KACTE Retreat October 23/24, 2014

Margaret Moore, Eastern Kentucky University

Katie Shanahan, University of Louisville

Co-Chairs, KITEP

entucky Association of
olleges for Teacher Education (KACTE)

here are 27 institutions that prepare educators in Kentucky that e members of KACTE. The KACTE Executive Board and the KACTE embership are very aware of the data initiatives of the Data uality Campaign, the CCSSO, the U.S. Department of Education, d legislative actions. KACTE maintains a regular working lationship with the member Deans and Chairs. The KACTE ommunication network is regularly used to inform the membership, rry out statewide plans, conduct retreats, leadership meetings d conferences, and solicit feedback from across the membership.

http://professorsharma.com/kac

# ...esearch Committee on Information ...echnology in Educator Preparation (KITEP)

...TEP is a standing research arm of KACTE that plays a key role in ...elping the KACTE membership to **follow technology initiatives** at ...e state and national levels, and to **prepare for the accountability ...easures** that will surely gain importance as the PK-20 data ...ovement expands. Tools and techniques that can best be ...eveloped in a collaborative environment are assigned by KACTE to ...TEP.

...ACTE-KITEP recognizes the importance of taking a leadership role ... communicating directly with the larger educator preparation ...ommunity.

PRIORITY INITIATIVE FOR KITEP

ENTUCKY'S PILOT PROJECT WITH CCSSO
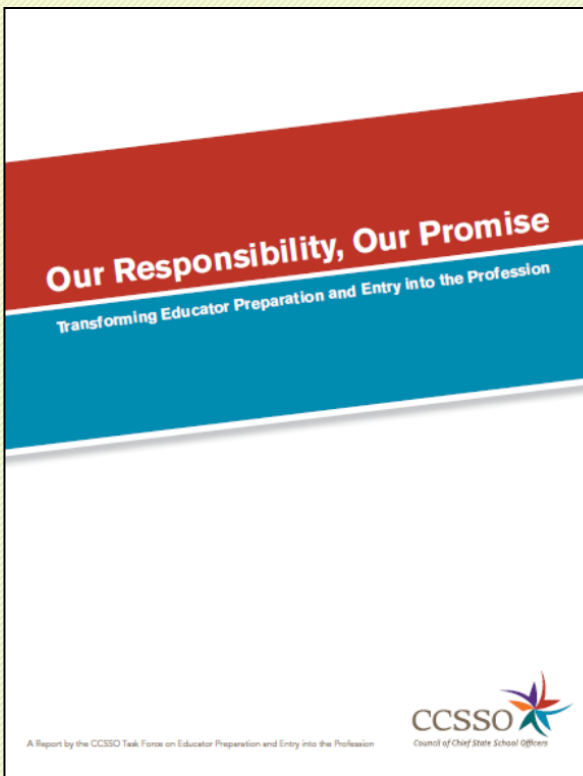
What does this mean for higher education institutions in Kentucky?

rogram Approval

. States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.

Kentucky is one of seven pilot states

www.epsb.ky.g

ata Collection, Analysis, and Reporting

States will develop and support state-level governance structures to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.

www.epsb.ky.gov

AEP Standard 4: Program Impact

Meeting Standards (in-part) through Collaboration with State Agencies

What does this mean for higher education institutions in Kentucky?

AEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

AEP Standard 4: Program Impact

Impact on P-12 Student Learning and Development

4.1   The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

AEP Standard 4: Program Impact

ndicators of Teaching Effectiveness

4.2   The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

AEP Standard 4: Program Impact

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

AEP Standard 4: Program Impact

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

PSB Reports Available to Higher Education

- mission/Exit Reports
- ACI Report
- 12 Employee Report

PSB Data Dashboard

Praxis Pass Rates

Retention

Teacher Survey Results

entucky Education Professional Standards Board urvey of New Teachers

ne 2013-2014 New Teacher Survey elicited responses from student achers and their cooperating teachers, interns and their resource achers.

ne purpose of the survey was to gather perception data on how new achers and their supervising teachers ranked the new achers' preparedness to teach in Kentucky schools.

igned to the Initial-Level Indicators of the Kentucky Teacher Standards d questions concerning Title II requirements and implementation of the ommon Core, the survey's questions were based on a four point scale-- entified by Excellent (4), Good (3), Fair (2) and Poor (1).

