

Data Summit August 2018

Thursday, August 9th (9:00 to 3:00 PM)

Time	Content & Guiding Question	Presenters
9:00 AM	Welcome & Purpose of Data Day	Dean
9:15 AM	<p>District Data</p> <p><i>What trends in district data gathered in the past year show progress toward our promise to improve student achievement?</i></p> <p>Summary: Power BI is a good tool for visualizing data, revealing few detectable trends that hold across all districts, and differences between STAAR and value-added analyses appear to present a very different picture of impact.</p> <p><i>Q: Are we contributing to student achievement during the clinical year?</i> A: In some places, MT-TC dyads are performing above comparison groups, but not above the district.</p> <p><i>Q: Are students of graduates performing above the district average?</i> A: In most cases, we don't have data to address this question.</p> <p>Future: Continue attempt to address promises of the program with ERC data. Gather data needs from Anchors too.</p>	School District Representative
10:30 AM	BREAK	
10:45 AM	<p>Clinical Outcomes for Tech Teach Candidates in Campus and Distance Programs</p> <p><i>In what way are mentor qualities associated with candidate instructional competency?</i></p> <p>Effective mentors have a positive impact on teacher candidates in terms of socialization at campus, model effective instruction & planning. Hope for opportunities for</p>	Site Coordinators/Field Supervisors

support and guidance from mentors, and that mentors have a positive impact on retention.

Gathered information from a "mentor teacher survey" administered at the end of Block 3 & 4, and compared to PA 3 & 4 data.

Findings

Some differences in the size of correlation coefficients were found among different level of MT experience, but inconclusive in terms of the implications for mentor selection (based on this data). Selection is still based on past "experience" working in schools.

Results from the Mentor Teachers Inventory (5 subscales, 1-5 frequency scale) are that TCs rate mentors at 4.00 or higher. "Mentor as model" occurred most frequent, and "opportunities to co-teach" was lowest (but still 4.00). Practically, the data can be used to identify outliers, and "rest" mentors with lower scores.

Comparing average PA scores (3 & 4), "thinking" is lowest. Correlation coefficients were positive and higher with ratings of "mentor as model." With LBK data, correlation between "thinking" and "opportunities to co-teacher" was the largest coefficient. With TTAT data, "thinking" was correlated with "Mentor as model" ($xy = .07$) in approximately equal across multiple subscales. Patterns in TTAT data were quite different that LBK.

This data may have implications for the preparation of mentor teachers in cluster meetings.

Future

Match analysis strategies to questions (e.g., correlation or regression to show relations; ANOVA or *t*-test to examine group differences, maybe impact).

- Examine pattern in Block 3 at next data day.
- What happens when MT have had multiple vs. one TC in the past?
- Do differences exist when MT are ESL or SPED certified?
- Are there differences when MTs are past graduates of Tech Teach?
- What is the relation between value-added scores and TC ratings?

- What are the psychometric properties of the Mentor Teacher Inventory?
- Are candidates performing at different levels when placed in TAP-based schools?

To what extent do candidates perceive themselves to be “culturally competent?”

This question is also very rooted in education literature, and positive outcomes are attributed to teachers who have cultural competencies.

Data gathered from Deans for Impact measures gathered from literature regarding “grit” and “cultural awareness” (Siwatu, 2000; Efficacy for Culturally Competent Teaching). Only cultural competency is examined here.

School culture, assessment, building relationships were identified as subscales.

At Block 3, candidates rated their efficacy in a fairly high range (65.9 to 73.4), and by end of Block 4, average ratings increased by about 10 points. Initially, candidates were most efficacious in their ability to **build relationships**, but at post-test, candidates felt most efficacious **school culture**.

