

27. What are the weaknesses of the assessment regimen we employ to determine graduate student candidates' impact on client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Supervisor teacher ratings or rubrics		2	50%
3	Lack of administrator or counselor demonstrations or products showing learning		0	0%
4	Administrator, or counselor self ratings		0	0%
5	Other		2	50%

Other
Lack of data collection.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	4

28. What are the opportunities of the assessment regimen we employ to determine graduate student candidates' impact on client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Administrator or counselor self ratings		1	25%
2	Administrator or counselor demonstrations or products showing learning		2	50%
3	Administrator or counselor test or outcome scores		0	0%
4	Administrator or counselor reflection journals		0	0%
5	Administrator or counselor growth scores		3	75%
6	Other		1	25%

Other
Revising the graduate thesis / Plan B option in light of limited faculty availability for committee work.

Statistic	Value
Min Value	1
Max Value	6
Total Responses	4

29. What are the threats to the assessment regimen we employ to determine graduate student candidates' impact on client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Too much testing		0	0%
2	Standardized tests		0	0%
3	Student privacy laws		0	0%
4	Data analysis and reporting		2	40%
5	Management of the narrative around the college's program reputation in the state and beyond		3	60%
6	Other		1	20%

Other
We are oblivious to what our clients do when they leave. If we had this data we could use it to get better and inform those in the state that think we are a bad college. Maybe if we had some data that reveals how well our graduates are doing we could share it.

Statistic	Value
Min Value	4
Max Value	6
Total Responses	5

30. Section 7: Induction and Program Graduate Follow Up What are the strengths related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	Three year follow up survey of graduates		0	0%
3	Graduate program survey		0	0%
4	Employer ratings of graduates 1 year and 3 years after graduation		0	0%
5	Student outcome scores on state Criterion Referenced Tests or other statewide assessments		0	0%
6	Student social media accounts, Facebook, Twitter, etc.		1	33%
7	Other		2	67%

Other
none, we don't follow up very well
I am unaware of any methods of assessment of our masters' degreed graduates impact on K-12 students

Statistic	Value
Min Value	6
Max Value	7
Total Responses	3

31. What are the weaknesses related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	No social media feedback site		1	20%
2	No graduate program survey		4	80%
3	No employer ratings of 1st year or 3rd year graduates		4	80%
5	No third year graduate follow-up survey		4	80%
6	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	5
Total Responses	5

32. What are the opportunities related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	Leadership, design, or counseling effectiveness evidence portfolio		1	25%
3	National certification		1	25%
4	P-12 student outcome scores		0	0%
5	Employer rating of program graduates		3	75%
6	Client ratings of program graduates		2	50%
9	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	6
Total Responses	4

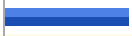
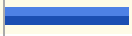
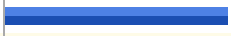
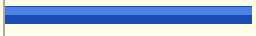
33. What are the threats related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	No evidence of leadership, design or counseling effectiveness		0	0%
2	Professional shortages or surpluses		1	20%
3	Competition for jobs in U.S.		2	40%
4	Difficulty in tracking graduates and keeping up-to-date contact information		4	80%
5	Lack of employer and graduate contact information		4	80%
6	Failure of UW to issue graduates lifetime E-mail addresses		5	100%
7	Other		1	20%

Other
The failure of the College to understand employer expectations of graduates.

Statistic	Value
Min Value	2
Max Value	7
Total Responses	5

34. Section 1: Recruiting, Selecting and Admitting Students to Professional Education Programs What current processes and standards for recruiting, selecting and admitting students into your educator preparation program do you consider strengths? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. high school and community college		8	53%
2	ACT, SAT, or other standardized scores		4	27%
3	Basic competency screening tests, e.g. Praxis		3	20%
4	Diversity criteria such as poverty or financial need, race, and gender.		5	33%
5	Dispositions		5	33%
6	Strong, positive program reputation		9	60%
7	Reasonable tuition/fees coupled with excellent financial support		10	67%
8	Other		1	7%

Other
I am not directly involved in admitting students to the undergraduate program. My responses are relevant to graduate programs only

Statistic	Value
Min Value	1
Max Value	8
Total Responses	15

35. What current processes and standards for recruiting, selecting and admitting students into educator preparation programs do you consider weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. High School and Community College		4	31%
2	ACT, SAT, or other standardized scores		6	46%
3	Basic competency screening tests, e.g. Praxis		3	23%
4	Diversity criteria such as poverty or financial need, race, and gender.		5	38%
5	Dispositions		4	31%
6	Strong, positive program reputation		0	0%
7	Reasonable tuition/fees coupled with excellent financial support		1	8%
8	Other		2	15%

Other
again, only for graduate programs, and I'm unsure what you mean here.
We need higher GPAs for admission

Statistic	Value
Min Value	1
Max Value	8
Total Responses	13

36. What current processes and standards for recruiting, selecting and admitting students into educator preparation programs present opportunities for improvement? Mark all that apply.

#	Answer	Bar	Response	%
1	Grade Point Average (GPA) from previous educational attainments, e.g. High School and Community College		7	50%
2	ACT, SAT, or other standardized scores		4	29%
3	Basic competency screening tests, e.g. Praxis		5	36%
4	Diversity criteria such as poverty or financial need, race, and gender.		5	36%
5	Longitudinal data collection and analysis		10	71%
6	Tele-recruiting using distance technologies		5	36%
7	Improved communication with stake holders		9	64%
8	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	7
Total Responses	14

37. What are threats to our current and future processes and standards for recruiting, selecting and admitting students into teacher preparation programs? Mark all that apply.

#	Answer	Bar	Response	%
1	Teacher shortages with mandates to increase enrollments		8	62%
2	Out of state teacher candidate quality and quantity		4	31%
3	Costs of requiring additional admissions assessments		6	46%
4	College centered budgeting that only weights program degrees awarded but does not value program selectivity		8	62%
5	Adequate staffing of programs		9	69%
6	Other		0	0%

Other

Statistic	Value
Min Value	1
Max Value	5
Total Responses	13

38. Section 2: Instructional Practices Including Technologies What are strengths of the instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Instructional best practices derived from a strong national empirical evidence base - Provide Examples		7	64%
2	Instructional best practices that reflect agreed upon or expert opinion national best practices - Provide Examples		8	73%
3	Instructional best practices required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples		4	36%
4	Instructional best practices used in Wyoming schools - Provide Examples		3	27%
5	Instructional best practices used at other nationally/internationally recognized programs - Provide Examples		4	36%
6	Other		0	0%

Instructional best practices derived from a strong national empirical evidence base - Provide Examples	Instructional best practices that reflect agreed upon or expert opinion national best practices - Provide Examples	Instructional best practices required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples	Instructional best practices used in Wyoming schools - Provide Examples	Instructional best practices used at other nationally/internationally recognized programs - Provide Examples	Other
backward design linking aassessment and instruction in literacy instruction; Words Their Way (WTW), particulaly in primary grade; Digital literacy for vocab., comprehension, and writing	WTW instruction for word study; Incorporating Digital literacy ; Writer's workshop; Literature-based instruction; and balanced compreensive Literacy instruction	Assessment & Instruction linkage; Scentific, research-based instruction	Phonics approches; process writing; Literature-based literacy instruction, eg., Book Club, Writer's workshop; balanced iteracy-Daily 5and CAFE	Balanced Literacy; Writer's Workshop; WTW; Strategy instruction	
edTPA, lesson creation, lesson implementation, student assessment, reflection (teacher & student)	edTPA, lesson creation, lesson implementation, student assessment, reflection (teacher & student)				
Small group discussions, Student choice/autonomy	Blending technologies with traditional delivery, video analysis				
Ethics, Practicum, Play-based approaches, environments, Reggio Emilia inspired	NAEYC, NAREA, Alliance for Childhood				
e.g. incorporation of dialogic instruction, and guided release of responsibility models	e.g. Comprehension strategy instruction				
	Integrated Thematic Instruction			Next Gen science standards	
		Courses are SPA aligned and have been NCATE aligned. They will be CAEP aligned.	This is definitely a strength of most of the methods sections. We work closely with Wyoming schools and Wyoming teachers with the exception of those placed in Denver.		

Statistic	Value
Min Value	1
Max Value	5
Total Responses	11

39. What are weaknesses of the instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Using instructional practices without a strong national empirical evidence base - Provide Examples		6	50%
2	Using instructional practices that do not reflect agreed upon or expert opinion best national practices - Provide Examples		2	17%
3	Using instructional practices not required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples		0	0%
4	Failure to teach instructional best practices used in Wyoming schools - Provide Examples		3	25%
5	Not using instructional best practices at other nationally/internationally recognized programs - Provide Examples		2	17%
6	Other		2	17%

Using instructional practices without a strong national empirical evidence base - Provide Examples	Using instructional practices that do not reflect agreed upon or expert opinion best national practices - Provide Examples	Using instructional practices not required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples	Failure to teach instructional best practices used in Wyoming schools - Provide Examples	Not using instructional best practices at other nationally/internationally recognized programs - Provide Examples	Other
I don't feel like all methods instructors - particularly adjunct or grad students - have had a solid knowledge of empirical research in their area. Consequently they fall back on personal experience or philosophically valued approaches. For example, in the area of literacy instruction, Lucy Calkins style writing workshop and Fountas and Pinnell style 'balanced literacy' and deemphasized code-based instruction that has strong research support.					
Digital literacy not sufficently incorporated					
We are also driven a lot by ideologies for very important ideas (social justice, etc.) and we need to think of ways to validate these important ideas more empirically				Limited practicum opportunties	
This could be strengthened through better coordination between sections and use of agreed upon texts and resources with contents.			This can be a weakness. We aren't preparing students to teach in one way, in one Wyoming school district. We are preparing teachers to use best practices wherever they choose to get a job.		
Some instruction is not up to date with current research or strategies					
					Uniformity, Clear direct common assessments
					over reliance on any single measure -- it's the big, big picture that's multi-faceted
			Preschool often do not use best practices		
	Lack of classroom time for secondary education students, giving lip-service to co-teaching but not adequately teaching or expecting it				

Statistic	Value
Min Value	1
Max Value	6
Total Responses	12

40. What are opportunities to improve our instructional practices, including technologies? Mark all that apply.

#	Answer	Bar	Response	%
1	Adopt and adapt practices with a strong empirical evidence base - Provide examples		10	83%
2	Adopt and adapt practices that reflect expert opinion best practices - Provide examples		6	50%
3	Adopt and adapt best practices required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples		5	42%
4	Adopt and adapt best practices already used in Wyoming schools - Provide examples		4	33%
5	Adopt or adapt best practices used at other nationally/internationally recognized programs - Provide examples		5	42%
6	Increased use of digital technologies - Provide examples		5	42%
7	Case study approaches - Provide examples		7	58%
8	Problem-based learning modules - Provide examples		5	42%
9	Competency-based learning modules - Provide examples		3	25%
10	Project-based learning modules - Provide examples		5	42%
11	Classroom or clinic simulations using advanced simulation technologies - Provide examples		5	42%
12	Other		1	8%

Adopt and adapt practices with a strong empirical evidence base - Provide examples	Adopt and adapt practices that reflect expert opinion best practices - Provide examples	Adopt and adapt best practices required by CAEP or Specialized Program Accreditation (SPA) standards - Provide Examples	Adopt and adapt best practices already used in Wyoming schools - Provide examples	Adopt or adapt best practices used at other nationally/internationally recognized programs - Provide examples	Increased use of digital technologies - Provide examples	Case study approaches - Provide examples	Problem-based learning modules - Provide examples	Competency-based learning modules - Provide examples	Project-based learning modules - Provide examples	Classroom or clinic simulations using advanced simulation technologies - Provide examples	Other
I believe that this is a great opportunity to improve the methods courses. I think that teams ought to careful examine methods texts for how the represent the existing empirical research in their areas.										We could definitely benefit from 'looking in' on more real instruction in classrooms or clinic settings.	
WTW for assessment and word study	Writers workshop with strategy instruction;	Reseaarch-based methods, e.g., vocabulary, comprehension, fluency, writing	balanced literacy instrction, e.g., Daily 5 qnd CAFE; WTW assessment an word study	same as above	word processing for writing; Internet--incorporation, e.g., Goole Doc, Blog, Multimedia PPT, Picture takingand writing	for assessing and providing differentiated instruction by conducting a case study for ESL and struggling learnersand gifted and talented ones	Research paper writing,	Unit assessments and performance-oriented assessments	Literacy Unit design and implement in practicum/residncy classrooms; Assessment using WTW spelling inventories and Implementation of targeted instruction	N/A	
Focus our vision of preparing educators while also honoring autonomy. Engage in more empirical research to inform our teaching.	Stay current and continually refine the programs.			Stay current and continually refine the programs		Analysis of video cases that provide real context and increase application experiences beyond discussions and assignments.	Developing reflective practitioners through shared analysis of teaching problems of practice				
Consistency and agreement among courses would be a great opportunity.											
there is always room for growth as new evidence is shared with	there is always room for growth as new opinions are shared				there is always room for growth as new technologies emerge for use in ECE community. EC programs and schools don't have money for	Identifying case issues specific to Wyoming.			We do this		

the ECE community	with the ECE community				these things, so we teach students to use them and then they don't have access in their programs.						
Adopting co-teaching models and building evidence for it	Adding more opportunity for classroom time, more disciplinary literacy courses, required ELL and SPED courses										
Use CCSS, NGSS, Social Studies Standards as the starting point of our methodology curriculum.											Increase (significantly) the amount of time pre-service teachers spend in classrooms interacting with teachers and students - move towards a year-long student teaching internship.
										ATLAS Video Library	
			Reading Recovery								
		Not sure of specific examples			Outreach course options (& delivery)						

Statistic	Value
Min Value	1
Max Value	12
Total Responses	12

41. What are threats to our current and future instructional practices, including technologies, currently employed in delivering the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Other programs at regional universities surrounding the state of Wyoming - Provide Examples		6	50%
2	Online providers at other public and private institutions regionally or nationally - Provide Examples		6	50%
3	Lack of technology funding sufficient to design best practices for delivery - Provide Examples		3	25%
4	Currently used or imposed instructional standards - Provide Examples		4	33%
5	Faculty without requisite technology and design skills or access to design support and appropriate technology support - Provide Examples		3	25%
6	Few required demonstrations of acquired competencies and skills - Provide examples		5	42%
7	Few required demonstrations of effective teaching or clinical skills - Provide examples		5	42%
8	Lack of access to current technologies - Provide examples		3	25%
9	Poor learning spaces, labs, equipment, and classrooms - Provide examples		4	33%
10	Too little documentation of necessary dispositions for educational practice - Provide examples		7	58%
11	Other		1	8%

Other programs at regional universities surrounding the state of Wyoming - Provide Examples	Online providers at other public and private institutions regionally or nationally - Provide Examples	Lack of technology funding sufficient to design best practices for delivery - Provide Examples	Currently used or imposed instructional standards - Provide Examples	Faculty without requisite technology and design skills or access to design support and appropriate technology support - Provide Examples	Few required demonstrations of acquired competencies and skills - Provide examples	Few required demonstrations of effective teaching or clinical skills - Provide examples	Lack of access to current technologies - Provide examples	Poor learning spaces, labs, equipment, and classrooms - Provide examples	Too little documentation of necessary dispositions for educational practice - Provide examples
				I can really just speak for myself in this area; I know that I do not feel like I have strong tech skills or support to pull off effective tech enhanced instruction.	I believe that this is true for sections whose practicum sites are quite distant. Students have minimal opportunities to demonstrate skills and even fewer with the faculty member present in the setting to provide feedback.	I believe that this is true for sections whose practicum sites are quite distant. Students have minimal opportunities to demonstrate skills and even fewer with the faculty member present in the setting to provide feedback.			
N/A	NA	NA		Faculty need to be trained more on instrucctional straegy					Politics meddles the factual documentation od dispositions
			Lack of classroom time, placement procedures		We need better common assessments, and we need to hold faculty as accountable as students				Problem students should not make it through to methods. We need shared procedures in place to ensure that "problem" students are counseled elsewhere.
This could be a threat but do we really expect that all students should be UW students. That seems unreasonable and not in line with my understanding of any other states in the country	Online degrees are quicker and easier, but in my opinion, don't lead the same depth of understanding		Some of the CAEP standards are unattainable.			Need lots more experience in classroom/teaching settings		We are not 21st century overall	
			Not all faculty have buy in to CAEP						

Students are being drawn to neighboring states through tuition incentives and other positives.			accreditation and this causes some large varieties in methods of instruction and content from methods section to methods section.					Annex needs better climate control in the fall.	
online programs									
									Not necessarily documentation, but lack of an alternate route if a student needs more time before or during student teaching
									we are not in K-12 settings enough or have the requisite relationships that K-12 partners hold us in high credibility; everything else is negligible
							Schools may not the technology we require our studentsbto use	We need a sink and tile floor	

Statistic	Value
Min Value	1
Max Value	11
Total Responses	12

42. Section 3: Pedagogical Knowledge, Content Standards, and Skill Development What procedures and instruments used to assess student content, pedagogical knowledge and skill development in the program you see as strengths? Mark all that apply.

#	Answer	Bar	Response	%
1	EdTPA or other video based teaching samples		6	55%
2	Faculty designed course rubrics		7	64%
3	Faculty designed pre post test student growth (pre-post test) summary assessments		4	36%
4	Assessments to demonstrate teacher candidate teaching efficacy on K-12 student learning		4	36%
5	Comprehensive exit assessment of teacher knowledge, e.g. Praxis		4	36%
6	Other		2	18%

Other
For above, I see the other as a strength, not the EdTPA
we need a combo -- so all of the above

Statistic	Value
Min Value	1
Max Value	6
Total Responses	11

43. What procedures and instruments used to assess student content, pedagogical knowledge and skill development in the program you see as weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
1	EdTPA or other video based teaching samples		6	60%
2	Faculty designed course rubrics		3	30%
3	Faculty designed pre-post-test student growth summary assessments		2	20%
4	Assessments to demonstrate teacher candidate teaching efficacy on K-12 student learning		4	40%
5	Comprehensive exit assessment of teacher knowledge, e.g., Praxis		4	40%
7	Other		4	40%

Other
We need assessments that make sure students have basic competencies BEFORE they are admitted to our teacher education program.
For above, EdTPA is a weakness overall. It takes away the voice of faculty, supervisors, and mentors by anonymous outside scoring
each is a potential threat if overweighted
These dont apply to ECE. We don't do EdTPA for ECE. We are not k-12. We are just beginning to require praxis

Statistic	Value
Min Value	1
Max Value	7
Total Responses	10

44. What are opportunities for new procedures and instruments used to assess student content, pedagogical knowledge and skills developed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Competency based skills tracking system		6	50%
2	Content knowledge exit assessments		6	50%
3	Student self reports or ratings of skill and knowledge acquisition		4	33%
4	Case study analyses		7	58%
5	Video simulations of classroom management using avatars and scripts		7	58%
6	Disposition assessment tools		5	42%
7	Other		2	17%

Other
Creation of alternate routes for students when needed
What are avatars?

Statistic	Value
Min Value	1
Max Value	7
Total Responses	12

45. What are the threats related to current procedures and instruments used to assess student content, pedagogical knowledge and skills developed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Reliability and validity of assessments		6	50%
2	Number and frequency of assessments		8	67%
3	Length and complexity of assessments		8	67%
4	Cost/benefit ratio of assessments		8	67%
5	Consequences of high stakes assessments		6	50%
6	Fidelity of Use		8	67%
7	Relevance		6	50%
8	Worthiness - Worthwhileness		9	75%
9	Other		1	8%

Other
We need to understand the strenghs and limitations of our instrumentation, don't think we are strong in this at all.

Statistic	Value
Min Value	1
Max Value	9
Total Responses	12

46. What are the strengths of the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Represents practices in K-12 settings		8	73%
2	Reflects the evidence in the professional research base		7	64%
3	Well structured and well communicated to students		3	27%
4	Content is current and reflects specialized program association (SPA) standards, .e.g., NCTM, NSTA, ILA, NCTE, NCSS, CEC, ELCC, etc.		7	64%
5	Competency based skill demonstrations		3	27%
6	Other		2	18%

Other
We have a little bit of everything going here, probably no one thing particularly robust.
These options are not EC focused

Statistic	Value
Min Value	1
Max Value	6
Total Responses	11

47. What are the weaknesses of the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Fails to represent practices in K-12 settings		4	36%
2	Does not reflect the evidence in the professional research base		4	36%
3	Poorly structured and poorly communicated to students		4	36%
4	Content is dated and does not reflect SPA standards		2	18%
5	Does not require competency based skill demonstrations		7	64%
6	Other		3	27%

Other
Consistency between disciplines and alternate routes for students
For above, I think many of our courses are too broad and therefore can't meet the depth of understanding across K-12
Not in schools enough or working enough with K-12 partners--on everything, including curriculum!

Statistic	Value
Min Value	1
Max Value	6
Total Responses	11

48. What are the opportunities for the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Determine which curriculum elements are best suited to various delivery formats		7	58%
2	Require an exit test score for each content field		6	50%
3	Require competency based skill demonstrations		7	58%
4	Well structured and well communicated to students		7	58%
5	Reflects the evidence in the professional research base		7	58%
6	Represents best practices in K-12 settings		7	58%
7	Other		3	25%

Other
More practicum, actual student experience with a reflection component (especially during methods)
none of the above

Statistic	Value
Min Value	1
Max Value	7
Total Responses	12

49. What are the threats to the curriculum (scope and sequence of content and pedagogical knowledge and skill development) currently employed in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Proprietary online program offerings		7	70%
2	MOOCs		2	20%
3	Modules for credit		1	10%
4	Validated proprietary programs		1	10%
5	Other		6	60%

Other
Any offerings that are not vetted carefully to meet high-level content, curriculum, and delivery standards.
Need more information on these to determine if they are threats.
edTPA scoring by outside sources is not valid and reliable and does not provide any significant feedback for improvement.
The items above are red herrings to the real issue -- engagement with our constitutencies (relationships).
none of the above
Inability of Faculty to update knowledge regularly -- with budget cuts, this will be an increasing problem.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	10

50. Section 4: Clinical or Field Placements What current processes, standards, and quality of clinical or field placements for students in the program do you see as strengths? Mark all that apply.

