WELCOME!
TERI Work Session
January 28, 2011
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

Mean Score

2008 2009 2010

i1 i4 i14
i2 i15
i3 i7
i5 i9
i6 i10
i8 i12
i11 i13

CEHD | College of Education + Human Development

University of Minnesota
Driven to Discover
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

- B1. Instructional Practice
- B4. Professionalism
- B3. Learning Environment
- B2. Diverse Learners

Mean Score

2009

2010
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
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