Fall 2019 Data Summit

College of Education and P-16 Integration

The University of Texas Rio Grande Valley

Introduction

Dr. Alma D. Rodríguez

Dean

Welcome to faculty, stakeholders, and guests.

Agenda

CEP Data Landscape

- A. Official Reports
- B. 2018-2019 Figures
  - Teacher Prep: enrollment, admitted, clinical teachers, certified
  - Graduate programs: enrollment, finishers of certification programs
- C. Questions and suggestions
- D. Graduate programs head to breakout rooms

Teacher Preparation Data Model: Dashboard Training (UPD Consulting)

- A. Overview
- B. Hands-on activity: use case
  - Admissions data
  - Reflection and sharing

Working Lunch

With Eugenio Longoria Saenz (RGV Focus)

Agenda (continued)

Deans for Impact Common Indicator System Results for 2018-2019

- Overview
- TBMS - Self Efficacy - James Telese
- Culturally Responsive Teaching - Sandra Musanti and Zulmaris Diaz

Hands-on activity: Data Dive into CIS

- Drill down to program level; discuss standard deviation
- TBMS (Teaching Beliefs and Mindsets) program groups
  - Grows, glows, and grapples for each program; develop inquiry question
  - Reflection and data review: reporting out by program

Closure and processing / evaluation of Data Summit - Bobbette Morgan

Data Discussion Norms

- Everyone is encouraged to participate. It is always okay to pass. If you have already voiced your ideas, let others share. Strive for equity of voice.
- Listen to and respect other points of view. Refrain from side conversations and give the person speaking your full attention. Ask questions to seek clarification.
- Use protocols when provided. This can be uncomfortable sometimes, but they help us stay on track with complex work.
- Share openly with the expectation of confidentiality. We will learn more collectively if we are willing to share both the good and the bad.
- Contribute to a learning environment where it is safe to not know. We are all bringing expertise we can contribute, and all have something we can learn.
- Be fully present, and practice here, not later. Having this time to learn together is precious. Take full advantage of it.
- Listen without judgment; acknowledge your own biases; be willing to question your own assumptions.

SECTION 1

CEP Data Landscape

Title II: Enrollment and Graduation by Numbers 2017-2018

Admissions

- Applied: 641
- Admitted: 555
- Median GPA: 3.25

Enrollment

- Total: 1,328
- Female: 1,075
- Male: 253

Clinical Experience

- Supervised hours prior to student teaching: 60
- Hours required for mentoring: 25
- Hours required for student teaching: 560

Graduation

- Total graduates: 415
- Median GPA: 3.32
- Faculty supervisors: 18 FT / 11 PT

Enrollment by race and ethnicity (Total: 2,586)

Category	Count	Category	Count
Hispanic	1,258	Asian	4
White	1,319	Black or African American	2
American Indian	2	Other	1

Annual Reporting Measures

Impact Measures

TEA Principal Survey: Principal appraisal of first-year teachers

Year	Rating
FY 2015-2016	82%
FY 2016-2017	78%
FY 2017-2018	84%

INSPIRE Leadership Survey

Completer satisfaction with overall quality of preparation for school leadership: 3.79 (N = 24)

Deans for Impact - Beginning Teacher Survey

Scale 1 (lower quality) to 5 (higher quality). Quality of teacher preparation: 4.0 (N = 90). Opportunity to learn: 3.4 (N = 85).

Outcome Measures

Annual pass rate based on ASEP rules (FY 2017-2018)

Exam type	Pass rate
PPR Exams	88%
Non-PPR Exams	77%

State Board for Educator Certification - LBB Performance Measure (Initial Programs)

Year	Rate
FY 2015-2016	73.5%
FY 2016-2017	91.9%
FY 2017-2018	92.8%

Measures completer ability to meet licensing requirements, be hired, and demonstrate satisfaction of employers and completers.

Accountability System for Educator Preparation - Annual Report

2017-2018 report issued March 7, 2019 by the Texas Education Agency

Institution: University of Texas - Rio Grande Valley | County/District: 108501 | Program types: University Undergraduate, Post-Baccalaureate, Alternative

Minimum Accountability Standards - TEC 21.045(a)

Standard	2016-2017	2017-2018	Statewide 2017-2018
Accreditation Status	Accredited	Accredited	—
1a: Percent passing PPR certification exams	93%	88%	97%
1b: Percent passing non-PPR certification exams	81%	77%	91%
2: Principal Appraisal of First Year Teachers	78%	84%	75%
3: Improvement in Student Achievement	Not Available	Not Available	Not Available
4a: Frequency/duration of field observations (Clinical Teachers)	Greater than 95%	100%	93%
4b: Quality of Field Supervision	95%	96%	95%
5: Satisfaction of New Teachers	Not Available	Not Available	Not Available

ASEP Annual Report - Performance Report Indicators

TEC 21.045(b)

Standard	2016-2017	2017-2018	Statewide 2017-2018
Applicant Acceptance Rate	87%	88%	51%
Applied to Program	925	1,022	78,659
Admitted to Program	806	900	40,272
Retained in Program	1,114	1,741	105,427
Completed the Program	374	516	28,499
Educators Fully Certified	Not Applicable	347	21,383
Percent Fully Certified	Not Applicable	93%	94%

ASEP Annual Report - Employment and Retention

Standard	2016-2017	2017-2018	Statewide 2017-2018
Number Employed Within a Year of Completion	211	289	16,929
Percent Employed Within a Year of Completion	61%	69%	83%
Average Length of Probationary Certification (days)	Not Applicable	Not Applicable	393
Teachers Remaining in Profession 5 years - Classroom Teacher	183	210	11,814
Percent Remaining 5 years - Classroom Teacher	92%	92%	75%
Educators Remaining 5 years - All professions requiring certification	Not Available	213	12,456
Percent Remaining 5 years - All professions	Not Available	93%	80%
Ratio of Field Supervisors to Candidates	Not Available	1 : 14	1 : 11.1

ASEP Annual Report - Consumer Information

TEC 21.0452(b)

