

COE and P-16 Integration

Data Summit 2021

The University of Texas Rio Grande Valley

College of Education & P-16 Integration

Welcome to the 2021 Data Summit

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, using multiple measures of data retrieved from data dashboards.

Agenda and Activities

Time	Activity
8:30 – 8:45	Dean's Welcome
8:45 – 9:00	Overview of Planned Activities, Community Agreements, Ice Breaker
9:00 – 9:30	State of the College
9:30 – 10:00	Data Dashboards (TPDM, CEP, DFI)
10:00 – 10:15	SLO Annual Reporting Process and Requirements
10:15 – 10:25	Coffee Break
10:25 – 11:00	Scenario #1 — Using Dashboard Data (Whole Group)
11:00 – 11:45	Scenario #2 — Program Data Analysis (Breakout Rooms)
11:45 – 12:00	Reflections, Next Steps, Exit Tickets

Community Agreements

- Be honest.
- This is a safe space to share.
- Make a commitment to each other and to our work.
- No quick solutions ("solutionitis"); live in the problem-space to fully understand it.
- Learn from each other.
- Try new tools for processing and engaging in work.
- Be real with each other.

Ice Breaker #1 — Perception Exercise

Your facilitator will display an ambiguous image. Take a moment to look at it and decide what you see first.

Without saying anything out loud, write down your answer. Is it a baby, a couple, or trees?

Ice Breaker #1 — What Your Answer Suggests

If you saw a baby

You prefer your own company more than being around others and don't feel like going out too often. You shouldn't feel guilty for who you are — just enjoy being yourself.

If you saw a couple

You care deeply for your friends and would do almost anything for them. At the same time, you don't especially enjoy hanging out in big groups or going to noisy parties.

If you saw trees

You are always ready to experience something new and have a bubbly personality. Change is what you love — you crave it.

Ice Breaker #2 — Perception Exercise

Your facilitator will display a second ambiguous image. What do you see first?

Write down your answer: the body of a woman, or the face of a man?

Ice Breaker #2 — What Your Answer Suggests

If you saw the body of a woman

Your character bends toward generosity. Those around you admire your positive outlook on life. In a group, you are highly motivated and efficient, and you follow your goals through. You are known for your interpersonal skills — you pick up on subtle signals and are empathetic with your words. You are selective about the people you keep close and can set healthy emotional boundaries.

If you saw the face of a man

You are good at keeping your emotions and feelings to yourself. From the outside, a person can't tell when something is bothering you. In a group, you are known for leadership and high energy. You are analytical and firm in your decisions; although you may seem easy-going, you don't blindly follow the crowd. You are curious and straightforward, and people enjoy your strong, positive presence.