Future

- This survey is already modified, so we need to look at the psychometric properties of the modified survey.
- What is a sufficient level of efficacy for culturally-competent teaching?
- Consider where this efficacy is explicitly addressed in the curriculum.
- The constructs in this survey and the SPS are similar. Have TC examine “student ratings” on SPS with TC ratings on “efficacy for culturally competent teaching.” We should do this analysis.
- What connection might be made between “program review” and TC efficacy?
- Are there differences between ratings of TC in LBK vs. TTAT?
- What changes are detectable between Block 1 and Block 3?

	<ul style="list-style-type: none"> • Are there associations between Mentor Teacher Inventory and TCs' efficacy for culturally-competent teaching? 	
12 Noon	Lunch and Recap of the Morning	Department Chair
12:40 PM	<p>USPREP Self-Study: Using Data for Continuous Improvement at TTU</p> <p>Preface</p> <ul style="list-style-type: none"> • Facilitated by Dr. Peck, our hero! • Role has been to observe for the benefit of TED, to help develop questions, and facilitating ways of addressing the questions • Findings are based on the sample interviewed, but it may not be entirely representative of the entire program (e.g., no students, no school district folks) • Looked at documents (e.g., meeting notes) <p>Discussion Questions</p> <p>What data do you find most useful in your practice? What data do you ...</p> <ul style="list-style-type: none"> • Wish you were able to use more? • Wish you had greater access to? <p>Ray's Group Closer alignment between course and clinical scoring on indicators (standardized assignment may offer some solutions)</p> <p>*****</p> <p>Casey, Pam & Linnie group:</p> <p>As anchor faculty:</p> <ul style="list-style-type: none"> • matching course work to what is happening in the field. • Information about mentor teacher and placements • Flag PA data where students are struggling • PA • A&E data • Student perception • Cultural competency • Triangulate or cross tabulate data. • Be able to see data by cohort. 	Faculty Members/University Data Coordinator

	<ul style="list-style-type: none"> ● Post and communicate. <p>Recommendation:</p> <ul style="list-style-type: none"> ● What do you want to see? What do you find helpful? <ul style="list-style-type: none"> ○ These are very valuable questions. We cannot assume what is important to different roles. <p>Future How legitimate are the assumptions we are making around the connection between course, clinical, post-graduation?</p> <p>What capacities do we have or are we lacking to “use” available data?</p> <p>What “value-added” was made by having district partners in attendance?</p> <p>How is the ability to connect course & clinical enhanced by “constraining” the content of the PAs?</p> <p>What progress has been made with coordination across “groups” to examining program impact?</p>	
1:40 PM	BREAK	
1:50 PM	<p>Curriculum Anchor Presentations: ELAR</p> <p><i>In what ways are DBR data associated with candidate skill and student achievement?</i></p> <p>Summary around DBR DBR data shows that changes in knowledge and skill differ based on course (time in program). In Block 4, knowledge is lower, skill is near the maximum in the 4th block. Course content probably needs to be more closely aligned with what the teacher candidates need during student teaching or TC have allocated more time in student teaching compared to a course. This result could be a matter of misalignment of which constructs are assessed in knowledge & skill, or that scores are inflated due to challenges of grading. In Block 1, saw growth in knowledge and skill was also high (as in Block 4).</p>	Faculty Members

	<p>Results were also shared about change in dispositions (beliefs) about teaching reading. Changes were in predicted directions.</p> <p>DBR data for ELAR is related to candidate skill (as measured by D&E) show that average scores across courses are “topped out.” Growth in PA scores over 4 PA, however, does show a steady growth over time, but these teaching events may not be in reading teaching. So, the connection of A&E to scores from PA is ... tenuous.</p> <p>Connecting to student achievement Some trends may be found that show student achievement to be higher in MT-TC classrooms than comparison groups, and district averages.</p> <p>Future:</p> <ul style="list-style-type: none"> • What do these findings mean for A&E assignments? what could the A&E assignments look like? <i>Maybe the A&E should be about “justifying moves” rather than making them?</i> • Could assignments in non-PL courses be designed to be rooted in the placement ... or what if all the TC took the PL class? 	
2:35 PM	Wrap up and preparation for tomorrow	Department Chair

