

Improving Educator Preparation: Connecting P12 Educator and Student Data to Educator Preparation Programs in Colorado

Ian K. Macgillivray, Ph.D.

Assistant Deputy Director for Academic Affairs
Colorado Department of Higher Education

National Conference of State Legislatures
Seminar for Education Committee Chairs

Denver, CO

June 15, 2012



Evaluating Ed Prep Programs

- Where we are now:
 - Inputs-based (syllabus review & on site visit).
 - Largely self-reported & look for “best practices.”
 - Inconsistent, unreliable data.
- Where we need to be:
 - Outcomes-based (valid, reliable data).
 - State agencies sharing data with one another.
 - Ed prep programs using complete data to improve.



Three Tiers of Data Are Needed

- Are program completers effective educators?
 1. Effectiveness Rating
 - Ex: Highly Effective, Effective, Partially Effective, Ineffective
 2. Standard Rating
 - Ex: Quality Standard I: Teachers demonstrate mastery of the content they teach.
 3. Element Rating
 - Ex: Element B: Teachers demonstrate knowledge of literacy.
 - Ex: Element C: Teachers demonstrate knowledge of math.

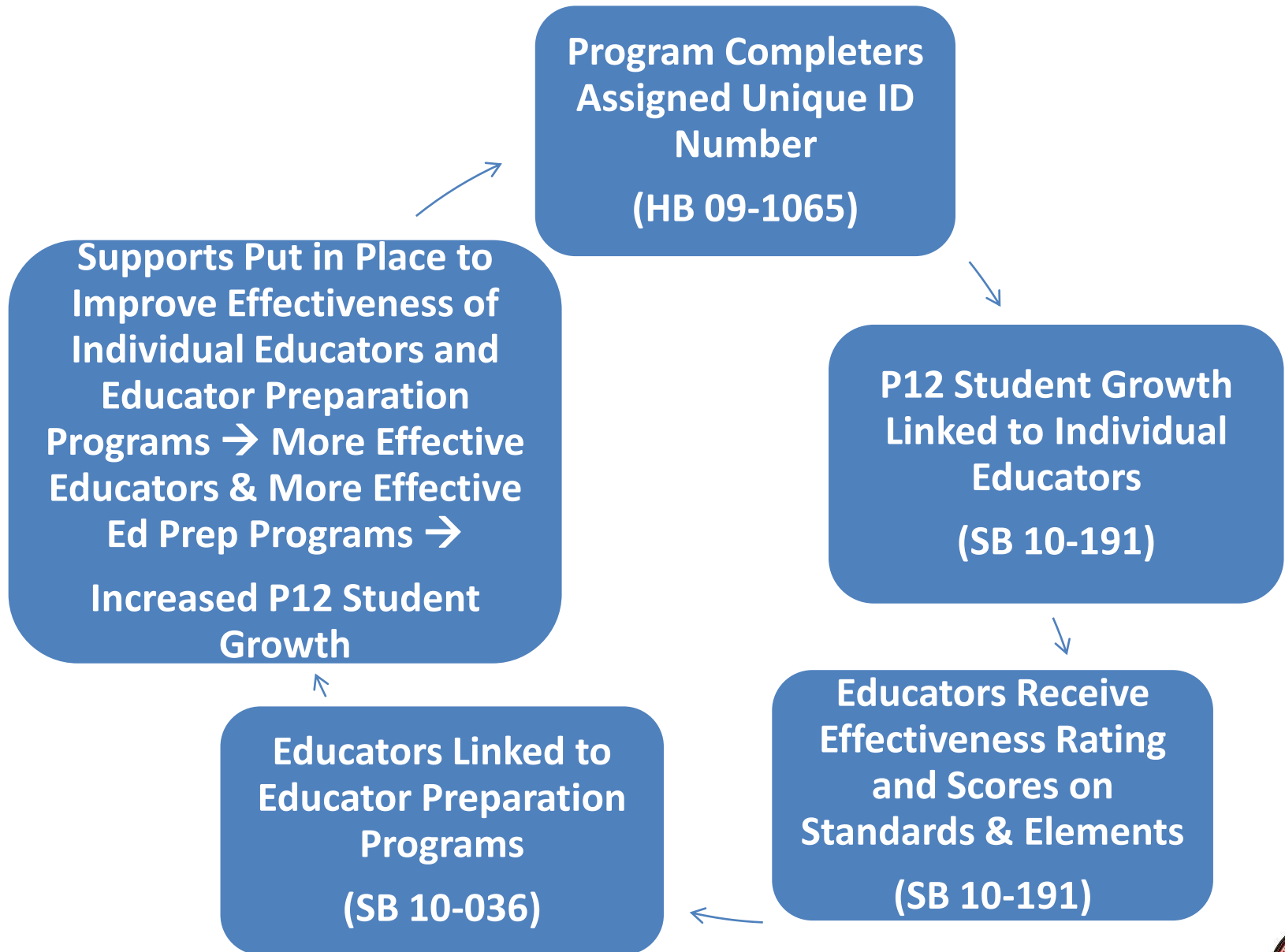


How Will We Get the Data?

