Using Data to Improve Teacher Preparation Programs

Louisiana Tech Clinical Residency Fall Institute
September 19, 2019
8:30 am - 3:00 p.m.

Who is US PREP?

University-

School

Partnerships for the

Renewal of

Educator

Preparation

Who is US PREP?

- National Technical Assistance Center at Texas Tech University in the COE

- Established in 2015 via grant funds from BMGF through a proposal developed by TTU Dean, Dr. Scott Ridley and Executive Director, Dr. Sarah Beal

- 1 of 5 Technical Assistance centers awarded: *Only center supporting teacher preparation <u>universities</u>

- <u>Central Concept:</u> University & District **partnerships** for the recruitment, training and support/retention of excellent teachers

US PREP

PARTNERS IN TRANSFORMATION

US PREP Quality Objectives

QUALITY OBJECTIVE 1:

Programming **builds teacher candidate competency** to meet the needs of all students- especially our historically underserved students

QUALITY OBJECTIVE 2:

Programming demonstrates commitment to using **data for continuous improvement**

QUALITY OBJECTIVE 3:

Programming ensures **teacher educators are effective** in preparing novices to work with all students- especially our historically underserved students

QUALITY OBJECTIVE 4:

Programming is **responsive to PK-12 school systems and the communities** they serve

US PREP
Renewing Educator Preparation

Dedra Collins, Ed.D.
Frisco, TX
Senior Director of Content Development & Programming

Sarah Saltmarsh, Ed.D.
Philadelphia, PA
Regional Transformation Support Specialist

Laura LaCroix
Kansas City, Missouri
Regional Transformation

Session Goals

Participants will be able to:

1. Engage with **best practices for data use** through the review of current research

2. Gain a deeper understanding of structures that university and district leaders utilize for **collecting, sharing and leveraging data** for continuous improvement

3. Reflect on current data use practice in our professional contexts to **develop next steps** for involving team members in improving the connection between **data systems** and **data core values**

Our Learning Norms

We recognize that engaging in change work is deeply personal and challenging, yet rewarding and necessary to improve outcomes for students.

To achieve our rigorous goals we will:

★Take responsibility for our learning by being actively engaged (stop the world and get meta)

★Honor one another by striving for equity of voice, listening to learn and speaking our truth.

★Push ourselves to name and reframe deficit thinking and speaking.

Our Learning Structures

★Small Groups

★Shoulder Partners

★Individual Reflection Journaling

★Whole Group

★Call Back Signal: Raised hand-eyes on speaker

Today's Agenda

Morning
- Setting the Purpose
- Data Research & Core Values
- Data Sources & Uses

Lunch: 11:30-12:15 On your own

Afternoon
- US PREP Partners' Systems and Structures for Utilizing Data:
  - Clinical practice
  - Co-scoring lessons
  - Data Based Research Approach/Self Study
  - Data Days/Data Summits
- Data Sources: Bringing It All Together
- Closing and Participant Survey

Data

How do you already use data for programmatic improvement?

Write down whatever comes to mind when you think of the word "data" on your nearest chart paper.

The Data Challenge

The common ground we found
across the most successful programs we studied was that
the work of data use was framed
in terms of inquiry,
rather than compliance.

Peck, Gallucci, & Sloan, 2010

Data Use Core Values

Shifting From ...	Shifting To ...
Professional Autonomy	Collaborative Practice
Knowledge Delivery	Knowledge Construction
Externally Driven Improvement	Internally Motivated Improvement
Quick Fix	Continuous Growth

A cohesive approach to program improvement requires new ways of thinking about and structuring our work. We must rally all resources to produce greater cumulative effects for students.

Digging Deeper

Data Use Core Values: Notes Catcher

Collaborative Practice
Knowledge Construction
Internally Motivated Improvement
Continuous Growth

Data Use Core Values

System of Professional Autonomy	System of Collaborative Practice
Phrases we might hear when looking at data: • My content • My students • My course Actions we might see: • Individuals working in isolation • Professional Development viewed as a private choice or imposed remediation • Personal strengths & weaknesses kept private	Phrases we would hear when looking at data: • Our program\initiative • Our students • Our data Actions we would see: • Engagement in ongoing inquiry and data analysis as a group. • Use of data to co-construct knowledge towards decision-making for improvement

Data Use Core Values

System of Knowledge Delivery	System of Knowledge Construction
Authority Culture	Social Learning Culture
The classroom and content are seen as the domain of an individual.	Colleagues invest in the growth and success of all students by recognizing the interconnectedness of the content
There is always a right and/or wrong answer.	Students are collaborators and take ownership of their learning.
Information is dispensed in an effort to cover curriculum.	Teaching choices are in response to data around student needs.