#	Answer	Bar	Response	%
1	Experiences teaching diverse student populations		2	17%
2	Statewide engagement		5	42%
3	Number of hours		4	33%
4	Scale up design: individual, small group, whole class		4	33%
5	Duration		1	8%
6	Mentor and facilitator selection		1	8%
7	Mentor and facilitator training		1	8%
8	Supervision of student placements		5	42%
9	District Level Engagement		3	25%
10	School or Building Level Engagement		4	33%
11	Overall Communication and Collaboration		3	25%
12	Other		1	8%

Other
Think we are weak or middling in just about all of these (but have a pretty healthy view of ourselves none the less).

Statistic	Value
Min Value	1
Max Value	12
Total Responses	12

51. What current processes, standards, and quality of clinical or field placements for students in the program do you see as weaknesses? Mark all that apply.

#	Answer	Bar	Response	%
1	Limited experiences teaching diverse student populations		10	83%
2	Lack of statewide engagement		7	58%
3	Too little time in practice or clinical settings		9	75%
4	Poor plan for scaling up teacher or clinician abilities		6	50%
5	Follow Up or Induction in Years 1-3		7	58%
6	Poorly selected and trained mentors		8	67%
7	Other		2	17%

Other
The training of mentors must also include our training as partners -- super weak on this one.
limited availability of programs and mentors

Statistic	Value
Min Value	1
Max Value	7
Total Responses	12

52. What are opportunities for innovations on current processes, standards, and quality of clinical or field placements for students in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Statewide placement and supervision		8	67%
2	A year long internship with partial pay		10	83%
3	Mentor training and selection of field or clinic supervisors		12	100%
4	Technology based supervision of student teaching		8	67%
5	Collection of data linking student teacher supervisor ratings and K-12 student learning outcomes		4	33%
6	Other		1	8%

Other
Statewide placement and supervsion is a walk off the cliff and won't result in fewer complaints.

Statistic	Value
Min Value	1
Max Value	6
Total Responses	12

53. What are threats associated with current processes, standards, and quality of clinical or field placements for students in the program? Mark all that apply.

#	Answer	Bar	Response	%
1	Limited to spring semester placements		7	58%
2	Limited to currently participating residency placement districts		9	75%
3	Out of state program providers		5	42%
4	Limited to a single placement within a semester		6	50%
5	Other		3	25%

Other
Again, these items are mostly red herrings.
not reflective of our ECE program
Alt Cert. programs that pay full salaries while providing initial licensure

Statistic	Value
Min Value	1
Max Value	5
Total Responses	12

54. Section 5: Career Counseling and Advising What are the strengths of career counseling, program advising, support for completion, and placement processes for our program's graduates? Mark all that apply.

#	Answer	Bar	Response	%
1	Faculty advisors		5	45%
2	Professional or staff advisors		8	73%
3	Career fairs on campus		6	55%
4	Student self advising software such as Degree Works		3	27%
5	Other		1	9%

Other
We are weak on all versions of advising and need real work on this one.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	11

55. What are the weaknesses of career counseling, program advising, support for completion, and placement processes for our program's graduates? Mark all that apply.

#	Answer	Bar	Response	%
1	Faculty advisors		5	56%
2	Professional or staff advisors		2	22%
3	Lack of career fairs on campus		3	33%
4	Tele-advising		6	67%
5	Tele-recruiting		6	67%
6	Tele-placement services		6	67%
7	Other		2	22%

Other
Need to enter the 21st century keeping sound practice and experience in mind.
we do all ECE and have elementary advisees

Statistic	Value
Min Value	1
Max Value	7
Total Responses	9

56. What are the opportunities of career counseling, program advising, support for completion, and placement processes for our program's graduates? Mark all that apply.

#	Answer	Bar	Response	%
1	Move toward all professional advising staff		9	75%
2	Provide career services and placement office		6	50%
3	Connect UW graduates with school district hiring authorities through video conferencing or technology career fairs		9	75%
4	Online or computer based self-advising programs		6	50%
5	Other		2	17%

Other
Shouldn't we be talking with students about this one? Recent grads? We are asking the wrong folks.
none of the above

Statistic	Value
Min Value	1
Max Value	5
Total Responses	12

57. What are the threats to the efficacy of our career counseling, program advising, support for completion, and placement processes for our program's graduates? Mark all that apply.

#	Answer	Bar	Response	%
1	Online educator preparation programs		5	45%
2	Lack of funding or state support		9	82%
3	Disinterested or distracted faculty advisors		9	82%
4	Lack of an online or computer based self advising program such as Degree Works		4	36%
5	Other		1	9%

Other
Plethora of contributing factors here, also an inability to work well across campus and with Student Affairs.

Statistic	Value
Min Value	1
Max Value	5
Total Responses	11

58. What are the strengths of the assessment regimen we employ to determine teacher or educator candidate's impact on student-level learning or client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Supervisor or supervising teacher ratings or rubrics		6	67%
2	EdTPA self reflections and external scores		3	33%
3	K-12 student, teacher, administrator, or counselor portofolios		1	11%
4	K-12 student, teacher, administrator, or counselor outcome test scores		1	11%
5	K-12 student, teacher, administrator, or counselor exhibits or presentations		1	11%
6	K-12 student, teacher, administrator, or counselor self ratings		2	22%
7	Data sharing and analysis		2	22%
8	University assessment reports		2	22%
9	Program reviews through Specialized Program Association (SPA) reports or through WY Professional Teaching Standards Board (PTSB)		6	67%
10	Other		2	22%

Other
We need a range, a compendium.
pthers are not ECE

Statistic	Value
Min Value	1
Max Value	10
Total Responses	9

59. What are the weaknesses of the assessment regimen we employ to determine teacher or educator candidates' impact on student-level learning or client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Supervisor and/or supervising teacher ratings or rubrics		5	42%
2	Cost vs. benefit of EdTPA self reflections and external scores		10	83%
3	Lack of student, teacher, administrator, or counselor demonstrations or products showing learning		9	75%
4	K-12 student, teacher, administrator, or counselor self ratings		3	25%
5	Other		3	25%

Other
The assessments need to be connected to future student actions and consequences.
Each is weak as a stand alone.
none of the above

Statistic	Value
Min Value	1
Max Value	5
Total Responses	12

60. What are the opportunities of the assessment regimen we employ to determine teacher or educator candidates' impact on student-level learning or client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	K-12 student, teacher, administrator, or counselor self ratings		5	42%
2	K-12 student, teacher, administrator, or counselor demonstrations or products showing learning		8	67%
3	K-12 student, teacher, administrator, or counselor test or outcome scores		7	58%
4	Student teacher, teacher, administrator, or counselor reflection journals		5	42%
5	Student, teacher, administrator, or counselor growth scores		7	58%
6	Other		2	17%

Other
Assessments that clearly relate to outcomes and possibly alternate routes for students.
Seek opportunities to improve self-assessment as that's what occurs long-term over people's careers.

Statistic	Value
Min Value	1
Max Value	6
Total Responses	12

61. What are the threats to the assessment regimen we employ to determine teacher or educator candidates' impact on student-level learning or client outcomes in our program's clinical or field placements? Mark all that apply.

#	Answer	Bar	Response	%
1	Too much testing		8	67%
2	Standardized tests		7	58%
3	Student privacy laws		3	25%
4	Data analysis and reporting		7	58%
5	Management of the narrative around the college's program reputation in the state and beyond		10	83%
6	Other		1	8%

Other
Again, these are mini issues that upset and annoy us, depending on the situation. We are not communicating with our K12 constitutencies nearly enough and suffer from expertitis syndrome.

Statistic	Value
Min Value	1
Max Value	6
Total Responses	12

62. Section 7: Induction and Program Graduate Follow Up What are the strengths related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	Three year follow up survey of graduates		2	33%
3	Graduate program survey		1	17%
4	Principal ratings of graduates 1 year and 3 years after graduation		3	50%
5	Student outcome scores on state Criterion Referenced Tests or other statewide assessments		2	33%
6	Student social media accounts, Facebook, Twitter, etc.		2	33%
7	Other		4	67%

Other
Unsure
I think they give ratings, but I'm not sure when
Bascially, we know little or nothing about our graduates -- a major weakness.
none of the above

Statistic	Value
Min Value	1
Max Value	7
Total Responses	6

63. What are the weaknesses related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	No social media feedback site		4	36%
2	No graduate program survey		7	64%
3	No principal ratings of 1st year or 3rd year graduates		10	91%
5	No third year graduate follow-up survey		10	91%
6	Other		1	9%

Other
Let's be serious about serious feedback. Is social media some kind of formative assessment? Beware!!

Statistic	Value
Min Value	1
Max Value	6
Total Responses	11

64. What are the opportunities related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	Teaching effectiveness evidence portfolio		6	55%
2	Improving EdTPA scores		5	45%
3	National board certification		7	64%
4	P-12 student outcome scores		4	36%
5	Principal rating of program graduates		9	82%
6	Parental ratings of program graduates		4	36%
7	K-12 student ratings of program graduates		5	45%
8	Principal and superintendent ratings of program graduates		8	73%
9	Other		1	9%

Other
Whatever we do has to match K-12 settings much better. What are the real outcomes for real educators? That should be one question that guides us.

Statistic	Value
Min Value	1
Max Value	9
Total Responses	11

65. What are the threats related to assessment of program graduates' performance in the first few years of professional practice? Mark all that apply.

#	Answer	Bar	Response	%
1	No evidence of teaching effectiveness		6	55%
2	Teacher shortages or surpluses		4	36%
3	Competition for jobs in WY		5	45%
4	Difficulty in tracking graduates and keeping up-to-date contact information		11	100%
5	Lack of employer and graduate contact information		9	82%
6	Failure of UW to issue graduates lifetime E-mail addresses		9	82%
7	Other		1	9%

Other
Maybe we have to pay people? Not so sure the lifetime email is going to solve this problem.

Statistic	Value
Min Value	1
Max Value	7
Total Responses	11

Transcription

SWOT ANALYSIS DISCUSSION FRAMEWORK BASED ON NEW CAEP STANDARDS

April 13, 2016
12 noon – 3:00 p.m. with lunch
All Faculty Meeting, UW Education Annex, Laramie

Program Area Discussions
15 = Elementary Education
14 = Secondary Education
6 = Early Childhood Education
6 = Educational Leadership
6 = Counselor Education
4 = Special Education
4 = Instructional Technology
2 = Adult Education

60 = total participants; also Ray Reutzel, Leslie Rush, Audrey Kleinsasser

The Council for Accreditation of Educator Preparation (CAEP) Standards

The CAEP Standards and their components flow from two principles:
- Solid evidence that the provider's graduates are competent and caring educators, and
- There must be solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

The five CAEP Standards flow from these principles and the standards of evidence that define them are the backbone of the accreditation process. They define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments.

These drivers of accreditation spring from a broad consensus across a very diverse group of stakeholders: providers, teachers, parents, critics, unions. They were also widely circulated and reviewed. The CAEP Standards reflect the voice of the education field – on what makes a quality educator.

Standard 1. Content and Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- an d career-readiness standards.
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
Provider Responsibilities:
1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards
(e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Strengths of Program:

Mathematics coursework was developed with math standards in mind, 11 credits.
Science coursework is also rich, 15 credits.
We have assessment and pedagogy courses in place.
Standard 1.
We are already including and meet the InTasc Standards in our programs, as well as the COE standards.
Analysis of 1.2.
Research papers in Methods – prior to developing a unit.
Annotated Bib for use with edTPA.
1.3.
If SPA material is not included, it will involve considerable effort in the future.
We do meet and teach all the standards.
Apply a critical lens in all courses—shared philosophy, child centered, family centered, emergent approaches to curriculum, childhood studies.
Link our research to our course content.
State outreach – early childhood special education, & general ed.
Literacy is very strong.
We offer blended offerings special ed/general ed, both in ECE, (not blended complete program though).
Data-based.
Inclusive practices.
Progress monitoring.
Flexibility.
Research-based practices (evidence based).
Focus on access and individual student needs.

Differentiation.
College readiness (transition).
Practitioner focus.
Faculty expertise
Offered in a variety of modalities.
Courses aligned to ELCC standards.
We (counselor educators) have begun process of implementing new (2016) standards into our syllabus and program design.
Our NCE (National Counselor Exam) scores are generally high and well done.
How our programs reach across the lifespan of counseling professionals.
Approved Center for Play Therapy Education.
Promote collaboration between school & community.
We offer both PhD and Masters programs for students. We offer supervision across all levels.
Experiential learning in our training clinic (CETC). Strong connection with State (PTS B and State Behavioral Health).
Doc students co-teach.
Our current COE Standards (which really apply only to the teacher education program) are based on the old version of the InTASC standards. We have common assessments built on these.
We are in alignment (for the most part) with SPA requirements.

Weaknesses of Program:

Overall, we are content heavy in some areas, not in others.

- Literacy content and pedagogy. Emphasis on ILA standards is lacking
- Social Studies content – This is a significant challenge considering the variety of disciplines within social studies, e.g. geography, government, economics. Beyond the university core, we only require a single content course.
- Arts content.

Even then, Praxis scores indicate students are still struggling even in content heavy areas of math and science.
The assessment and pedagogy classes are K-12, so are more generic in nature.
1.2 – Limited use of research and evidence, but they are used heavily in the EdTPA portfolio.
Learners are not seeing phrasing.
1.2.
Transparencies to learners.
We don't know where this is happening.
Articulation is a weakness.
Not saving evidence across the programs.
Portfolio – Hard Copy.
Communication in writing.
1.3.
If SPA material is not included, it will involve considerable effort in the future, attend to them now.
Regarding residency, there is a need for disciplinary literacy per content area.
Not enough content specific ITEC taught.
Disconnect b/w statewide placements & local placements.
Better system to monitor placements, in diverse settings (infacnt/toddler, preschool, Head Start).
Gap in K-3 – focused on preschool in courses.
No course in child development—elementary ed.
Big gaps in content area knowledge from students in elem. ed.

No connection between B-age 8. Wyoming Licensing (K-6). Our program mirrors the statewide gap between preschool & K-6.
Not enough credit hours – we need a major! Add classes in content area methods, classroom management.
Not enough placement sites.
No undergrad SPED program.
Very few students from diverse backgrounds.
Lack of SPED content in teacher ed. program (differentiation, behavior, RTI, etc.)
Separate and different outcomes for special ed. and general ed.
Data collection & usage.
Lack of PD for faculty.
Experience of small group of faculty.
Lack of funding to attract graduate students (before they begin).
Tracking of data required (students/graduates etc.).
Activities between classes not as well coordinated as they could be.
Overload on faculty to accomplish all of the goals of the program.
Lack of funded grad. Assistantships to promote research and stability for students.
Lack of technology training for our students.
We don't have a good way to document modeling and application of technology standards.
We don't require documentation of skills and commitments in regard to college- and career-ready standards.
We need to find a better way to integrate all of these assessments and documentation.

Opportunities for Program:

Faculty work well together, so could better provide interdisciplinary instruction.
Districts are open to having pre-service teachers attend their professional development.
Better use of research and evidence throughout the program for self-evaluation in all coursework, particularly practicum-based.
Involve partner districts in teacher preparation coursework, i.e. guest lectures.
Survey partner districts about our candidate readiness.
Grid or matrix to spread out what we are talking about (checklist).
(how are standards addressed across the program – InTASC needs to be in it).
Need to document the inTasc in the secondary ed syllabi.
Concurrent majors.
A list of what others do.
In those assignments, cite that this is 1.2.
Opportunities to cross pollinate with other curriculum areas.
Use LiveText to save articles for aggregation purposes.
Portfolios – Hard Copies.
Implement ELL in a new course.
Need to have a closer review with ITEC.
Standard 2.
Blended ECE & ECSE programs!
Early Childhood Major (blended one)
Early Care & Education Center should be under the College of Ed (not Ag) – see Std. 2.
Outreach School – develop a tracking system.
Strengthen partnerships from statewide placement sties.
Change licensing structure in Wyoming to B-8, explore options.
Title funds: federal funds that could accompany a major & change in licensing.
Offer SPED to undergrads.

Learn from other programs (nationally).
Federal/state grants.
Potential to partner w/undergrad faculty.
New course offerings.
Better meet state needs.
Combine/partner w/other grad programs.
Better prepare undergrad for working w/SPED students.
Recruit diverse students.
Expanding the program/meet needs of constituents.
Assessment to clearly meeting standards/practitioner focused.
Design effective instr. with standards.
Continue to define internship.
Beginning a "second" program in Casper – state outreach and addressing work force shortage.
Develop the student "affairs track" or a similar program to this.
Using our CETC training clinic for research.
Further develop our play therapy program (certification, conference, education).
We can use our old CoE standards to adapt to the new InTASC standards, or we can just adopt the InTASC standards wholeheartedly, or we can adopt the InTASC standards and add to them whatever values faculty believe are not represented.

Threats to the Program:

Perceptions of districts on the quality of our student preparation program and candidate readiness.
Throwing out work that has been accomplished before.
Too many standards.
We are not getting connections to pedagogical content soon enough.
Standard 2.
School district trends that are alarming & inappropriate (beginning kindergarten, developmental kindergarten, classic kindergarten).
Struggle to be recognized as a legitimate part of the teacher preparation program.
In order to do the work in the state we are in a position to continually ask for outside funding (Ellbogen).
Delay in school-based needs & our reaction to needs with courses.
Lack of PD for deliverers/faculty.
Casper [C.E] programs not yet accredited – w/o Casper other close states/online programs could "take" students.
Increasing "competition" from alternative counseling programs especially online.
New types of modes of counseling (like internet) that we might not be training our students to do ethically and competently.
Current lack of tenure track faculty.
Lack of support from WDE and PTSB.
Decrease in student enrollment.
Elimination of OVN classes/technology issues.
Lack of alignment w/gen.
Undergrad students not fully prepared for inclusive classrooms.
How do we manage the issues of stakeholder involvement, both A&S and schools, in this standard, particularly in light of distance? How do we fit all of this content requirement into our limited credit hours?

Standard 2. Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
Partnerships for Clinical Preparation:
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.
Clinical Educators:
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive
impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.
Clinical Experiences:
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Strengths of Program:

Our site facilitators are a key part of ensuring high-quality clinical experiences. They are well acquainted with principals and mentors.
Mutual benefit – faculty benefit from being in classrooms and seeing what is happening.
Connects to research and practice.
Standard 2.
2.1.
Meetings are already set up, partnership based groups across the different courses.
An option for those students that cannot meet guidelines for completion of residency.
2.2.
Opportunities to develop mentors.
Small number of people in WY.
2.3.
edTPA – or other performance assessment.
Relationship with partner schools – good opportunity for students.
In teaching 3000 for the last 5 years, I've observed many secondary candidates with limited experience with teenagers before they reach 3000. For many, the 3000 practicum is the first time they've interacted with teens in any extended way. For some, they immediately love it and are able to successfully translate their content area interests and budding expertise into meaningful discussions about that content with teenagers. Others find out that they don't really like adolescents all that much. At first, it was hard for me to understand why secondary majors weren't coming in with experiences with teenagers because I come from a summer camp

counselor/swimming lessons background and I knew that I related well to adolescents long before teacher education. However, I've learned that Wyoming isn't Wisconsin (Duh!) and many of my students have different kinds of work experiences in their hometowns and don't have teenager-related jobs.
Practicum/field experience component in all ECE classes (200 students per year).
Relationships with placement sites are strong.
International field experiences for ECE interns.
Outreach to programs in state (free consulting & training) which lead to other connections. 500 people in Wyoming attended trainings, 50 consultations yearly.
1 (one) credit courses – ELGs & ELFs (Wyoming early childhood standards).
Researching international field experiences – connecting research to classroom instruction.
Standards-based.
Internship customized for doc. program.
Based on feedback of students.
Integration of activities-based on standards.
Principal internship comprehensive in duration.
Positive relationships with current internship sites.
Opening up opportunities for state.
Clinic – brings content to practice, on-site supervision.
Early opportunities for PhD students to supervise in clinic.
Appreciation Luncheon for site supervisors each year to honor work of partnership.
Train students in a core concept manner to allow students to be humanistically (sic) focused and establishes strong foundation to later specializations.
Evidence-based core content training.
Collaboration course.
Teach assistive technology.
Partner w/districts for course projects and practicum.
Teach students to work w/parents.
Data-based accountability.
Practicum experiences.
We have good partners in our partner school districts as a base to build on. We have hired partner district facilitators as clinical faculty.

Weaknesses of Program:

Our clinical experience locations are limited. This also limits the pool of available mentors.
We don't serve the state as effectively due to consolidated placements.
No systematic way to evaluate mentor teachers.
The mentors may not be benefiting as much from the partnership, other than having classroom support.
No evaluation of the site facilitators.
Not enough classroom experience.
Placements are primarily in rural locations
Standard 2.
2.1 need more time and true collaboration.
Time devoted to partnership.
Distance.
We do not have a tract 2 option which is an extension of student teaching.
No systematic way of developing mentors.
Diversity –Lack of opportunities.
Saturation of schools with course requirements.

No mechanism to tap into all teachers in the state content specific.
2.3.
Not all schools have the same access to technology.
We do not get the right info back from edTPA.
Lack evident diversity.
Very generic final evaluation – Need to develop more content specific.
We need more placement sites & better tracking of student placements to ensure diversity of experiences (infant, toddler, preschool, Head Start).
So much outreach, but difficulty connecting outreach & on-campus training & tracking & linking our work.
Underutilized outreach in the state (we need to reach underserved populations).
Technology enhanced collaborations.
We need a placement coordinator and/or clinical faculty person.
Internship sections don't match what is actually happening.
Miscommunication among stakeholders.
Logistics w/practicum supervision.
Lack of collaboration w/WIND.
Lack of collaboration w/WDE.
Interacting with mentors.
Selection of mentors.
Lack of clinical faculty.
Expensive access to UW plane.
*Faculty are stretched thin w/supervision responsibilities. [star indicates importance].
*Faculty do not get workload credit for intense supervision responsibilities. [star indicates importance].
Lack of qualified supervisors for our students out in internships.
Do not have online supervision training program for site supervisors.
Location restrictions for internship opportunities & proper supervision.
Limited resources for childcare to be able to continue to offer couples/family counseling & trainings.
Our current system for representation of school partners and university partners (ACTE) will be inadequate for this standard.