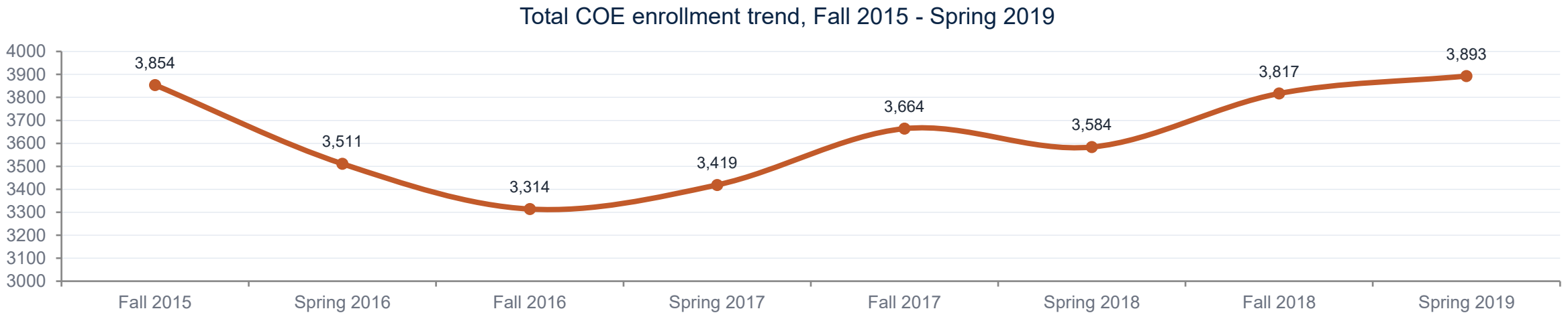
Standard	2016-2017	2017-2018	Statewide 2017-2018
Candidates' Overall GPA	3.31	3.35	3.23
Average GPA in Subject Area	3.29	3.40	3.35
Incoming Class GPA	3.31	3.35	3.26
Candidates' Average SAT	1,106	1,118	1,103
Candidates' Average ACT	23	25	23
Candidates' Average GRE	Not Applicable	Not Applicable	381
Percent Prepared to Teach Students with Disabilities	82%	88%	80%
Percent Prepared to Teach English Language Learners	87%	93%	85%
Percent Prepared to Integrate Technology into Teaching	92%	95%	90%
Percent Prepared to Use Technology to Collect, Manage, Analyze Data	88%	94%	89%
Ratio of Field Supervisors to Candidates - Fall Semester	Not Available	1 : 8.8	1 : 9.8
Ratio of Field Supervisors to Candidates - Spring Semester	Not Available	1 : 8.2	1 : 9.9

SECTION 2

Numbers 2015-2019

Enrollment by Level, Fall 2015 through Spring 2019

Level	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
COE UG Enrolled	2,725	2,495	2,477	2,505	2,748	2,640	2,868	2,839
UG Admitted (Upper Level)	1,031	1,031	1,130	1,170	1,297	1,267	1,379	1,352
Masters	975	876	702	762	748	787	762	841
Doctoral	154	140	135	152	168	157	187	213
Grand Total	3,854	3,511	3,314	3,419	3,664	3,584	3,817	3,893



Admitted EPP (Initial) by Semester

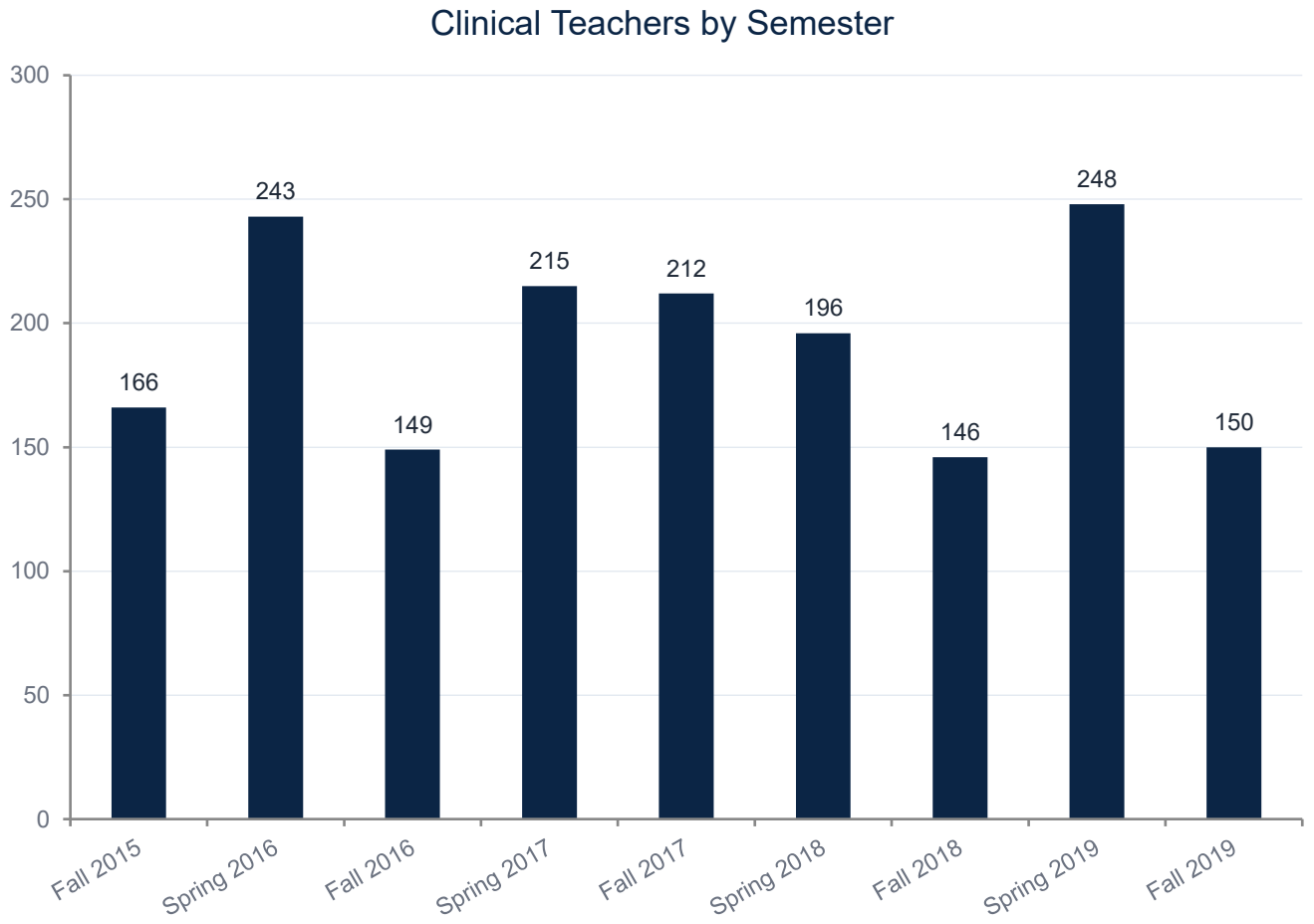
Fall 2015 - Fall 2019 (preliminary)