Data Use Core Values

System of Externally Driven Improvement	System of Internally Motivated Improvement
Data Systems are developed and used by external agents to make judgements. Outside "experts" analyze programmatic data, identify gaps, and deliver prescriptions. Forced interaction disguises collegiality … (people sit in the same room at the same time and work on an assigned task.)	Individuals within the institution are the "choice makers," owning both the questions and the answers. Shared responsibility of data for student and programmatic success is the organizing value. Collaborative teams explore data for patterns and share ownership for taking individual and collective responsibility for growth.

Data Use Core Values

System of Quick Fix	System of Continuous Growth
Short-term thinking, rationalization, and the need for immediate success dominate the conversation. Improvement is about fixing "shows," going for easily measurable results that may not require deep changes in practice.	Improving the fundamental depth and quality of teaching and learning organizes the conversation. Improvement requires complex and often controversial changes in instructional practice, identity, and structures.

At your table…

- What are you thinking so far?
- How do these Core Values align (or not) with the Core Values you and your institution currently hold?

As you read your assigned portrait,
record evidence of where you see
the Data Core Values reflected
or where you see them missing.

Portrait 1: p. 5-10
Portrait 2: p. 11-14
Portrait 3: p. 15-19

https://tinyurl.com/PeckPortfolio

COLLEGE OF EDUCATION

Louisiana Tech
TEAM
TEACHERS, EDUCATORS, AND MENTORS

US PREP

Portrait Reflection

Data Use Core Values	
Collaborative Practice	
Knowledge Construction	
Internally Motivated Improvement	
Continuous Growth	

A cohesive approach to program improvement requires new ways of thinking about and structuring our work. We must rally all resources to produce greater cumulative effects for students.

Share Out

- What promising practices stood out to you?
- Where did you see the Core Values lived out?

Data Use Values and Sources: Self Reflection

What Data Use Core Values are already established in your organization?	What data sources do you already have?	How are you using these data sources?

*After completing this chart, **indicate what is most important for your program**. Which data use **core value** and **data source** will you focus on throughout today's learning?

What insights into data use in your organization did this activity generate for you?

LUNCH
45 MINUTES

Welcome Back!
Let's revisit where we have been.

Morning

- Setting the Stage
- Data Sources: Self Reflection
- Data Research
- Data Sources: Vision Casting

Pulse Check

Find someone in the room that you have something physically in common with.

(ex: same color shoes, same hairstyle, same height)

What is one moment/new learning from this morning that stood out to you and why?

Share your one moment/new learning with your common partner.

Today's Agenda

Afternoon

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Clinical Practices

Research

- **Increasingly, teacher preparation programs are understanding from a variety of research studies** *(e.g., Ball & Cohen, 1999; Cochran-Smith & Zeichner, 2005; Guyton & McIntyre, 1990: Moore, 2010)* **the importance of clinical practice for teacher training.**
- **Studies have consistently shown that, on average, teachers with some classroom experience are more effective than those with no experience** *(Clotfelter, Ladd & Vigdor, 2007; Harris & Sass, 2007; Kane, Rockoff & Staiger, 2006; King, 2010; Ladd, 2008)*.
- **In short, classroom experience informs practice, bearing in mind that school context is also important** *(Anderson & Stillman, 2010)*.

Grab a post-it note

Take 2 minutes to reflect and jot down your thoughts to the following questions.

- How do clinical practices and data intersect with one another?
- What clinical practice data can be collected and utilized to improve the impact of programming?

Clinical Practice Data

Practice-based Coursework

- Program curriculum focuses largely on teaching <u>core teaching practices</u> rather than an overload of theory and abstract concepts.

- In lieu of textbooks, courses include extensive use of <u>classroom video</u> demonstrating
  - best practices around the instructional framework practices
  - social and emotional learning
  - culturally relevant pedagogy

Clinical Residency Course

Site Coordinators meet with <u>residents</u> to provide them with professional development that is informed by data from performance assessments and walkthroughs.