Opportunities for Program:

Closer work with the Wyoming University-School Partnership to develop relationships with districts.
Increased use of graduate students to help with supervision.
LRCC could provide additional practicum experiences through tutoring clinics.
Collaboration with community colleges to provide clinical experiences across the state
Clinical experience opportunities in Colorado.
Teach methods courses in schools in collaboration with teachers and students.
Grid or matrix to spread out what we are talking about (checklist).
(how are standards addressed across the program – InTASC needs to be in it).
Need to document the inTasc in the secondary ed syllabi.
Concurrent majors.
A list of what others do.
In those assignments, cite that this is 1.2.
Opportunities to cross pollinate with other curriculum areas.
Use LiveText to save articles for aggregation purposes.
Portfolios – Hard Copies.

Implement ELL in a new course.
Need to have a closer review with ITEC.
Standard 2.
Other programs are a threat to UW.
2.3.
Documentation of diversity.
Utilize the lab school more.
Given the changes in the local district (new high school, new grade levels for lab school), as well as what I've been observing in Cheyenne this semester relative to disciplinary literacies, it would be wise to investigate additional field experiences for our secondary candidates before 3000, particularly those not in traditional classroom settings. A course something like "Adolescent Development, Learning, and Literacies" with a strong field component that is more about individual or small group tutoring/mentoring could really help the candidates figure out if they even liked teenagers, along with helping them look closely at adolescent learning in their content areas. These kinds of field experiences have somewhat of a research base and I'd be happy to share at some point.
New outreach courses (challenging behavior).
Partnerships with state agencies (Workforce Services, Dept. of Ed. WY QualCounts) to develop more outreach raining targeted to underserved populations (i.e., home providers).
Find resources to continue our strong student placement (coordinator).
Student interest is so high.
See comments on Standard 1 related to the UW-ECEC.
Grant writing on cross cultural teaching experience.
Collaborate w/stakeholders: districts, WDE, PTSB, WIND.
Exploring non-degree seeking students in our SPED classes.
Partner with Echo for mentors.
Technology applications.
Program evaluations in districts.
More face-to-face opportunities.
Tracking diverse experiences during internship.
Create online training to offer on supervision for those who will supervise our students in internships.
Include assessment opportunities into clinical training.
Development of mobile supervision for interns.
Clinical director may be able to provide supervision.
Increase advanced clinical training – through using faculty expertise and clinical facilities.
New clinical director can lead new research; expand services to be open year-round.
As we investigate and revitalize our programs, we have the opportunity to expand our partnerships and involve our partners (both within and outside of the university) in every part of our program. This will involve extra resources.

Threats to the Program:

Geography.
Oversaturation of local districts in Laramie and Cheyenne.
Schools will want to have more of a say in what actually happens.
Schools push back as a result of too many of us there – each school is unique
2.3.
Faculty get no credit for internships (supporting, tracking assigning).
A big part of our struggle for recognition with our College of the teacher preparation work we do.
No college support for placing students or recognition.

Losing placement sites would threaten our program! We would have no place to put students with such limited options.
Boundaries (silos).
OVN/tech. issues.
Personalities.
Teacher Shortage Program no longer an option.
Districts partnership w/other universities.
PTSB/state statute does not require superintendent certificate.
Limited entrepreneurial opportunities that financially benefit our program of students are not currently supporting expansion.
Faculty are being overloaded and over-burdened which limits and restricts our ability to enhance and expand clinical opportunities—which is the CORE of our program.
We will need extra resources if we are to continue to provide the kind of practicum, internship, and residency support that we are currently providing to our partner school districts.

Standard 3. Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.
Admission Standards Indicate That Candidates Have High Academic Achievement and Ability:
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:
• _is in the top 50 percent from 2016-2017;
• _is in the top 40 percent of the distribution from 2018-2019; and
• _is in the top 33 percent of the distribution by 2020.
If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.
Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.
The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.
Additional Selectivity Factors:
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.
Selectivity During Preparation:
3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
Selection At Completion:
3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of
the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Strengths of Program:

We have alternative pathways to admission.
Dispositions rating form is in place. A process is in place to work with students who consistently do not demonstrate professional behaviors.
OTE tracks progress through the program through application process.
Plan for recruitment.
Bring students into the programs to provide opportunities for high school students.
Residency evaluations.
Dispositions.
Data summits.
Freshman Interest Group – track students & retention is great.
First Year Seminar is full – on play – great recruitment.
The only institution in Wyoming that trains teachers to work in publicly funded programs (TANF, Head Start, Special Ed).
Many students are currently employed while completing their programs.
Multiple placements in all ECE courses allows assessment of dispositions much sooner than other programs.
We are a model of an apprenticeship program – classes are connected to their every-day practice.
Word of mouth recruiting is very strong – excellent reputation on campus.
Effective, active, quality recruitment program.
Student monitoring system.
Meet state needs w/generalist certification.
Offer endorsement program to grads.
High completion rates.
Improved rigor of selection process.
Healthy group [size] of potential candidates.
Solid reputation – we attract students (both MS & PhD) from across the country & world.
Typically have double applicants then we can accept each year.
Despite Casper Program sunset 5 years ago, demand remained high.
Financial support from A.A. (Academic Affairs) has allowed creative & extensive recruitment of #s of highly qualified applicants.
Comprehensive admissions procedure involves current students & faculty in extensive applicant materials, personal interviews & group experiences based on CACREP standards.
High post-graduation placement rate (95-97%).
Curriculum & clinical experiences (including doc comprehensives) help students reach & demonstrate a high standard for content knowledge including ethics, stands of practice & relevant laws & policies.
Current admissions standards (though I don't believe our system meets these requirements).
Dispositions ratings form.

Weaknesses of Program:

We do not actively recruit anyone, particularly diverse students, i.e. Native American.
Not all criteria of dispositions rating may be as helpful.
No current plan to ramp up criteria for admission.
Students coming with AA may not be as well prepared as we would like.
No plan in place for diversity.
Need a plan for recruitment.
Are we recruiting actively for STEM students? STEM and ELL Low.
Lack of a concern for a rural school.

Wyoming does not look like the U.S. demographic.
We do not meet these standards.
Frustrating to not see data from the 3000 courses on dispositions, placement, etc.
How do you measure and how do you defend dispositions?
Lacking diversity—like all other programs in CoEd.
Need a better tracking – documentation system for dispositions as assessed in classroom placements.
No centralized place to coordinate student movement through our program.
Wyoming specific program.
Lack of national visibility.
No doc. Program.
Lack of undergrad program.
Lack of diverse students.
Our admissions standards don't measure up. We don't currently have ways to monitor dispositions at admissions; nor do we have data to show how dispositions predict candidate performance.
We don't have ways to show positive impacts on P-12 student learning and development.
Our curriculum doesn't include professional expectations, ethics, etc.
Lack of access to visit internship sites.
Too many adjuncts.
Experience of adjuncts.

Opportunities for Program:

Focus more on professional behaviors than dispositions.
Apps are available to help with self evaluation: Literacy researchers Kathy Au, Taffy Raphael and Barbara Taylor have studied the research that explores indicators of quality instructional practices. They have developed an app that teacher educators can use to evaluate and track pre-service teachers' instructional practices. The app is called T-Obs (teraphael@gmail.com for more info).
Increased opportunities to be in schools.
Develop a plan for recruitment.
Staffing to meet needs.
Articulation with districts outside of WY.
Longitudinal data collection.
Could we have a Code of Ethics PD on the 4000 level.
Dispositions take a long time to change, how can we work on this.
Students that struggle can become better.
Develop an outlet for students that wash out.
Opportunities for communication.
WyoCourses site has been developed for students seeking the ECE endorsement. Can assist us with tracking & communication.
Begin working w/out of state students.
Become nationally known.
Grants (fed/states)
Collaborate w/other SPED personnel programs.
Hybrid program for internship – use technology for more connections.
Software to increase supervision & feedback.
Clinical faculty for visiting intern sites.
Increased funding for establishing presence at national conferences to increase numbers of highly qualified applicants.

Incorporation of doctoral students in MS student selection-providing experience & mentoring in a process that will be part of their future careers.
We will have to get much better at data collection and analysis.

Threats to the Program:

The increasing standards for admission could be a threat to enrollment numbers.
The standards are set by the accrediting body.
Drop-outs from other programs across campus.
Other states are paying the Hathaway to get them to go there.
3.2.
Can students even be in the top 50%.
The trend that students are still being directed to early childhood if they can't cut it somewhere else.
Students work-school connection can be a threat if they can't manage their time. (to schedule practicum)
To my knowledge, our college's effort on recruiting "students of color" has been non-existent over the years. This threat to the program is closely linked to the extent to which COE cherishes a value of diversity. I believe our college doesn't value diversity as much as it should at deeper level. To get started, COE should collectively revisit two previous official documents/data at the college level, a Diversity Report and a Diversity Survey, in an effort to improve a climate of diversity at large. In effect, "everybody" should positively participate in recruiting and supporting "students of color" to the best we can.
Completely online programs.
ESSA "dist. Academies."
Low PTSB expectations.
Lack of funding.
Lack of faculty.
Lack of scholarships.
Other programs in other institutions.
Outsiders' perceptions of the state, its relative homogeneity and what life in Wyoming will be like.
Lack of graduate assistantships makes recruitment of highly qualified applicants a challenge – we compete with other universities and often lose excellent students to programs that can guarantee an assistantship.
Limited funding to travel to conferences for recruiting.
Can't think of any here.

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.
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.
Indicators of Teaching Effectiveness:
4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
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.
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.

Strengths of Program:

Surveys of graduates and principals on program.
Exit interviews of student candidates.
Already collect satisfaction of employers every 2 years.
The students that are working while teaking classes are a powerful connection to those programs in the state. ECSE in particular is well connected through classes – Michelle has a pulse on ELSE in Wyoming!
Satisfaction of employers.
Grad students apply learned knowledge.
National Board participation.
Fulfill the legal requirement for access to the gen.ed. curriculum.
Our graduates get positions quickly.
Completers are happy! ☺
Students tell us they get jobs in field.
Letters of recommendation from past students.
Some educators can use this knowledge & skills even if they don't want to be a principal or superintendent.
Gather impact data.
Teacher leadership program.
Numerous students attend & present at conferences plus numerous co-publications.
High job placement rate.
Significantly higher NCE scores than other CACREP accredited institutions.
Internship supervisors indicate high satisfaction with student knowledge & competence.
Support around the state, esp. business people etc. with the Cnsl. Program as indicated by restart of Casper program.
Play Therapy Conference draws international crowd of more than 200 attendees.
Well qualified students are hired out of state …

School counselors also qualified to become LPC.
Employers including other universities offer positive feedback; student evals high for all faculty.
Masters programs at other institutions send their students to us for doc programs.
Alumni offer top notch feedback.
Well, we currently have a decent relationship with both the WDE and the PTSB.
We have surveys of employers (Wyoming principals) and of graduates.

Weaknesses of Program:

No good way to stay in touch with graduates.
Exit interviews are not providing valuable information.
4.1 We have no mechanism in place for gathering data about value-added impact.
No structure to maintain contact with students.
No systematic way to determine if we are meeting the needs of students or programs once they graduate.
No infrastructure that could support this standard. (We don't have an office of teacher ed.)
No student follow-up data.
Access to overall/not teacher specific data.
We do not follow up w/district satisfaction.
Lack of student growth.
Data not gathered from completers-satisfaction, job.
Continuous improvement is challenging due to lack of data.
Not all (Coun. Ed) grads remain in Wyoming.
We don't include the employment milestones in 4.3 as part of our survey, we haven't done validity/reliability assessments of our data, and we don't have any "structured validated observation instruments and/or students surveys" to use for 4.2.

Opportunities for Program:

Involvement in Induction/Mentoring program.
Create a consistent exit interview protocol.
Change the student evaluations.
Faculty self-reflection of teaching, similar to EdTPA.
External syllabi reviews.
Consider the work of Boyer that focuses on the scholarship of practice whereby we each engage in in-depth reflective practice of our own teaching. We then subject our work as teachers to outside review by our colleagues.
Communication with teachers after they graduate.
Forever UW Emails.
Collect emails for all students.
Opportunity to collaborate with PTSB.
How we measure this could be innovative if we look at a case approach as evidence.
Research linked to student preparation related to culturally responsive practice (Madrid & Baldwin).
Collaboration with state agencies & school districts around the IF-K (Instructional Foundations for Kindergarten) assessment.
Model trainings for K & preK teachers.
Follow-up survey.
Track PD of graduates.
Track employment data.

Provide PD to districts.
Encourage more SPED teachers to become Nationally Board Certified.
Collaborate with/Ed. Leadership.
Gather impact data.
Teacher leadership program.
Restarting the Casper (Counselor Education) program.
Systematic surveys of alums, employers & current students provide feedback – modifications increase faculty learning to keep abreast & sharpen our own professional growth.
We can work with the state to ask them to use the TRIPOD survey. We can use some kind of randomized observation tool to meet 4.1

Threats to the Program:

Statistically difficult to establish connection between preparation and impact on K-12 student learning.
Student perceptions that they are entitled to high grades with minimal effort.
Course evaluations are more about satisfaction related to instructors, not preparation.
We are not institutionalized like K-12, which makes for instability & no infrastructure to gather any kind of data. Under-resourced!!
Not all graduates should hold a school leadership position.
Lack of differentiation in degrees – Ad Ed/Ed Leadership.
*What other pieces are relevant in addition to the teacher and their impact
Time.
Lack of funding.
Lack of faculty.
Lack of specialized course content.
State SPED teacher attrition.
Faculty overload.
Limited time & financial ability for faculty professional development.
The lack of statewide data presents us with significant obstacles in the face of this particular standard.

Standard 5. Provider Quality Assurance and Continuous Improvement
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of
candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Strengths of Program:

We have LiveText in place to gather data over the course of a student's program.
A teaching performance assessment idea is good, but EdTPA has gone the wrong direction.
Students do not receive any helpful feedback.
We have in the past had data summits.
We meet unmet needs in Wyoming that cannot be met by any other program at UW or in the state.
Our school readiness work is strong & links Pre-K & kindergarten (IF-K) & Wyoming Standards ELGs and ELFs.
Common assessments & other measures: 5.1, 5.2 & 5.3 are all embedded in all courses.
NCATE data rubrics.
Comprehensive program (teach academics, social & behavioral).
Measures and procedures are evidence-based.
Current content.
Weekly program meetings.
Using student feedback to modify course offerings.
Go through accreditation process to identify strengths/growth areas.
Conversations with faculty about improvements weekly (informal assessments).
Relationships in field – completer impact.
Undertake CACREP review – systematically.
Each course is aligned with current CACREP standards.
Seek feedback from students on admission/selection process – implement changes as needed.
Included MS and PhD students in weekly faculty meeting to solicit feedback and explore program change.
Modifications to program – as part of CACREP accreditation – are reported annually.

Our programs have always received full accreditation, 35 years.
We seek exemplary programs for current trends.
6 year continuous review & recertification of state certification substance abuse programs.
Approved providing of continuing Ecl. Play Therapy.
We've started having data summits. We have multiple measures.

Weaknesses of Program:

EdTPA timing does not provide useful data.
We only have anecdotal evidence to support what we have been doing when we have administration wanting more of the quality student we are producing.
Do stakeholders have a say?
A running record of compliments on students would be beneficial.
We don't do any tracking of completers.
We do not have a way of turning grads into ambassadors of the program.
We gather data – but don't often look at it & link it to decision-making.
We don't like the focus on externally driven outcomes instead of process, so we don't really use the data to inform our work, we use our own formative data to actually inform our work.
We do not evaluate effectiveness of completers.
No partnership w/early childhood special education.
Lack of funding.
We need to publicize program achievement/accomplishments (C.E.).
We need to self nominate for national awards.
Our measures are not verifiable. We don't externally benchmark or share widely our measures.
We don't include stakeholders in program evaluation, improvement, and identification of models of excellence, at least not at the level needed here.

Opportunities for Program:

Cook up our own teacher performance assessment in conjunction with our practicum experiences.
As part of an induction/mentoring program, gather data about graduates' students. Make no claims about correlation to preparation program, but provide the data.
Need to meet with the WY Superintendents and administration association meetings.
Opportunities to work with other Programs.
Respond to complaints about our programs.
Mutual collaboration to solve problems.
Build a database of students success.
Alumni Associations to assist in Pipeline development.
Meeting as ECE faculty is planned this spring/summer to discuss continuous improvement.
Continued partnerships with State Dept. of Ed using the KF&K to assess & track readiness (& teacher prep).
Evaluate effectiveness of completers.
Collaborate w/early childhood SPED.
Communicate w/stakeholders.
Increase our capacity.
Exit interviews for non-completers.
Develop a systematic method of data collection-data mining.
Collect baseline data to show improvement.
Continue to develop relationships with stake holders-districts.
Would like to increase our ranking in U.S. News & World Report annual ranking (C.E.).
The TIE provides an excellent opportunity for us to carry out some of these changes.

Threats to the Program:

Pearson rules the education world.
Impossible to determine completer impact on K-12 student growth.
These standards are, by in large, difficult or impossible to measure.
Many of the completers are leaving the state. How do we collect data?
Funding – lack of attention at state level which means we don't have any systems in place.
Time.
See threats from Standards 1-4 (SPED related).
Resistance to CHANGE.
93% of superintendents are new (4 years or less).
Loss of any faculty line has detrimental impact on 1) accreditation; 2) recruitment of students; 3) number of students served 4) ability to offer the program.
I don't see any here.
OVERALL, ONE THREAT TO OUR PROGRAMS IS THE NOTION OF TEACHER ACADEMIES THAT IS BURIED IN ESSA. HOW THAT WILL RELATE TO STATE OVERSIGHT AND THE STATE POLICIES, I HAVE NO IDEA. [caps signify importance]

Comments Submitted by Email

4-18-16 (via email)
The lack of Faculty of Color in the COE is also a weakness and threat to our current students as well as a weakness when prospective students think about coming to UW.

4-13-16 (via email)
While the thoughts are still hot, here are a few more.
At the end a few people discussed broader issues with college structure that create weakness. Ed Studies faculty are disconnected with the schools and their classes serve K-12 making it difficult to differentiate instruction. Teacher Ed could be combined as a single dept.
Undergraduate majors may need to go in favor of graduate teacher prep.
Our own thinking is a threat- that more classes are needed to address deficiencies.

4-14-16 (via email)
Thanks for the great SWOT session yesterday, very valuable. I was in the elementary group, and we had excellent conversations. I assume other groups had the same experience. I have one suggestion for the forthcoming survey: Yesterday's conversations, understandably, were framed around the CAEP standards, but in some ways, that limited us. In fact, one theme in our group was to critique some of these new standards. That said, I realize the necessity of being accredited nationally and of playing that game; have done it for years and plan to continue to. Anyway, I suggest on the survey, in addition to the standards specific SWOT items, that there be a section for folks to brainstorm and share SWOT items general to the college and programs (not connected specifically to the CAEP standards).

Transcription prepared by A. Kleinsasser April 19, 2016

Addenda: Materials from Instructional Technology and Adult Education

Instructional Technology (ITEC) SWOT Analysis

Prepared April 13, 2016 by ITEC Program Faculty: Doris Bolliger (Associate Professor), Tonia Dousay (Assistant Professor), Kay Persichitte (Professor), Craig Shepherd (Associate Professor)

The ITEC programs are purposefully aligned with the 2012 AECT standards for Educational Technology professionals (available at www.aect.org).

Strengths

- All coursework for the Online Teaching Graduate Certificate, MS in Instructional Technology, EdD in Instructional Technology, and PhD in Instructional Technology is delivered fully online.
- Stable and consistent graduation rates [5th out of 10 overall for Master's and Doctoral Programs in the College of Education (2007-15)].
- Track record of getting our preservice students into K-12 classrooms for technology integration purposes (Educational Technology Exploration Club [EdTEC] and local field experience partnership)
- WyoMakers (first UW implementation of a makerspace, serves all of campus with priority to College of Education students, provides outreach to state via WySTEM partnership, integrates with Methods instruction).
- Consistent update and statewide sharing of ITEC 2360 Teaching with Technology (course required of all UW preservice teachers).
- High demand for new ITEC professionals. [From the 2/29/2016 Chronicle of Higher Education] The Trends Report 2016: Instructional Design: Demand grows for a new breed of academic [see http://chronicle.com/article/Instructional-Design/235425?cid=cp32]
- ITEC curricula revisions and enhancements in the last 5 years, including the Online Teaching Graduate Certificate.
- Productive, nationally recognized, and collaborative program faculty with unique experience and academic/professional expertise in the field. [e.g., Craig Shepherd: 2016 Hollon Awardee, Tonia Dousay: 2016 President-Elect of the Association for Educational Communications & Technology (AECT) Division of Distance Learning, Doris Bolliger: 2014 Fulbright Scholar to Ireland, Kay Persichitte: 2016 President of the Association for Educational Communications & Technology (AECT)]
- Recognized by AA for recent high quality doctoral admissions.
    - Leslie Sandoval, current EdD student, admitted with GRE scores as follows: Quantitative=152, Verbal=163, Writing=5.0. Additionally, Leslie completed both her undergraduate and masters degrees with a 4.0 GPA.

    - H. Victoria Bryant, current PhD student, with GRE scores as follows: Quantitative=155 Verbal=167, Writing=5.0. Additionally, Victoria is a graduate of the UW Law School with a 3.01 GPA.
- Two Freshman Seminars offered (ITEC 1101 FYS: Taking Control of Your Digital Image; ITEC 1101 FYS: Making, Hacking, & Tinkering- Creating in a Modern World).
- Strong partnerships with Coe librarians (Coe Library has served as a service learning client for both ITEC 5320 & ITEC 5350 during multiple semesters in the past three years).

