

WELCOME!

TERI Work Session

January 28, 2011



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Our day together

- TERI updates
- Value-Added Research Center (VARC)
 - Overview, policy context, data reports
- UMTC candidate and program data
 - Program exemplar, data reports and discussion
- Feedback and next steps

Goals for our work together

- Building a culture of data sharing, discussion, and use for continuous improvement of teacher preparation and professional development schools
- School partner and University input about future use of this data for continuous preparation program and professional development school improvement

Value-Added Research Center (VARC)

Jeff Watson

Dave Heistad

John Keltz

Fred Boehm

UMTC Candidate and program data

- What do we say about our candidates?
 - Candidate performance assessments
- What do our completers say about the program and their practice as teachers?
 - Surveys at program exit and during the first year of practice
- What do school administrators say about our completers?
 - Employer Survey conducted during 3rd or 4th year of practice

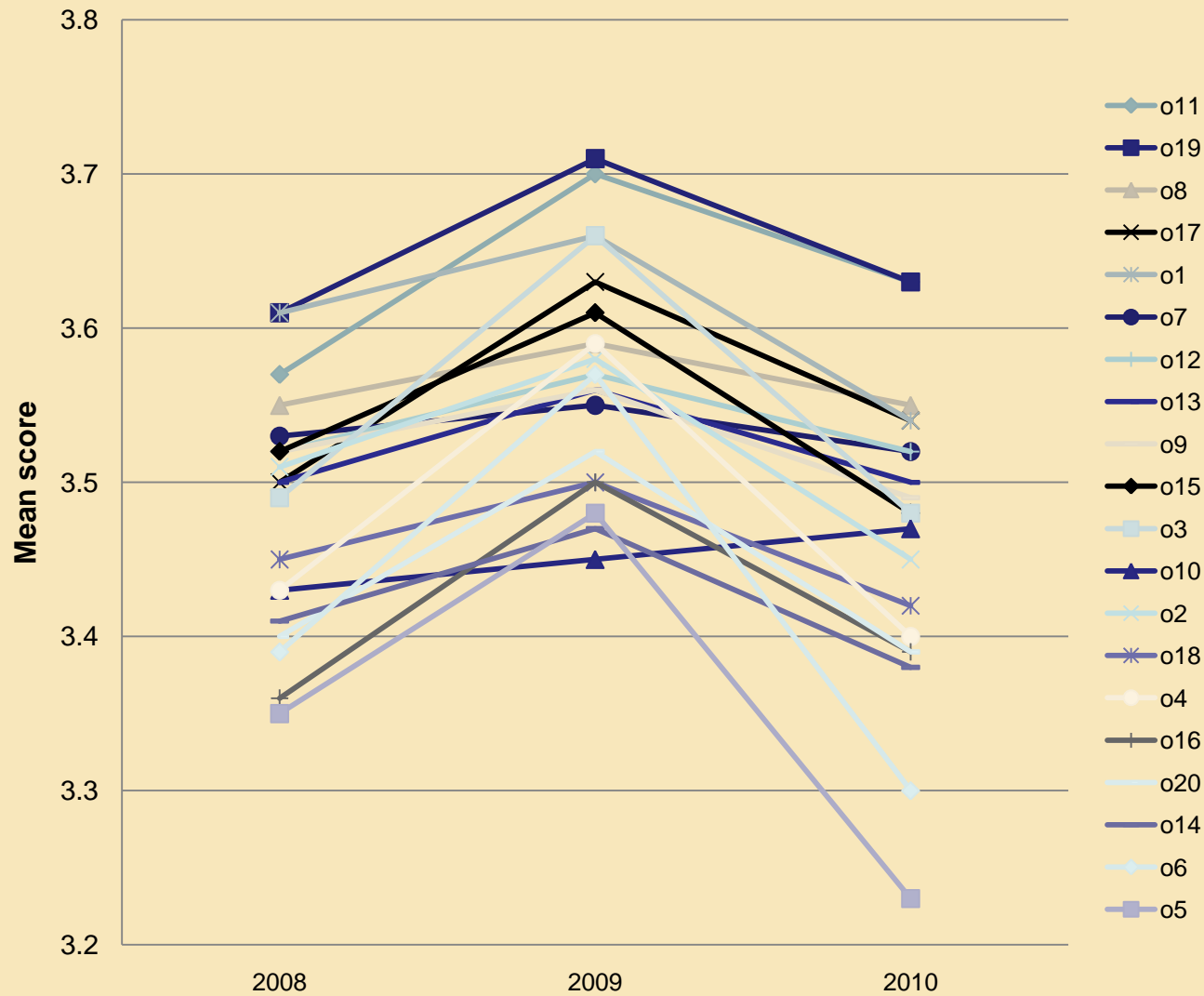
Candidate performance assessments

- Dispositions assessment
 - Used as a formative tool; not included in today's data
- Student teaching evaluation
 - Data reflect final evaluation at end of experience; completed by university supervisor
- Standards rubric
 - Holistic appraisal; reflects candidate's mastery of MN standards of effective practice

