

## Common Metrics

### Common Metrics Framework

The 14 higher education institutions in the Network for Excellence in Teaching (NExT) partnership with the Bush Foundation have agreed on a common metrics framework. We have piloted the entry and exit survey with our candidates and have begun full implementation of this framework with candidates admitted in spring 2011.

*Teacher Evaluation System with Multiple Measures (Paul Dona, Gilles, & Sato, 2010)*

Assessment System Timeline	Entry into pre-service preparation	Performance during preparation	Exiting teacher preparation	End of first year of teaching teacher report	End of first year of teaching supervisor report
Assessment Instrument	Application and admissions questionnaire	Teacher Performance Assessment (TPA)	Teacher Preparation Exit Survey (TPES)	Transition to Teaching Survey (TTS)	First Year Supervisor Survey (FYSS)
<b>What the instrument measures</b>	<p>Demographic background and characteristics of the teaching candidate</p> <p>Candidate's prior experiences in educational settings with students/children</p> <p>Prior academic performance (e.g., GPA, SAT, GRE)</p>	<p>Teaching performance of the candidate in 5 areas of instruction;</p> <ol style="list-style-type: none"> <li>1. Planning for instruction and assessment for a particular group of students (lesson plans and commentary)</li> <li>2. Enacting instruction and supporting learning (video analysis)</li> <li>3. Assessing student learning (student work analysis)</li> <li>4. Reflecting on student learning and teacher performance (written commentary)</li> <li>5. Supporting academic language</li> </ol>	<p>Candidate satisfaction with preparation program experience</p> <p>Candidate reports on preparedness for the functions of teaching</p> <p>Candidate reports on confidence for teaching 21<sup>st</sup> century skills</p> <p>Candidate report on program structure</p> <p>Candidate report on future plans for teaching</p>	<p>Teacher report on preparedness for the function of teaching</p> <p>Teacher report on types of teaching practices used</p> <p>Teacher report on characteristics of teaching context</p> <p>Teacher report on their background experiences as student and prior teaching</p> <p>Teacher report of satisfaction with teaching profession</p>	<p>Survey that asks school-based supervisors (e.g., principal, department chair) to report on the performance of the teachers near the end of their first year of teaching. This report will provide an independent assessment of beginning teachers' performance and not be subject to the potential self-report biases that may appear in the TTS.</p>

Assessment System Timeline	Entry into pre-service preparation	Performance during preparation	Exiting teacher preparation	End of first year of teaching teacher report	End of first year of teaching supervisor report
		development of students			
<b>History of the instrument</b>	Institutions already collect this information in application and admissions procedures.	Originally developed as the Performance Assessment for California Teachers, this valid and reliable performance assessment has been renamed the Teacher Performance Assessment and is being scaled up to national use by 20 states. This effort is being lead by the American Association of Colleges of teacher Education, The Council of Chief State School Officers, and Stanford University.	A pilot of this instrument has been jointly developed by 14 participating institutions and was administered in spring 2010.	Developed and administered annually by the Minnesota Teacher Education Research Consortium (MNTERC) to their institutions: St. Catherine University, Minnesota State University–Mankato, and the University of Minnesota–Twin Cities. Validity studies conducted and centralized administration protocol is in place.	Some institutions administer such surveys, but with unknown quality of instrument development and administration protocols. Developing a common instrument would be necessary.
<b>Proposed development and administration procedures</b>	Institutions will continue to collect information during application and admissions. A set of common questions to ask at this entry point will be developed so that it will be possible to aggregate data across institutions	Participation in the national pilot of the TPA with an accelerated adoption timeline that will have programs using the national instrument by 2012 is underway. The Minnesota Association of Colleges of Teacher Education and the MN Board of Teachers are primary coordinators of this effort.	<p>Data from the pilot will need to be psychometrically analyzed and the instrument revised in order to provide high quality data that is comparable across institutions.</p> <p>Administration of this instrument should be centralized in order to account for sampling bias and common reporting structures.</p>	<p>Adoption of TTS to all participating institutions with modifications as needed.</p> <p>Administration of this instrument should be centralized in order to account for sampling bias and common reporting structures.</p>	<p>A detailed development plan and budget has been constructed. A group such as MNTERC or a consulting contract can be established for this development and administration.</p> <p>Administration of this instrument should be centralized in order to account for sampling bias and common reporting structures.</p>

## Common metrics analysis and reporting

Bush Foundation is in the process of selecting a contractor for survey administration, data analysis and reporting, psychometric analysis, and technical support for the Network for Excellence in teaching (NExT) partnership. The Bush Foundation anticipates making an initial one-year award for the collection of baseline data, with the expectation of two additional years of funding based on acceptable contractor performance. The Common Metrics workgroup for NExT will meet with the new contractor at their Oct 13 meeting.

## Data analysis supplemental award

We received a \$75,000 supplemental award from the Bush Foundation to assist us in enhancing our data collection and analysis systems on campus. We have three goals related to data management and use within our teacher licensure programs as part of the TERI.

1. **Establish a longitudinal data system for licensure programs.** We intend to expand the TEDS data system to capture a broader, longitudinal set of data about our candidates and about the contexts of the schools in which our candidates prepare and begin their teaching careers. This data will include: recruitment information, application and admissions information, candidate performance while in the program, placement in schools, first year report by graduates and their supervisors, three years of value-added measures, and school profile data.
2. **Establish a culture of evidence.** We intend to develop a culture of evidence within our teacher education programs—among our faculty, our students, and our school partners—for the purpose of formative support for candidates, continuous program improvement, and ongoing professional learning of teachers in our partner schools.
3. **Conduct research.** We intend to maintain a data system that can be accessed by researchers within the college and our school partners for the purposes of conducting research on our licensure programs, our candidates' development over time, and impact on our school partners.