Sample Candidate Voice

1: ...strates ...d ...t ...edge
95 % STATE AVERAGE

2: The Teacher Designs and Plans Instruction
91 % RESPONDED FAVORABLY
94 % STATE AVERAGE

3: The Teacher Creates and Maintains Learning Climate
98 % RESPONDED FAVORABLY
97 % STATE AVERAGE

4: The Teacher Implements and Manages Instruction
92 % RESPONDED FAVORABLY
93 % STATE AVERAGE

5: The Teacher Assesses and Communicates Learning Results
90 % RESPONDED FAVORABLY
89 % STATE AVERAGE
CLICK TO EXPLORE

Common... Preparat...
91 % RESPONDED FAVORABLY

6: ...Teacher ...strates ...entation ...nology
91 % STATE AVERAGE

7: Reflect on and Evaluates Teaching and Learning
94 % RESPONDED FAVORABLY
92 % STATE AVERAGE

8: Collaborates with Colleagues / Parents / Others
90 % RESPONDED FAVORABLY
87 % STATE AVERAGE

9: Evaluates and Implements Professional Development
96 % RESPONDED FAVORABLY
93 % STATE AVERAGE

10: Provides Leadership with School / Community / Professions
89 % RESPONDED FAVORABLY
83 % STATE AVERAGE

Diverse Populati... and Ethi...
76 % RESPONDED FAVORABLY

ample Cooperating Teacher Voice

...nstrates ...d ...t ...edge

88 %
STATE AVERAGE

2: The Teacher Designs and Plans Instruction

89 % RESPONDED FAVORABLY
87 % STATE AVERAGE

3: The Teacher Creates and Maintains Learning Climate

93 % RESPONDED FAVORABLY
93 % STATE AVERAGE

4: The Teacher Implements and Manages Instruction

89 % RESPONDED FAVORABLY
86 % STATE AVERAGE

5: The Teacher Assesses and Communicates Learning Results

87 % RESPONDED FAVORABLY
84 % STATE AVERAGE

Common... Preparati...

87 % RESPONDED FAVORABLY

...Teacher ...nstrates ...entation ...nnology

92 % STATE AVERAGE

7: Reflect on and Evaluates Teaching and Learning

91 % RESPONDED FAVORABLY
87 % STATE AVERAGE

8: Collaborates with Colleagues / Parents / Others

86 % RESPONDED FAVORABLY
86 % STATE AVERAGE

9: Evaluates and Implements Professional Development

90 % RESPONDED FAVORABLY
89 % STATE AVERAGE

10: Provides Leadership with School / Community / Professions

85 % RESPONDED FAVORABLY
85 % STATE AVERAGE

Diverse Populatio... and Ethi...

79 % RESPONDED FAVORABLY

Kentucky Field Experience Tracking System (KFETS)

The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky. Candidates in Kentucky are required to complete a minimum of 200 field experience hours prior to student teaching. 16 KAR 5:040.

TEP Grant Supported State-wide Meetings to Introduce KFETS

http://www.kyepsb.net/teacherprep/fieldexperience.asp

014/2015 KITEP Grant Initiative

ACTE-KITEP AACTE NTEP State Engagement Grant

Data Institute 1 will focus on the Use of Cross-agency Data for Annual Reporting. It will address data access, appropriate data design and collection, and also work on defining measures of program impact, program outcomes, and consumer information. The goals are to identify what data is needed by EPP's and how the agencies could supply data reports that would meet EPP needs while still adhering to principles of FERPA and security.

DECEMBER 4, 2014 – 9:00 to 3:00 at EPSB
KACTE-KITEP ▪ EPSB ▪ KCEWS

Who Should Attend the Data Institutes?

Individuals who have responsibility for reporting at your institution
NCATE/CAEP - AIMS
TITLE II
AACTE PEDS
EPSB PROGRAM REVIEW

AACTE-KITEP Grant will help off-set travel (mileage)

EPORTING AREAS

EP
   Evidence Guide (February 2014)
   EPP Annual Report (2014 Template)
   Annual Report Technical Guide (2014)
   Handbook when it becomes available
tle II (IPRC User Manual)
CTE-PEDS (Reporting)
SB Program Review

EPSB Data Dashboard Reports
Program Performance Tab
      Survey of New Teachers
      Top 25% and First Time Pass Rates
      Title II Program Completers Assessments
      Pass Rates
      Admissions
      Retention

Program Demographics Tab
Program Enrollment
Program Completion
Program Accreditation

Other
Employment Data

PE Reports
Student Success Related Data
College Readiness
Praxis/PLT Top 15% Report

re they working on other reports
hat we should know about?

KCEWS Reports
2014 Post Secondary Feedback
Reports
High School Feedback Reports
White Papers (Teachers)
Public Access Data Files
Other

014/2015 KITEP Grant Initiative

Data Institute 2 will focus on agreements on the substance of student assessment data reports and how they would be delivered to EPPs. The goal is to finalize the design of data sharing reports, so that pilot runs of the reports can be conducted for use in reporting requirements.