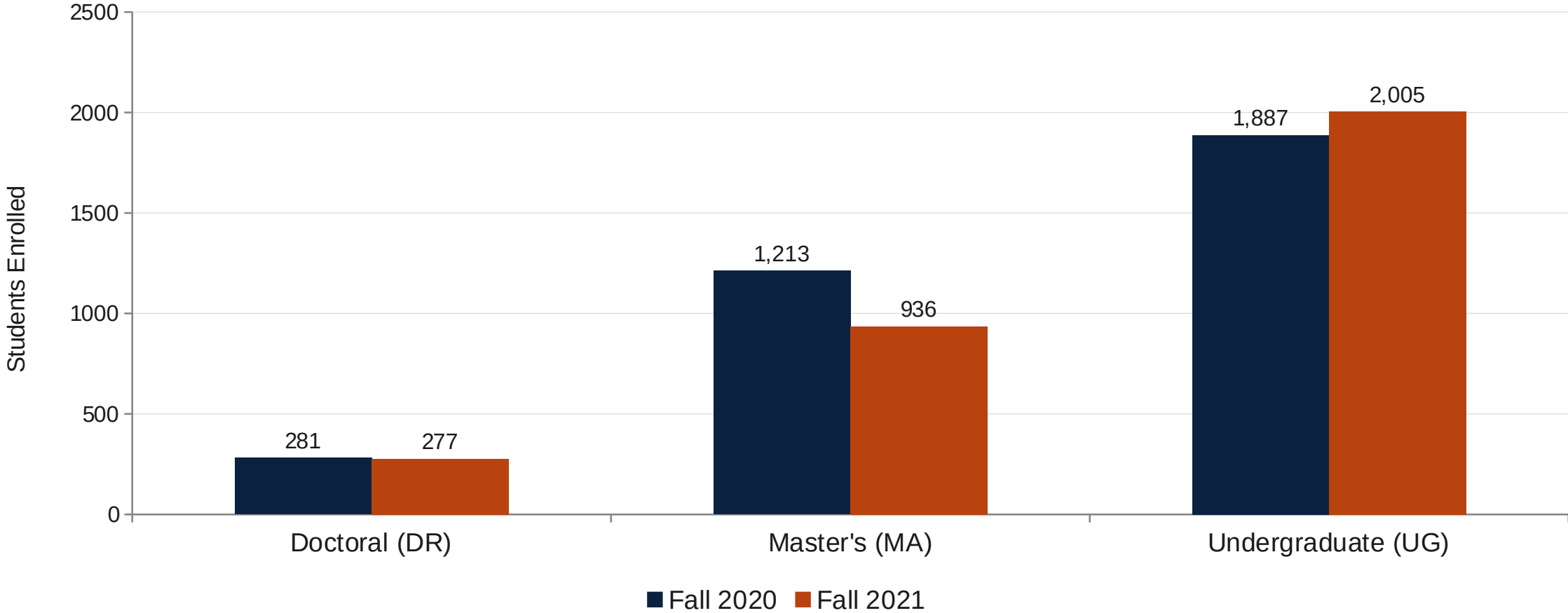
State of the College

In this section, we will review:

- CEP Enrollment by Term
- EPP Undergraduate Admit Enrollment by Term
- EPP Undergraduate Admitted Students by Term
- Completers (Undergraduate and Graduate Finishers) by Fiscal Year
- Completer Impact Data — where our students are teaching
- Completer Impact Data — where our students are leading

CEP Enrollment by Term (Fall 2020 and Fall 2021)