1. Educator ID System (HB 09-1065)
 - Assign unique identifiers to all educators.
2. Educator Evaluation System (SB 10-191)
 - Educators evaluated and rated annually; 50% on student growth & 50% on other measures.
3. Requirement to Report Educator Prep Program Effectiveness Data (SB 10-036)
 - Publically report on the effectiveness of ed prep programs using data obtained through the Educator ID System.



How Will All of This Work?



Timeline for All of This to Happen

- 2013-2014 — the new evaluation system (or equivalent) is implemented in all school districts.
- 2014-2015 — performance evaluations (effectiveness rating) will result in teachers losing non-probationary status.
- ?? — get completers' overall and standard effectiveness ratings back to ed prep programs?

More info: <http://www.cde.state.co.us/EducatorEffectiveness/EvaluationAndSupport.asp>



In Preparation: Agree on Common Terms

- Completer = a candidate who completes an endorsement program and is eligible to receive an institutional recommendation for licensure. (*must pass state licensure exam to get to this point so not aligned with Title II).
- Educator Prep Program of Record = the ed prep program that initially recommended for licensure the educators who appear in the state agency's Human Resources File.



In Preparation: Attempt Your First Link And Try To Make Sense Of It

Initial data link between state education agency's Human Resources File and state agency for higher education's Educator Preparation File revealed:

1. Some data files use name but not SSN. Others use SSN but not name.
2. There needs to be a protocol for determining who gets access to the data.
3. Many completers don't show up as employed in a Colorado school district. Where did they go?
4. The need to link with other state agencies and other states' databases to answer questions like this.
5. There were many unanticipated questions about protocol, data protection, legal agreements, and process.



In Preparation: Make Sure the Ed Prep Programs Are Ready For the Data

1. Provide expert help to the institutions for improvement in data management and reporting.
2. Our current project has thus far revealed:
 - Significant error rates if one were to estimate completer status from the state's available data without verifying the results with the Ed Prep Programs. *State did not collect completer data prior to last year.
 - Up to 10% of completers in the state database were missing SSNs.
 - Some Ed Prep Programs changed data systems and could only verify completers (against the state's data) for a subset of years.
 - Ed Prep Programs need to boost internal efforts to build institutional capacity regarding data accuracy, data storage, and data retrieval processes.



In Preparation: Do a Trial Run

After cleaning and verifying the state's data with the institutions, we will try to answer:

1. What are the demographic characteristics of Colorado teachers who received their preparation at Colorado IHEs? How do these demographics vary by IHE?
2. How do teacher placement rates in Colorado schools and school districts compare across IHEs?
3. How do school districts of teachers with initial licensure versus additional endorsements from Colorado IHEs compare in terms of student demographic and achievement characteristics?
4. What is the rate of transfer to a new school/district? What is the rate of retention by institution? What is the relationship between type of preparation (undergrad, graduate, alternative) and these rates? Are teachers with higher GPAs and/or licensure scores more likely to persist and/or less likely to transfer?



In Preparation: Ensure Different Types of Data Exist So You're Not Relying on One System

- Common State Surveys
 - Candidate Exit Survey
 - Graduate Follow Up Survey
 - Employer Satisfaction Survey
- TELL Colorado Survey (working conditions)
 - www.tellcolorado.org



RISE-Relevant Information to Strengthen Education (Statewide Longitudinal Data System)

Capture information about every P12 student and educator in the state:

- State education agency captures P12 students' educational history, test scores & other measures of growth as well as educators' in-service induction, professional development, licensure exam scores & employment history.
- State higher education agency captures educators' pre-service preparation and degree.

Link this data with records from appropriate state agencies.

Provide this data to districts and educators so they can adjust teaching methods to serve immediate needs of students and to ed prep programs so they can modify their programs to prepare more effective educators.

More Information: <http://www.cde.state.co.us/slids/index.asp> and
<http://www.cde.state.co.us/rise/index.asp>



For More Information:

ian.macgillivray@dhe.state.co.us

(303) 866-3846