Weaknesses

- Course loads and assignments are impacting the consistent delivery of doctoral curricula.
- ITEC curricula not required in other graduate programs.
- Lack knowledge, support, and funding to recruit from California and other large markets outside our region where our tuition is more competitive.
- Some of the software applications required for our program are very expensive and cannot be added as textbook to defray costs with financial aid

Opportunities

- Collaborate with the PTSB to repurpose the Educational Technology Endorsement [The WDE's Digital Learning Plan analysis in January/February 2016 highlighted a demand for technology leaders in schools.]
- Develop a second UW Graduate Certificate that would lead to PTSB Endorsement.
- Collaborate with other graduate programs (in or outside the College of Education) to double number ITEC relevant curricula and increase enrollments; especially in the areas of distance education, multimedia development, and instructional design.
- Consider partnerships with software companies for potential student/faculty discounts for purchase of their software.
- Reinstate ITEC 2360 field K-12 experience to support CAEP Standard 2

Threats

- Decreased applications for admission since the 2014-15 Outreach tuition increase for graduate programs; no longer regionally competitive.
- Ability to meet minimum course enrollments for doctoral coursework delivery to allow timely completion of the program.
- Inability to recruit international graduate students because of the federal rule regarding on-campus enrollments each semester.
- Reduction of our faculty leaves gaps in the academic expertise required to continue to meet the diverse AECT content requirements in the standards.

Supplemental Data

ITEC Doctoral Admissions:

	EdD	PhD
2016	2	0
2015	1	2
2014	4	3
2013	2	0

From the Office of Instructional Analysis:

Key:
C = Certificate in online instruction
M = Master's Degree
D = Doctoral degree (either Ed.D. or Ph.D.)
DE = Distance Education

Graduation Numbers:

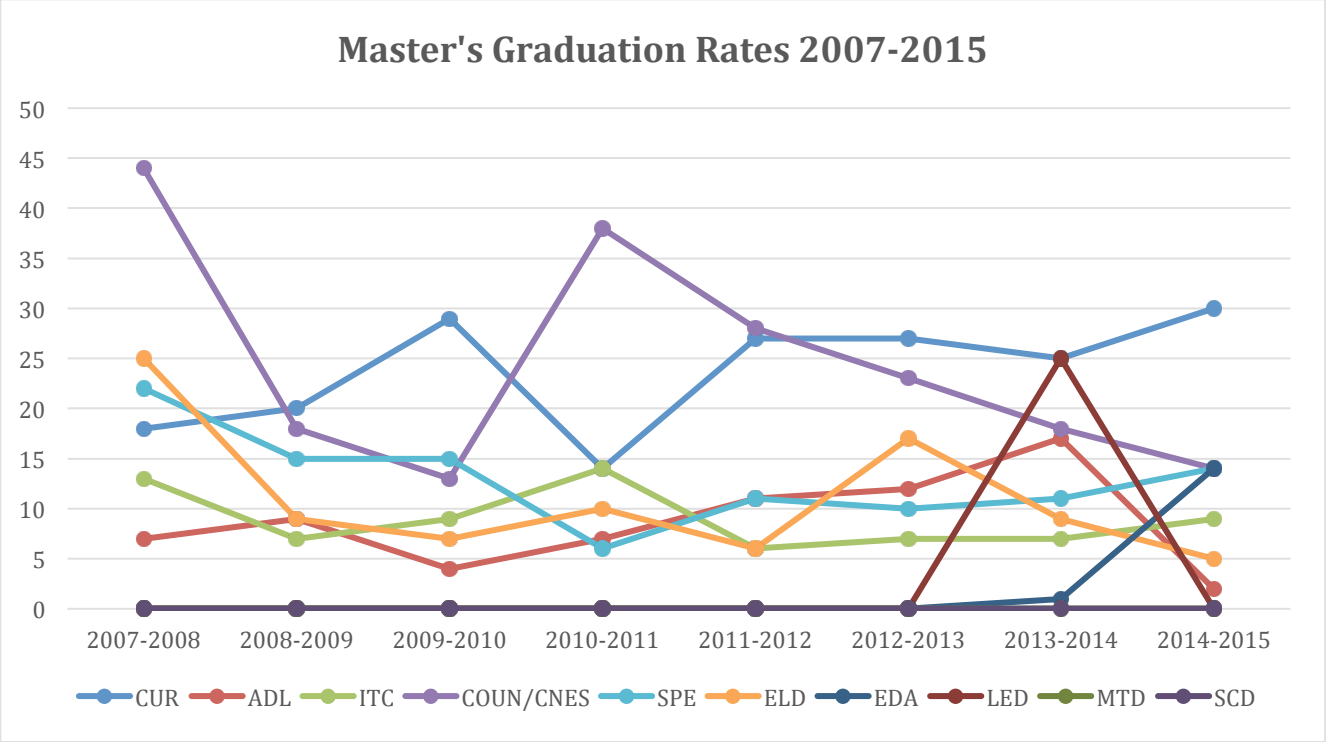
2014-2015: C = 7, M = 9, D = 1
http://www.uwyo.edu/oia/_files/degrees/dupdegs1415.pdf
2013-2014: C = 3, M = 7, D = 3
http://www.uwyo.edu/oia/_files/degrees/dupdegs1314.pdf
2012-2013: C = 2, M = 7, D = 5
http://www.uwyo.edu/oia/_files/degrees/dupdegs1213.pdf
2011-2012: M = 6, D = 1 http://www.uwyo.edu/oia/_files/degrees/5yrdeg.pdf
2010-2011: M = 14, D = 4
2009-2010: M = 9, D = 2
2008-2009: M = 7, D = 4 (1 DE)
2007-2008: M = 13, D = 2

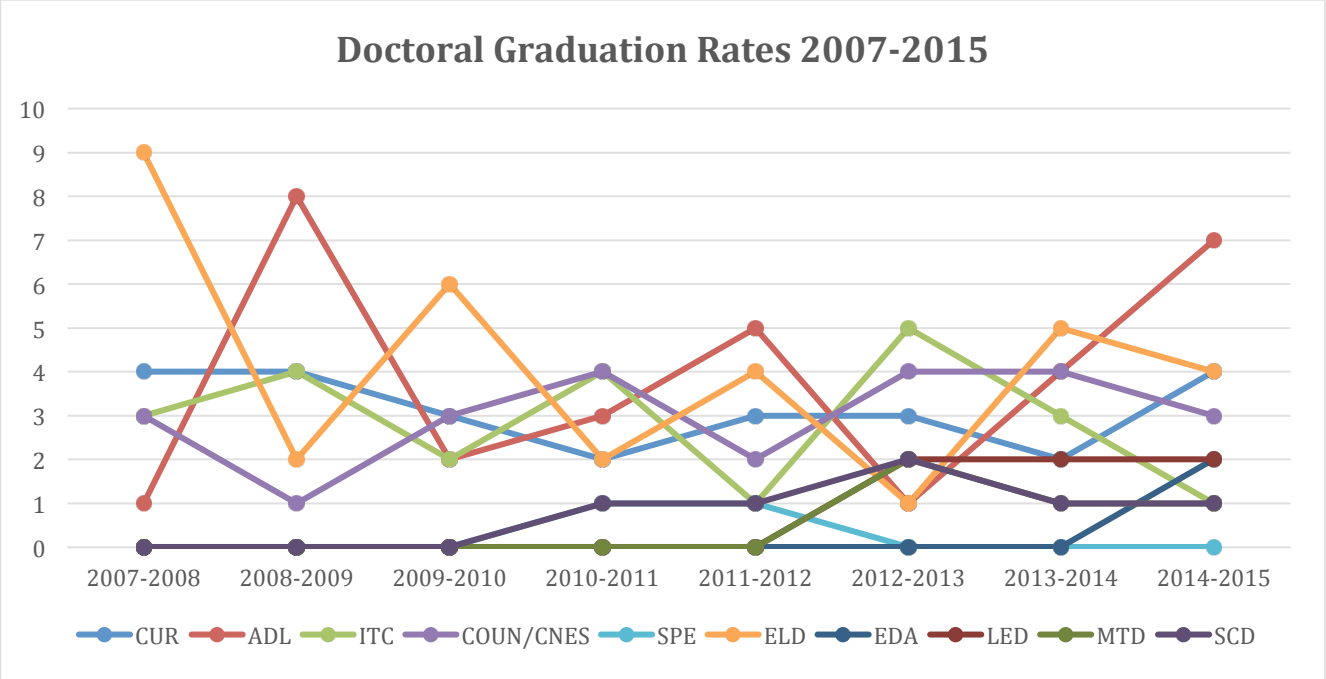
Last 3 Year Total: C = 12, M = 23, D = 9
Last 3 Year Mean: C = 4, M = 7.7, D = 3

Last 5 Year Total: M = 43, D = 14
Last 5 Year Mean: M = 8.6, D = 2.8

Last 8 Year Total: M = 72, D = 22
Last 8 Year Mean: M = 9, D = 2.75

College of Education Graduation Rates (Grad Programs Only):





Key: CUR Curriculum & Instruction
ADL Adult & Post-Secondary Education
ITC Instructional Technology
COUN/CNES Counseling/Counselor Ed and Supervision
SPIE Special Education
ELD Educational Leadership
EDA Educational Administration

LED Literacy Education
MTD Math Education
SCD Science Education

From Best Affordable Online Master's in Educational Technology: Here are the **34 most affordable online master's in educational or instructional technology—all for under $16,000. Based on 2014 data that is all-inclusive to complete an online master's. UW is not on the list.**

To appear on a Get Educated Best Buy affordability ranking list, the online degree profiled must objectively cost less than the national average cost of all the online degrees surveyed in the comprehensive data set.

(see http://www.geteducated.com/online-college-ratings-and-rankings/best-buy-lists/affordable-online-educational-instructional-technology-masters-degrees)

Average Cost: $15,619

Most Affordable: Fort Hays State University ~$7,654

Most Expensive: Drexel University ~$37,935

Based on current OCP tuition per credit hour and UW estimated cost of attendance, the ITEC Master's (33 credit hours through OCP):

Resident: ($232 tuition + $25 delivery fee) x 33 credits = $8,481 + (est. Books & Supplies @$1200/semester x 4) + $4800 = $13,281

Non-Resident: ($636 tuition + $25 delivery fee) x 33 credits = $21,813 + (est. Books & Supplies @$1200/semester x 4) + $4800 = $26,613

Leaves the 81 credit hour doctoral programs completely out-of-range for recruiting distance students.

Regional University Graduate Prices (Outreach Programs)

- Wyoming: $294 per credit (resident), $660 per credit (non resident) http://www.uwyo.edu/outreach/ocp/financial-aid/tuition_refund.html
- Boise State: $379.33 per credit masters, $476 per credit doc (in and out-of-state students)
  https://edtech.boisestate.edu/admissions/tuition/ This was verified 4/13 with Ross Perkins.
  they also advertise "stable tuition" as compared to our last three years.
- Utah State (online courses only): resident (complicated, see table), $394 per credit (out of state)

http://www.usu.edu/budget/documents/tuitionfees/2016-17usutuition-feeschedule.pdf (p. 8)

- Idaho State: $406 (resident), $623 (non-resident)
  http://www2.isu.edu/finserv/costinfo.shtml
  Non-resident tuition waivers: http://www2.isu.edu/scholar/waiv.shtml (allows out-of-state students with 3.5 GPA to apply to pay in-state tuition)
- Western Regional Graduate Program (http://www.wiche.edu/wrgp) includes Educational Technology (online) at Northern Arizona University. Alaska, Arizona, California, Colorado, Hawai‘i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming get resident tuition if they qualify. At NAU resident tuition is $431 per credit hour. Non-resident is $1130 per credit (http://nau.edu/SDAS/Tuition-Fees/Spring_Tuition/Graduate_Non-Resident/)
- University of Colorado at Greeley (Technology, Innovation and Pedagogy MA) online: $480 per credit (resident or non-resident)
  http://www.unco.edu/costs/ExtendedCampus.html see also
  http://extended.unco.edu/programs/education-teaching/technology-innovation-pedagogy-masters/tuition-financial-aid.asp

Adult and Postsecondary Education Program/Track
Educational Administration

April 12, 2016

Strengths

#1 **The ADED Program/Track (MA, EdD, & PhD) is a productive curriculum as measured by the number of graduates. For the Past Five Academic Years (2010-11 through 2014-15) there were:**
ADED Masters Graduates – 49
ADED Doctoral Graduates – 20
TOTAL: 69
This total number does not include other additional graduates identified under Educational Administration (a category created in 2013-14). (Data from the UW Office of Institutional Analysis.)

#2 **There is strong student enrollment in ADED courses - all delivered by Outreach. There were 33 ADED sections offered from Fall 2014 to Spring 2016 (Not including Summer courses or the annual Capstone course). The average class enrollment for these 33 sections was 16.1 students. (Data from "Browse Classes" tool in Wyoweb.)**

#3 **The ADED EdD Curriculum is based on the American Association of Community College (AACC) 2005 Leadership Competencies (specifically, those for emerging leaders and new CEOs) – as identified on page 7 of the ADED Doctoral Student Handbook.**

#4 **In any given semester, 60 to 70 percent of ADED students are employed by Wyoming community colleges or the University of Wyoming. In their professional careers, these students are directly involved in the education of Wyoming residents.**

#5 **The ADED EdD Curriculum includes 5 new courses created in 2013. All of these courses correspond to the AACC 2005 Leadership Competencies (ADED 5600, ADED 5630, ADED 5640, and ADED 5670.) The EdD Curriculum also includes two EDAD courses to promote a deeper understanding of K-12 issues relevant to community colleges (e.g., student transition, dual enrollment, and student completion).**

#6 **The ADED MA Curriculum provides students with a very strong foundation in adult learning theory, the adult education movement, teaching adults, and the adult learner.**

#7 The Bureau of Labor Statistics' December 2015 Occupational Outlook Handbook reports an anticipated increase of 9 percent in the category of Postsecondary Education Administrator positions from 2014 to 2024 (The average growth rate for all jobs is 7 percent). The growth is due to projected increases in enrollment.

Weaknesses

#1 The ADED Program/Track needs another faculty member to meet program teaching and advising responsibilities.

#2 The combination of faculty departures and failed searches in the College of Education is limiting the pool of experienced faculty available for graduate committee work.

Opportunities

#1 The ADED Program/Track would be a good program home for a certificate in Instructor Facilitation suitable for K-12 educators. There would be challenges in implementing the program but none is insurmountable.

#2 There is a need for a Post-Master's certificate in Community College Leadership to prepare community college faculty and staff for midlevel administrative positions *not* requiring a doctorate.

Threats

#1 Private for-profit universities are attempting to gain a foothold in Wyoming and are marketing doctoral programs for community college leaders (e.g., National American University, Walden University). So far their presence in the state has not adversely affected ADED enrollments. However, if they succeed in this effort, they will pose a growing threat to all UW education undergraduate and graduate programs.

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http://www.uwyo.edu/trust_edu_init/index.html

CIS Instrument Dossier
Prototype Year 1

Background

This document provides copies of the instruments to be administered as part of year one of the Common Indicators System Prototype. The instruments have been revised to reflect the recommendations of data leads who participated in the April 2017 Data Lead Convening and permission to use these instruments (inclusive of revisions) as part of the Common Indicators System has been secured from the instrument creators. Additional information on the recommended revisions to each original instrument and subsequent changes is available here.

Contents

A brief description of each instrument is provided below. Additional details on the validity and reliability of each instrument as well as supporting research is available here.

1. **CLASS Upper Elementary/Secondary Observation Rubric.** This is a three domain, twelve component observational rubric that will be used by certified CLASS observers to assess the instructional skill of teacher candidates during their clinical experiences. Frequency and length of observation events for the Prototype have not yet been determined. The domain and dimension descriptors are provided below for example only and are *not for distribution.* A formal rubric and template for recording CLASS scores will be provided prior to data collection.

2. **Dispositional Survey.** This is a 45-item survey that combines the short Teacher Self-Efficacy Scale, short Grit Scale, and items from the Culturally-Responsive Teaching Self-Efficacy Scale. The survey will be administered online and takes approximately 15 minutes to complete. IRB approved background information and informed consent will be added once approved.

3. **Graduate Survey.** This is a 26-36 question survey (depending on respondent entry pathway) based on the UNC-GA Beginning Teacher Survey and assesses graduate perceptions of their teacher preparation programs at the end of their first year of full-time teaching. The survey will be administered online and takes approximately 15-20 minutes to complete. IRB approved background information and informed consent will be added once approved.

4. **Employer Survey.** This is a 9-question survey that is based on the 2017 MA Hiring Principal Survey and assesses principal perceptions of the effectiveness of program graduates one year after program completion. The survey will be administered online and takes approximately 2-5 minutes to complete. Respondents will complete a survey for each graduate they supervise. IRB approved background information and informed consent will be added once approved.

I. CLASS Upper Elementary/Secondary Domains and Dimensions

Positive Climate

Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Relationships • Physical proximity • Peer interactions • Shared positive affect • Social conversation	The teacher and students appear distant from and disinterested in one another.	The teacher and some students appear generally supportive and interested in one another, but these interactions are muted or not representative of the majority of students in the class.	There are many indications that the teacher and students enjoy warm and supportive relationships with one another.
Positive affect • Smiling • Laughter • Enthusiasm	The teacher and students display flat affect and do not appear to enjoy their time in the class.	The teacher and students demonstrate some indications of genuine positive affect; however, these displays may be brief, muted, or not characteristic of the majority of students in the class.	There are frequent genuine displays of positive affect among the teacher and students.
Positive communications • Positive comments • Positive expectations	The teacher and students rarely provide positive comments or indicate positive expectations of one another.	The teacher and students sometimes provide positive comments or indicate positive expectations of one another; however, these communications may be brief, somewhat perfunctory, or not observed among the majority of students in the class.	There are frequent positive communications among the teacher and students.
Respect • Respectful language • Use of each other's names • Warm, calm voice • Listening to each other • Cooperation	The teacher and students rarely, if ever, demonstrate respect for one another.	The teacher and students sometimes demonstrate respect for one another; however, these interactions are not consistently observed across time or students.	The teacher and students consistently demonstrate respect for one another.

Teacher Sensitivity

Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.[3]

	Low (1,2)	Mid (3,4,5)	High (6,7)
Awareness • Checks in with students • Anticipates problems • Notices difficulties	The teacher rarely monitors students for cues and/or consistently fails to notice when students need extra support or assistance.	The teacher sometimes monitors students for cues and notices when students need extra support or assistance, but there are times when this does not happen.	The teacher consistently monitors students for cues and notices when students need extra support or assistance.
Responsiveness to academic and social/emotional needs and cues • Individualized support • Reassurance and assistance • Adjusts pacing/wait time as needed • Re-engagement • Acknowledgement of emotions and out-of-class factors • Timely response	The teacher is unresponsive to, and/or dismissive of, students' academic and social/emotional needs and cues for support.	The teacher is sometimes responsive to students' academic and social/emotional needs and cues for support, but this responsiveness may be brief or not observed across the observation or across students.	The teacher is consistently responsive to students' academic and social/emotional needs and cues for support.
Effectiveness in addressing problems • Student issues/questions resolved • Follow up	The teacher is ineffective at helping students, allowing student problems and/or confusion to persist.	The teacher generally attempts to help students who need assistance, but these attempts are not consistently effective at addressing problems.	The teacher is consistently effective in addressing students' questions, concerns, and problems as observed by resolution.
Student comfort • Seek support and guidance • Take risks • Participate freely	Students rarely seek support, share their ideas with, or respond to questions from the teacher.	Students sometimes seek support, share their ideas with, or respond to questions from the teacher; however these types of interactions are not consistent or not observed across the majority of students.	Students consistently appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.

[3] At times there are very few problems in a classroom, and it can be more difficult to judge Teacher Sensitivity in these contexts. However, in order for the segment to be scored in the high range, teachers need to demonstrate that they are actively working to be aware of student's potential academic or social needs. Observers should attend to even minor signs of difficulties as opportunities for teachers to demonstrate responsiveness and effectiveness. However, if the teacher demonstrates a high degree of awareness, it is possible to score Teacher Sensitivity in the high range if no problems or difficulties arise during the observation.

Regard for Student Perspectives

Regard for Student Perspectives captures the degree to which the teacher is able to meet and capitalize on the social and developmental needs and goals of students by providing opportunities for student autonomy and leadership. Also considered are the extent to which student ideas and opinions are valued and content is made useful and relevant to students.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Flexibility and student focus • Shows flexibility • Follows students' leads • Encourages student ideas and opinions	The teacher rigidly provides all of the structure for the class and rarely follows students' leads or encourages student ideas and opinions.	The teacher provides structure for the class, but at times is flexible, follows students' leads, and/or encourages student ideas and opinions.	The teacher is flexible and consistently follows students' leads and encourages student ideas and opinions.
Connections to current life • Connects content to student life • Communicates usefulness	Material is not meaningfully connected to current experiences of students and information about how or why the material is of value to students is not presented.	Material is sometimes meaningfully connected to the current experiences of students and sometimes makes salient how or why the material is of value to students.	Material is meaningfully connected to the experience of students and is presented in such a way that students understand how or why it is of value to them.
Support for autonomy and leadership • Allows choice • Chances for leadership • Gives students responsibility • Relaxed structure for movement	Students infrequently have meaningful choices within lessons and are rarely provided with opportunities for leadership or responsibility.	Students have some choices within lessons and are given occasional opportunities for leadership or responsibility; however, these opportunities may be somewhat controlled by the teacher.	Students are provided with meaningful choices within lessons and are given authentic opportunities for leadership and responsibility.
Meaningful peer interactions • Peer sharing and group work	The teacher discourages peer-peer interactions that are meaningful within the context of the lesson.	The teacher provides some opportunities for peer-peer interactions, but they are somewhat superficial in nature.	The teacher promotes opportunities for peer-peer interactions that are meaningful and serve an integral role within the lesson.