Semester	Admitted	Pending	Denied	Withdrew	Grand Total
Fall 2015	164	—	29	—	193
Spring 2016	199	—	33	—	232
Summer 2016	84	—	2	—	86
Fall 2016	238	—	35	—	273
Spring 2017	282	—	25	—	307
Summer 2017	77	—	9	—	86
Fall 2017	257	—	28	—	285
Spring 2018	243	—	42	—	285
Summer 2018	64	—	15	—	79
Fall 2018	345	—	38	—	383
Spring 2019	270	—	53	2	325
Summer 2019	65	—	8	—	73
Fall 2019 (preliminary)	251	103	37	—	391
Grand Total	2,539	—	354	2	2,607

Preliminary figures as of 8/22/2019.

Clinical Teachers by Semester, Fall 2015 - Fall 2019

Semester	Clinical Teachers
Fall 2015	166
Spring 2016	243
Fall 2016	149
Spring 2017	215
Fall 2017	212
Spring 2018	196
Fall 2018	146
Spring 2019	248
Fall 2019 (preliminary)	150
Grand Total	1,725



Preliminary figures as of 8/22/2019.

Initial Finishers by Certification Area, FY 15-16 to FY 18-19

Certification Area	FY 15-16	FY 16-17	FY 17-18	FY 18-19*	Total
Art (EC-12)	14	11	15	13	40
Bilingual Education Supplemental - Spanish	72	47	130	110	249
Bilingual Generalist - Spanish (EC-6)	18	—	—	—	18
Core Subjects (EC-6)	42	75	51	53	168
English Language Arts and Reading (4-8)	7	4	2	7	13
English Language Arts and Reading (7-12)	16	17	22	11	55
Generalist (EC-6)	43	22	—	—	65
History (7-12)	4	2	8	10	14
Languages Other Than English - Spanish (EC-12)	14	7	6	5	27
Life Science (7-12)	12	15	12	25	39
Mathematics (4-8)	20	11	17	11	48
Mathematics (7-12)	13	24	27	29	64
Music (EC-12)	35	44	35	41	114
Physical Education (EC-12)	40	38	29	21	107
Social Studies (7-12)	13	19	14	10	46
Special Education (EC-12)	39	26	26	30	91
Other areas combined (Chemistry, Dance, ESL Supplemental, Science 7-12, etc.)	22	12	21	18	59
Grand Total	419	374	413	394	1,206

** FY 18-19 figures preliminary (8/22/2019). 'Other areas combined' aggregates Chemistry 7-12, Dance, ESL Supplemental & Generalist EC-6, Health EC-12, Journalism, Physical Science, Physics/Math, Science 4-8 & 7-12, Theatre EC-12.*

Graduate Finishers by Program, Fall 2015 - Spring 2019

Program	Total finishers
EdD - Educational Leadership	20
EdD - Curriculum & Instruction	19
MA - School Psychology	39
MEd - Counseling and Guidance	199
MEd - Educational Leadership	153
MEd - Curriculum & Instruction	101
MEd - Special Education	337
MEd - Educational Administration	74
MEd - Educational Technology	74
MEd - Bilingual Education	57
MEd - Early Childhood	43
MEd - Reading and Literacy	22
MEd - Secondary Education	14
MEd - Educational Diagnostician	13
MEd - Elementary Education	1
Grand Total (all graduate finishers)	1,166

By degree type

EdD: 39

MA: 39

MEd: 1,088

Total: 1,166

SECTION 3

CEP Teacher Preparation Dashboards Preview

August 22, 2019

What are the CEP Teacher Preparation Dashboards?

With support from the Michael & Susan Dell Foundation, UTRGV is implementing a data standard and dashboards to enable stakeholders to address key questions and drive action for improvement.

Who is enrolled?

How are students performing?

Where are our graduates teaching?

What do schools say about our students?

Are we effectively preparing Teacher Candidates to be quality teachers?

Are our Teacher Candidates and Graduates having a positive impact on schools?

Why This Matters

This is a game changer for our program. We can use strong data and move away from anecdotal information. We can assess the quality of our graduates and the rigor of our work. There will be no more excuses; we will have the data necessary to accurately inform program improvement and ensure program quality, to show reality and focus on program improvement.

Patricia Alvarez McHatton, PhD

UTRGV Executive Vice President for Academic Affairs, Student Success, and P-16 Integration

Mission

Mission (partial)

- Engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality.
- Lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public school partners, families, and policy makers.

Developing a culture of inquiry is one of our three priorities.

Vision

- Create dashboards and reporting structures that allow faculty and staff to access and review data when making decisions.
- Align high-impact data across UTRGV's systems.

Example dashboard view (description)

The original slide displays a Teacher Preparation Program Dashboard screen titled Candidate Performance, with two side-by-side Disposition Assessment panels. Each panel lists 18 disposition categories (such as Analysis of Work Products, Designing and Planning Instruction, Leadership, Managing Student Behavior, Use of Data) along with the percentage of candidates scoring below 2, between 3.0-4.0, and 4.0-5.0. The left navigation includes filters for Program, Cohort, Year, School Year, Campus, Teacher Preparation Program, and Site Coordinator.

