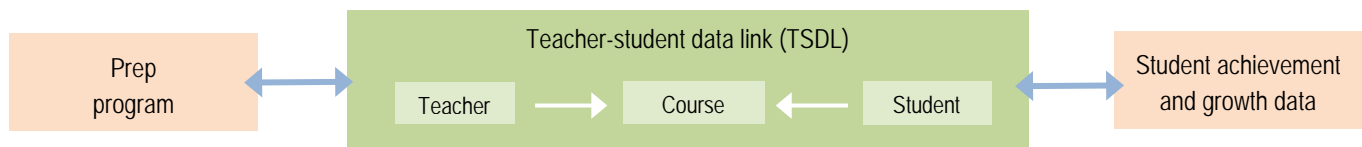


Teacher Preparation Programs Need High-Quality Feedback to Improve

- **Improving Teacher Effectiveness Requires Strengthening Teacher Preparation:** It is critical to improve teacher preparation programs to ensure that the 1.6 million new educators who will pass through their doors over the next decade are prepared for success in the 21st-century classroom.
- **Teacher Preparation Programs Need Feedback to Improve:** Preparation programs seek “access to data and other measures used to evaluate the performance of their graduates . . . to improve the quality and effectiveness of the programs” (AACTE, 2011).
- **There Are Local, State, and Federal Efforts Supporting This Feedback Loop:**
 - > Leading states and systems are exploring strategies to provide teacher preparation programs with information about their graduates’ impact on student achievement.
 - > The [U.S. Department of Education plans](#) regulatory changes to the Higher Education Act that would require states to measure teacher preparation program effectiveness using measures of student growth for students taught by program graduates.
- **High-Quality Data Are Vital to These Efforts:**
 - > Implementing these strategies requires that states have significant data capacity to provide high-quality data that links students, teachers, and teacher preparation programs.
 - > States are best positioned to leverage their existing investments in longitudinal data systems to provide programs with specific, timely, actionable feedback on the success of their graduates.

Data for Action 2011: Just the Facts



Q: Are states sharing information about teachers’ impact on students with their preparation program?

A:
→ **6 states** are automatically sharing teacher performance data annually with in-state teacher preparation programs.

Q: What is states’ capacity to measure teachers’ impact on students?

A:
→ **44 states** link teachers and students by course.
→ **26 states** are specifically linking teachers to at least one type of student growth data, including 11 states using a value-added model.

Q: What is states’ capacity to share information about teachers’ impact on students with their preparation program?

A:
→ **42 states** can link their TSDL to some teacher certification and education data (such as the type of preparation program or the year of certification) but have not necessarily leveraged this link to create a data set with both types of information. Of those, 27 states can link their TSDL to the name of the teacher preparation program.
→ **10 states** actually link teachers and their performance data (based on student achievement data through the TSDL) with information about their teacher preparation program—demonstrating they have leveraged their technical capacity to create a data set with both types of information.

Q: What is the quality of the link that provides information about teachers’ impact on students?

A: A high-quality teacher-student data link connects students and teachers in ways that capture the complex connections that exist in schools. The recommended practices and processes summarized below help ensure that the data and the teacher-student link are accepted as high quality, reliable, and fair by critical stakeholders, particularly teachers.

- **Many states** have made progress implementing one or more of the recommended practices and processes.
- **13 states** (AL, AR, DE, FL, HI, ID, NY, OH, PA, PR, RI, TN, VA) report that they are implementing policies and practices that demonstrate progress on all four recommended practices above.

Recommended Practice

National Landscape

<p>Statewide definition of <i>teacher of record</i>: To accurately attribute student learning to the appropriate educators, the state needs a statewide definition of <i>teacher of record</i> that clearly defines how to allocate responsibility for students' learning to specific teachers.</p>	<p>25 states report a statewide definition of teacher of record, but only 10 states (AR, CO, DE, FL, HI, NY, OH, PA, TN, WI) have a statewide teacher of record definition that reflects current promising practices by focusing on educators who provide instruction and allowing for multiple educators to be included.</p>
<p>Ability to link multiple teachers to a student for a particular course: To capture complex relationships, the state's data system must be able to link more than one educator per student per course.</p>	<p>38 states can connect more than one teacher per student per course.</p>
<p>Accurate and up-to-date state data</p> <p>Roster verification process: To ensure data quality and assure teachers that decisions are based on valid, reliable, and fair information, teachers and principals must be given an opportunity to verify their student rosters and submit corrections.</p> <p>Collect data multiple times: Students' and teachers' schedules often change during the school year, so states must collect data multiple times during the year.</p>	<p>22 states have a roster verification process in place. 35 states collect data multiple times during the year.</p>

THE BOTTOM LINE

- ➔ The important work of sharing data with teacher preparation programs requires trust, communication, and collaboration—but it is possible.
- ➔ If information about teachers' impact on student performance is going to be used for high-stakes decisions, such as preparation program accountability, the quality of the information matters. Therefore the teacher-student data link—and the practices and processes that make it high-quality, reliable, and fair—is a critical component of these accountability policies. *Data for Action 2011* demonstrates that the majority of states have the basic data infrastructure necessary to measure teacher effectiveness based on student achievement. However, many of the states currently lack the policies and processes described above as necessary to ensure that the data and the teacher-student link are high quality and reliable for critical stakeholders, particularly teachers. States are beginning to focus on the quality practices that should drive this work and learning from the experiences of leading states. We expect states to make significant progress in the coming year.
- ➔ States are also beginning to leverage this data to help inform efforts to improve teacher effectiveness and teacher preparation programs.

States to Watch

- ➔ **Arkansas, Florida, Louisiana, North Carolina, and South Carolina** are leading the field by automatically sharing teacher performance data annually with in-state teacher preparation programs. See DQC's [Profiles from the Field](#) for more about Louisiana's Value-Added Teacher Preparation Assessment Model; the state has recently begun sharing data from the analysis with teacher preparation programs.
- ➔ **Tennessee** [recently posted](#) their analysis of the effectiveness their state's teacher preparation programs based on the value-added results of program graduates.
- ➔ Fourteen higher education institutions in **Minnesota, North Dakota, and South Dakota** are collaborating through the Bush Foundation and the [NeXT initiative](#) to improve their graduates' success. Their efforts rely on data that measures the effectiveness of their graduates in the classroom. See [DQC's recap](#) of a recent conversation with NeXT leaders.

Related and CITED Resources

- ➔ Data Quality Campaign, [Hot Topic: Measuring Teacher Effectiveness](#), 2011.
- ➔ Data Quality Campaign, [ED's Notice of Intention to Develop Proposed Regulations Regarding Teacher Preparation Reporting Requirements: DQC Comments to Share Knowledge on States' Data Capacity](#), 2011.
- ➔ Data Quality Campaign, [Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement: A Data-Sharing Template To Prompt Discussion and Strategic Planning](#), 2011.
- ➔ Data Quality Campaign, [Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers](#), 2011.
- ➔ AACTE, [Transformations in Educator Preparation: Effectiveness and Accountability](#), 2011.
- ➔ Teacher-Student Data Link Project, www.tsdl.org.

Data for Action is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. For more information, and to view Data for Action 2011: DQC's State Analysis, please visit www.DataQualityCampaign.org/stateanalysis/about.