Behavior Management

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.[4, 5]

	Low (1,2)	Mid (3,4,5)	High (6,7)
Clear expectations • Explicit • Consistent • Students know what to do	Behavior expectations for students in this class are absent, unclear, or very inconsistently enforced.	There may be some evidence of rules or expectations for student behavior, but these rules may be inconsistently enforced or appear difficult for some students to understand and follow.	Rules and behavioral expectations are clearly stated or understood by everyone in the class.
Proactive • Monitoring • Anticipation of problem behavior • Proximity • Attention to the positive • Low reactivity	The teacher is reactive to behavioral issues and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive approaches to behavioral issues; the teacher sometimes monitors but at other times misses early indicators of problems.	The teacher is consistently proactive and monitors effectively to prevent problem behaviors from developing.
Effective redirection of misbehavior • Uses subtle cues to redirect • Peer redirection and problem solving • Problems resolved • Little time lost	The teacher either ignores or uses ineffective methods to redirect misbehavior before it escalates. As a result, misbehavior continues and/or escalates and results in significant loss of instructional time.	The teacher uses a mix of effective and ineffective strategies to redirect misbehaviors and as a result, some instructional time is lost.	The teacher consistently uses effective strategies to redirect misbehavior and behavior management does not result in loss of instructional time.
Student behavior • Meets expectations • Little aggression or defiance • Compliance with teacher • Absence of chaos	Multiple students are defiant, there is frequent misbehavior, and/or the classroom is characterized by chaos.	There are periodic episodes of misbehavior in the class, but these episodes are brief and limited to a small number of students.	Students are compliant and there are few, if any, instances of student misbehavior.

[4] Behavior Management is often defined very broadly to include strategies teachers use to keep students engaged as a means of preventing misbehavior. The Upper Elementary CLASS Behavior Management dimension focuses on the prevention of more active misbehavior; a teacher's use of strategies to engage students is captured in Instructional Learning Formats.
[5] At the high end of Behavior Management you may not see explicit evidence of some teacher behaviors, such as proactive strategies and effective redirection, because behavior is so well managed. If there is no evidence of student misbehavior, it is assumed that effective behavioral strategies are in place and a classroom may score in the high range.

Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Maximizing learning time[6] • Tasks provided • Disruptions minimized • Choice when finished • Effective completion of managerial tasks	The teacher provides few or no tasks for students and/or there are frequent, lengthy disruptions that leave minimal time for learning.	Most of the time there are tasks for students, but learning time is sometimes limited by disruptions and/or inefficient completion of management tasks.	The teacher consistently provides tasks for students, effectively completes managerial tasks, and minimizes disruptions so that time for learning is maximized.
Routines • Students know what to do • Clear instructions • Little wandering	The class is disorganized and students do not know what to do.	Some routines are clearly in place, but there are also times of uncertainty and disorganization.	The class resembles a "well-oiled machine" where everybody knows what is expected and how to go about doing it.
Transitions[7] • Little wasted time • Redirection to task when necessary • Time cues provided	Students spend a significant amount of time in transition and teachers do little to facilitate more efficient transitions.	Students spend more time than is necessary in transitions and teachers are inconsistent in their facilitation of more efficient transitions.	Students transition from one lesson or activity to another in an efficient and smooth manner.
Preparation • Materials ready and accessible • Knows lessons	The teacher is not prepared for activities and/or lesson.	The teacher is mostly prepared for activities and/or lesson but takes some time away from instruction for last minute preparation.	The teacher is fully prepared for activities and/or lessons.

[6] Although pacing is typically scored under Instructional Learning Formats, it can affect Productivity scores when the pacing is so slow that students spend a great deal of time waiting with nothing to do.
[7] Transitions can occur even when moving from one activity to another; it does not need to be from one full lesson to the next. However, the observer still may not see a transition during the segment. If there is no transition, this indicator should not be weighed into the scoring.

Negative Climate[8]

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Negative affect • Irritability • Anger • Harsh voice • Physical aggression • Disconnected or escalating negativity	The class is characterized by the absence of strong negative affect and only rare episodes of more mild negativity by the teacher and/or students.	Mild instances of irritability, anger, or other negative affect by the teacher and/or students are observed on multiple occasions.	The class is characterized by severe[9] and/or consistent irritability, anger, or other negative affect by the teacher and/or students.
Punitive control • Yelling • Threats • Harsh punishment • Physical control	The teacher does not yell at students or make threats to establish control.	The teacher makes occasional, mild attempts at punitive control through raised voice, mild threats, or physical control.	The teacher makes frequent or intense/severe attempts to control students through yelling, threatening, or physically controlling students.
Disrespect • Teasing • Bullying • Humiliation and sarcasm[10] • Exclusionary behavior • Inflammatory, discriminatory, or derogatory language or behavior	The teacher and students are very rarely sarcastic or disrespectful to one another through words and/or actions and any incidences are brief and mild.	The teacher and/or students are repeatedly mildly disrespectful of one another or are observed to occasionally engage in brief but more intensely disrespectful interactions.	The class is characterized by repeated intense disrespectful language and behavior between the teacher and students or among students.

[8] Negative Climate is scaled in the opposite direction of the other UE CLASS scales. Higher negativity indicates lower quality.
[9] Unlike in other Upper Elementary CLASS dimensions, Negative Climate can be scored in the high range based on a single incident if that incident reflects a very intense form of Negative Climate, such as a fist fight among several students or a teacher hitting a student.
[10] Some teachers use sarcasm to build rapport with students. While sarcasm can be humorous, it is a form of disrespect. All incidences of sarcasm should be noted in Negative Climate but, as with all behavioral observations, the frequency, depth, and intensity of the behavior should be taken into account as a score is determined. Rare and lighthearted sarcasm with no signs of student offense should be weighed much differently from frequent and biting remarks.

Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Learning targets/ organization • Clear learning targets • Previews • Reorientation/summary statements • Clear, well-organized presentation of information	Clear learning targets are absent and/or not stressed. The teacher's communication of them is disorganized or otherwise not clear. The teacher does not effectively draw students' attention to the objectives.	Learning objectives may be discussed but are not always clear. The teacher may use preview and/or summary statements, but these are done too briefly or without sufficient depth to fully focus student attention on learning objectives.	The teacher clearly communicates learning objectives and effectively supports student attention on the objectives.
Variety of modalities, strategies, and materials • Variety of modalities and strategies • Variety of materials • Interactive materials	The teacher only offers information in a single mode with little or no variety in strategies or materials. Students have few opportunities to interact with materials/activities.	Students are sometimes presented with information using varied modalities, strategies, and/or materials and students have some opportunities for interaction with materials/activities, but these opportunities are brief and/or limited in depth.	The teacher presents information through multiple modalities and strategies, and uses multiple materials. Students have consistent opportunities for interaction with materials/activities.
Active facilitation • Promoting involvement • Effective pacing • Teacher interest	The teacher is uninvolved in the work of students and appears disinterested in their work or class participation.	The teacher is intermittently or mildly engaged in facilitating student involvement through questioning, appropriate pacing, and the active display of interest and engagement in students' work, but at other times appears uninvolved or disinterested.	The teacher actively facilitates students' involvement through questioning, appropriate pacing, and the active display of interest and engagement in students' work and participation.
Effective engagement • Active participation • Sustained attention	The students do not appear interested or engaged in the instruction.	As a function of the teacher's efforts, students appear to be interested and/or engaged in the instruction some of the time or consistently mildly engaged.	As a function of the teacher's efforts, students appear consistently actively interested and engaged.

Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures[11] in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Depth of understanding • Emphasis on meaningful relationships among facts, skills, and concepts • Real world connections • Multiple and varied perspectives	The focus of the class is primarily on presenting discrete pieces of topically related information; broad, organizing ideas are not presented.	The focus of the class is sometimes on meaningful discussion and explanation of broad, organizing ideas, while at other times, it is focused on discrete pieces of topically related information.	The focus of the class is on encouraging deep understanding of content through the provision of meaningful, interactive discussion and explanation of broad, organizing ideas.
Communication of concepts and procedures • Essential components identified • Conditions for how and when to use the concept and/or procedure • Multiple and varied examples • Contrasting non-examples	Class discussion and materials fail to effectively communicate the essential attributes of concepts/procedures to students.	Class discussion and materials communicate a few of the essential attributes of concepts/procedures but examples are limited in scope or not consistently provided.	Class discussion and materials consistently and effectively communicate the essential attributes of concepts/procedures to students.
Background knowledge and misconceptions • Attention to prior knowledge • Explicit integration of new information • Attention to misconceptions • Students share knowledge and make connections	There is little effort made to elicit or acknowledge students' background knowledge or misconceptions or to integrate previously learned material when presenting new information.	There are some attempts to elicit and/or acknowledge students' background knowledge or misconceptions or to integrate information with previously learned material, but these moments are limited in depth or provided inconsistently.	New concepts/procedures/ broad ideas are consistently linked to students' prior knowledge in ways that advance understanding and clarify misconceptions.

[11] A procedure is a step-by-step process used to achieve a result related to a learning objective. Examples include, but are not limited to: steps in the Scientific Method, the steps necessary to graph an equation, the steps taken to write an introductory paragraph in an essay, the steps in having a debate, etc. A class can score highly on Content Understanding if the focus of the lesson is on having students deeply understand an academic procedure or skill.

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Transmission of content knowledge and procedures[12] • Clear and accurate definitions • Effective clarifications • Effective rephrasing	Content/procedural knowledge is inaccurate or not presented clearly.	Content/procedural knowledge is sometimes effectively and accurately communicated to students; at other times, information is confusing and/or inaccurate.	Content/procedural knowledge is effectively and accurately communicated to students.
Opportunity for practice of procedures and skills[13] • Supervised practice • Independent practice	Students simply receive information about procedures and skills and do not have opportunities to practice procedures or skills relevant to the content area of the lesson.	The teacher occasionally incorporates opportunities for supervised or independent practice of procedures and skills relevant to the content area of the lesson.	The teacher regularly incorporates opportunities for supervised or independent practice of procedures and skills relevant to the content area of the lesson.

[12] Ideally, observers are knowledgeable about the content area for which they are observing. However, the focus here is not exclusively on accuracy of content, but rather on behavioral markers which may indicate the accurate transmission of content knowledge, even to observers without high levels of content knowledge.
[13] This indicator should only be scored if procedures or skills are a part of the lesson. Otherwise, do not include this indicator in the overall rating. Observers should not make judgments about whether procedures or skills should have been a focus of a lesson; rather, this indicator is scored low if a teacher **explicitly** talks about specific procedures or skills without providing opportunities for practice.

Analysis and Inquiry

Analysis and Inquiry assesses the degree to which students are engaged in higher-level thinking skills through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Facilitation of higher-order thinking • Students identify and investigate problems/questions • Students examine, analyze, and/or interpret data, information, approaches, etc. • Students construct alternatives, predict, hypothesize, or brainstorm • Students develop arguments, provide explanations	Students do not meaningfully engage in higher-order thinking skills through analysis and inquiry.	Students occasionally engage in higher-order thinking through analysis and inquiry, but these episodes are brief or limited in depth.	Students consistently engage in extended opportunities to use higher-order thinking through analysis and inquiry.
Opportunities for novel application • Open-ended tasks • Presents cognitive challenges • Students apply previous knowledge/skills	Instruction is presented in a rote manner with no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem.	The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and with teacher guidance available, but does not provide opportunities for analysis and problem-solving within novel contexts and/or without teacher support.	The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks requiring them to select and utilize or apply existing knowledge and skills.
Metacognition • Students explain their own cognitive processes • Student self-evaluate • Students reflect • Students plan • Teacher models thinking about thinking	Students are not encouraged to think about, evaluate, or reflect on their own learning or to plan their own learning experiences.	Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; however these are typically brief and limited in depth.	Students have multiple, extended opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

Quality of Feedback

Quality of Feedback[14] assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. In upper elementary classrooms, significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it "pushes" learning.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Feedback loops • Back-and-forth exchanges • Persistence • Follow-up questions	Feedback in this classroom is non-existent or perfunctory.	There are occasional feedback loops between the teacher and students or among students, but at other times feedback is more perfunctory.	There are frequent feedback loops between the teacher and students or among students, which lead students to obtain a deeper understanding of material and concepts.
Scaffolding • Assistance • Hints • Prompting completion and thought processes	Students are not provided with assistance, hints, or prompting from the teacher or peers when participating in class work but are left to complete work without such assistance.	The teacher and/or peers sometimes scaffold student learning but these interactions are brief or not of sufficient depth to allow students to fully perform at a higher level.	The teacher and/or peers often scaffold student learning, allowing them to perform at a higher level than they would be able to perform independently.
Building on student responses • Expansion • Clarification • Specific feedback	The teacher and/or peers move on quickly after a student has provided an answer or presented work without building on student responses in a way that clarifies or extends learning.	The teacher and/or peers sometimes build on student responses to expand students' learning and understanding, but these exchanges are brief and/or limited in depth.	The teacher and/or peers often build on student responses in a way that expands students' understanding.
Encouragement and affirmation • Recognition and affirmation of effort • Encouragement of persistence	Students rarely receive encouragement or affirmation of their work or participation.	The teacher and other students occasionally offer encouragement of students' efforts that increases involvement and persistence, but these are brief or not consistently observed.	The teacher and other students often offer encouragement of students' efforts that increases involvement and persistence.

[14] Classes receive a 1 if no feedback is given. Feedback is generally observed in a teacher's response to a student's or students' contributions or as a student progresses on his work or involvement in a task. Content Understanding and Analysis and Inquiry, in contrast, refer more to the cognitive level(s) a teacher uses as she provides instruction or the expected levels of student responses.

Instructional Dialogue

Instructional Dialogue captures the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher supporting students to chain ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues and both the teacher and students use strategies that facilitate extended dialogue.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Cumulative content-driven exchanges - Connection to content - Depth of exchanges - Exchanges that build on one another	There are no or few discussions in the class or discussions are unrelated to content or skill development or discussions contain only simply question-response exchanges between teacher and students.	There are occasional content-based discussions in class among teachers and students; however, they are brief or quickly move from one topic to another without follow-up questions or comments from the teacher and other students.	There are frequent, content-driven discussions in the class between teachers and students or among students that build depth of knowledge through cumulative, contingent exchanges.
Distributed talk - Student-initiated dialogues - Balance of teacher and student talk - Majority of students - Peer dialogues	The class is dominated by teacher talk or there is no discussion.	The class is mostly dominated by teacher talk, but there are times in which students take a more active role; or there are distributed dialogues that only involve a few students in the class.	Class dialogues are distributed such that both the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other.
Facilitation strategies - Open-ended questions and statements - Students respond - Acknowledgement/ repetition/extension - Pause as needed to allow thinking and full expression - Active listening	The teacher and students ask closed questions, rarely acknowledge, repeat or extend others' comments, and/or appear disinterested in others' comments. This results in many students not being engaged in instructional dialogues.	The teacher and students sometimes use facilitation strategies that encourage more elaborated dialogue (e.g. open-ended questions, repetition/extension, active listening), but they may be brief, inconsistent or ineffective at consistently engaging students in extended dialogues.	The teacher and students frequently use facilitation strategies that encourage more elaborated dialogue, such as open-ended questions, repetition/extension, and active listening, and students are observed to respond to these techniques by fully participating in extended dialogues.

Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Active engagement • Responding • Asking questions • Volunteering • Sharing ideas • Looking at the teacher • Active listening • Manipulating materials • Lack of off-task behavior	The majority of students appear distracted or disengaged.	Students are passively engaged, listening to, or watching the teacher; or there is a mix of student engagement with the majority of students actively engaged for part of the time and disengaged for rest of the time; or there is a mix of student engagement with some of the students actively engaged and some disengaged.	Most students are actively engaged in classroom discussions and activities.

II. Dispositional Survey

Section 1. Please respond to the following 8 items. Be honest – there are no right or wrong answers!

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
	(1)	(2)	(3)	(4)	(5)
1. New ideas and projects sometimes distract me from previous ones.					
2. Setbacks don't discourage me.					
3. I have been obsessed with a certain idea or project for a short time but later lost interest.					
4. I am a hard worker.					
5. I often set a goal but later choose to pursue a different one.					
6. I have difficulty maintaining my focus on projects that take more than a few months to complete.					
7. I finish whatever I begin.					
8. I am diligent.					

Section 2. Please indicate your opinion about each of the statements below.

	How much can you do?								
	Nothing		Very little		Some influence		Quite a bit		A great deal
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to prevent and respond to disruptive behavior in the classroom?									

10. How much can you do to motivate students who show low interest in school work?									
11. How much can you do to get students to believe they can do well in school work?									
12. How much can you do to help your students value learning?									
13. To what extent can you craft good questions for your students?									
14. How much can you do to get children to follow classroom rules?									
15. How much can you do to calm a student who is disruptive or noisy?									
16. How well can you establish a classroom management system with each group of students?									
17. How much can you use a variety of assessment strategies?									
18. To what extent can you provide an alternative explanation or example when students are confused?									
19. How much can you assist families in helping their children do well in school?									
20. How well can you implement alternative strategies in your classroom?									

Section 3. Please rate how confident you are –from 0 (no confidence at all) to 100 (completely confident) – in your ability to do the following.

	Confidence Rating (0-100)
21. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	
22. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	
23. Assess student learning using various types of assessments	
24. Obtain information about my students' home life	
25. Build a sense of trust in my students	
26. Establish positive home-school relations	
27. Develop a community of learners when my class consists of students from diverse backgrounds	
28. Use my students' cultural background to help make learning meaningful	
29. Use my students' prior knowledge to help them make sense of new information	
30. Identify ways how students communicate at home may differ from the school norms	
31. Obtain information about my students' cultural background	
32. Greet English Language Learners with a phrase in their native language	
33. Design a classroom environment using displays that reflects a variety of cultures	
34. Develop a personal relationship with my students	
35. Praise English Language Learners for their accomplishments using a phrase in their native language	

36. Identify ways that standardized tests may be biased towards linguistically diverse students	
37. Communicate with parents regarding their child's educational progress	
38. Structure parent-teacher conferences so that the meeting is not intimidating for parents	
39. Revise instructional material to include a better representation of cultural groups	
40. Critically examine the curriculum to determine whether it reinforces negative stereotypes	
41. Model classroom tasks to enhance English Language Learners' understanding	
42. Communicate with the parents of English Language Learners regarding their child's achievement	
43. Identify ways that standardized tests may be biased towards culturally diverse students	
44. Use examples that are familiar to students from diverse cultural backgrounds	
45. Explain new concepts using examples that are taken from my students' everyday lives	
46. Teach students about their culture's contributions to society.	

III. Graduate Survey

Section 1. Academic Background and Teaching Preparation

Instructions: Please respond to the following items regarding your academic background and preparation to teach.

1. Is the 2017-18 academic year your first full-year as a classroom teacher?
    a. Yes
    b. No

2. Please indicate the **month** and **year** when you became a teacher.

3. Please select the category that best describes the teacher preparation that led to or is leading to your **first teaching license/credential.**
    a. Alternative/lateral entry (serving as a classroom teacher while completing initial licensure/credential requirements)
    b. Teach for America
    c. Public College or University
    d. Private College or University

4. For the preparation category selected, INSERT CHOICE, please indicate the year in which you completed your teacher preparation that led to your first teaching license/credential.
    a. 2013
    b. 2014
    c. 2015
    d. 2016
    e. 2017
    f. 2018
    g. Other (please specify)

5. Please select the category that best describes the teacher preparation that led to your **first teaching license/credential.**
    a. Undergraduate degree program

   b. Graduate degree program (e.g., MAT or M.Ed)
   c. Licensure/certificate only program (completed BEFORE beginning teaching)

6. Please indicate the licensure/credential area(s) you were issued as a result of your teacher preparation. Note all that apply.

7. Please indicate the licensure/credential area(s) for which you are currently completing coursework requirements. Note all that apply.

8. In fulfilling your requirements to become a teacher did you:
   a. Attend a college/university full-time
   b. Attend a college/university part-time
   c. Attend a college/university a mix of full and part-time

9. In fulfilling your requirements to receive your first teaching license are you:
   a. Completing coursework during the school year
   b. Completing coursework during the summer
   c. Completing coursework during the school year and summer

10. In fulfilling your requirements to become a teacher (excluding all field experiences and student teaching) did you:
    a. Complete all your teacher preparation coursework in a face-to-face setting
    b. Complete all your teacher preparation coursework in an online setting
    c. Complete your teacher preparation coursework with a mixture of face-to-face and online classes

11. In fulfilling your requirements to receive your first teaching license/credential (excluding all field experiences and student teaching) are you:
    a. Completing all your teacher preparation coursework in a face-to-face setting
    b. Completing all your teacher preparation coursework in an online setting
    c. Completing your teacher preparation coursework with a mixture of face-to-face and online classes

12. Which best describes your employment or other endeavors in the year prior to teaching? Select all that apply.
    a. Worked full-time
    b. Worked part-time
    c. Attended college or university
    d. Unemployed
    e. Other (please specify)

13. What was your academic major(s)/concentration(s) as an undergraduate (e.g., biology)?

14. Prior to becoming a classroom teacher, had you ever worked as a teaching assistant or substitute teacher?
    a. Yes
    b. No

Section 2- Part 1: Teacher Preparation Quality

*Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation that led to your **first teaching license/credential**.*

15. How well did your teacher preparation program prepare you to:

	Not Addressed	Not well	Somewhat well	Well	Very well
a. Collaborate with colleagues to improve student learning					
b. Set challenging and appropriate goals for student learning and performance					
c. Empower students to become self-directed and productive learners					
d. Maintain discipline and an orderly, purposeful learning environment					
e. Work with parents and families to better understand students and to support their learning					
f. Develop positive and supportive relationships with students					
g. Create an environment of high expectations for all students					

h. Teach in ways that support English Language Learners					
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds					
j. Teach in ways that support students with special needs-exceptional children					
k. Teach in ways that support academically gifted students					
l. Develop a classroom environment that promotes respect and group responsibility					
m. Demonstrate knowledge of the subject matter you teach					
n. Teach the concepts, knowledge, and skills of your discipline(s)					
o. Align instruction with state standards					
p. Relate classroom teaching to the real world					
q. Use knowledge of student learning and curriculum to plan instruction					
r. Develop lessons that build on students' experiences, interests, and abilities					
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)					
t. Provide purposeful feedback to students to guide their learning					
u. Differentiate instruction based on student needs					
v. Use technology in the classroom to improve learning outcomes					
w. Help students think critically and solve problems					
x. Develop students' questioning and discussion skills					
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)					
z. Adapt practice based on research and student performance data					

16. If you would like to provide any specific comments about the quality of your teacher preparation, please feel free to include your comments in the space provided below.