Goals

Integrate data from multiple systems and partners to obtain a complete picture of candidates' progress:

- **Enrollment**
- **Candidate Performance**
- **Program Information**
- **Post-Completion**
- **University-School Partnership**
- **Teacher Candidate**

Use of data for continuous improvement

Example dashboard description: An Enrollment view for Teacher Candidate Progression. For Science Education Secondary the dashboard shows Applied 400, Enrolled 342, Accepted 290, Completed 122, Employed 122. Median scores for that cohort: ACT 18.00 (applied), 19.00 (accepted/enrolled); SAT 779.00 (applied), 728.50 (accepted), 1,064.00 (enrolled); pre-program GPA 1.94 (applied), 1.92 (accepted), 3.00 (enrolled). For Elementary Education: Applied 400, Enrolled 326, Accepted 298, Completed 132, Employed 132.

Technical Details

UTRGV (with the support of UPD Consulting) is working through a multi-phased strategy

- Establishing data sharing processes
- Implementing an Ed-Fi Teacher Preparation Data Model Operational Data Store (TPDM ODS)
- Creating and customizing data dashboards

Disconnected

05/2018-12/2018

Integrated

01/2019-10/2019

On Demand

10/2019-Ongoing

Data for Improvement

Ongoing

District Partnerships

UTRGV established partnerships and data sharing agreements with five districts.

Enables UTRGV to examine key questions about:

- Where program completers are employed
- How they are performing in the classroom

Additionally, with TEA data, UTRGV is also able to understand perceptions of how well prepared their program completers are based on surveys from program completers and principals, as well as certification exams.

Dashboard Users

Primary users

Teacher Preparation Faculty and CEP Leadership

Secondary users

- Faculty from other Colleges will work with CEP faculty to review data
- District-faculty partners will review data in partner meetings

Break

What's Next

Activity	Time
Demonstration of dashboards	25 min
Hands-on activity with dashboards	20 min
Next steps: adoption	10 min
Discussion and reflection	10 min
Questions and next steps	10 min

Things to Keep in Mind

1. The CEP Teacher Preparation Dashboards were built to help users view a broader range of data in more actionable ways than was previously possible.

2. There is no “magic” to the data. The dashboards reflect data exactly as it is loaded into the data sources.

3. There are many ways to use the dashboards. Find the ones that are most helpful to you.

Connecting the Pieces

Leveraging a national standard and best practices across teacher preparation programs

CEP Dashboard

User-facing dashboards for faculty, leadership, and district partners

Integrated Data Repository

Single source aligning data from across systems

Source Systems

TK20, Banner, Blackboard, Qualtrics, Tripod, TEA, district data

Dashboard Structure

Enrollment	Candidate Performance	Program Information	Post Completion	University-School Partnership	Teacher Candidate
Teacher Candidate Progression	Program Gateways	Satisfaction During Program	Program Completers	Completer Employment	Candidate Profile
Enrollment Summary	Performance Assessment	Satisfaction Post Program	Certification	District Profile	Performance Assessments
	Refinement and Reinforcement		K-12 Student Performance	K-12 Student Info	K-12 Student Perception
	K-12 Student Perception		Employment	Mentor Teacher	District Profile
	Coursework			Partnership Surveys	School Profile
	Dispositions			K-12 Student Performance	Employment
	Mentor Evaluation				
	Fieldwork Placements				
	Key Assessments				

Dashboard Experts

Name	Role
Jose Hinojosa	Associate Chief Information Officer for Enterprise Systems
Luis Machuca	Systems Analyst III
Luis Azpeitia	College of Education Assessment Coordinator
Erica Villarreal	Program Manager, Office of Educator Preparation and Accountability
Dr. James Jupp	Chair of Teaching and Learning
Dr. John Lowdermilk	Chair of Human Development and School Services
Dr. Janine Schall	Chair of Bilingual and Literacy Studies
Dr. Bobbette Morgan	Interim Associate Dean for Assessment and Accreditation
Dr. Criselda Garcia	Associate Dean for Initial Preparation Programs and Academic Affairs

THE CEP TEACHER PREPARATION DASHBOARD

Navigation of dashboards and guided exercises

Accessing the Dashboards

- UTRGV's dashboards will be accessible through the UTRGV portal.
- Dashboards used today are demo dashboards with sample data.

Next Steps: Create a Plan

Data has the highest impact when used regularly.

In which of your regular routines will you integrate the dashboards?

- Meetings
- Coaching discussions
- Syllabus planning
- Observations

Next Steps

We need a pilot group to give further insights as the dashboards are customized for UTRGV.

- Program coordinators and faculty
- Interested? Email alma.rodriguez@utrgv.edu and bobbette.morgan@utrgv.edu

CEP access to dashboards: October 2019

Questions?

Thank you!

SECTION 4

Working Lunch

UTRGV College of Education and P-16 Integration

2019 Data Summit | August 22, 2019

A collaboration with Educate Texas

RGV FOCUS

A collaboration with Educate Texas

4 Counties, 1 Community

The Rio Grande Valley: Cameron, Hidalgo, Starr, and Willacy

4 = 1

COUNTIES COMMUNITY

Mission

Transform college readiness, access, and success in the four counties of the Rio Grande Valley: Cameron, Hidalgo, Starr, and Willacy.

Vision

All RGV learners achieve a degree or credential that leads to a meaningful career.

Collective Impact Approach

Common Agenda	Common understanding of the challenge; shared vision for change
Shared Measurement	Collecting data and measuring results; focus on performance management; shared accountability
Reinforcing Activities	Differentiated approaches; coordination through joint plan of action
Continuous Communication	Consistent and open communication; focus on building trust and relationships
Backbone Support	Administrative core and partner; convener, facilitator, capacity builder, and catalyst

2018-2019 Leadership Team

Pre-K through 12	Public Higher Education	Community-Based and Business
• Brownsville ISD • Donna ISD • Edinburg CISD • IDEA Public Schools • La Joya ISD • Los Fresnos CISD • Lyford CISD • McAllen ISD • Pharr-San Juan-Alamo ISD • Point Isabel ISD • Region One ESC • South Texas ISD • Vanguard Academy	• South Texas College • Texas Southmost College • Texas State Technical College • UTRGV - College of Education and P-16 Integration	• Educate Texas • Equal Voice for America's Families • La Unión del Pueblo Entero (LUPE) • United Way of Southern Cameron County • Doctors Hospital at Renaissance • Workforce Solutions • Workforce Solutions Cameron • Lower RGV Development Council

