

COE and P-16 Integration

# Data Summit 2020

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# Welcome to the 2020 Data Summit

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## Welcome

Welcome faculty, staff, school-district officials, and other distinguished guests.

## Data Summit Objective

To analyze data in order to identify area(s) of inquiry as part of the continuous-improvement cycle.

# Agenda and Activities

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Time	Activity
9:00 – 9:10	Overview of Planned Activities
9:10 – 9:20	Quality Assurance System Overview
9:20 – 9:35	Continuous Improvement Framework
9:35 – 10:00	Data Dashboards (TPDM, CEP, DFI)
10:00 – 10:20	SLO Annual Reporting Process and Requirements
10:20 – 11:15	Breakout by Department / Program for Data Analysis
11:15 – 11:30	Reflection and Closure

# Quality Assurance System — CAEP Standard 5

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## CAEP Standard 5

The provider maintains a quality-assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development.

The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers.

The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

# Quality Assurance System — Overview

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*The Quality Assurance System connects candidate quality, clinical experience, and completer outcomes through continuous assessment, data sharing with partners, and ongoing program improvement.*

## Inputs

- Candidate Quality / Effectiveness
- Co-constructive Clinical Experiences Quality
- Quality of Completers

## Process

- Assessing Outcomes
- Data Sharing & Co-construction
- Data Summit
- Community-Based Partners
- EPP Assessment Leaders  
(Assessment Committee, CAEP Task Force, Program Coordinators)

## Outputs

- Data Access (Tk20, TPDM, Tableau, Power BI)
- Actionable Quality Assessments
- Program Changes
- Operational Effectiveness

# Quality

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*“Do what you say you're going to do. And try to do it a little better than you said you would.”*

— Jimmy Dean

# COE and P-16 Integration Assessment Process

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*The EPP-created assessment process is a continuous six-stage cycle. Each stage identifies who is responsible.*

Step	Stage	Responsible Party
1	Design Assessment/Tool	Program Faculty and EPP Partners
2	Review Assessment Tool	Department Quality Assurance Committee and shared with departmental faculty
3	Implement Assessment Tool	Program Faculty
4	Analyze Data — Conduct Reliability and Validity Tests	Department Quality Assurance Committee
5	Revise Assessment Tool	Program Faculty and EPP Partners
6	Return to Step 1 (cycle repeats)	Program Faculty and EPP Partners

# Continuous Improvement Cycle with the DFI Framework

*The cycle has three core phases — Gather Data, Analyze, and Program Improvement — each mapped to specific DFI Continuous-Improvement activities.*

## Gather Data

*Conduct Assessments*

- Identify an Area for Inquiry
- Assess Current Reality
- Begin Collecting Data

## Analyze

*Analyze Results & Interpret Data*

- Identify Root Causes
- Develop a Theory of Action
- Plan for Action

## Program Improvement

*Use Results for Program Improvements*

- Implement and Assess Efficacy
- Update curriculum, assessments, and candidate support services
- Improve candidate achievement and support

# Culture of Inquiry

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## **A College Priority**

Fostering a culture of inquiry is one of our three priorities in the College of Education and P-16 Integration.

## **Breaking Down Silos**

When data are not accessible or are compartmentalized, silos form that limit collaboration and communication (Gummer, 2019; Young, Foster, & Peck, 2020).

## **The Teacher Preparation Data Model (TPDM)**

TPDM integrates data from multiple systems to obtain a complete picture of teacher candidates' progress — from admission to an Educator Preparation Program (EPP) through effectiveness in the first year of teaching.

# Teacher Preparation Data Model (TPDM)

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In 2017, UTRGV began working with UPD Consulting to conduct a data diagnostic — uncovering existing challenges in data management, revealing opportunities for improvement, and diagramming future and desired-state data systems. UPD proposed the following key recommendations:

- Adopt the Ed-Fi Teacher Preparation Data Model (TPDM) and implement a cloud-hosted Ed-Fi TPDM Operational Data Store (ODS).
- Configure the Ed-Fi API and Bulk Loader to load data from UTRGV sources and from state and district partners.
- Implement data-share agreements to routinely and securely receive reports from partner districts.
- Participate in collaborative EPP data-visualization and reports development to display data from the UTRGV Ed-Fi TPDM ODS.
- Establish formal dashboard-development and data-governance processes to gain stakeholder feedback and guide the creation of dashboards.

# Goals

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1

## Integrate Data

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

2

## Align Data

Align high-impact data across UTRGV's systems.