- Site Coordinators meet weekly with residents (once a week course at a school in the district).
- Content of weekly professional development is based on trends that have been identified from performance assessments and informal walkthroughs.

Clinical Residency Course Syllabus

Take a moment to look at the professional development content that is be presented weekly to residents. This content is determined based on collected data.

Weekly Student Teaching Class:
Semester #1: Year Long Residency
Topics, Timing and Resources

Session	Topic	Resources
Session 1	Syllabus, Handbook, PAA/Ethics, Community building, Logistics, Teaching Channel, Swivl, POP cycle	Professionalism Crucial Conversations
Session 2	TAP - Big 6 Co-Teaching PowerPoint Video examples Co-Teaching (additional resources)	Include mentor teachers if possible, maybe even keep mentors after for coaching training
Session 3	Walkthroughs POP Cycle	
Session 4	Lesson Planning - tying in TAP indicators	Sanford Inspire Modules
Session 5	SPS - Session 1 SPS Resources	Complete SPS pre-assessment
Session 6	Categorizing evidence	
Session 7	SPS Session 2 *Identify* how to: prepare K-12	SPS pre-survey due by October 30th

Surveys

Feedback data is critical for identifying programmatic changes.

Take a moment to look at the example surveys and inventory that residents are asked to complete.

- Teacher Candidate (Resident) Survey
  - Mentor
  - Site Coordinator
- Mentor Teacher Inventory

Governance Meetings

Purpose of Governance Meeting: Opportunity for *district & university faculty* to share and discuss resident, mentor teacher, and student achievement data in order to make decisions and actionable plans about continued improvement throughout the school year

Governance Meetings

Data Sharing and Analysis What types of data might be shared and analyzed?	*TPP provides district partners with data: • Performance Assessment data (*scores and trending reinforcements & refinements)* • Walkthrough Observation data (*trending reinforcement & refinements)* • Co-teaching models (*occurrence, frequency, and types)* • Professionalism data • Mentor feedback summaries/trends • Mentor effectiveness measures outcomes *Optimally, district partners to also provide data: • Aggregate staff evaluation data/trends and professional development focuses • PK-12 student achievement data and trends • Student and staff demographic data

Governance Meeting Guide

A few samples of the Partnership Governance Meeting Guide have been placed at your tables. Take a moment to peruse the guide to see what planning and preparation is required for these data focused meetings.

US PREP
Renewing Educator Preparation

Partnership Governance Meetings

A Guide to Planning, Executing and Following-Up
Partnership Governance Meetings

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  - **Co-scoring lessons**
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Feedback

Individually: Review these elements of effective feedback.

Feedback

As a Table: Think about how your institution provides feedback to your teacher candidates.

1. Where is your strength?
2. Where would you like to grow?

Shared Challenges

1. Different institutions use different tools (descriptive, focused, credible)

1. Different people view instruction in different ways (non judgemental, easy to understand, focused)

Co-Scoring

One way coalition members are addressing these challenges:

1. They view a video of one of THEIR teachers (teacher candidates) teaching in the field.
2. They review the lesson plan, script, and score the lesson utilizing their shared feedback instrument.
3. They identify and discuss what they *taught* in comparison to what they *saw* implemented.
4. They practice providing appropriate, easy to understand, non judgemental feedback.

Co-Scoring - Logistics

One way coalition members are addressing these challenges:

1. The whole faculty and/or staff is involved.
2. Conducted a minimum of two times per year.
3. Video used is "one of their own."
4. Ground Rules for taking ownership are established ahead of time.

What resonates with YOU?

Stop, Gather & Share #1   (10 minutes)

- **Partner with someone from a different organization.**
- **With your partner, join another group of two.**
- **Now you should have a group of four.**

In your group of four, use the following questions to guide your group discussion about <u>Clinical Practices and Co-Scoring Lessons</u>.

1. What are **three** new insights that you gained about the systems shared?
2. What are **two** things that you plan to incorporate?
3. What is **one** thing that you are still wondering about?