2019-2023 Strategic Priorities

Stage	Strategic Priority	Aligned Indicators	Student & Family Support
Early Childhood through Elementary School	Improve quality of education through grade-level literacy in reading and math, Pre-K to 3rd grade.	3rd Grade Reading; Pre-K Enrollment; Kindergarten Readiness; Early-grade attendance; Kindergarten math.	Knows how to collaborate and self-regulate.
Middle School	Successful completion of 4 years of an intentional and rigorous math pathway.	8th Grade Math; 5th Grade Math.	Forms meaningful relationships.
Secondary through Postsecondary	Decrease remediation; re-engage individuals with significant college credits; increase immediate enrollment to postsecondary; increase accessibility of college knowledge resources for parents and families.	Higher Ed Immediate Enrollment; Public Higher Ed Graduation Rate; AP/DC Completion; College Readiness; FAFSA/TASFA Completion.	Engages in community or campus organization.
Workforce	Regional youth apprenticeship-like models; employer-led educational partnership models in IT, Healthcare, and Education.	Higher Ed Graduates Employed or Enrolled; Healthcare/IT/Teacher Education partnerships.	Demonstrates financial literacy.
Teaching Excellence	Improve educator preparation through coordinated efforts between COE & P-16, school districts, and talent.	Develop career pathway models into teaching as early as high school; establish student-teacher clinical placement process informed by need and equity.	Demonstrates development of equity-informed skills, knowledge, and dispositions to become a highly skilled and accomplished teacher.

RGV FOCUS Scorecard

Making a difference along the cradle-to-career educational pathway

Indicator	RGV (Class of 2017)	Baseline (2011-2012)
Pre-K Enrollment	52%	—
STAAR 3rd Grade Reading	40%	31%
STAAR 8th Grade Math	51%	31%
4-Year High School Graduation Rate	92%	87%
FAFSA Completion	71%	59%
College-Ready Graduates	37%	—
AP/Dual Credit Completion	44%	32%
Higher Ed Immediate Enrollment Rate	60%	56%
Public Higher Ed Graduation Rate (2-Year)	30%	17%
Public Higher Ed Graduation Rate (4-Year)	47%	44%
Higher Ed Graduates Employed/Enrolled (2-Year)	90%	92%
Higher Ed Graduates Employed/Enrolled (4-Year)	78%	78%

Sources: Texas Public Education Information Resource (Pre-K Enrollment 2018), TEA STAAR Aggregate Data 2017-18 (Meets Grade Level), TEA Texas Academic Performance Report 2018, US Department of Education FAFSA rates as of September 30, 2018, Texas Higher Education Coordinating Board reports.

We All Have That Friend...

There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.

Jiddu Krishnamurti

Tell us about that friend, that in hindsight, you are always thankful for...

SARA + ACTION

Natural responses to feedback

Stage	What people say
S - Shock	What? I don't understand this report. It's just a survey. This report must not be right.
A - Anger	They're just venting their frustrations. The survey doesn't really fit my current situation. Who said this?
R - Resistance	Nobody is perfect; we all have faults. That's just the way I am - take it or leave it. I get it, but I don't like it.
A - Acceptance	How can I best use this feedback? What can I do to improve? Who can help me make this change?
ACTION	Move from acceptance into deliberate change.

TOOL

RGV FOCUS Dashboard

RGV Focus Dashboard

Access the dashboard at:
https://public.tableau.com/profile/rgvfocus#!/vizhome/RGVFocusDashboard/Story1

Dashboard description

The RGV Focus Dashboard offers seven views: District Key Performance Indicators, RGV Pathway, Longitudinal Indicator Performance, District Hope Chart, Campus Deep Dive, Student/Teacher Information, and Source Catalog. Filters allow users to select reporting year, demographic, and comparison district. The 2018 RGV Pathway view shows performance by indicator for All Students with State and RGV averages: Pre-K Enrollment 45%/52%; Kindergarten Readiness 47%/40%; 3rd Grade Reading Meets 41%/40%; 8th Grade Math Meets 49%/51%; Advanced Course Completion 37%/44%; College Ready 38%/37%; FAFSA 59%/71%; HS Graduation 90%/92%; PS Enrollment 52%/57%; PS Completion 28%/27%.

Data Scavenger Hunt

Pick any district in the RGV as your own. Then work through the Tableau tool to discover the answers.

- What was your district's 8th grade math achievement rate in 2016, 2017, and 2018? How much has the district increased or decreased since 2012? How does it compare to the state and RGV averages?
- What was your school's 8th grade math achievement rate in 2016, 2017, and 2018? How much has it changed since 2012? Between which two years did the largest increase or decrease happen? How does your school compare to others in your district and to the District/RGV/State averages?
- Choose two comparison schools in your district. How does your school compare to them in 8th grade math achievement?
- How many students are meeting the College Ready standard in your district?
- How did your school compare to the District, RGV, and State for English Language Learner student achievement in 2016?
- How did your school compare to the district average for female student math achievement in 2017 and 2018?
- At which campus in your feeder schools are 3rd graders achieving at higher rates?
- What was your school's number of male test takers in 2018? How many met performance?
- How does your district's teacher turnover rate compare to the state - is it above or below?

Building Data Literacy

Inform Decisions

Build Inquiry

Design Strategies

Inform Decisions

- What are some bright spots within your area of inquiry, school, or district? Try every variation of indicator and demographic.
- Given your knowledge of the selected school, district, or indicator, what are some possible solutions or strategies? If you don't know, who could you talk to?
- Find a partner that has an assumption about best practices and inquire about what data is informing it.
- We encourage you to have discussions with other people in this room to discover what they are doing to improve student outcomes.

