

Exploring an Integrated Data System for Teacher Preparation

National Research Council

Keck Center, 500 Fifth St., NW

Washington DC 20001

Room 105

Monday, February 10, 2014

AGENDA

Overall Project Goals

- Organize a planning meeting to discuss alternative visions for a data system of information on teacher preparation program, including the types of questions to be answered, the data needed to answer the questions, and mechanisms for quantifying and collecting the needed data.
- Use the day's discussions as the groundwork to develop a set of papers that lay out a framework of concepts and metrics for the data system.
- Present and discuss the papers at AERA, exploring areas of consensus or dispute, and considering the next steps needed to develop the data system.

9:00 –9:15

Welcome, Introductions, Goals for the Day

Robert Hauser, Executive Director, DBASSE

Felice Levine, Executive Director, AERA

Overview of the Agenda

Natalie Nielsen, Acting Director, BOTA, Moderator for the Day

9:15- 9:45

The Need for an Integrated Data System on Teacher Preparation

Suzanne Wilson, University of Connecticut [[Presentation](#)]

James Wyckoff , University of Virginia

[20 minutes for presentations]

Group Discussion [10 minutes]

In *Preparing Teachers: Building Evidence for Sound Policy*, the committee identified a number of questions that they would like to have addressed but could not because the data were not available. Specifically:

- a. What are the characteristics of candidates who enter teacher preparation programs?
- b. How do those characteristics vary by program or pathway?
- c. Where do entrants and graduates of preparation programs ultimately teach?
- d. How long do teachers with different types of preparation continue to teach? Are differences in preparation associated with differences in teachers' career trajectories?
- e. Where do teachers with different types of preparation teach?
- f. How do the knowledge and teaching practices of teachers with different types of preparation differ?
- g. What have been the effects of states' policies regarding program approval and teacher certification?

For this presentation, Suzanne Wilson and Jim Wyckoff, who served on the committee, will provide an overview of the difficulties encountered. The presentation will help to lay the groundwork for highlighting the gap between what we aspire to know and the current state of data collection regarding teacher preparation.

9:45 – 10:45

A Vision for an Integrated Data System on Teacher Preparation

Emerson Elliott, CAEP [20 minutes] [[Presentation](#)]

Commentary [20 minutes]

Jack Buckley, College Board

Group Discussion [20 minutes]

This presentation will lay out a vision for a teacher preparation data system. What would it look like? What kind of information would it provide? The presentation will discuss how it would fit into the data systems and data collections of various groups that are engaged in postsecondary data collection

10:45-11:00

Break

11:00- 11:45

Identifying the Types of Descriptive Data that are Needed

Bob Floden, Michigan State University (by phone) [\[presentation\]](#)

Brian Rowan, University of Michigan

[20 minutes for the presentation]

Commentary [15 minutes]

Hans L'Orange, SHEEO

Discussion [10 minutes]

This presentation will discuss the kinds of data needed to begin to answer questions such as those listed above and provide a detailed picture of teacher candidates and how teacher preparation is delivered. It will focus primarily on descriptive types of data and discuss some of the complications in collecting these data (e.g., defining the data to be collected, figuring out how to quantify them, collecting them in a uniform way across institutions/states). Data that might be collected include:

- a. How many teacher preparation programs are there in the country?
Where are they located? How many students are in each program?
- b. What are the academic and demographic characteristics of the students in the program?
- c. What specializations are students pursuing?
- d. How long do students take to get through the program? How many finish the program? How many fail to finish?
- e. What do students in teacher preparation programs study (i.e., what courses do they take)?
- f. Who teaches these courses?
- g. How much field practice do they do? Where do they do it? How is it supervised? What does it involve?
- h. Where do graduates of teacher preparation programs go? How long do they stay?

11:45-12:30

Measuring Characteristics/Practices of Teacher Preparation

Pam Grossman, Stanford [20 minutes]

Commentary

Ed Lui, Boston Teacher Residency Program [15 minutes]

Group Discussion [10 minutes]

This presentation will focus on the key practices in teacher preparation that should be measured. Questions such as the following will be addressed: What do research findings suggest are important aspects of teacher prep programs that should be measured? What outcomes of teacher preparation programs should be measured? How can they be defined and quantified? What difficulties might be encountered in doing this and how might they be overcome? How can they be made uniform across programs/states?

12:30– 1:00

Lunch (in meeting room)

1:00 – 1:45

Existing Sources of Data

Edward Crowe, Teacher Preparation Analytics [20 minutes] [[Presentation](#)]

Commentary

Susanna Loeb, Stanford (by phone)

Suzanne Wilson, University of Connecticut

[15 minutes for commentary]

Group Discussion [10 minutes]

This presentation will provide an overview of the kinds of data that are currently collected about teacher candidates and teacher preparation programs, including those collected by the state, by federal agencies, and by accreditation agencies. It will describe the nature of the data, the data collection cycle, method for collection (i.e., self-report, other types of instruments) as well as the way the data are currently used.

1:45 – 2:30

Models for Data Collection

Brian Rowan, University of Michigan [20 minutes] [[Presentation](#)]

Commentary

Michael Feuer, George Washington University [15 minutes]

Group Discussion [10 minutes]

This presentation will discuss various models for collecting data, such as (1) routinized, census collection; (2) periodic data collection from a representative sample of teacher preparation programs; and (3) data collected from in-depth field experiments that could be used to answer causal questions. The presentation will explore the types of research questions/policy uses that can be addressed by various data collection strategies (e.g., monitoring the status of teacher education over time, accountability uses, program improvement, feedback for accreditation purposes). The presentation will also discuss the feasibility and practical issues associated with the different collection strategies.

2:30-3:30

Synthesis of the Day's Discussions

James Cibulka, CAEP

David Monk, Penn State University

Donna Wiseman, University of Maryland

[45 minutes]

Group Discussion [15 minutes]

Panelists will discuss the main messages from the day's discussions, and specifically, consider the following questions:

- What are the essential components of a teacher preparation data system?
- What strategies exist for collecting, assembling, and maintaining the data?
- What are the challenges associated with collecting the data and creating the system – and how might they be addressed?
- What should the next steps be?

In addressing these questions, panelists will explore areas of consensus and dispute that arose during the discussions.

3:30

Adjourn

Meeting Participants

Organizers

Emerson Elliott, Council for the Accreditation of Educator Preparation (CAEP)

Bob Floden, Michigan State University (by phone)

Pam Grossman, Stanford

Robert Hauser, National Research Council

Judy Koenig, National Research Council

Felice Levine, AERA

Susanna Loeb, Stanford (by phone)

Natalie Nielsen, National Research Council

Brian Rowan, University of Michigan

Jerry Sroufe, AERA

Suzanne Wilson, University of Connecticut

Jim Wyckoff, University of Virginia

Invited Guests

Jack Buckley, College Board

James Cibulka, Council for the Accreditation of Educator Preparation (CAEP)

Edward Crowe, Teacher Preparation Analytics

Michael Feuer, George Washington University

Mary Frase, formerly with NSF, NCES

Mariana Haynes, Alliance for Excellent Education

Ed Lui, Boston Teacher Residency

David Monk, Penn State

Hans L'Orange, State Higher Education Executive Officers Association (SHEEO)

Donna Wiseman, University of Maryland