Afternoon Break (10 minutes)
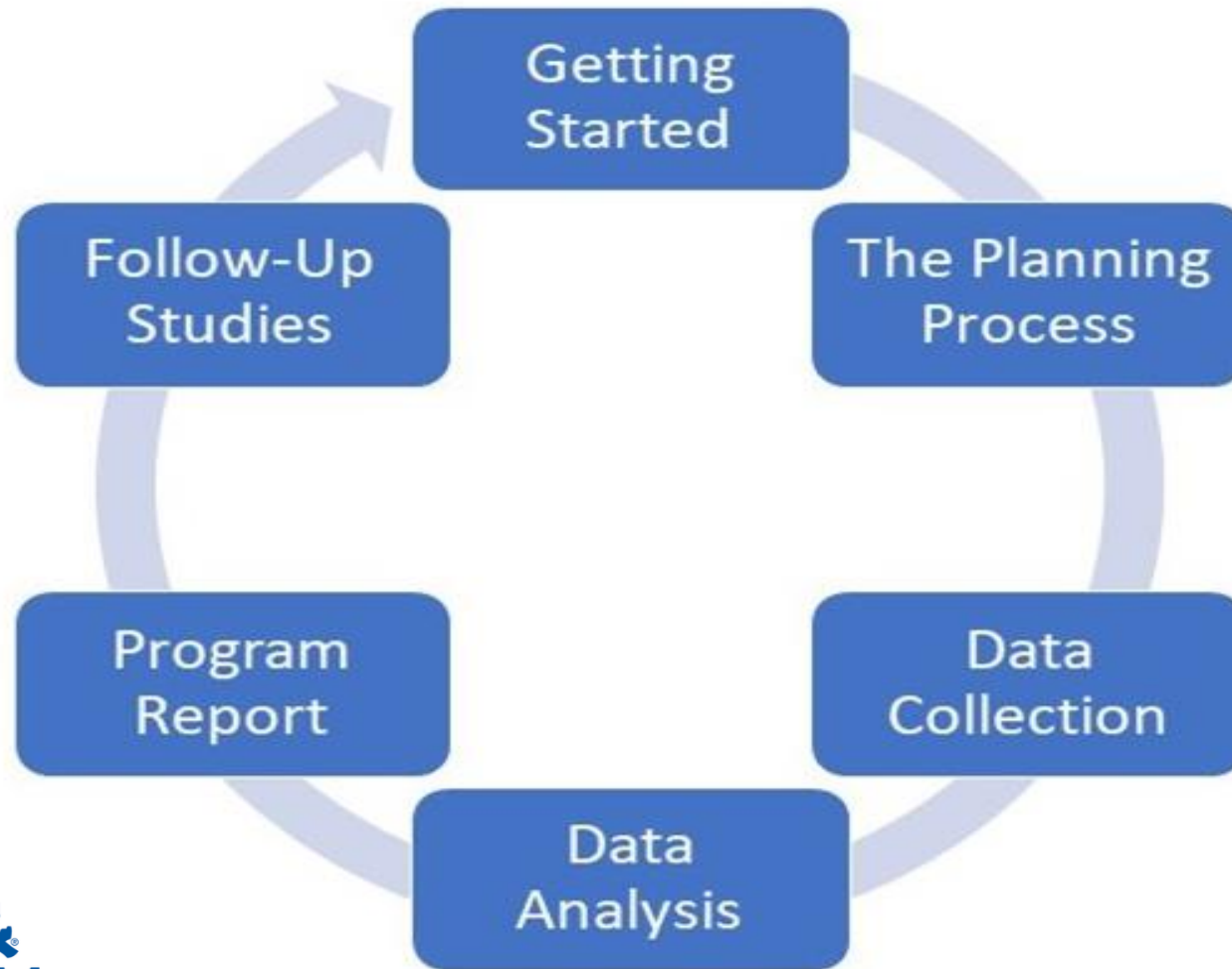
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