Section 2- Part 1: Teacher Preparation Quality

*Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation that is leading to your **first teaching license/credential**.*

17. How well is your teacher preparation program preparing you to:

	Not Addressed	Not well	Somewhat well	Well	Very well
a. Collaborate with colleagues to improve student learning					
b. Set challenging and appropriate goals for student learning and performance					
c. Empower students to become self-directed and productive learners					
d. Maintain discipline and an orderly, purposeful learning environment					
e. Work with parents and families to better understand students and to support their learning					
f. Develop positive and supportive relationships with students					
g. Create an environment of high expectations for all students					
h. Teach in ways that support English Language Learners					
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds					
j. Teach in ways that support students with special needs-exceptional children					
k. Teach in ways that support academically gifted students					
l. Develop a classroom environment that promotes respect and group responsibility					
m. Demonstrate knowledge of the subject matter you teach					
n. Teach the concepts, knowledge, and skills of your discipline(s)					
o. Align instruction with state standards					
p. Relate classroom teaching to the real world					
q. Use knowledge of student learning and curriculum to plan instruction					
r. Develop lessons that build on students' experiences, interests, and abilities					
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)					
t. Provide purposeful feedback to students to guide their learning					
u. Differentiate instruction based on student needs					
v. Use technology in the classroom to improve learning outcomes					

w. Help students think critically and solve problems					
x. Develop students' questioning and discussion skills					
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)					
z. Adapt practice based on research and student performance data					

18. If you would like to provide any specific comments about the quality of your teacher preparation, please feel free to include your comments in the space provided below.

Section 2– Part 1: Teacher Preparation Quality

Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation that led to your ***first teaching license/credential*****.**

19. How valuable were the following aspects of your teacher preparation program?

	Not a part of my teacher preparation program	**Not at all valuable**	**Not very valuable**	**Somewhat valuable**	**Valuable**	**Very valuable**
a. Coursework						
b. Instructors of your classes						
c. Fieldwork						
d. Student teaching experiences						

20. If you would like to provide any specific comments about these aspects of your teacher preparation program, please feel free to include your comments in the space provided below.

Section 2- Part 2: Teacher Preparation Quality

*Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation which is leading to your **first teaching license/credential.***

21. How valuable are the following aspects of your teacher preparation program?

	Not a part of my teacher preparation program	Not at all valuable	Not very valuable	Somewhat valuable	Valuable	Very valuable
e. Coursework						
f. Instructors of your classes						
g. Fieldwork						
h. Student teaching experiences						

22. If you would like to provide any specific comments about these aspects of your teacher preparation program, please feel free to include your comments in the space provided below.

23. Please select the **THREE** items that would have most improved the **quality of your teacher preparation.**
    a. More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
    b. More coaching and feedback during student teaching
    c. More opportunities to learn about and practice classroom management
    d. More opportunities to learn about and practice instructional planning
    e. More opportunities to learn about and develop assessments
    f. More opportunities to learn about and practice differentiated classroom instruction
    g. More opportunities to analyze student learning to inform instruction
    h. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)

i. More guidance on task/time management
j. Other (please specify)

24. Please rank your selections from 1 to 3 (of items that would have most improved the quality of your teacher preparation).
    - More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
    - More coaching and feedback during student teaching
    - More opportunities to learn about and practice classroom management
    - More opportunities to learn about and practice instructional planning
    - More opportunities to learn about and develop assessments
    - More opportunities to learn about and practice differentiated classroom instruction
    - More opportunities to analyze student learning to inform instruction
    - More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)
    - More guidance on task/time management
    - Other (please specify)

25. Please select the **THREE** items that would most improve the **quality of your teacher preparation.**
    a. More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
    b. More coaching and feedback during student teaching
    c. More opportunities to learn about and practice classroom management
    d. More opportunities to learn about and practice instructional planning
    e. More opportunities to learn about and develop assessments
    f. More opportunities to learn about and practice differentiated classroom instruction
    g. More opportunities to analyze student learning to inform instruction
    h. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)
    i. More guidance on task/time management
    j. Other (please specify)

26. Please rank your selections from 1 to 3 (of items that would most improve the quality of your teacher preparation).
    - More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
    - More coaching and feedback during student teaching
    - More opportunities to learn about and practice classroom management
    - More opportunities to learn about and practice instructional planning

- More opportunities to learn about and develop assessments
- More opportunities to learn about and practice differentiated classroom instruction
- More opportunities to analyze student learning to inform instruction
- More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)
- More guidance on task/time management
- Other (please specify)

Section 3- Part 1: Teacher Preparation Program Components

*Instructions: Please respond to the items below about the components of your teacher preparation program. When responding, please answer in reference to the teacher preparation that led to your **first teaching license/credential**.*

27. In your teacher preparation program, how much opportunity did you have to do the following?

	No opportunity	Few opportunities	Some opportunities	Many opportunities	Extensive opportunities
a. Study stages of child development and learning					
b. Develop strategies for managing student behavior					
c. Develop strategies for establishing classroom procedures					
d. Develop strategies for teaching English Language Learners					
e. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds					
f. Develop strategies for teaching students with special needs					
g. Develop strategies for teaching students who are academically gifted					
h. Develop strategies for teaching students of varying ability					

i. Apply state standards to instruction					
j. Plan units and lessons					
k. Create formative and summative student assessments					
l. Analyze student assessment data and work to adjust instruction					
m. Provide meaningful and specific academic feedback to students					
n. Develop instructional strategies to promote students' critical thinking skills					

Section 3- Part 1: Teacher Preparation Program Components

*Instructions: Please respond to the items below about the components of your teacher preparation program. When responding, please answer in reference to the teacher preparation which is leading to your **first teaching license/credential**.*

28. In your teacher preparation program, how much opportunity do you have to do the following?

	No opportunity	**Few opportunities**	**Some opportunities**	**Many opportunities**	**Extensive opportunities**
o. Study stages of child development and learning					
p. Develop strategies for managing student behavior					
q. Develop strategies for establishing classroom procedures					
r. Develop strategies for teaching English Language Learners					
s. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds					
t. Develop strategies for teaching students with special needs					

u. Develop strategies for teaching students who are academically gifted					
v. Develop strategies for teaching students of varying ability					
w. Apply state standards to instruction					
x. Plan units and lessons					
y. Create formative and summative student assessments					
z. Analyze student assessment data and work to adjust instruction					
aa. Provide meaningful and specific academic feedback to students					
bb. Develop instructional strategies to promote students' critical thinking skills					

29. In what state was your supervised primary student teaching experience?

30. In what school district was your supervised primary student teaching experience?

31. In what school was your supervised primary student teaching experience?

32. At what grade level(s) did you have your supervised primary student teaching experience? Select all that apply.
    a. Pre-K
    b. K
    c. 1
    d. 2
    e. 3

f. 4
g. 5
h. 6
i. 7
j. 8
k. 9
l. 10
m. 11
n. 12

33. In what subject area(s) did you have your supervised primary student teaching experience? Select all that apply.
    a. Elementary grades (multiple subjects)
    b. Mathematics
    c. English/Language Arts
    d. Science
    e. Social Studies (e.g., history, political science)
    f. Foreign Languages
    g. Health and Physical Education
    h. Art
    i. Music
    j. Other (please specify)

34. My supervised primary student teaching experience was similar to my current job in terms of student demographics (e.g., student race/ethnicity, free and reduced-price lunch status, English language learner status, exceptional children status, etc.)
    a. Strongly disagree
    b. Disagree
    c. Neither
    d. Agree
    e. Strongly agree

35. My supervised primary student teaching experience was similar to my currently job in terms of student performance
    a. Strongly disagree

b. Disagree
c. Neither
d. Agree
e. Strongly agree

Section 3- Part 2: Teacher Preparation Program Components

*Instructions: Please respond to the items below about the components of your teacher preparation. When responding, please answer in reference to the teacher preparation that led to your **first teaching license/credential**.*

36. To what extent do the following statements describe your **primary cooperating/supervising/mentor teacher** during your supervised student teaching?

My cooperating/supervising/mentor teacher …	**Strongly disagree**	**Disagree**	**Neither**	**Agree**	**Strongly agree**
a. Modeled effective teaching strategies					
b. Helped me understand the academic content of the grade-level/subject area					
c. Met regularly with me to discuss my progress					
d. Provided me with useful feedback about my teaching					
e. Modeled effective classroom management strategies					
f. Allowed me to implement the strategies and techniques I learned in my preparation courses					

Section 4. Current Teaching Practices

*Instructions: Please respond to the items below about your current **level of confidence to complete** the following teaching practices.*

37. I feel confident in my ability to:

	Strongly disagree	**Disagree**	**Neither**	**Agree**	**Strongly agree**

a. Set challenging and appropriate goals for student learning and performance					
b. Plan instruction aligned with state standards					
c. Develop lessons that build on student experiences, interests, and abilities					
d. Maintain the discipline and an orderly purposeful learning environment					
e. Develop positive and supportive relationships with students					
f. Develop a classroom environment that promotes respect and group responsibility					
g. Differentiate instruction based on student needs					
h. Provide purposeful feedback to students to guide their learning					
i. Help students think critically and solve problems					
j. Use technology in the classroom to improve learning outcomes					
k. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning					
l. Help students assess their own learning					
m. Analyze student performance data to improve effectiveness					
n. Work with parents and families to better understand and to support their learning					

38. If you would like to provide any specific comments about your teaching practices, please feel free to include your comments in the space provided below.

Section 5. Job Satisfaction

*Instructions: Please respond to the items below about your **job satisfaction and plans to continue teaching**.*

39. In general, I am satisfied with my current job.
    a. Strongly disagree
    b. Disagree
    c. Neither
    d. Agree
    e. Strongly agree

40. I consider teaching to be my ideal career.
    a. Strongly disagree
    b. Disagree
    c. Neither
    d. Agree
    e. Strongly agree

41. If someone could change any of the following items, **which ones would be most important to improve your satisfaction with your job**? Choose the **FIVE** most important items.
    a. Mentor support
    b. Colleague support
    c. Administrator support
    d. Student behavior
    e. Teaching students with varied abilities
    f. Fewer mandated assessments
    g. Student motivation
    h. Your instructional resources
    i. Your teaching assignment
    j. Your overall workload
    k. Parental support
    l. Professional development
    m. Opportunities to assume leadership roles
    n. More autonomy over instructional decisions
    o. Salary
    p. Health and retirement benefits
    q. Other (please specify)

42. **Please rank your selections from 1 to 5** (of items that would be most important to improve your satisfaction with your job).
    - Mentor support
    - Colleague support
    - Administrator support

- Student behavior
- Teaching students with varied abilities
- Fewer mandated assessments
- Student motivation
- Your instructional resources
- Your teaching assignment
- Your overall workload
- Parental support
- Professional development
- Opportunities to assume leadership roles
- More autonomy over instructional decisions
- Salary
- Health and retirement benefits
- Other (please specify)

43. How much longer do you plan on teaching in your current school?
    a. Not returning
    b. 1 year
    c. 2 to 4 years
    d. 5 to 10 years
    e. 11 to 20 years
    f. More than 20 years

44. If you would like to provide any comments about your teaching plans in your current school, please feel free to include your comments in the space provided below.

45. How much longer do you plan on teaching in the state?
    a. Not returning
    b. 1 year
    c. 2 to 4 years

d. 5 to 10 years
e. 11 to 20 years
f. More than 20 years

46. If you would like to provide any comments about your teaching plans in the state, please feel free to include your comments in the space provided below.

IV. Employer Survey

Section 1. Background

The following questions seek demographic data about you as a principal. Again, survey responses are not attributed to individuals. Basic information is collected as context for future research.

1. To what extent do you agree or disagree with the following statement? ***"In general, I believe that it is possible for first-year teachers to positively impact student learning from their first day in the classroom."***
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

2. How long has [NAME OF TEACHER] been employed in your school?
    a. 1 year
    b. 2-3 years
    c. 4-6 years
    d. 7-10 years
    e. 11+ years

3. What has been the depth of interaction you have had with this teacher during the 2017-2018 academic year?
    a. Minimal
    b. Limited
    c. Moderate
    d. Substantial
    e. Very Extensive

4. Based on your experiences with this teacher, what best describes the extent to which he/she were well-trained and prepared to meet the needs of students in your school?
    a. **Fully ready** [immediately impactful with students.]
    b. **Mostly ready** [able to successfully meet the needs of most students.
    c. **Moderately ready** [needed additional support, training and coaching to be successful.]

d. **Minimally ready** [limited success meeting the needs of students and improving outcomes.]
e. **Not Ready** [unable to meet the needs of students.]

5. Was this teacher employed as a teacher of record in your school prior to this academic year?
    a. Yes
    b. No

Section 2. New Hire Feedback

6. Relative to all other teachers (both novice and experienced) you've worked with, please indicate the extent to which this teacher's performance is significantly below or above average:

	Top 1%	Top 10%	Top 25%	Typical	Bottom 50%
a. Implements well-structured lessons					
b. Makes adjustments to practice based on assessment data					
c. Meets the diverse needs of learners within the classroom including English language learners and students with special needs					
d. Maintains an academic learning environment where students are unafraid to take academic risks					
e. Consistently enforces high expectations for all students					
f. Uses self-reflection to improve practice					

7. If you would like to provide any additional feedback on this teacher, please do so in the space provided.

Section 3. Teacher of Record Feedback

8. Please rate the extent of change in the teacher's performance since completing a teacher preparation program:

	Significant	Some	Limited	None	Decline
a. Implements well-structured lessons					

b. Makes adjustments to practice based on assessment data					
c. Meets the diverse needs of learners within the classroom including English language learners and students with special needs					
d. Maintains an academic learning environment where students are unafraid to take academic risks					
e. Consistently enforces high expectations for all students					
f. Uses self-reflection to improve practice					

9. If you would like to provide any additional feedback on this teacher, please do so in the space provided.

Common Indicators System Prototype Phase

Why develop a Common Indicators System?

A "patchwork quilt of data" exists in US educator preparation.[1] Each year, programs collect significant amounts of data on teacher-candidate progress and performance, yet these data are not actionable because there is:

- Little uniformity in the type of evidence we collect to let us know how our candidates are doing;
- Little comparability of data across our programs; and
- Little access to the data we desire most – data related to the effectiveness of the educators we prepare, and to their impact on K-12 students.

This lack of uniformity, comparability, and access hampers efforts at meaningful program improvement, cross-institutional inquiry and learning, and research into the features of educator preparation that matter, for whom, and under what conditions. This dilemma is bemoaned by researchers and practitioners alike.[2]

Since the inception of Deans for Impact, members have expressed a resolute commitment to the development of common indicators as a means of living out our guiding principles of being data-informed, outcomes-focused, empirically tested, transparent, and accountable. These principles embody a fundamental shift in the design and expectations of educator preparation programs. Through the collection of – and cross-institutional inquiry into – common indicators of teacher-candidate progress and performance, our members have an opportunity to collectively model this shift and lead the field by taking action.

> We need to use data – from common metrics and assessments – to examine relative strengths and weaknesses within our programs. Then we need to show a commitment to making improvements in areas of needed change.
>
> Linda Patriarca, Founding Member Dean, East Carolina University

Co-constructing a System

Development of a Common Indicators System across member-led institutions began in earnest in August 2016. Two beliefs have animated our development process:

1. **In order for common indicators to be most valuable for program improvement, they must be selected specifically for that purpose** – not because they are required for compliance and accountability. Towards that end, the central recurring question has been: what data, if collected and shared in common across programs, would allow you to gain insight into candidate progress and performance, and make corresponding adjustments to improve your program?

[1] Deans for Impact. (2016). *From Chaos to Coherence.* Austin, TX: Author.

[2] Cohen, J., and Wyckoff, J. (2016). *Teacher Education: Expanding the Intersection of Evidence and Policy.* Southern Regional Education Board. Bastian, K. C., Fortner, C.K., Chapman, A., Fleener, J., McIntyre, E., Patriarca, L. (2015). *Data Sharing to Drive the Improvement of Teacher Preparation Programs*. Chapel Hill, NC: Education Policy Initiative at Carolina.

2. **A Common Indicators System works best when it is co-constructed among a broad group of stakeholders who are committed to learning fast and implementing well.**[3] The process to develop a Common Indicators System has been iterative and deliberate, involving the collective effort of member deans, designated data leads and faculty, and other stakeholders from across the research and practice communities. This breadth of perspectives and insights makes this process unique among data-sharing efforts in the field. We are building a Common Indicators System from the ground up.

Phases

During Phase I (August – December 2016), member deans considered and approved five categories of data for the initial system, including: (1) an observational measure of candidate instructional skill; (2) an assessment of candidate dispositions; (3) a graduate survey; (4) an employer survey; and (5) a model MOU for accessing K-12 student achievement and other outcomes data.

Phase II (January – June 2017) has involved a deliberate, multi-stage process of research and stakeholder engagement to identify common instruments to collect data in each of the categories. At our June member convening, member deans will consider instrument recommendations generated by designated data leads and faculty at their April 2017 meeting.

> We have a dedicated group who understand this is important but hard work that will ultimately improve education for all students.
>
> Kirsten Mackler, Director of Performance and Evaluation, Urban Teachers
>
> [I am] excite[d] to start collecting and analyzing the data! (Let's go!)
>
> Melissa Burnham, Associate Dean, University of Nevada – Reno
>
> There are some good tools out there that can really help us realize the vision of establishing a system of common indicators.
>
> Hsuying Ward, Assistant Professor of Education, UT-RGV

Phase III (Academic Year 2017-2018) will be a prototyping year for the initial system. The purposes of this prototype are to:

- Develop and test implementation procedures for each of the four common instruments, including training and norming (where necessary) and survey administration and distribution
- Develop a toolkit of resources to support strong district and state partnerships – including a model MOU to facilitate data sharing with district and/or state partners
- Collect data at a sufficient sample size for each instrument to facilitate meaningful cross-institutional inquiry, and develop data collection and storage procedures
- Initiate a cycle of inquiry driven by the improvement questions of participants during the prototype year and informed by data from the system

[3] This belief undergirds improvement science processes in fields as varied as industry, health care, and education. See Bryk, A.S., Gomez, L.M., Grunow, A., and LeMahieu, P.G. (2015). *Learning to Improve: How America's schools can get better at getting better.* Cambridge, MA: Harvard Education Press.

Importantly, the purpose of the prototype is not only to establish a proof of concept, but also to engage in an inquiry-driven process of learning and testing across institutions. Success will depend in large part on the commitment of faculty, staff, and administration at member-led institutions to learn by doing. We are blazing a new path in educator preparation, and perhaps in all of higher education. This work will be complex and require a genuine commitment among participating institutions (the "trailblazers").

Trailblazer Commitments

By signing on to participate in the prototype, trailblazing institutions agree to:

1. **Identify a group of internal champions to attend three in-person coordinating meetings, lead implementation and data collection, and participate in the launch of an inquiry cycle using data from the system.** This group should include data lead(s) and teacher educators who participated in the "data lead convenings" in 2016-17, as well as other key stakeholders (e.g. Director of Teacher Education, Director of Clinical Experience, faculty leaders, etc.) identified by the dean or his or her deputies. The size of this group may vary by institution, but will likely consist of 3-5 individuals on average.

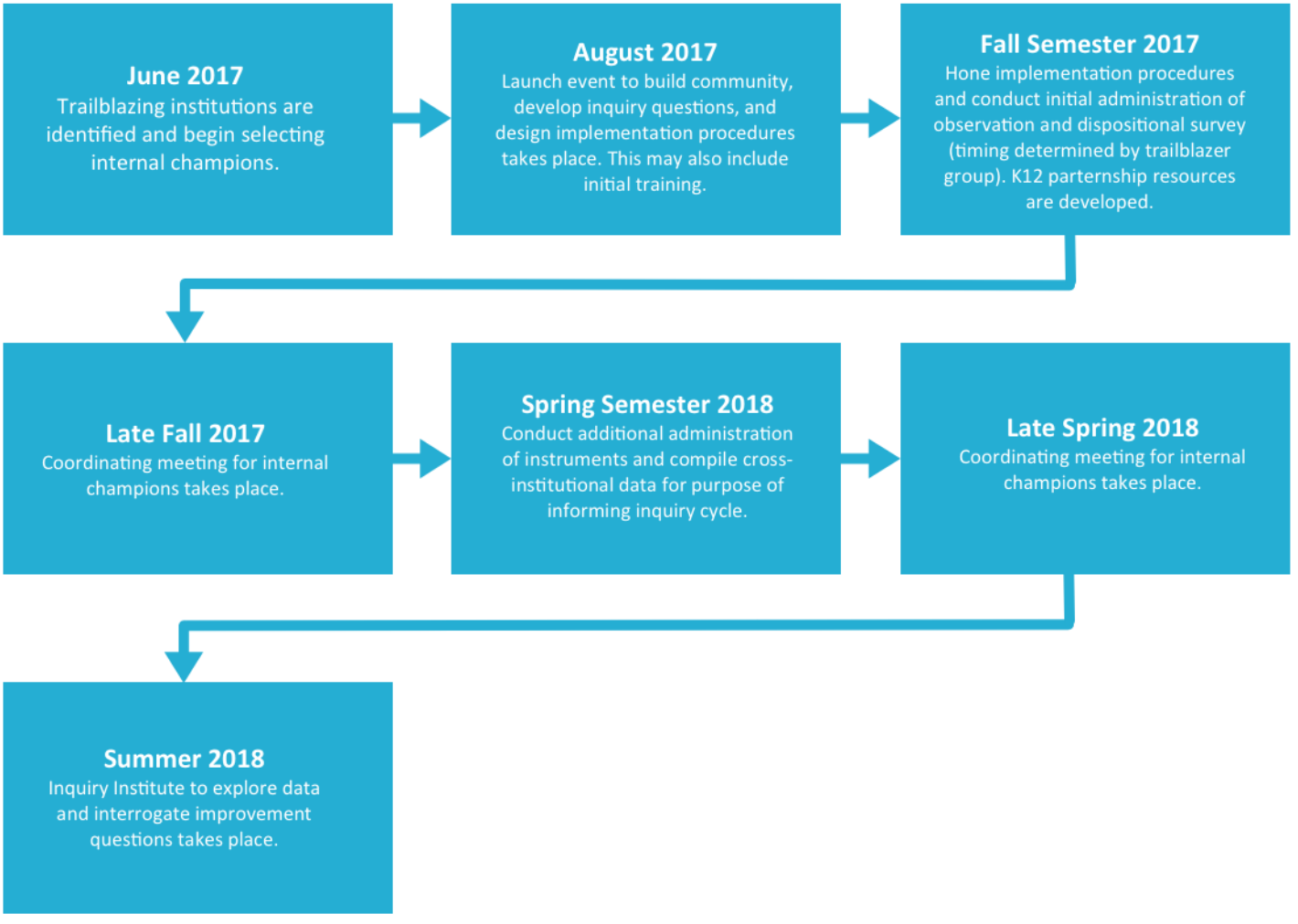
2. **Commit to implementing each of the four instruments and collecting data at a sufficient sample size to make the data meaningful.** It is not expected that trailblazers will implement each instrument with every teacher-candidate. Instead, early in the prototype year, institutions will identify a sufficient sample size to make the data meaningful. Depending on the instrument, this may mean implementing within a single program (e.g. elementary education), taking a statistically significant sample, or collecting across an entire institution.

