

# **Teacher Preparation Program Inspection: Process and Outcomes**

**Believe & Prepare Community Meeting**

**Baton Rouge**

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**Teacher Prep Inspection-US (TPI-US)**



# 2015 NAEP Results

2015 NAEP <u>Reading</u> : Percent <b>NOT</b> Proficient Nationally		
	<b>Grade 4</b>	<b>Grade 8</b>
All Students	64	66
White Students	54	56
Black Students	82	84
Hispanic Students	79	79
Asian Students	43	46
American Indian/ Alaska Native	79	78

2015 NAEP <u>Mathematics</u> : Percent <b>NOT</b> Proficient Nationally		
	<b>Grade 4</b>	<b>Grade 8</b>
All Students	60	67
White Students	49	57
Black Students	81	87
Hispanic Students	74	81
Asian Students	35	39
American Indian/ Alaska Native	77	80

Source: [http://www.nationsreportcard.gov/reading\\_math\\_2015/](http://www.nationsreportcard.gov/reading_math_2015/)

# 2015 NAEP Results

Percent <i>NOT</i> Proficient - Louisiana		
	<b>Grade 4</b>	<b>Grade 8</b>
All Students - Reading	71	77
All Students - Mathematics	70	82

Source: [http://www.nationsreportcard.gov/reading\\_math\\_2015/](http://www.nationsreportcard.gov/reading_math_2015/)

## Teacher Preparation Programs in the US

	Percentage of Programs	Percentage of Students Enrolled	Percentage of Program Completers
Traditional	69%	90%	85.5%
Alternative, IHE-based	21%	5%	7.0%
Alternative, not IHE-based	10%	5%	7.5%

## Enrollment in University-based Providers

	Providers and Percentage of Total		Enrollment and Percentage of Total	
Private not-for-profit	867	61%	37%	229,650
Public	535	38%	60%	373,902
Private for-profit	22	1.5%	3.6%	22,335

2013 Title II Data

## Completers by Program Size

Total Program Completers	Number of Programs	Percentage of Programs	Program Completers	Pct. of Program Completers
<25	785	37%	7,890	4%
<b>25 - 99</b>	759	36%	40,919	20%
<b>100 - 499</b>	524	25%	114,662	57%
500 - 999	45	2%	27,779	14%
1000+	7	0.33%	10,404	5%

2013 Title II Data

## Key Criteria for Judgment Areas

Inspectors should ensure that evidence is collected for each bullet of the four key judgment areas and scores are given based on cumulative evidence about these components of the judgment areas.

### **QUALITY OF SELECTION:**

- Proportion of recent cohort with pre-selection GPA of 3.0 or above
- Standardized test data
- Efforts to produce a teacher workforce more representative of K12 student population
- Use of multiple measures in the admission process

### **QUALITY OF CONTENT KNOWLEDGE AND TEACHING METHODS:**

*(Note: This is about how well the program conveys content and teaching skills.)*

- Scientifically-based reading instruction (ELEMENTARY)
- Elementary mathematics Content and Pedagogy (ELEMENTARY)
- Other subject areas (ELEMENTARY)
- Core secondary subject area (SECONDARY)
- Classroom management—*candidate knowledge and skills to create a positive and engaging climate for student learning*
- Assessing student learning-- *including formative assessment and its use during instruction*
- Differentiating instruction
- Academic feedback and questioning
- Coursework connections to practice

### **CLINICAL PLACEMENT, FEEDBACK AND CANDIDATE PERFORMANCE:**

- Clinical placement—*timing/ length of placement; selection of schools and mentor teachers*
- Observation and feedback—*observation form (attention given to student engagement and learning, classroom management, formative assessment and its use during the class, differentiated instruction, and academic feedback and questioning); training for program supervisors; quality of written and oral feedback; consistency of expectations*
- Candidate performance—*student engagement in learning and evidence of student learning; subject knowledge; teaching skills (classroom management, formative assessment and its use during the class, differentiation, academic feedback and questioning); feedback from recent grads*

### **QUALITY OF PROGRAM PERFORMANCE MANAGEMENT:**

- Quality of data used to monitor ongoing program performance
- Quality monitoring—*coursework, field experiences, and observation and feedback.*
- Internal program quality control checkpoints—*do they exist and what are they? do they trigger intervention plans for those not ready for the next stage? are candidates counseled out of the program if they do not meet program performance standards?*
- Program quality assurance—*quality assurance systems informed by data and used to foster strong program outcomes*
- Coursework- clinical connections—*helping candidates learn how to apply course knowledge in their teaching practice*

# Program Inspection Outcomes: Examples

- **Observer Training**
- **Improved Observation Instruments**
- **Attention to Data Quality**
- **Program Performance Management**

## Contact Information

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