3

## Improve Continuously

Establish meaningful opportunities for improvement through the regular review of data and the identification of common strengths and areas for growth.

# Early Adopters of the ed-Fi Teacher Preparation Data Model

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UTRGV is a key partner in the collaborative dashboard-development process, participating with the aim of creating dashboards and reporting structures that allow regular access to and review of data.

## Early-Adopter Partners

**UTRGV** — The University of Texas Rio Grande Valley (this institution)

**Relay Graduate School of Education** — Partner EPP

**US Prep** — Partner organization supporting EPP data and dashboard work

# CEP Teacher Preparation Dashboards

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*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.*

1

Who is enrolled?

2

How are students performing?

3

Where are our graduates teaching?

4

What do schools say about our students?

5

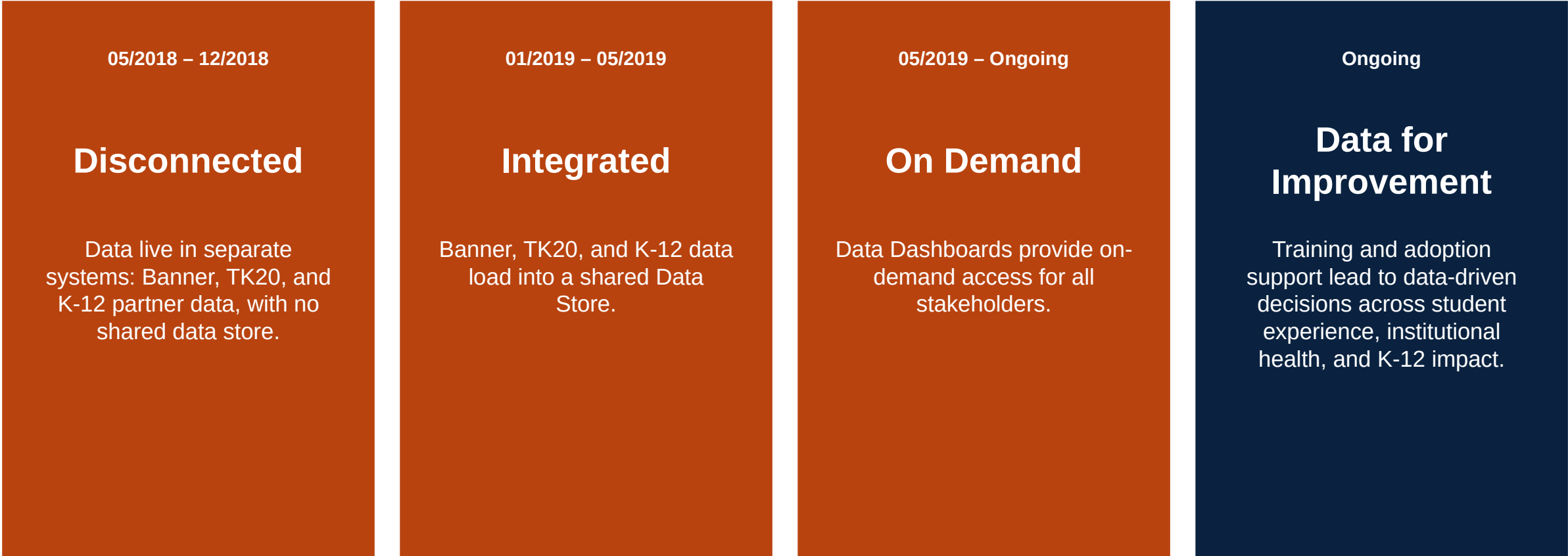
Are we effectively preparing teacher candidates to be quality teachers?

6

Are our teacher candidates and graduates having a positive impact on schools?

# Teacher Preparation Data Model — Our Journey

*Data-Driven Culture: On-Demand Data for All — UTRGV's progression from disconnected systems toward an integrated, data-driven decision-making environment.*



Source systems: Banner (university student information), TK20 (assessment), K-12 partner data feeds.

# Links to Dashboards

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*Four dashboards are available to stakeholders. Please use the links below or contact the CEP Office for access assistance.*

**1 TPDM Dashboard** — Teacher Preparation Data Model dashboard

**2 UG CEP Dashboard** — Undergraduate CEP dashboard (in-house)

**3 GR CEP Dashboard** — Graduate CEP dashboard (in-house)

**4 CIS Dashboard** — Deans for Impact — Career & Intern Support dashboard

# Guiding Questions — Identifying an Area for Inquiry

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*Purpose: to guide the writing of the SLO Annual Report.*

Programs identify and prioritize an area for inquiry related to candidate learning and development (What is in need of improvement?).