3. **Help to evaluate the implementation process in order to improve it and expand to include additional participants.** Trailblazers will help to define the long-term scope of the system by participating in ongoing reflection and synthesis of lessons learned and recommendations for the system's expansion to other institutions.

4. **Take an inquiry stance, co-construct questions for investigation, and share data transparently (in time).** Participation in the prototype will require the internal champion group, as well as other faculty and staff, to suspend preconceptions about what the data may reveal or indicate, and instead take an inquiry stance, seeking to understand and unpack the data. With support from Deans for Impact staff and experts, programs will also be required to work through technical questions related to data privacy and access. Institutions will collect and store their own data; memoranda of understanding will guide sharing and storage of cross-institutional data with Deans for Impact.

Timing

The prototype will begin with a multi-day Launch Event in August 2017. Additional two-day coordinating meetings will take place in Fall 2017 and Spring 2018. While trailblazers will examine some initial data at these coordinating meetings, a deep dive will take place at a multi-day Inquiry Institute in Summer 2018.



Benefits of Participating in the Prototype

The Common Indicators System was launched specifically to address the desire among member deans to facilitate cross-institutional learning and program improvement efforts. Participating as a trailblazer will provide member-led institutions with the opportunity to:

- Co-construct implementation of the system, including the scope and procedures for data collection and the inquiry questions around which the community will convene and learn over the course of the prototype year
- Access comparable, high-quality data needed to meet the program improvement and outcomes-based accountability demands facing institutions
- Build capacity among faculty and staff to engage in, facilitate, and lead data-informed programmatic improvement efforts
- Lead the field of educator preparation by working to solve a complex challenge hindering field-wide improvements

Deans for Impact Staff Commitments

The staff of Deans for Impact exists to empower, support, and amplify the voices of leaders in educator preparation. Throughout the first two phases of the project, staff have engaged a broad group of stakeholders in the development process, working to bring to life the member deans' collective vision for a Common Indicators System. During the prototyping phase of the project, Deans for Impact and its staff will similarly work to steward the efforts of participating institutions towards the creation of the initial system. Specifically, Deans for Impact will:

- Facilitate co-construction of implementation by coordinating logistics of in-person and virtual work, planning and facilitating coordinating meetings, and providing regular updates to participating institutions
- Serve as the hub for data collection and comparative analysis
- Safeguard cross-institutional data collected through the project and ensure data privacy
- Plan and facilitate cross-institutional inquiry into data collected through the initial system
- Reimburse for all project-related travel
- Negotiate substantially discounted training and certification packages with the classroom observation instrument owner and cover these costs during the prototyping phase

Frequently Asked Questions

IMPLEMENTATION PROCESS

When will data collection happen? If the first meeting is in August, I would worry about trying to collect data at the start of the school year.

Initial data collection will not occur until the middle or end of the fall semester. We anticipate an administration of the dispositions instrument and the observation rubric in 2017. Administration of the program completer and employer surveys will not happen until Spring 2018.

What if I commit to being a trailblazer, but then the n size that is decided on won't work for us? Can I pull out at that time? Or only collect data for three instruments?

Trailblazers will select n sizes that are large enough to be meaningful. That size may vary by institution. Deans for Impact will work with trailblazers to make participation possible.

What are the questions that will guide our inquiry cycle? Will we all have the same inquiry questions?

The intent is for trailblazers to collectively define a set of questions to guide a cross-institutional inquiry cycle. Doing so will enable truly collective improvement work. This will not preclude institutions from also developing their own inquiry questions that could be answered with the data.

What happens after the prototype year? Can we keep collecting at the "sufficient sample size" or is there an expectation that I have to eventually move to collecting data on every candidate?

Currently, a patchwork quilt of data exists in educator preparation. Layering instruments onto existing ones will further exacerbate the patchwork nature of the field's data. With that in mind, the ultimate goal is for institutions to use these instruments across their programs. However, the timeline for doing so will be determined as the work unfolds through the prototype. It is not expected that programs will immediately start using instruments with every candidate in the out years.

We have certain state requirements about what has to be collected. I assume I don't have to completely change instruments for the decided upon n size? I can layer this on top of existing instruments, if that works for me?

During the prototype, Deans for Impact expects that some institutions will layer on top of existing instruments. Via our policy efforts, we are working to align the Common Indicators System project with state and national accreditation requirements by advocating for the use – or substitution – of instruments used as part of the Common Indicators System such that programs will not have to layer instruments.

How will all of this work be communicated to the rest of the members who aren't participating? Are they going to be expected to participate after the prototype year?

In time, we hope that all members of Deans for Impact will see the value of participating in the Common Indicators System. Member deans have advocated for common data for years and asked Deans for Impact to assist in operationalizing this vision.

When do I need to make a commitment about this?

By the June 7-8 member convening.

COST

What will this cost for my program?

During the prototype, costs incurred by programs will consist mainly of staff and faculty time to attend meetings, administer instruments, and collect data. If programs are replacing a current instrument with an instrument from the Common Indicators System, new administration and data collection costs should be minimal.

Deans for Impact will provide guidance and support to program staff in loading questions and training respondents on survey instruments. Deans for Impact is negotiating substantially discounted training and certification packages with the observation instrument owner and intends to cover these costs during the prototype year. Deans for Impact will reimburse travel and lodging costs for the Launch Event and subsequent coordinating meetings.

What's the time commitment for the internal champions outside of the meetings? Will this eat into their time to do research or teaching? How can I free up time for them? Do I need to start thinking about course buyouts? If so, who funds?

Time commitments will vary by institution. During the prototype, the 3-5 implementation leads at each institution (e.g. the "internal champions") should expect to meet at least monthly to coordinate progress and collectively problem-solve. Deans for Impact will provide suggested agendas for these meetings as the work gets underway. The internal champions will also seek to engage a broader group of faculty and staff on a regular basis. Depending on the institution's policies, participation of the champion group may require course buyouts. Deans for Impact is seeking to raise funds that could be used for this purpose, but cannot yet make any funding commitments.

Are there opportunities to jointly fundraise? Or opportunities for Deans for Impact staff to help me locally fundraise for this?

Yes, Deans for Impact would be happy to support local fundraising efforts.

DATA OWNERSHIP & ACCESS

Who will own these data? Where will these data be housed?

Each institution will own its own data. During the prototype year, trailblazers and Deans for Impact will establish memoranda of understanding governing the cross-institutional collection and analysis of common data, which will be housed at Deans for Impact.

Who will have access to these data?

The memoranda of understanding established by the trailblazers and Deans for Impact will also define access rights. Given that the primary purpose of the system is to facilitate cross-institutional learning

and improvement, we intend that access be broad enough to support this goal (e.g. institutions will have access to cross-institutional data that helps them to answer key inquiry questions). Memoranda may also define the terms under which other parties can access the data for purposes of advancing field-wide understanding of the components of educator preparation that matter, for whom, and under what circumstances.

Who gets to publish off these data? How will we handle authorship?

While the primary purpose of the system is to facilitate cross-institutional learning and improvement, Deans for Impact recognizes that the data collected through the system may also hold valuable insight for the field. Towards that end, trailblazers will help to define the appropriate uses of these data for other purposes.

In addition to questions around research and publishing off the initial data, who gets to publish about the process?

In the spirit of Deans for Impact's guiding principle of transparency, trailblazers are free and encouraged to write about their participation in the project. Moreover, as an organization that seeks to amplify the voices of leaders in the field, Deans for Impact will seek to create opportunities for participants to reach a broad audience with their perspectives on the work. The process is not being set up as a research project for any third-party or external evaluator.

How, when, and with whom will the initial results be shared?

Initial data will be shared with the internal champions as it becomes available over the course of the prototype. Internal champions will collectively define the terms under which cross-institutional data are shared with faculty and staff within their own programs. In defining these terms, however, Deans for Impact's guiding principles of *transparency* will govern – *we believe that openness and self-reflection is key to improving all aspects of a program*. During the Summer 2018 Inquiry Institute, trailblazers will come together to examine data from the prototype year.

If we're putting in all of this work, are there going to be opportunities to publicly highlight our participation?

Yes, Deans for Impact aims to create opportunities to highlight the involvement of trailblazers in this work. This may take the form of written and digital content and conference presentations.

Commissioned by the Southern Regional Education Board

Teacher Education: Expanding the Intersection of Evidence and Policy

Julie Cohen and Jim Wyckoff
University of Virginia
June 8, 2016

Recent educational policy efforts have targeted improving teacher quality. We know effective teachers are essential for improving student outcomes, and states and districts have tried varied approaches to developing a stronger teaching workforce. Teacher education should be an important element of these efforts, but there is surprisingly little evidence about how to design effective preparation programs.

A series of blue-ribbon commissions and academic research acknowledge that teacher education is often composed of a highly varied set of policies and practices. There is scant evidence that licensure exams, specific coursework, graduate degrees, different routes into teaching, or typical clinical experiences improve outcomes for teachers or their students

In the absence of strong evidence, policymakers in states, school districts and teacher preparation programs have piloted modifications to traditional teacher preparation to meet their needs to increase the number of effective teachers. SREB states have been among the leaders in some of these efforts. Some of these pilots appear promising and deserve broader dissemination. We highlight three illustrative promising practices:

- ✓ *Data Systems to Inform Improvement*
- ✓ *Revised State Licensure Requirements*
- ✓ *High-Quality Clinical Experiences*

Finally, we note that the context for teachers and teaching varies widely across and within states. For many schools the labor market for effective teachers is very constrained, especially in some subjects. Other schools face a surplus of effective applicants for vacant positions. Nationwide, applicants to teacher preparation programs have declined. These conditions often result in a tension between efforts to minimize entry barriers into the profession to increase the pool of prospective teachers, and simultaneous calls to increase standards in an attempt to enhance teacher quality. State licensure policies and the requirements for teacher education programs have the potential to exacerbate or ease these labor market dynamics.

Several SREB states are pursuing some of the promising practices outlined above, which provide opportunities to build more robust systems of teacher education. Realizing the promise of these initiatives will require careful development, implementation and evaluation of these policies.

The Importance of Evidence

Teachers matter. Evidence suggests that teachers are the single most important school-based lever for improving student outcomes in both the short and long term (Chetty, Friedman, & Rockoff, 2014). We also know that all teachers are not equally effective (Rockoff, 2004). Many states experience substantial variation in teacher quality, which exacerbates differences in student achievement and later life outcomes. The question then becomes how do we recruit and prepare large numbers of "effective" teachers?

Teacher preparation has the potential to profoundly improve teacher effectiveness and student outcomes. To date we have only limited evidence of the practices that realize this potential. Policies governing teacher preparation vary widely across states, are poorly informed by data and evidence, and are typically not structured to facilitate improvement. Historically accreditation and licensure requirements have focused on program inputs, such as courses taken, rather than program results. Teacher education programs do not use common outcome measures, which further limits the potential for comparisons of graduate effectiveness.

Rigorous evidence is essential. For example, despite the obvious conceptual appeal, the overwhelming conclusion of rigorous research is that an MA in education does not result in more effective teachers. It may be that graduates of some MA programs indeed are more effective, but merely requiring a master's degree, as eight states currently do, is likely a waste of valuable resources and time.

Lacking the adequate data, too many policies privilege measures that have intuitive appeal but little to do with improving teacher performance. Quite simply, intuition and personal anecdotes are not just unhelpful; they often move us further from improved student outcomes than no policies at all. As a result, too many teachers enter classrooms ill-equipped to teach effectively. Teachers do improve "on-the-job," but not until several cohorts of students have potentially received substandard instruction.

Several states are exploring policies to mitigate this wasteful process and support meaningful and ongoing improvements in teacher education. In this paper, we explore the available evidence on components of teacher education, the current structure of teacher education in SREB states, and a few illustrative promising practices that could inform more thoughtful development of teacher education policy.

The Makeshift Landscape of Teacher Education

Teachers are prepared by more than 2,000 providers across the United States. There are vast differences among these providers in the focus and intensity of coursework, fieldwork, and assessments. In particular, many highlight the differences between traditional preparation programs, which lead to university degrees, and alternative certification programs (e.g., Teach for America), which are typically short (e.g., six weeks) but intense. Even this distinction misrepresents variation within each pathway. For example, several states, such as New York, require alternative route teachers to earn a master's in education during the first few years of their careers.

Some contextual features are worth noting when considering the landscape of teacher preparation in America:

- Currently more than 80 percent of prospective teachers graduate from university-based preparation programs. Only 10 to 15 percent of program completers are prepared in alternative routes, but in some states, such as **Louisiana**, it is greater than 50 percent (see Appendix Table 1).[1]
- State policymakers set teacher certification and licensure requirements to insure all teachers have some common set of training experiences. These requirements vary widely across states, but typically include coursework, student teaching, and licensure exams intended to measure teacher candidates' understanding of relevant content and pedagogy. (Specific examples of this variability are provided for SREB states below.)
- Compliance with accreditation requirements often limits structural variance between programs. Many university based programs, for example, "look the same" based on course requirements. Some argue that these state or federal requirements limit innovation in program design.
- Structural similarities may mask differences in the sequence or quality of the coursework or fieldwork available within or across different programs.
- In certain fields (STEM, special education), we are facing dire teacher shortages. There is a tension between higher standards for teacher preparation in an attempt to improve student achievement and a pressing need to recruit more teachers. This tension is further complicated by the myriad goals often ascribed to teacher preparation, including achieving a diverse teacher workforce.
- For accreditation purposes, most preparation programs collect data about program requirements and to some extent the performance of graduates. However, such data is often idiosyncratic to the program and of little use in comparing programs or assessing the effectiveness of program characteristics.

Many of these requirements make intuitive sense. For example, prospective physics teachers must take physics courses. However, there is often little evidence to confirm that these requirements improve teacher effectiveness. In some cases, the evidence suggests ill-informed policies have reduced teacher quality by screening out otherwise effective teachers, as noted above with states requiring teachers to earn a master's degree before receiving full state certification. There is a tension between using certification requirements in an attempt to raise teacher effectiveness and the potential that such requirements inappropriately reduce teacher supply.

[1] Authors calculation based on U.S. Department of Education Title II data downloaded at https://title2.ed.gov/Public/Home.aspx .

Too Little Evidence

> *"There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others…" (National Research Council, 2010)*

Teacher preparation begins with the selection of candidates for preparation programs and continues through coursework, pre-service student teaching, and early career experiences like induction, mentoring, and professional development. Some experiences are more formal or structured than others, but all are intended to provide teachers with knowledge and skills that promote effective teaching.

The evidence on practices in teacher education that make a difference, whether measured by assessments of teacher effectiveness or by demonstrated ability to improve student outcomes, is very thin. Below we examine the currently available evidence for each of the major components of teacher preparation.

Selection of Teacher Candidates and Teachers

> *Most states require prospective teachers to exceed some threshold requirements in pedagogy and content to become teachers. Unfortunately, to date, few of these requirements have been linked to more effective teaching on-the-job. A new wave of requirements grounded in practice offer promise.*

Teacher selection occurs at multiple stages—at entry to teacher education, during teacher education, and at entry to full-time teaching. The only evidence on the effects of selection at entry to preparation programs comes from Teach for America (TFA), which focuses on identifying candidates who will become strong teacher-leaders. TFA employs an extensive and rigorous screening process that selects roughly one in ten applicants. Dobbie (2011) finds the criteria on which TFA selects its candidates are associated with meaningful gains in student achievement once these candidates become classroom teachers. The lack of research on selection into traditional teacher education is an important gap in knowledge that may reflect few systematic efforts to differentiate among applicants.

We are unaware of any research that examines the effect of "performance screens," or measures designed to identify and remove teacher candidates during preparation programs. However, this would seem to be an important stage in teacher development when teacher educators and mentors in field placements might help identify areas for improvement and cases when a candidate should exit teacher preparation entirely.

There is more robust research examining the effects of teacher candidates' attributes in the hiring process.

- Traditional credentials such as academic background certification exam scores and certification status, masters degrees and college entrance exam scores individually provide weak signals of future productivity. (Kane, Rockoff & Staiger, 2008 Clotfelter, et al., 2007; Harris & Sass, 2011)

- When taken together, these attributes provide a stronger, but still modest, signal of teachers' ability to improve student achievement (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2006; Clotfelter et al., 2007).
- Some studies have moved beyond these qualification-based measures of teachers to explore how leadership and personality traits such as perseverance may predict future effectiveness (Rockoff & Speroni, 2010; Rockoff, Jacob, Kane & Staiger, 2011; Duckworth, Quinn & Seligman, 2009). These too are associated with only modest gains in student achievement.
- Very recent work suggests that qualifications such as undergraduate GPA and screening measures, such as a mock teaching lesson, predict teaching effectiveness very well (Jacob et al., 2016). This is quite suggestive of factors that could be employed not only at hiring but also at licensure and during teacher education. In addition, a newly released study finds that passing edTPA, a certification exam employed in several states, is predictive of student achievement scores in English language arts once teachers are on the job, but not of student math achievement (Goldhaber, Cowan and Theobald, 2016).

We also know that teachers learn a great deal "on the job" (summarized in Atteberry et al., 2015), which theoretically, they would be better served learning in their preparation programs. We might hypothesize that particular programs or training methods help explain the variation we know exists among teachers. The extant literature is, unfortunately, thin and largely inconclusive about which features of preparation are associated with differences in outcomes.

Routes into Teaching

Knowing a prospective teacher's preparation route or program is not a reliable indicator of his or her effectiveness in raising student test scores. This strongly suggests that policymakers should focus on components of teacher preparation, not routes or programs.

The relative effectiveness of alternative certification versus traditional teacher preparation routes has been the focus of much research. While findings vary slightly in different studies, differences *within* traditional and alternative preparation routes are far greater than the differences between programs. (Boyd et al., 2006, 2009; Constantine, et al., 2009; Henry et al., 2014; Kane, Rockoff, and Staiger, 2008). For example, a rigorous study of the Boston Teacher Residency (BTR), found that the variation in performance among BTR graduates and traditionally prepared Boston teachers is far larger than the differences in average performance between the two groups (Papay, West, Fullerton, & Kane, 2012).

Some studies suggest individual programs may be associated with differential effects on student achievement (Gansle et al., 2012; Goldhaber et al., 2013; Koedel et al., 2015; Lincove et al., 2013; Mihaly et al., 2013). However, it is difficult to determine policy implications of these findings, as there is not a consistent pattern among the characteristics of differentially effective programs.

Coursework and Content Knowledge:

Law and medical schools have common curricula taken in specific sequences. Teacher preparation programs have no such consistency, and comparatively few studies have linked course taking to outcomes.

If teacher education makes a difference for novice teacher readiness, then one would imagine the sequence or content of coursework would also prove consequential.

Some studies that find that strong content knowledge (e.g., Hill, Rowan, and Ball, 2005) or teaching methods (Boyd et al., 2009) may predict improved student performance. Others find little or no relationship between course taking in teacher education and student outcomes down the road (e.g., Harris and Sass, 2007; Henry and Bastian, 2015). There is, however, suggestive evidence that stronger methods preparation may increase teachers' perception of readiness to teach and retention (Ingersoll, Merrill, and May, 2012; Ronfeldt, Schwartz, and Jacob, 2014). Given the high costs of teacher turnover, such outcomes are important.

Drawing from international evidence, countries whose students perform well on international proficiency tests require teachers to have deep content knowledge. However, there are many other factors that distinguish teacher preparation and teaching in these countries from the context in the U.S., so it is difficult to draw conclusions relevant to policy from such comparisons.

In sum, there is strong intuition and suggestive evidence that teacher education coursework and teacher's content knowledge may improve student achievement and teacher retention. There is also evidence that the coursework provided in many typical teacher education programs makes little difference for student outcomes. This suggests that states and preparation programs could design courses that make a systematic difference in increasing teacher effectiveness.

Clinical Experiences

Several teacher education programs insist on well designed and supervised field experiences. Research is showing that high-quality field experiences can make an important difference in teacher effectiveness when candidates take their first teaching position.

Practice teaching in real classrooms is a hallmark of traditional teacher education. Clinical experiences such as student teaching allow teacher candidates to refine their skills with supervision and support. There is increasing evidence of the benefits of specific types of field experiences. First, novices benefit most from the guidance of an effective mentor teacher whose instructional approach is aligned with the approach advocated by the teacher education program (e.g., Boyd et al., 2009; Ronfeldt, Reininger, and Kwok, 2013). Second, teachers seem to benefit from student teaching in schools with similar student populations as the schools in which they intend to work (Goldhaber, Krieg, & Theobald, 2016; Ronfeldt, 2015). In other words, the "match" does seem to matter. Finally, there is evidence that those who student-teach in schools with lower levels of teacher turnover are more effective and to stay in teaching longer (Ronfeldt, 2012; Goldhaber et al., 2016). Despite this potentially promising evidence, research suggests preparation programs do not use these criteria in selecting field placement sites (Ronfeldt, 2015).