TBD, 2015 – 9:00 to 3:00 at EPSB
KACTE-KITEP ▪ EPSB ▪ KCEWS

Summary

e Kentucky educator preparation community has long wrestled with the problem of
cessing learner assessment data to demonstrate the impact of educator preparation on
arner achievement. In 2014 a collaboration began between educator preparation programs
d three major state agencies to develop mechanisms whereby data from public education
rces could be reported, specifically for use in accountability reports and for accreditation
rposes.

n us at AACTE in 2015 to learn more about our collaboration– "**Assessing Impact on
udent Achievement: A Statewide Approach to Reporting Student Data for Use by
ucator Preparation Programs.**"

KACTE-KITEP Contact Information

Margaret.Moore@eku.edu, Co-chair KACTE-KITEP
   Director of Licensure and Certification, Eastern Kentucky University

Katie.Shanahan@louisville.edu, Co-chair KACTE-KITEP
   Director of Academic Affairs and Unit Effectiveness, University of Louisville

ITEP Presentations

American Association of Colleges for Teacher Education (AACTE). Proposal Accepted. February 2015, Atlanta, Georgia. *Assessing Impact on Student Achievement: A Statewide Approach to Reporting Student Data for Use by Educator Preparation Programs*. Joint presentation: Eastern Kentucky University, University of Louisville, University of Kentucky, Murray State University, Thomas More College, Georgetown College, Northern Kentucky University, the Education Professional Standards Board, and the Kentucky Center for Education and Workforce Statistics.

Southeastern Regional Association of Teacher Educators (SRATE). October 2014, Charleston, South Carolina. *Meeting Standards through Collaboration with State Agencies*. Joint presentation: Eastern Kentucky University, University of Louisville, and the Kentucky Education Professional Standards Board.

American Association of Colleges for Teacher Education (AACTE). March 2014, Indianapolis, Indiana. *Preparing an Institutional Data System to Utilize Statewide Clinical Placement Data*. Joint presentation: Western Kentucky University, Eastern Kentucky University, University of Kentucky, Thomas More College, and Murray State University.

American Association of Colleges for Teacher Education (AACTE). March 2014, Indianapolis, Indiana. *Making Collaboration Work: Development of Statewide Clinical Placement and Accountability Tools in Kentucky Educator Preparation*. Joint presentation: Western Kentucky University, University of Louisville, Eastern Kentucky University, Georgetown College, Northern Kentucky University, University of Kentucky, Thomas More College, Murray State University, and the Kentucky Education Professional Standards Board.

ITEP Presentations

American Association of Colleges for Teacher Education (AACTE). February 2013, Orlando, Florida. *Kentucky P20 Data Collaborative: Data Repository Development*. Joint presentation: Thomas More College; Eastern Kentucky University; University of Kentucky; University of Louisville; Education Professional Standards Board.

American Association of Colleges for Teacher Education (AACTE). February 2011, San Diego, California. *Facing the Future: Preparing the Data System for Formative Evaluation, Clinical Practice and Residency Models*. Joint presentation: Eastern Kentucky University; Thomas More College, Kentucky; University of Louisiana at Monroe; and University of Kentucky.

American Association of Colleges for Teacher Education (AACTE). February 2008, New Orleans, Louisiana. *Teacher Quality: Who is Entering the Profession in Kentucky, Does it Matter?* Joint presentation: Murray State University, University of Louisville, Eastern Kentucky University, Northern Kentucky University.

American Association of Colleges for Teacher Education (AACTE). February 2007, New York. *Our Place at the Table: Educator Preparation in the Competitive World of P-12 Education Data Initiatives*. Joint presentation: University of Kentucky, Murray State University, Eastern Kentucky University and Education Professional Standards Board.

ITEP Presentations

American Association of Colleges for Teacher Education (AACTE). January 2006, San Diego, California. ***Collaboration for Success on NCATE Standard 2: Promoting Statewide Use of Data System Technology.*** Joint presentation: University of Kentucky, Northern Kentucky University, Eastern Kentucky University, Murray State University, Georgetown College, Kentucky Education Professional Standards Board

American Association of Colleges for Teacher Education (AACTE). February 2004, Chicago, Illinois. ***Developing a Cutting-Edge Teacher Data System: Projects and Visions in Kentucky.*** The Kentucky Data System: A Higher Education Perspective, Promises and Realities. Joint presentation: University of Kentucky, Northern Kentucky University, Eastern Kentucky University, Murray State University, Kentucky Education Professional Standards Board.

American Association of Colleges for Teacher Education (AACTE). January 2003, New Orleans, Louisiana. ***Transcending Traditional Boundaries in Information Technology: Reports from the Kentucky Experience.*** Joint presentation: University of Kentucky, Eastern Kentucky University, Murray State University, Kentucky Education Professional Standards Board.