Build Inquiry

- What questions did these data raise for you?
- What old assumptions are being clarified by what you see?
- What new assumptions are you making about what you see?
- What additional things did you explore? Why? What questions were informing that inquiry?
- **Given your role in this ecosystem, how do these data affect your current scope, response, or strategy for the cradle-to-career pathway in our region?**

Design Strategy

- **What action does this make you want to take?**
  - An approach to entire grade level or demographic
  - A conversation with a particular partner, principal, or other stakeholder
  - Something else?
- **Why do you want to do it?**
  - What is your hopeful outcome or goal by doing this?
  - What is your timeframe?
- **What feedback about this action do you want to get?**
  - Write down questions that will help your thought partners give you specific feedback
  - Write down details that help your thought partners best understand the context (data, context, scope)

Dashboard Feedback

1. How can this tool be utilized to best lift your organization's data strengths?

2. How can this tool be refined or improved to best meet the needs of your organization or stakeholders you support?

3. What other tools might increase your ability to make more data-informed decisions?

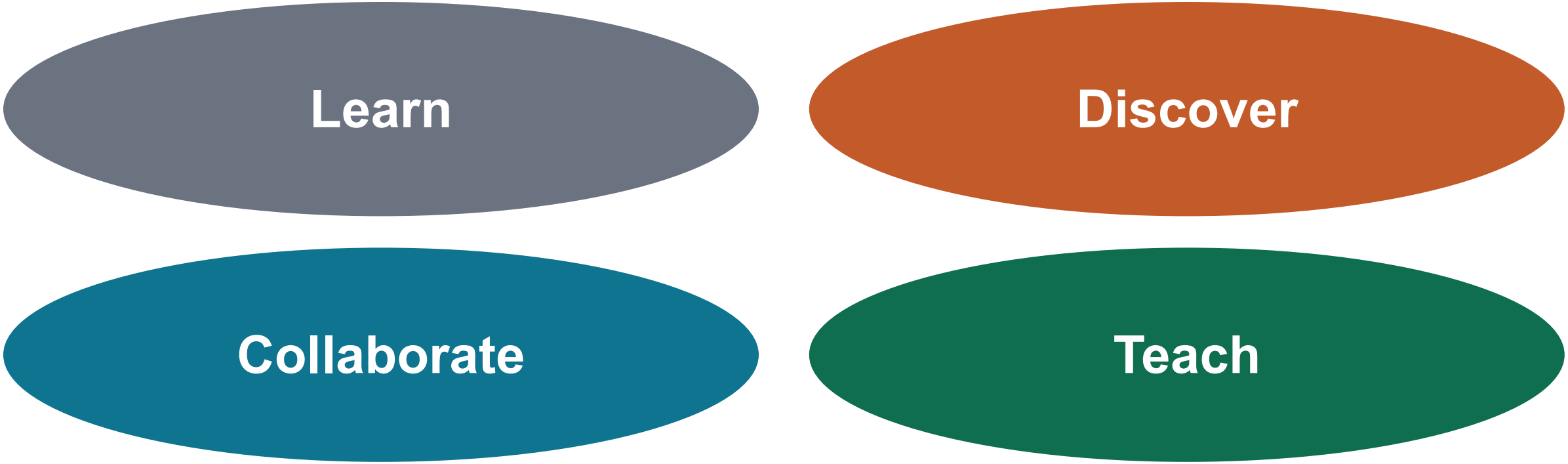
Data Literacy Reflection

- How would you rate your or your organization's data literacy (the ease of understanding data and consistency of using data to inform decisions, build inquiry, and design strategies) on a scale of 1-10? Why is that?
- What are some ways your organization uses data well?
- What are your organization's biggest barriers to better understanding and using data?

Value System

Becoming - is an act of discovery, disruption, determination

- Eugenio Longoria Sáenz



Thank You

CONTIGO, we can change lives. Join us.

Eugenio Longoria Sáenz

esaenz@cftexas.org

https://www.edtx.org/rgv-focus/home

SECTION 5

Common Indicator System: 2018-2019 Results

Common Indicator System

The Common Indicators System Network represents a collaborative and inclusive approach to preparing the next generation of teachers - one that is informed by evidence and committed to the idea that elevating the teaching profession requires those who prepare aspiring teachers to inquire, learn, and continuously improve.

Deans for Impact

Every Child Deserves a Well-Prepared Teacher

Deans for Impact

Deans for Impact works to ensure that every beginning teacher is good on day one, and on the path to become great over time.

Deans for Impact does this by:

- Connecting with leaders of educator preparation programs
- Helping them transform their programs
- Sustaining these transformations over time
- Influencing policy that affects their work

The Student at the Center

[Image: A young student smiling in a classroom]

Image description: A middle-school-age student wearing a leather jacket over a maroon turtleneck sits in a classroom, smiling and holding a pen. Other classroom desks are visible in the background. The image conveys engagement and joy in learning, reinforcing the work's focus on students at the center of teacher preparation.

Deans for Impact Network

16 Diverse Providers

10,700 Candidates served

3 private, 11 public, 2 hybrid; serving undergraduate, graduate, residency, and alternative pathways.

2018-2019 CIS Network Members

- Arizona State University
- Boston Teacher Residency
- Louisiana Tech University
- Relay Graduate School of Education
- Roosevelt University
- Temple University
- Texas Tech University
- University of Missouri - St. Louis
- University of Nevada - Reno
- University of North Carolina - Charlotte
- University of South Alabama
- University of Southern California
- University of Texas - Rio Grande Valley
- University of Virginia
- University of Wyoming
- Urban Teachers

Teaching Beliefs and Mindsets Survey

The TBMS combines short forms of three established instruments:

Teachers' Sense of Efficacy Scale

Assesses the extent to which teachers believe they can influence student engagement, instructional practice, and classroom management. Respondents rate themselves from 1 (nothing) to 9 (a great deal) on 12 statements such as 'How much can you use a variety of assessment strategies?' (Tschannen-Moran & Woolfolk Hoy, 2001).

Short Grit Scale

Assesses an individual's tendency to persist toward long-term goals. Using a 1-5 scale, respondents rate whether eight statements such as 'Setbacks don't discourage me' are typical of them (Duckworth & Quinn, 2009).

Culturally Responsive Teaching Self-Efficacy Scale

Assesses how confident teacher candidates are in their abilities to enact culturally responsive teaching practices. Candidates record a number from 0 (no confidence at all) to 100 (completely confident).

Beginning Teacher Survey

Based on the New Teacher Preparation Survey (NTPS) developed by researchers at the University of North Carolina's Education Policy Initiative at Carolina for use with graduates of the system's teacher-education programs.