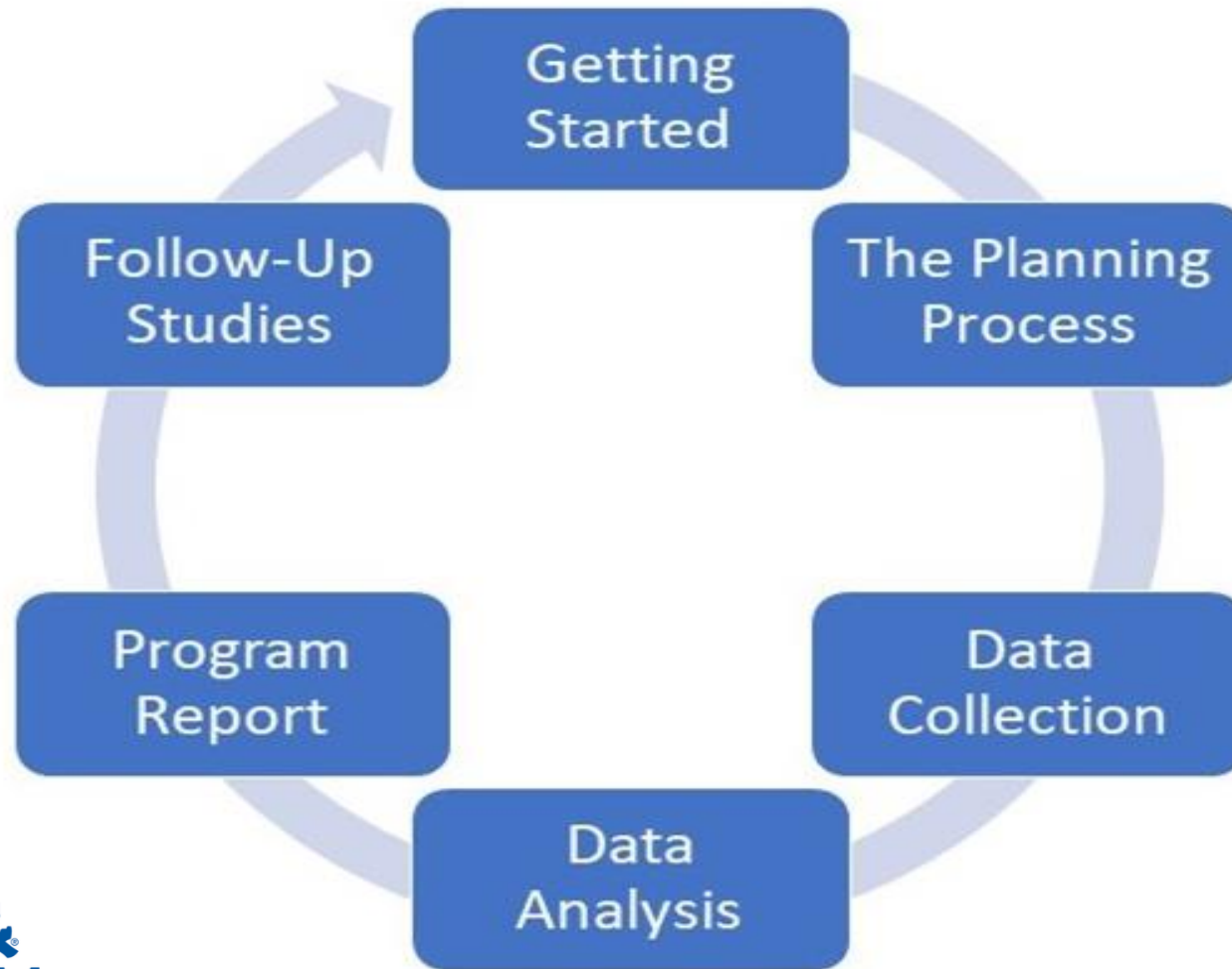- Closing and Participant Survey