- What is a program outcome connected to candidate learning and performance that we collectively care about?
- What measure(s) will tell us something about this outcome — the extent to which candidate learning and performance has improved — and is meaningful to different program stakeholders?

# Guiding Questions — Assessing Current Reality

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Programs examine multiple sources of evidence to better understand areas of strength and opportunities for growth with respect to candidate knowledge and skill in the identified area for inquiry.

- What patterns or inconsistencies do we notice in the data?
- What gaps exist in the outcomes examined?
- What other data might we look at to triangulate our findings?
- Based on the data, what areas of strength and areas for growth emerge?
- Which areas of strength and/or growth do we want to learn more about?

# Guiding Questions — Identifying Root Causes

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Programs surface root causes related to an identified area for improvement and engage a broad group of stakeholders to brainstorm and prioritize potential root causes.

- What are potential root causes of the identified area for growth?
- What information might we collect to test our hypotheses?
- How do different stakeholders experience and interpret this issue?
- What does the evidence suggest are the likely root causes?

# Guiding Questions — Developing a Theory of Action

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Programs design an intervention to address an identified root cause and develop a theory of action that articulates how they expect this intervention to improve the outcome of interest.

- How have other programs tackled this issue? What does research tell us has worked before?
- What might we try to address the underlying root causes of this issue?
- How widely will we pilot this intervention? With whom? Why?
- What evidence will we collect to test our theory of action? Measured how? When?

# Guiding Questions — Planning for Action

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Programs outline a detailed plan to implement their improvement strategy, gather evidence of progress, and assess overall efficacy.

- What steps do we need to take? Who will take them? By when?
- What resources will we need?
- How feasible is this plan? What are the risks, and how will we account for them?
- How — and to whom — will we communicate about the pilot's rationale and process?
- When will we come together to review progress?

# Guiding Questions — Implementation and Assessing Efficacy

Programs implement their improvement plans and gather evidence to monitor progress and assess efficacy. Programs are encouraged to use evidence to refine their plans at multiple points and to reflect on and document learning to inform future improvement cycles.

- What are we learning about implementation from different stakeholders? What has worked well and what hasn't?
- What do initial data tell us? Do they suggest a need for refinement of the intervention? If so, what refinements do we need to make, and by when?
- What do the results mean for candidates? For individuals' practice? For our program?

# SLO Annual Reporting Process and Requirements

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## Resources for SLO Report

Find templates and guidance at the UTRGV Excellence resources page.

[Visit the UTRGV Excellence resources page](#)

## Annual Report Rubric

Use the Comprehensive Assessment Plan Rubric to guide your submission.

[Access the Comprehensive Assessment Plan Rubric](#)

## Due Dates

September 15: upload draft into Tk20. October 1: submit completed report into Tk20, meeting UTRGV Office of Accountability and Institutional Excellence requirements.

## Questions? Contact us

Associate Dean of Assessment and Accreditation, or Luis Azpeitia, Assessment Coordinator.

[Email luis.azpeitia@utrgv.edu](mailto:luis.azpeitia@utrgv.edu)

# Continuous Improvement Form

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*The Continuous Improvement Form is available in SharePoint.*

## Purpose

The purpose of this form is to document that data are used to inform programmatic, curricular, assessment, and course changes, based on the analysis of the data. Continuous improvement is critical to the College of Education and P-16 Integration quality-assurance system. It is important to be reflective and deliberate in our work preparing highly qualified educators and professionals. Upload this document to the CAEP SharePoint site in the folder "Continuous Improvement."

## Required elements on the form

- Check either Recommendation or Approved Change.
- Description of the change.
- Evidence to support the change.
- Rationale for the change.
- Attached data or evidence to support the change.

# Data Analysis — Breakouts

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*Breakout by department for data analysis, led by Program Coordinators.*

## Tasks

- Review assessment data related to program Student Learning Outcomes (SLOs).
- Engage in a discussion regarding continuous improvement, using the guiding questions.
- Identify an area for inquiry.
- Provide a rationale for the area of inquiry.
- Complete the Continuous Improvement Form. On completion, send it to [luis.azpeitia@utrgv.edu](mailto:luis.azpeitia@utrgv.edu).

# Reflection and Closure

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## Discussion Prompt

Share an area for inquiry you identified during today's breakouts. Why was it selected?

*Thank you for your participation in the 2020 Data Summit!*