The NTPS captures graduates' perceptions of their preparation experience in five areas:

- Academic background and teaching preparation
- Teacher preparation quality
- Teacher preparation program components
- Current teaching practices
- Job satisfaction

CIS Network members administer the survey to program graduates in early spring during their first year of full-time classroom teaching. The survey uses 26-36 items depending on preparation pathway.

Employer Survey

A slightly modified version of the 2017 Massachusetts Hiring Principal Survey, originally developed by the state of Massachusetts and administered annually to all principals who hired a teacher candidate.

For the CIS Network:

- Slight changes to language and survey administration logic
- Massachusetts-specific questions removed
- Seven items asking employers to reflect on the quality of program graduates

Sample item:

Relative to all other teachers (both novice and experienced) you've worked with, please indicate the extent to which this teacher's performance is significantly above or below average.

Why Do We Analyze Data?

To describe something

Composition of candidate pool, longitudinal enrollment trends, clinical experience placement schools.

To assess the efficacy of something

A new coaching model, changes to course sequencing, cooperating teacher training.

To inform improvement and identify areas of strength and opportunities for growth

In recruitment and retention, coursework, clinical supervision, and partnerships.

DEANS FOR IMPACT

Teaching Beliefs and Mindset Survey

Source: Deans for Impact Common Indicators System Teaching Beliefs and Mindsets Survey Inquiry and Interpretation Guide

Survey Development

- Conducted a content analysis of 19 dispositional measures used by member-led programs.
- Reviewed the literature.
- Held discussions with researchers, practitioners, and other stakeholders.
- Content was analyzed using multiple factors, informed by the priorities and design parameters set by programs in the Network.
- Based on these priorities and design parameters, three assessments of candidate beliefs and mindsets were identified for further consideration.

Network's Priorities and Rationale

Network's Priorities	Network's Rationale
Implement across diverse contexts	Easily implemented across diverse contexts
Demonstrated reliability and validity	These constructs can generate meaningful inquiry questions
Captures candidate beliefs and mindsets (dispositions)	Confidence in generating actionable data for the purpose of improvement
Assesses constructs like self-reflection, growth mindset, teaching self-efficacy, and grit	

Three Constructs in the TBMS Survey

Construct	Purpose	Scale
Teachers' Sense of Efficacy	Extent to which teachers believe they can influence student engagement, instructional practice, and classroom management.	1 (nothing) to 9 (a great deal); 12 statements
Short Grit Scale	Individual's tendency to persist toward long-term goals.	1 to 5; 8 statements
Culturally Responsive Teaching Self-Efficacy	Confidence in abilities to enact culturally responsive teaching practices.	0 (no confidence) to 100 (completely confident); 26 items

Validity and Reliability of Constructs

Teachers' Sense of Efficacy

High levels of internal consistency for both in-service and pre-service teachers (alpha = 0.90) and moderate levels of construct validity, particularly with other measures of personal teaching efficacy ($r = 0.64$, $p < 0.01$).

Culturally Responsive Teaching Self-Efficacy

Robust theoretical underpinnings; in one study found to have high levels of internal consistency (alpha = 0.98).

Scores: Average Grit Scores

Section 1 (items 2, 4, 7, 8): score from 5 (very much like me) down to 1 (not like me at all).

Section 2 (items 1, 3, 5, 6): score from 1 (very much like me) up to 5 (not like me at all).

Add up all the points and divide by 8 to calculate the mean.

Average Grit Score = (sum of all 8 item scores) ÷ 8

Scores: Teachers' Sense of Efficacy

Sub-score	Items used (Section 2)	Range	Calculation
Overall Sense of Efficacy	Items 1-12	1 to 9	Unweighted mean of all 12 items
Efficacy in Student Engagement	Items 2, 4, 7, 11	1 to 9	Unweighted mean of 4 items
Efficacy in Instructional Strategies	Items 5, 9, 10, 12	1 to 9	Unweighted mean of 4 items
Efficacy in Classroom Management	Items 1, 3, 6, 8	1 to 9	Unweighted mean of 4 items

Higher score = more efficacious.

Teachers' Sense of Efficacy - Item-Level Data

CIS Network averages and response distribution

Item (How much can you...)	N	Avg	% None / Very Little	% Some Degree	% Quite a bit / A great deal
1. Prevent and respond to disruptive behavior	2,537	7.1	2	25	73
2. Motivate students who show low interest	2,534	6.9	2	34	64
3. Calm a disruptive or noisy student	2,533	6.8	2	35	63
4. Help students value learning	2,530	7.1	1	29	70
5. Craft good questions for your students	2,534	6.9	1	34	64
6. Get children to follow classroom rules	2,536	7.0	1	30	68
7. Get students to believe they can do well	2,529	7.3	1	25	74
8. Establish a classroom management system	2,528	6.9	2	33	65
9. Use a variety of assessment strategies	2,533	6.6	4	39	58
10. Provide alternative explanations when confused	2,531	7.0	1	31	68
11. Assist families in helping children do well	2,533	6.5	4	43	53
12. Implement alternative strategies in classroom	2,529	6.6	3	43	55

Culturally Responsive Teaching Self-Efficacy - Item-Level Data

CIS Network: average confidence rating, range 0 to 100

Item	N	Avg	Min	Max	Std Dev
1. Identify ways school culture differs from students' home culture	2,756	70.8	0	100	19.93
2. Implement strategies to minimize culture mismatch	2,739	64.4	0	100	21.14
3. Assess student learning using various types of assessments	2,753	72.2	0	100	20.63
4. Obtain information about my students' home life	2,753	72.3	0	100	21.31
5. Build a sense of trust in my students	2,761	85.1	0	100	15.88
6. Establish positive home-school relations	2,756	75.1	0	100	20.01
7. Develop a community of learners with diverse students	2,751	77.1	0	100	18.88
8. Use cultural background to make learning meaningful	2,751	75.3	0	100	21.00
9. Use prior knowledge to help students make sense of new info	2,754	79.7	1	100	17.45
10. Identify how home communication may differ from school norms	2,741	73.1	0	100	19.87
11. Obtain information about students' cultural background	2,749	76.0	0	100	19.86
12. Greet English Language Learners in their native language	2,648	66.5	0	100	29.99
13. Design classroom environment reflecting variety of cultures	2,710	71.0	0	100	23.98

TBMS - SECTION 3

Culturally Responsive Teaching

Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007)

Culturally Responsive Teaching

Siwatu, 2007 - the four practices the scale measures

1. Uses students' cultural knowledge, experiences, prior knowledge, and individual learning preferences to facilitate teaching and learning.