Self-Study Cycle of Inquiry

What do you think of when you see this cycle?

Self-Study Cycle of Inquiry

Getting Started

The Planning Process

Data Collection

Data Analysis

Program Report

Follow-Up Studies

Purpose: Contextual cycles of action research that lead to programmatic change.

Self-Study Cycle of Inquiry

Shared Understanding. It is critical to establish a shared understanding of the goals of self-study (SS), and these should be explicitly grounded in issues of faculty concern. Although self-study projects can be valuable for accountability reporting functions, such as those required by the Council for the Accreditation of Educator Preparation (CAEP) or Teacher Preparation Inspectorate (TPI) reviews, this work is NOT about compliance with external mandates. This work is about supporting "locally owned and operated" agendas for program improvement. The focus, goals, and findings of this kind of research are related to the specifics of local context - it is important that local teacher educators stay in the driver's seat for this work.

In building a shared agenda for local inquiry, differences of opinion about data and the proper role of data in decision-making should be expected. We have found it to be quite important to treat these differences with respect for dissenting views. This is not always easy, particularly in the context of contemporary policy pressures related to data use work. But dissenters almost always have a piece of the truth. Therefore, showing respect for those concerns is an important part of making the process inclusive and real, and important to developing self-study goals that are responsive to local values and concerns. Finally, the self-study process is not intended to render value judgements about a program's data use practices, but to guide efforts to make those practices more useful for meaningful program improvement.

Handout:

Read a Little

Chat a Little

Self-Study Cycle of Inquiry

Multiple uses of self-study work:

Using the Self-studies for Compliance Purposes: From Inquiry to Compliance

As we have said, our primary goals for the self studies of data use in these programs were about inquiry and program improvement.   However, we found the process, and the reports it generated could also fulfill a variety of external reporting requirements.   For example, the Jackson State University College of Education team analyzed data use practices related to several different types of data in the process of implementing the self-study (SS). Content data, which is related to Council for Accreditation of Educator Preparation (CAEP) Standard #1, reflect scores from the PRAXIS I and II, Foundations for Reading, Teacher Assessment Instrument and portfolio. Changes in data use practices related to these measures allowed the College to make their uses of the data for program improvement more explicit and concrete for external reviewers.

Similarly, data use practices related to ACT scores for admission to the teacher education program, Praxis I and II scores, Foundation of Reading Scores, candidate portfolio during field experience, mentor teacher evaluation of teacher candidates, field supervisor evaluation of teacher candidates' performance, and site coordinator evaluation of candidate performance during the field experience were ...

Handout:

Read a Little

Chat a Little

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Data Day/Data Summit

What is Data Day?

An opportunity for all faculty to meet to vertically analyze data from:

- K-12 students
- residents
- course & clinical faculty
- program quality

in order to inform, direct, and evaluate programs.

Table Talk - 5 minutes

What are the benefits of a Data Day?

University Faculty/Leaders


School District

Residents

Why is Data Day important?

Data Day/Data Summit

- encourages data use for continuous improvement
- promotes evidence-based decision making
- supports the gathering of data about impact on K-12 student achievement
- aligned to CAEP Standard 5 (Provider Quality Assurance & Continuous Improvement)
- opportunity to use data at every level (university and school district)
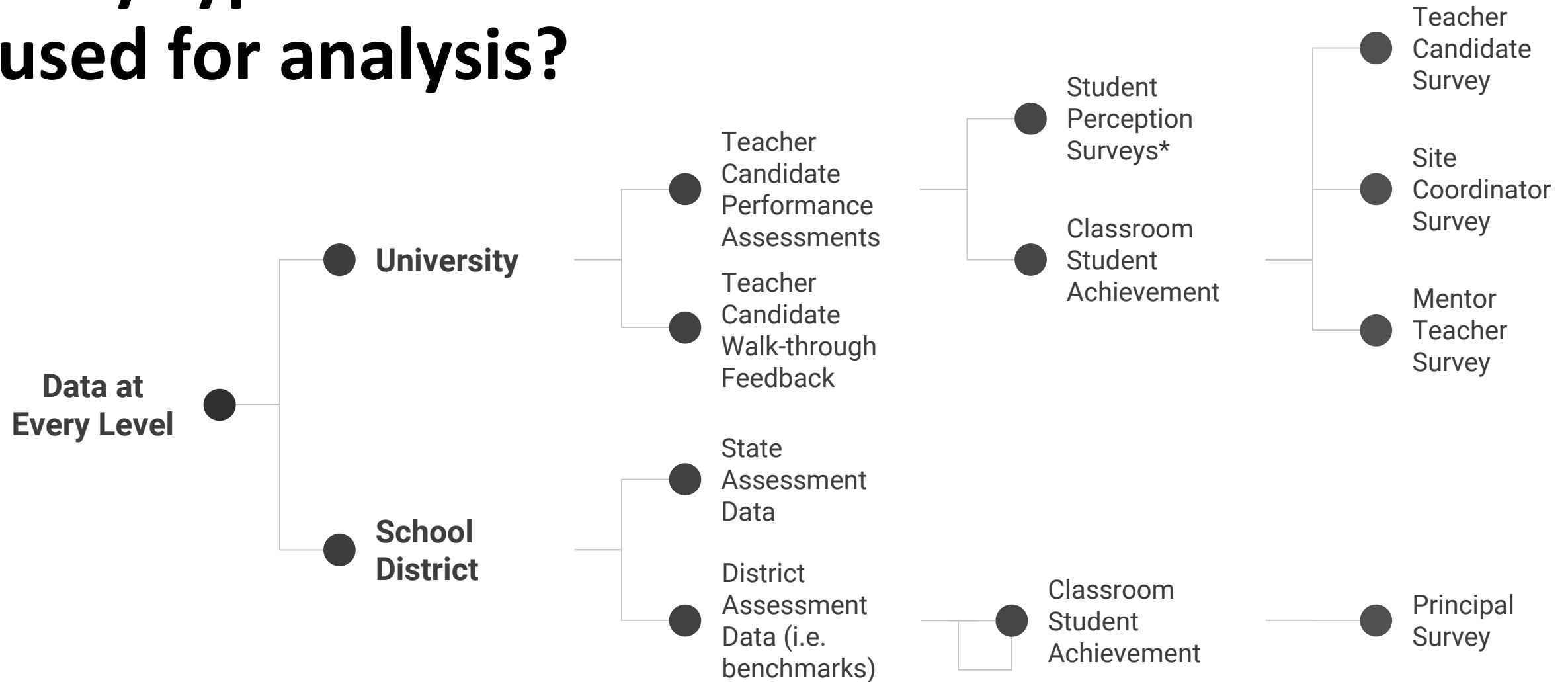
What impact can Data Day have on programs?