Student Teaching Evaluation 2008-2010



Standard Rubric 2008-2010 (Mean Score)



Program exit survey

- Developed and piloted by Bush Common Metrics group in 2010
- Currently under revision
- UMTC pilot conducted in the final weeks of spring semester 2010
- Uneven program representation; Math, Music, and some Special Education students not included

Transition to Teaching Survey

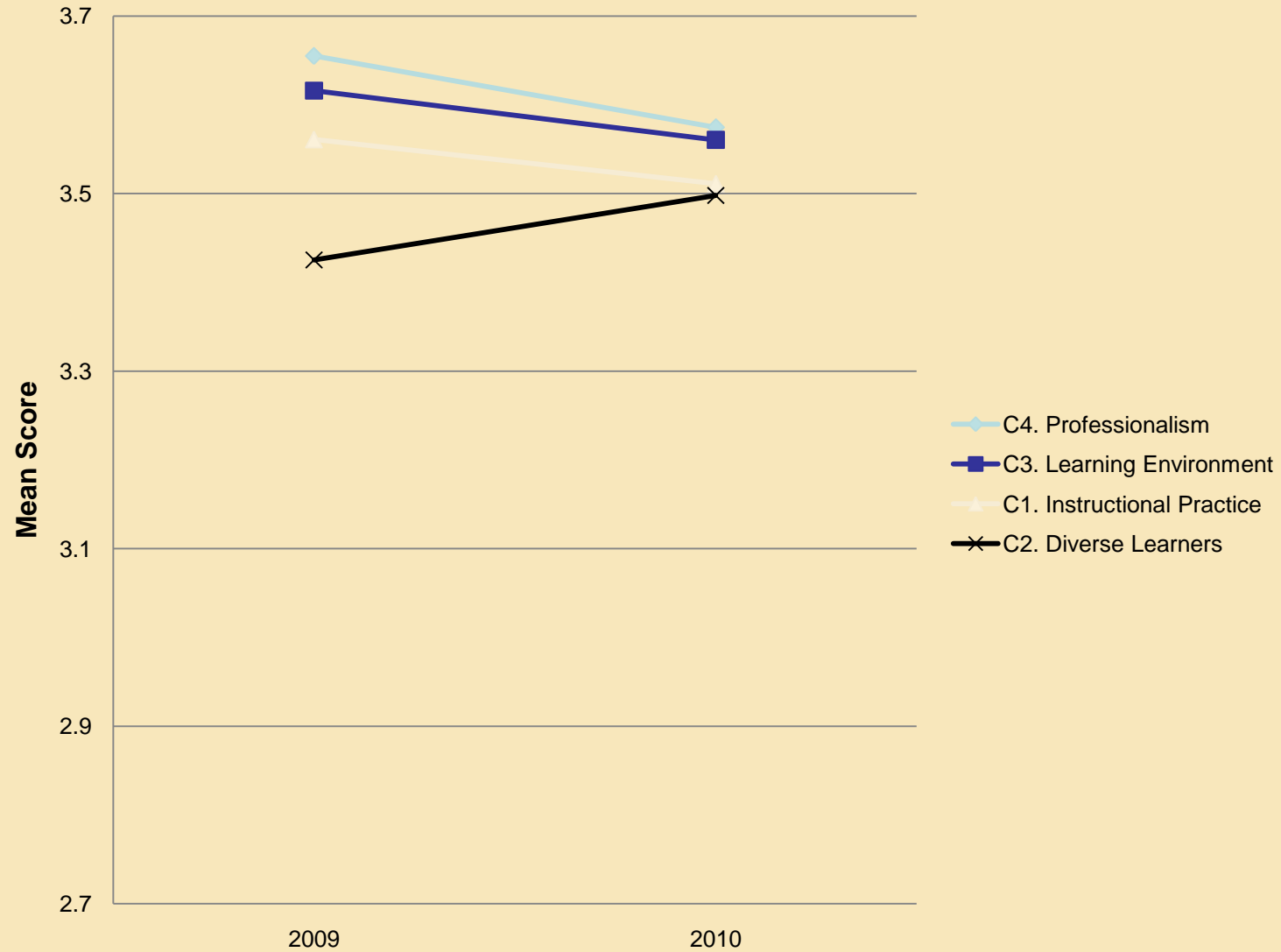
- Three Minnesota teacher preparation institutions came together in 2006 to form MNTERC
- These institutions:
 - Represent the three types of teacher preparation institutions in the state (research university, state university, private college)
 - Prepare teachers from the major geographic and demographic areas in the state where completers teach – urban, suburban, rural
 - Represent different types of teacher preparation programs – undergraduate, graduate, full-time, and part-time