2. Incorporates students' cultural orientations to design culturally compatible classroom environments.

3. Provides students with multiple opportunities to demonstrate what they have learned using a variety of assessment techniques.

4. Provides students with the knowledge and skills needed to function in mainstream culture while simultaneously helping students maintain their cultural identity, native language, and connection to their culture.

The Survey

Section 3 - Culturally Responsive Teaching Self-Efficacy Scale

The third section measures how confident teacher candidates are in their abilities to enact culturally responsive teaching practices. Candidates record a number from 0 (no confidence at all) to 100 (completely confident) in response to 26 statements.

Sample items (1-26)

- Identify ways school culture is different from students' home culture
- Implement strategies to minimize the effects of the mismatch between students' home culture and school culture
- Assess student learning using various types of assessments
- Obtain information about students' home life and cultural background
- Build a sense of trust in students; establish positive home-school relations
- Develop a community of learners with diverse backgrounds
- Use students' cultural background and prior knowledge to make learning meaningful
- Identify how students communicate at home versus school norms
- Greet and praise English Language Learners using a phrase in their native language
- Design a classroom environment using displays that reflect a variety of cultures
- Identify ways standardized tests may be biased toward linguistically or culturally diverse students
- Communicate with parents (including parents of ELLs) regarding child's progress and achievement
- Structure parent-teacher conferences so the meeting is not intimidating for parents
- Revise instructional material to include better representation of cultural groups
- Critically examine curriculum to determine whether it reinforces negative stereotypes
- Model classroom tasks to enhance ELL understanding
- Use examples familiar to students from diverse cultural backgrounds
- Explain new concepts using examples from students' everyday lives; teach students about their culture's contributions to society

Our Results At First Glance - UTRGV vs. CIS Network

What do you see? Average confidence per item (0-100 scale)

Item	UTRGV N	UTRGV Avg	UTRGV St Dev	CIS Net N	CIS Net Avg	CIS Net St Dev
1. Identify school vs home culture	505	75.0	22.43	6,034	73.6	19.79
2. Implement strategies to minimize mismatch	502	76.3	20.63	5,999	68.7	20.69
3. Assess student learning - various assessments	506	84.3	17.84	6,012	76.7	19.35
4. Obtain information about students' home life	505	74.5	23.16	6,012	75.2	20.58
5. Build a sense of trust in students	506	91.2	13.75	6,018	87.5	14.39
6. Establish positive home-school relations	506	81.3	21.48	6,001	77.7	19.67
7. Community of learners (diverse backgrounds)	506	86.0	15.99	6,000	80.8	17.22
8. Use cultural background to make learning meaningful	505	86.2	17.72	5,992	79.1	19.05
9. Use prior knowledge to make sense of new info	507	90.3	13.09	6,000	82.8	15.94
10. Identify home vs school communication norms	505	82.2	17.80	5,982	76.4	18.85
11. Obtain info about students' cultural background	507	82.7	19.68	5,983	78.7	18.79
12. Greet ELLs in native language	505	86.8	19.44	5,851	71.2	28.33
13. Design classroom environment reflecting cultures	507	84.2	20.25	5,936	75.2	22.43

What We Looked For

Sample size, response rate, and item-level means

UTRGV sample size	Mean (per item)
773 (67.5% response rate)	Compared UTRGV averages to CIS Network averages, item by item.

What we examined

- Sample size and percentage of respondents
- Mean (average) per item
- Comparison of UTRGV to the CIS Network

What We Looked For - Lowest and Highest Items

Highest item (item 9)

Use my students' prior knowledge to help them make sense of new information.

UTRGV mean: 90.3 (out of 100)

Lowest standard deviation across items, indicating consistency in candidate confidence.

Lowest item (item 4)

Obtain information about my students' home life.

UTRGV mean: 74.5 (out of 100)

Highest standard deviation, indicating wider spread in candidate confidence.

What We Looked For - Range and Standard Deviation

- **Range:**
- Minimum value of response (some items have a 0 to 100 range).
- **Standard deviation:**
- The spread of values around the mean.
- **Items that called our attention - lack of consistency:**
  - Items 4 and 11 (highest standard deviations)
- **Items that called our attention - more consistency:**
  - Items 5 and 9 (lowest standard deviations)

What We Looked For - Glows and Grapples

G L O W

Item 9: There seems to be consistency in all programs in making candidates aware of using prior knowledge for teaching.

G R A P P L E

Item 1: There seems to be that teacher candidates - both UTRGV and the CIS Network - are unsure how to identify the ways the school culture is different from students' home culture.

Questions for Program Improvement Purposes

1. What do your program candidates identify as areas in which they feel confident in their ability to complete tasks related to culturally responsive pedagogies? (i.e., what are our highest and lowest scored items?)

2. What do you do at your program level to address such areas? (i.e., what is our program doing to address teacher candidates' understanding of home culture and school culture?)

3. What should we continue, or what can we do differently?

References

- Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. Second Edition. New York: Teachers College Press.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into Practice, 34(3), 159-165.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93-97.
- Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education, 23(7), 1086-1101.

ACTIVITY

Data Dive Into CIS

Protocol

Glows, Grows, and Grapples activity

You will work as a team to take a look at UTRGV data using the Shared Inquiry Tool (BTS, ES, and TBMS).

Explore the data to identify areas of strengths (Glows), opportunities for growth (Grows), and questions or issues to investigate further (Grapples).

Consider the following:

- What is one thing that surprises you from the data?
- What is one thing that makes you concerned from the data?
- What is one question you have or want to unpack more?

Deliverable: Complete your chart identifying Glows, Grows, and Grapples, and develop an inquiry question.

Closure and Processing / Evaluation of Data Summit

Thank you for attending!

UTRGV College of Education and P-16 Integration | Fall 2019 Data Summit