

KACTE Retreat October 23/24, 2014

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Kentucky Association of Colleges for Teacher Education (KACTE)

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

<http://professorsharma.com/kac>

Research Committee on Information Technology in Educator Preparation (KITEP)

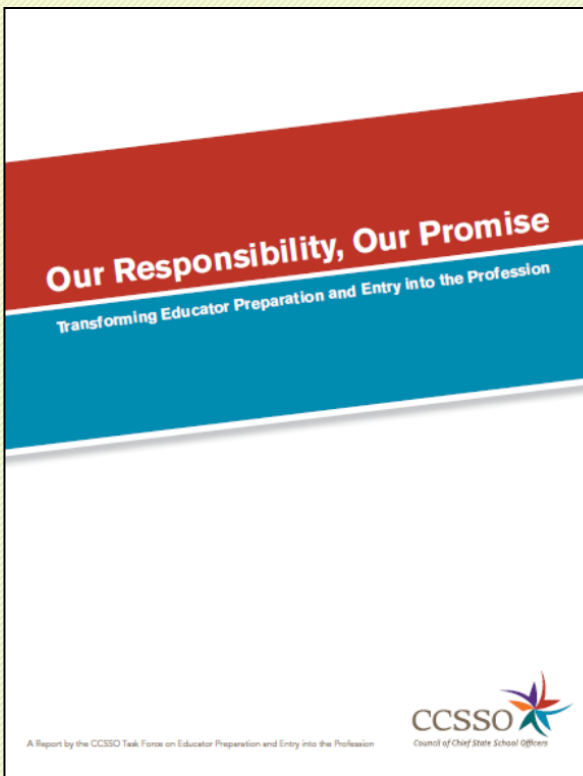
KITEP is a standing research arm of KACTE that plays a key role in helping the KACTE membership to **follow technology initiatives** at the state and national levels, and to **prepare for the accountability measures** that will surely gain importance as the PK-20 data movement expands. Tools and techniques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

KACTE-KITEP recognizes the importance of taking a leadership role in communicating directly with the larger educator preparation community.

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

**PRIORITY
INITIATIVE FOR
KITEP**

KENTUCKY'S PILOT PROJECT WITH CCSO



What does this mean for
higher education
institutions in Kentucky?

www.epsb.ky.gov

Program 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.gov

Data 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

Indicators 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.**

EPSB Reports Available to Higher Education

Commission/Exit Reports
ACI Report
12 Employee Report

The screenshot displays the EPSB website interface. At the top, the logo for the Education Professional Standards Board is visible, along with navigation links for 'Contact', 'Help', and 'Sign Out'. A user login area shows 'User Name:' and 'You are here:' followed by a redacted green box. A navigation bar contains buttons for 'My Start Page', 'Web Entry', 'Batch Processing', 'Reports', and 'Help'. The main heading is 'GRADUATE ASSIGNMENT AND CERTIFICATION INQUIRY REPORT'. Below this, there are tabs for 'Recommended Date' and 'Cohort Year'. A dropdown menu is open for 'Cohort Year', showing 'Select a cohort year: 2012 - 2013'. At the bottom, there are tabs for 'Demographics', 'Certifications', 'Assessments', and 'Teaching'. The 'Teaching' tab is active, displaying a 'Teaching History' section with a list of fields and their selection status:

Teaching History	
School	
<input checked="" type="checkbox"/> ID	<input checked="" type="checkbox"/> Name
District	
<input checked="" type="checkbox"/> ID	<input checked="" type="checkbox"/> Name
<input checked="" type="checkbox"/> Grade Level	
<input checked="" type="checkbox"/> Semester	
<input checked="" type="checkbox"/> Year	
<input checked="" type="checkbox"/> Content	
<input checked="" type="checkbox"/> Population	

Buttons for 'View' and 'Download' are located at the bottom of the 'Teaching History' section.

EPSB Data Dashboard

Praxis Pass Rates
Retention
Teacher Survey
Results

The screenshot displays the EPSB Teacher Preparation Dashboard. At the top, the EPSB logo is on the left, and the text "Education Professional Standards Board" is on the right. A navigation bar includes "Home" and "EPSB Dashboard". The main heading is "Teacher Preparation Dashboard". Below this, there are two tabs: "Program Performance" (which is active) and "Program Demographics".

Program Performance

The reports included in this section provide information on each institution's selectivity of candidates, the performance of candidates on required new teacher assessments, the percent of candidates who achieved certification in Kentucky, and the results of surveys of candidates and their supervisors regarding the effectiveness of the candidate's preparation.

Below are the list of Reports under Program Performance:

Category	Description	Data Source	Report Type	Action
<input type="checkbox"/> Retention	The report contains analysis for the 2006-2007 through the 2012-13 in three year cohorts of initial teacher preparation program completers by IHE, crossed referenced against the Kentucky Education Professional Standards Board Teacher Certification database to see those that received a Statement of Eligibility, Provisional and Professional Certificates.	Educator Preparation Institutions Admission and Exit Reports and Teacher Certification Database	Table	
Admissions	The report contains the analysis of the Average GPA, Average PPST scores for Math, Writing and Reading for the 2006-2007 through the 2012-2013 cohorts of students admitted to an initial teacher preparation program.	Educator Preparation Institution's Admission and Exit Reports. (The GPA data for the Alternative Route Programs is currently being reviewed and updated by the colleges. Therefore, this report will change once all of the records have been updated.)	Table	
Top 25% and First Time Pass Rates	This report shows the pass rates and top 25% and first time pass rates for candidates that have completed a initial teacher preparation program between September 1, 2006 and August 31, 2013.	Educator Preparation Institutions Admission and Exit Reports, Teacher Certification Database, and Local Educator Assignment Data 2006-2013	Table	
Title II Program Completers Assessments Pass Rates	The examination pass rates for each college are reported to EPSB by the Education Testing Service (ETS). The data is collected by the Division of Educator Preparation as required by the Federal Title II programs.	Counts and percentage summary of the assessment data are provided by ETS.	Table	
Survey of New Teachers	The focus of the survey is to ascertain how well new teachers and their	KEPP Report Card	Report	

Kentucky Education Professional Standards Board Survey of New Teachers

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

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

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

Sample Candidate Voice

1: Demonstrates
and
nt
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

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

Sample Cooperating Teacher Voice

1: Demonstrates
Content Knowledge

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
Preparation

87%
RESPONDED
FAVORABLY

6: Teacher
Demonstrates
Pedagogical
Content Knowledge

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
Population
and Ethical
Cultural

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 Kentucky teacher preparation program and students who plan to enroll in 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>

2014/2015 KITEP Grant Initiative

KAECTE-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
KAECTE-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)

REPORTING AREAS

EP

Evidence Guide ([February 2014](#))
EPP Annual Report (2014 [Template](#))
Annual Report Technical Guide ([2014](#))
Handbook when it becomes available
Title 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

REPORTING AREAS continued

PE Reports

Student Success Related Data

College Readiness

Axis/PLT Top 15% Report

Are they working on other reports
that we should know about?

KCEWS Reports

2014 Post Secondary Feedback
Reports

High School Feedback Reports

White Papers (Teachers)

Public Access Data Files

Other

2014/2015 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

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

Join us at AACTE in 2015 to learn more about our collaboration- **“Assessing Impact on Student Achievement: A Statewide Approach to Reporting Student Data for Use by Educator Preparation Programs.”**

ACTE-KITEP Contact Information

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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.