Much recent innovation in teacher education has focused on clinical experiences. The urban teacher residency model has spread rapidly in the last ten years from three programs in Boston, Chicago, and Denver to scores of residencies nationwide (Sawchuk, 2011). On some measures, these programs perform quite well. An analysis of the Boston Teacher Residency, for example suggests that BTR graduates stay in the district substantially longer than other novice teachers and are far more racially diverse than other Boston public school teachers (Papay et al., 2012). That said, BTR graduates are no more effective at raising student test scores than other teachers with the same level of experience in ELA and substantially less effective in mathematics (Papay et al., 2012).

A number of university-based preparation programs are partnering with districts to prepare novices who better support local needs. The success of these models is predicated on effective collaborative, including data sharing about program graduates (Education First). While this model holds a great deal of conceptual promise, to date, little empirical research has examined the outcomes of such programs.

Policy Variability in SREB States

SREB states vary widely in their teacher licensure and teacher education policies and practices. Some variability responds to differing needs and context. Much can be learned from careful comparisons of these differing policies and practices.

There is tremendous variation in the staffing demands and the teacher labor market characteristics across and within SREB states. The population of prospective teachers looks remarkably different in the DC suburbs of northern **Virginia** than in rural **Alabama**. As such, different states have developed distinct approaches to preparing and licensing teachers. We detail some notable similarities and differences in teacher education practices and licensure requirements across the 16 SREB states (see Appendix Table 1 for a summary of licensure requirements in SREB states).

The 16 SREB states have notably different licensure requirements and vary substantially in possible pathways or routes into the profession. **Virginia,** for example, primarily recruits through university-based programs. Except for a small program designed for career switchers, the vast majority of prospective teachers in **Virginia** move through a traditional sequence of coursework and university supervised clinical experiences. In sharp contrast, alternative pathways proliferate in **Florida** and **Louisiana**. These include combinations of coursework at community colleges and clinical experiences, and entirely web-based preparation programs.

In many ways, the SREB states represent the national shift from university-based preparation to more diverse structures and pathways for teacher education. The majority of SREB states have existing partnerships with long-standing alternative route programs such as Teach for America (**Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, Texas**). There are 16 distinct regions served by TFA in the southeast, far more than any other region in America. Several SREB states, including **Delaware, Louisiana** and **Tennessee**, have created residency programs that are district specific. Teach NOLA, for example, is an alternative route program organized through the New Teacher Project.

SREB states also offer more streamlined alternative route approaches. Six SREB states—**Arkansas, Florida, Mississippi, Oklahoma, South Carolina,** and **Tennessee**—partner with the

American Board for Certification of Teacher Excellence (ABCTE), an entirely web based accreditation program that advertises as "costing less than a single university-based teacher preparation course." Prospective teachers work through a self-paced, self-guided program that culminates with two multiple-choice assessments. The program is designed to address specific needs in the teacher workforce: more than 20 percent of the program graduates are non-white and approximately a third go into STEM fields. Principals report that ABCTE prepared teachers are equally effective as those who come through other routes. However, little empirical research has examined the outcomes of the program.

SREB states also vary substantially in terms of certification requirements. For example, **Arkansas** has a summer online course for certification along with a community college program that certifies teachers after nine Saturday sessions. This is quite different from states like **Delaware** or **Maryland** that have several alternative routes to licensure explicitly designed to address teacher shortages, but also require substantial coursework, supervision, and coaching despite the expedited pathway into the classroom.

There is also substantial variation in how SREB states are assessing and comparing teacher preparation programs in their states. In **North Carolina**, UNC Chapel Hill tracks all preparation programs in the state, including alternative route and university-based providers. **Tennessee and Louisiana** publish annual report cards of preparation programs that include impact on student outcomes. The majority of SREB states, however, do not publish information comparing different programs.

Many SREB states require state-specific tests for licensure, including **Virginia, Texas, Florida, Georgia,** and **Oklahoma**. States also have varied expectations around reciprocity, including different expectations around levels of experience teaching in other states. The only easy route to reciprocity across the 16 states is National Board Certification, which is relatively rare and requires years of experience far exceeding the national average. This makes license reciprocity and/or moving between states expensive and time consuming, perhaps creating a barrier to entry for states looking to attract new talent.

The clinical requirements for licensure in the SREB states are hard to determine, but also seem to vary within and across states. Many states--**Texas, Tennessee, Mississippi, Arkansas,** and **Alabama--** allow individual programs to determine what constitutes adequate experience in classrooms. Most states note that for alternative route programs, the first year teaching serves as an "internship" year, though there are seemingly few state-level requirements in terms of supervision or coaching in those internships (see Appendix Table 1 for details by SREB state).

Several states have begun requiring edTPA, a writing-intensive performance assessment for licensure. **Delaware, Georgia,** and **Tennessee** are developing policies requiring prospective teachers complete this assessment as a component of licensure. **West Virginia** and **Alabama** are also considering implementing similar policies. All the SREB states except for **Kentucky** have some teacher preparation programs that require edTPA for graduation. It is not yet clear the degree to which these new licensure assessments will shift teacher effectiveness in these states.

Different states approach levels of certification differently. Some, such as **Oklahoma** and **Texas,** only have certification at entry for the duration of a teaching career. Others have tiered licensure based on: graduate coursework and years of teaching experience, teacher evaluation and student achievement data, and/or years of experience. In some states, teachers at higher tiers of

certifications have higher salaries and/or additional responsibilities, such as mentoring or coaching (see Appendix Table 1 for details by SREB state).

Promising Practices: Towards Evidenced-Based Policies

Promising practices offer opportunities to build a culture of evidenced-based policies that address the varied needs of teachers and students.

As we have described, evidence on which to construct rigorous state policies for teacher certification and preparation is currently lacking. In the absence of strong evidence, policymakers in states, school districts and teacher preparation programs have piloted modifications to meet their needs for increasing numbers of effective teachers. Some of these pilots appear promising and deserve additional scrutiny. In other cases, individual research teams have worked with states or districts to collect systematic data connecting features of teacher preparation to outcomes such as student achievement.

Below we highlight three such promising practices that we see as illustrative of these efforts, but by no means exhaustive. We feature practices that are substantiated by large- scale descriptive data. We caution that while these practices do have an empirical basis, the extant evidence is not causal and does not rule out competing explanations for specific findings. Before states or districts make large-scale policy decisions, more robust and rigorous evidence of the effects of specific practices on student outcomes is warranted.

Data Systems to Inform Improvement

The most promising ingredient for improved teacher preparation is the systematic development of relevant data. Teacher education programs, state certification offices and school districts have little to no comparative information regarding preparation candidates and graduates. As a result, there is little basis on which judge performance and make corresponding adjustments.

Building a robust understanding of how and for whom teacher preparation "works" is predicated on developing rich and sustained data systems about prospective teachers as they move through teacher preparation and into the field. What we know is very limited because data on teacher candidates and graduates is often housed in various locations and rarely assimilated, precluding a good understanding of the links between preparation and later career performance.

UNC Educator Quality Dashboard

The UNC Educator Quality Dashboard serves as an interactive on-line tool for viewing and analyzing data reflecting our progress towards the goal of augmenting the quantity and quality of public school educators serving our state's students. The dashboard allows for increased transparency and ease in data access for education stakeholders, including educators, administrators, policymakers, parents, and students. The key outcome and performance indicators reflected in the dashboard provide data for each program on: Recruitment and Selection, Educator Preparation, Performance and Employment, and University-School Partnerships. The system is available at: http://eqdashboard.northcarolina.edu/

States often control a variety of data that would allow the state and preparation programs to make evidence-based decisions about the focus and content of their programs. This information should include data for each program such as:

- ✓ required admission credentials,
- ✓ licensure exam results,
- ✓ enrollment,
- ✓ structure of clinical experience,
- ✓ student attributes of teaching position,
- ✓ teacher effectiveness on multiple measures including classroom observations and student outcomes, and
- ✓ teacher retention.

For example, the University of North Carolina teacher education schools have implemented such a system (see textbox). Louisiana also employs evidence on teacher effectiveness on the job to inform its review of programs. This has allowed these states to compare programs on common metrics and make these data available to prospective teachers and school districts recruiting recent graduates of these programs.

Revised State Licensure Requirements

There is ample evidence that licensure requirements that rely on traditional certification exams of general content knowledge or pedagogical skills have little connection to the effectiveness of classroom teachers. As a result, many states are exploring the use of more practice-based alternatives. Some states are using more rigorous exams from the Academic Literacy Skills Test, designed to align with tougher college and career-readiness standards for students, to a more challenging Praxis core assessment. edTPA, described above, is designed to be more closely connected to the work of teaching. Prospective teachers video tape several lessons in real classrooms and provide extensive written reflection on their instruction. edTPA is touted as providing an authentic window into teaching practice and an effective determinant of whether a candidate is "safe to practice." As such, it is being used for consequential decisions in many SREB states and around the nation. Despite these sweeping changes in licensure requirements, there is only some evidence that passing any of these newer, more challenging exams is predictive of future effectiveness. Recent evidence from Washington State, where edTPA is consequential for licensure, suggests that those who pass edTPA have a greater impact on student achievement in reading (Goldhaber, et al., 2016). However, the same study concluded that passing edTPA was not associated with improving student outcomes in math.

There is, however, also increasing evidence that these shifts in licensure requirements negatively impact the diversity of the teacher workforce. For example, New York requires several new licensing exams, which only 41 percent of black candidates and 46 percent of Hispanic candidates passed on their first attempt, compared with 64 percent of white candidates (Harris, 2015). As SREB states are implementing many of these tests, they have a unique opportunity to examine how these tests influence teacher effectiveness and other outcomes, including the diversity of the teacher workforce.

We expect the landscape of licensure exams to continue to shift in coming years. ETS has partnered with the University of Michigan to design NOTE, a high-tech performance assessment in a simulated classroom environment. Candidates will be asked to demonstrate high-quality use

of teaching practices with student avatars. Determining the degree to which and ways in which these new assessments serve as effective performance screens is essential before radically redesigning state licensure requirements.

High-Quality Clinical Experiences

Providing teachers with high-quality clinical experiences is one of the few conclusive implications of the extant research on teacher preparation. Rigorous studies of teachers in New York City (Ronfeldt, 2012) and Washington State (Goldhaber, Krieg & Theobald, 2016), for example, have demonstrated the value of placing student teachers in schools with low teacher turnover and matching student teachers with mentors who teach in settings similar to those in which they anticipate teaching. Though some individual programs use these and other criteria to carefully place candidates in schools likely to foster their success, no states to our knowledge have policies in place that make such experiences the norm. Given the limited duration of teacher education, programs would be well served to think strategically about using student teaching to cultivate the knowledge and skills prospective teachers will need in the specific kinds of schools in which they anticipate working.

Several efforts are currently underway that will better define the most crucial elements of high-quality field experiences. For example, the Massachusetts Department of Education is working with its preparation programs to develop high quality field experiences and measure their effects.

Summary

Many have looked to teacher education as one component of a larger strategy to build a more effective teaching workforce to address long-standing problems of inadequate student achievement and the gaps in achievement by race and income. There may well be teacher education programs that have realized this objective, but there is no systematic evidence that documents the elements of such programs or their effects. More importantly, we do not yet have clear evidence about specific approaches to preparing effective teachers. We also have multiple, sometimes competing outcomes for teacher preparation. Policies that alleviate current teacher shortages by reducing barriers to entry, for example, may simultaneously negatively impact efforts to raise standards for teachers. Conversely, mandating new, more rigorous licensure exams without clear evidence about their reliability or validity may exacerbate teacher shortages and reduce the diversity of the teaching workforce.

To avoid developing policies with unintended consequences, we must think strategically about how to build a more robust research base about teacher preparation. In particular, how do we build capacity and data systems that allow us to compare the effectiveness of graduates from different programs? How do we foster risk-taking and innovation among teacher education programs while maintaining consistent standards for licensure and accreditation? How do we recruit high numbers of new teachers while trying to raise standards for entry into the profession?

There are no easy answers to these questions, but engaging in discussion about them is vital to building a stronger system of teacher preparation. The promising practices outlined above, many of which are being pursued by SREB states, provide opportunities to build more robust systems of teacher education. Doing so requires careful development, implementation and evaluation of these policies.

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Appendix Table 1- Teacher Licensure Requirements By State[*]

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
Alabama	• GPA: 2.5 • Criminal Background Check (CBC): Yes • Fee: $30	Traditional: • Class A • Class AA • Class B Alternative: • Alternative Class A • Alternative Baccalaureate Level	Traditional: 76% Alternative: 24%	• Class A • Class B	Basic Skills: • ACT WorkKeys • Applied Math, • Reading for Writing, • Writing Additional Assessments: • Principals of Leadership and Teaching (PLT) for grade band • Subject and grade specific Praxis	Handled at preparation program level
Arkansas	• GPA: None. • CBC: Yes • Fee: $75	Traditional: • University based teacher preparation Alternative: • Arkansas Professional Pathway to Educator Licensure • Non-Traditional MAT, MED, MTLL through Colleges and Universities • Teach For America (TFA) • Arkansas Teacher Corp • Provisional Professional Teaching License	Traditional: 74% Alternative: 26%	• Provisional • Standard	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Subject and grade band specific Praxis	Handled at preparation program level
Delaware	• GPA: None • CBC: No • Fee: $100	Traditional: • University based teacher preparation Alternative:	Traditional: 94% Alternative: 6%	Emergency Certificate Standard Certificate	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments:	• Student teaching in regionally accredited university prep program, • TFA: Institute + 200 hrs

[*] Information compiled from state agency websites and conversations with state departments of education by University of Virginia researchers, March 2016.

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
		• Delaware Transition to Teaching Partnership • TFA • Residency Programs		• Initial • Advanced	• Subject and grade band specific Praxis	pre-service training • Residency (120 hrs of preservice, + 1 full year of residency) • 1 year (91 days) of long-term subbing in high-needs fields
Florida	• GPA: 2.5 in content area • CBC: Yes • Fee: $75	Traditional: • University based teacher preparation Alternative Routes: • Educator Preparation Institutes • District Professional Development Certification Program • American Board for Certification of Teaching Excellence Certificate • College Teaching Experience • Professional Training Option • Professional Preparation through College Coursework	Traditional: 76% Alternative: 24%	• Temporary • Professional	Mastery of General Knowledge: • Passing score Florida General Knowledge Test • Teaching certificate issued by a US state or territory • A certificate issued by the National Board for Professional Teaching Standards or the American Board for Certification of Teacher Excellence • Two semesters of full-time college teaching experience or the equivalent in part-time college teaching experience • GRE Scores	Pathway specific
Georgia	• GPA: 2.5 or proof of acceptance into GA educator program • CBC: pre-service only • Fee: $20	Traditional: • Induction Pathways 1-4 Alternative Routes (all partner with school district): • Regional Education Service Agencies • County or School Districts • TFA • GA Charter Schools	Traditional: 92% Alternative: 8%	• Pre-Service Induction • Professional • Advanced/ Lead	• GACE Basic Skills Tests in Reading, Writing and Mathematics. • GACE content area exam • edTPA performance assessment	560-600 clinical hours

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
		• Technical College System of GA				
Kentucky	• GPA: No, unless outside U.S. • CBC: Yes • Fee: $50	Traditional: • University based teacher preparation Alternative Routes: • Exceptional Work Experience Certification • District Training Certification • College Faculty Certification • Adjunct Instructor Certification • Veterans of the Armed forces • University-Based Alternative Route to Certification • Institute Alternative Route to Certification • TFA	Traditional: 86% Alternative: 14%	• Rank III • Rank II • Rank I	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Subject and grade band specific Praxis	Required letter of completion
Louisiana	• GPA: No • CBC: No (professional conduct form) • Fee: $50	Traditional: • University based teacher preparation Alternative Routes (9 total in three broad tracks): • Master's Degree • Certification Only Program • Practitioner Teacher Program	Traditional: 46% Alternative: 54%	• Level 1 • Level 2 • Level 3	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Principals of Leadership and Teaching (PLT) for grade band • Subject and grade band specific Praxis	Traditional: • 180 hrs plus semester student teaching Alternative Route: • Track dependent
Maryland	• GPA: 2.75 • CBC: No • Fee: Yes, amount unknown	Traditional: • University based teacher preparation Alternative Routes:	Traditional: 86% Alternative: 14%	• Professional Eligibility Certificate • Standard Professional	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments:	Traditional: • 3 credit internship, grade of C or higher Alternative Route:

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
		• District Based Resident Teaching Certificate Programs • Baltimore City Teaching Residency partnership with The New Teacher Project (TNTP) • Teach for America • Urban Teacher Center • Alternative Teacher Preparation Program in World Languages (Goucher College) • Montgomery County Alternative Certification for Effective Teachers • Maryland Science and Mathematics Resident Teacher • Prince George's County Resident Teacher Program		Certificate 1 • Standard Professional Certificate 2 • Advanced Professional Certificate • Resident Teacher Certificate • Conditional Certificate	• Subject and grade band specific Praxis	• Track dependent
Mississippi	• GPA: C or higher in preparation coursework, 2.75 on pre-major coursework • CBC: No, character checklist • Fee: None	Traditional: • One Year Teacher Intern License • Five Year Educator License Alternative Routes (not for prospective K-3 teachers): • Master of Arts in Teaching Alternate Route • Mississippi Alternate Path to Quality Teachers • Teach Mississippi Institute • American Board for the Certification of Teacher Excellence • 5 Year Alternative program	Traditional: 63% Alternative: 37%	• Class A = Bachelor's level • Class AA = Master's level • Class AAA = Specialist level • Class AAAA = Doctorate level I	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Subject and grade band specific Praxis	Handled at preparation program level
North Carolina	• GPA: No • CBC: yes • Fee: In State:	Traditional: • University based teacher preparation	Traditional: 80% Alternative: 20%	• Lateral Entry Provisional Professional Educators	Basic Skills: • Pearson Test for North Carolina: Foundations of Reading and General	Handled at preparation program level

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
	$55, Out of State: $85	Alternative Routes: • College or university Master's program • Regional Alternative Licensing Center		License (alternative route only) • Standard Professional 1 • Standard Professional 2	Curriculum (Elementary and Exceptional Children only) Additional Assessments: • Subject and grade band specific Praxis	
Oklahoma	• GPA: 2.5 • CBC: yes • Fee: $50	Traditional: • University based teacher preparation Alternative Routes: • Master's degree at state approved program • American Board for Certification of Teacher Excellence • TFA • Paraprofessional to teacher program • Special Education Non-Traditional Alternative Placement Program • CareerTech Instructor Certification • Troops for Teachers • Four Year Olds and Younger Certificate • Oklahoma Title 1 Paraprofessional Teaching Credential • Emergency Certification: At the request of a school district administrator only. Must be approved by the State Board.	Traditional: 75% Alternative: 25%	5 Year Renewable Certificate	Basic Skills: • Oklahoma General Education Test Additional Assessments: • Oklahoma Subject Area Tests (OSAT) • Oklahoma Professional Teaching Exam (OPTE)	Handled at preparation program level
South	• GPA: None	Traditional:	Traditional: 88%	• Bachelor's +	Basic Skills:	Yes, details not available.

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
Carolina	• CBC: Yes • Fee: $105	• University based teacher preparation Alternative Routes: • Program of Alternative Certification for Educators • Career and Technology Education • Teach for America • American Board for Certification of Teacher Excellence • Adjunct Certification	Alternative: 12%	18 semester hours • Master's • Master's + 30 hrs • Doctorate	• Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Principals of Leadership and Teaching (PLT) for grade band • Subject and grade band specific Praxis	
Tennessee	• GPA: None • CBC: No • Fee: No (program pays fee)	Traditional: • University based teacher preparation Alternative Routes: • Organizations working in collaboration with at least one local education agency (LEA) with which the organization has established a primary partnership. • 6 approved: Memphis Teacher Residency, Teach for America Memphis, Teach for America Nashville, Teach Tennessee, TNTP Memphis, TNTP Nashville	Traditional: 81% Alternative: 19%	• Transitional • Apprentice • Practitioner • Professional	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments: • Principals of Leadership and Teaching (PLT) for grade band • Subject and grade band specific Praxis	Handled at preparation program level
Texas	• GPA: None • CBC: Yes • Fee: Yes, amount unlisted	Traditional: • University based teacher preparation Alternative Routes: • Texas has approximately 60 approved alternative route	Traditional: 59% Alternative: 41%	• Probationary • Standard	Basic Skills: • Pre-Admission Content Test (PACT) Additional Assessments: • TExES subject area test	Handled at preparation program level

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
		preparation providers (some are run by universities and community colleges) • Regional and district-specific programs • Charter network programs • Online preparation program • TNTP • TFA.				
Virginia	• GPA: None • CBC: No • Fee: $50 in state, $75 out of state	Traditional: • State- approved university based teacher preparation Alternative Routes: • 3 year non-renewable alternative license • Provisional Special Education • Career Switcher Program	Traditional: 93% Alternative: 7%	Initial Licensure: • Collegiate Professional • Postgraduate Professional • Provisional • Provisional Special Education License Licensure Add-on: • Career Teacher • Mentor Teacher • Teacher as Leader	Basic Skills: • Virginia Communication and Literacy Assessment Additional Assessments: • Reading assessment for Elementary and Special Education • Subject and grade band specific Praxis	Required, number of hours not listed.
West Virginia	• GPA: 2.5 • CBC: Yes and character reference • Fee: $35 in-	Traditional: • University based teacher preparation Alternative Routes:	Traditional: 98% Alternative: 2%	• Temporary Certificate • 5-Year Professional Certificate	Basic Skills: • Praxis 1 Core Academic Skills Reading, Writing, Math Additional Assessments:	Traditional: • Minimum 125 hours, at least 85 hours in a public school.

State	General Information	Routes to Licensure	Percentage in Traditional/ Alternative Routes	Stages to Licensure	Assessments	Clinical Requirement
	state $100 out of state	• Unnamed; a candidate can take classes toward certification while teaching		• Permanent Professional Teaching Certificate	• Principals of Leadership and Teaching (PLT) for grade band • Subject and grade band specific Praxis	Alternative Route: • Completed "on the job" *Note: Requirements up for reauthorization July, 2016*