- Faculty are engaged in intentional and purposeful discussions about program data.
- Teacher educators interpret data collectively.
- There are discussions about ways in which they use data results to make improvements in policies and practices.
- Data-based decision making is transformed into actual practice.
- Transparent partnerships are developed between university and school districts.
- District & university needs are being discussed and addressed

Sample Data Summit Agenda

Take a moment to peruse the sample Data Summit Agenda. With your elbow partner, discuss what you see and what you are thinking.

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	**District Data** *What trends in district data gathered in the past year show progress toward our promise to improve student achievement?* **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. Q: Are we contributing to student achievement during the clinical year? A: In some places, MT-TC dyads are performing above comparison groups, but not above the district. Q: Are students of graduates performing above the district average? A: In most cases, we don't have data to address this question. **Future:** Continue attempt to address promises of the program with ERC data. Gather data needs from Anchors too.	School District Representative
10:30 AM	Break	
10:45 AM	**Clinical Outcomes for Tech Teach Candidates in Campus and Distance Programs** *In what way are mentor qualities associated with candidate instructional competency?* Effective mentors have a positive impact on teacher candidates in terms of socialization at campus, model	Site Coordinators/Field Supervisors

College of Education

TEAM — Teachers, Educators, and Mentors

US PREP

Stop, Gather & Share #2
10 minutes

- **Go back to your group of four**

In your group of four, use the following questions to guide your group discussion about <u>Self Studies and Data Day</u>.

1. What are **three** new insights that you gained about the systems shared?
2. What are **two** things that you plan to incorporate?
3. What is **one** thing that you are still wondering about?

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- **Closing and Participant Survey**

Bringing It All Together

Time to reflect and consider next steps. [(Reflection Handout)](#)

- What data core value(s) will drive your next steps?
- What data sources will you focus on?
- What systems are in place for this data?
- What systems are needed?
- What research could you share?
- What examples from other US PREP partners could you share?
- Who needs to be a part of the decision making?

15 minutes

Session Goals

Participants will be able to:

1. Engage with **best practices for data use** through the review of current research

2. Gain a deeper understanding of structures that university and district leaders utilize for **collecting, sharing and leveraging data** for continuous improvement

3. Reflect on current data use practice in our professional contexts to **develop next steps** for involving team members in improving the connection between **data systems** and **data core values**

Wrapping Things Up

What questions
or comments
do you have that
are for the good of
the whole group?

Survey

Louisiana Tech University and US PREP would greatly appreciate your feedback. Please take a moment to answer a few questions. The link to the survey is below.

https://tinyurl.com/CRFallInstitute

Thank you for your participation and engagement today!