- Benefits of a common instrument:
 - Rigorously designed instrument increases value of information we collect from candidates
 - Increased capacity for survey administration and data analysis resulting in higher response rates and improved data reports
 - Individual institutional data can be viewed against the aggregate data from all participating institutions

Teacher Preparation Mean Scale Scores



Teacher Practice Mean Scale Scores

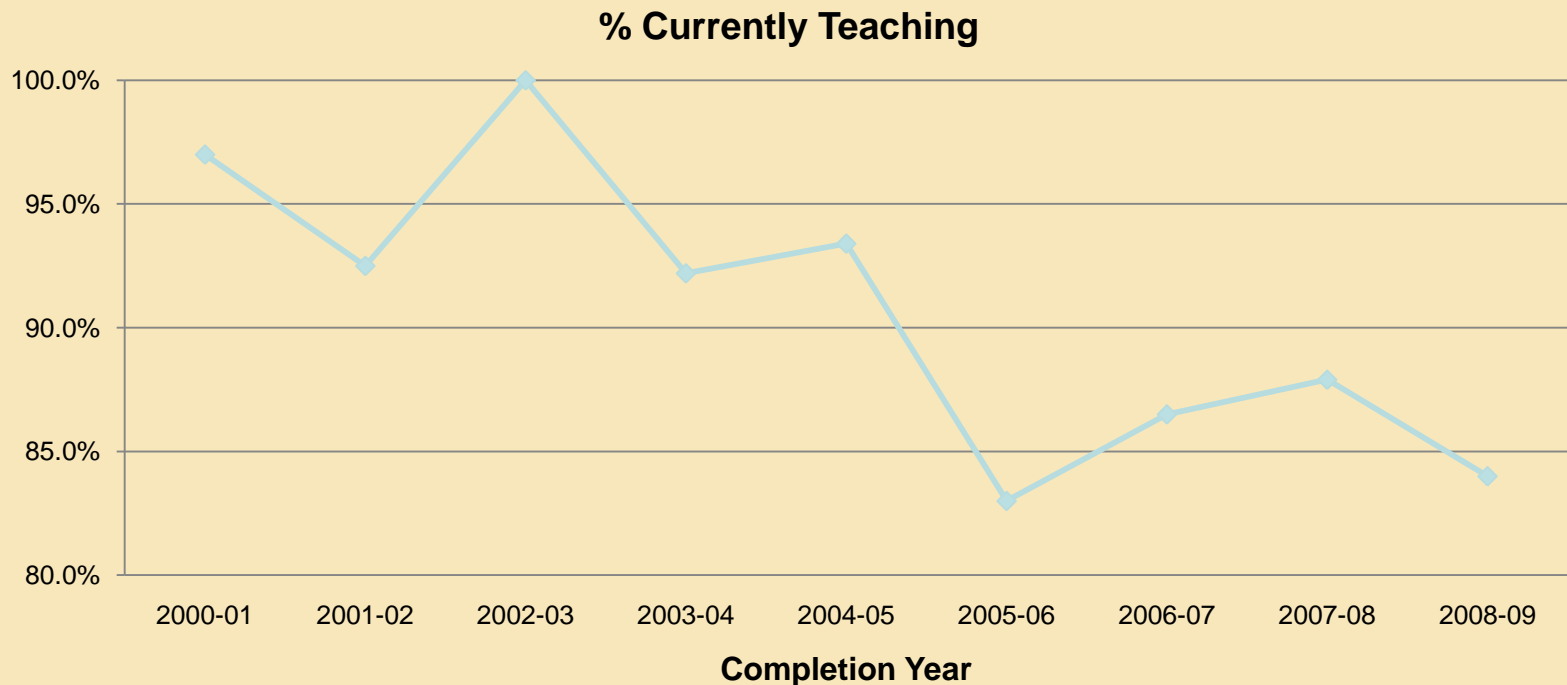


Significance testing conducted to compare group differences by institution yield the following results:

- Both Institution A and Institution B score significantly higher than UMTC over time on multiple items. These items address the following constructs:
 - Consulting with parents/guardians
 - Collaborating with colleagues
 - Managing the learning environment
 - Differentiating instruction

- UMTC scores significantly higher over time on the following item:
 - Designing instruction for English Language Learners
- Both Institution A and Institution B score significantly higher than UMTC over time on one of eight scale scores, representing the 8 survey sections in Parts B and C:
 - Part C, Section 3: Learning Environment

Employment data



Percent currently teaching includes those who responded “yes” to sought a teaching license and “yes” to applied for employment as a teacher.

Employer Survey

- UMTC Employer Survey has been conducted every three years
- The Minnesota Board of Teaching and the Bush Foundation are supporting the development of an Employer Survey to be used state-wide (and in ND & SD)
- Will be ready in 2011-2012