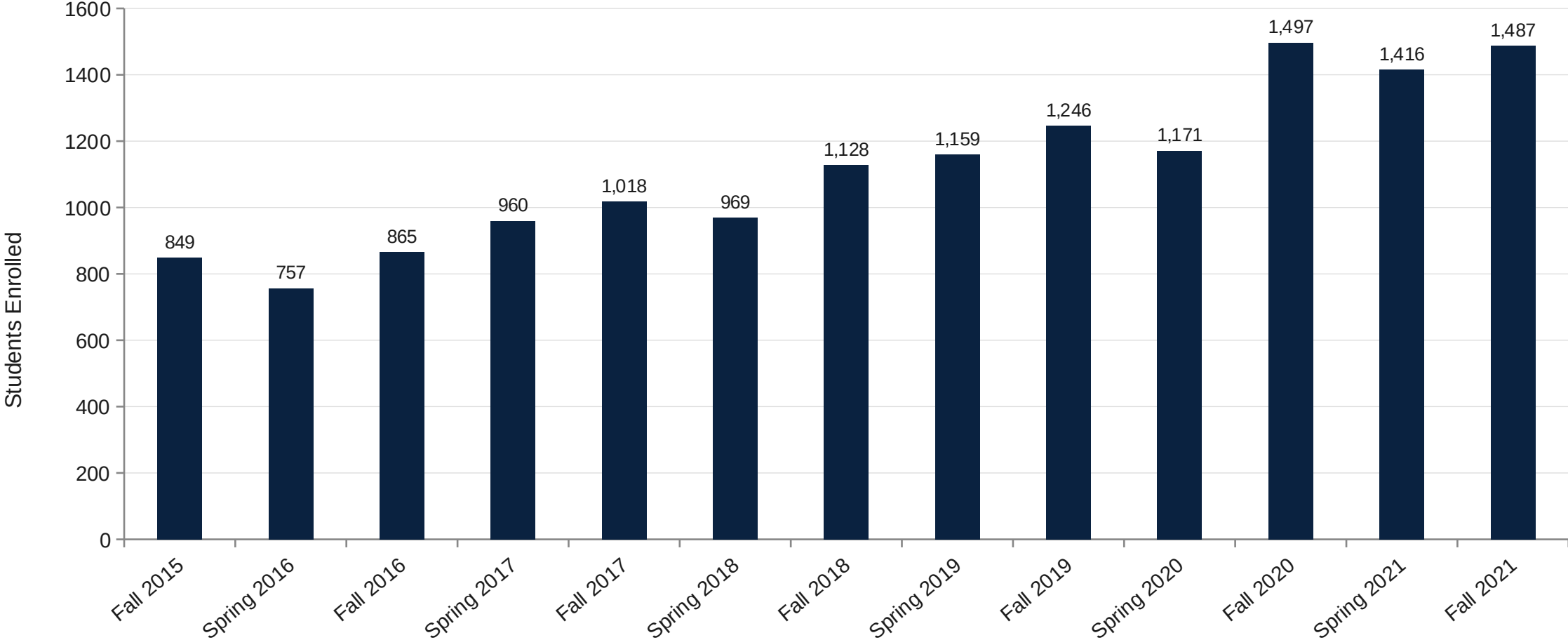
Counts of distinct students enrolled in College of Education programs, by degree level. The original chart displayed 13 terms (Fall 2015 through Fall 2021); this accessible version highlights the two most recent.



Source: UTRGV College of Education & P-16 Integration enrollment dashboard.

Undergraduate EPP Admits Enrolled by Term

Total admitted undergraduate EPP students enrolled each term, Fall 2015 through Fall 2021.



EPP Undergraduate Admissions by Program Group

Total admitted undergraduate students by program group, across two academic years. (The full detailed breakdown spans four separate tables in the source deck.)

Program Group	2019–2020 Total	2020–2021 Total	Fall 2021
All-Level EC-12	101	157	85
Elementary EC-6	470	584	325
Middle School 4–8	38	53	4
High School 7–12	164	178	83
Grand Total	773	972	497

EPP Finishers Pursuing a Certification

Counts of finishers (completers) by certification program, comparing 2019–2020 and 2020–2021. Split into Graduate and Undergraduate.

Graduate

Graduate Program	'19–20	'20–21
Principal as Instructional Leader (EC-12)	29	30
Reading Specialist (EC-12)	—	3
School Counselor (EC-12)	9	23
Superintendent (EC-12)	—	8
Graduate Total	41	61

Undergraduate

Undergraduate Program	'19–20	'20–21
Art (EC-12)	9	24
Bilingual Education Suppl.-Spanish	137	284
Chemistry (7-12)	3	4
Core Subjects (EC-6)	59	46
Core Subjects with STR (EC-6)	—	33
Dance (6-12)	1	5
English as a Second Language Suppl.	5	15
ELAR (4-8)	—	5
ELAR (7-12)	16	36
ELAR with STR (4-8)	—	4
Health (EC-12)	2	7
History (7-12)	7	19
LOTE - Spanish (EC-12)	5	10
Life Science (7-12)	7	30
Mathematics (4-8)	14	25
Mathematics (7-12)	21	28
Music (EC-12)	32	37
Physical Education (EC-12)	13	25
Physics/Mathematics (7-12)	2	3
Science (4-8)	—	7
Science (7-12)	—	1
Social Studies (7-12)	5	12
Special Education (EC-12)	27	41
Theatre (EC-12)	—	1
Speech (7-12)	—	2
Undergraduate Total	372	697

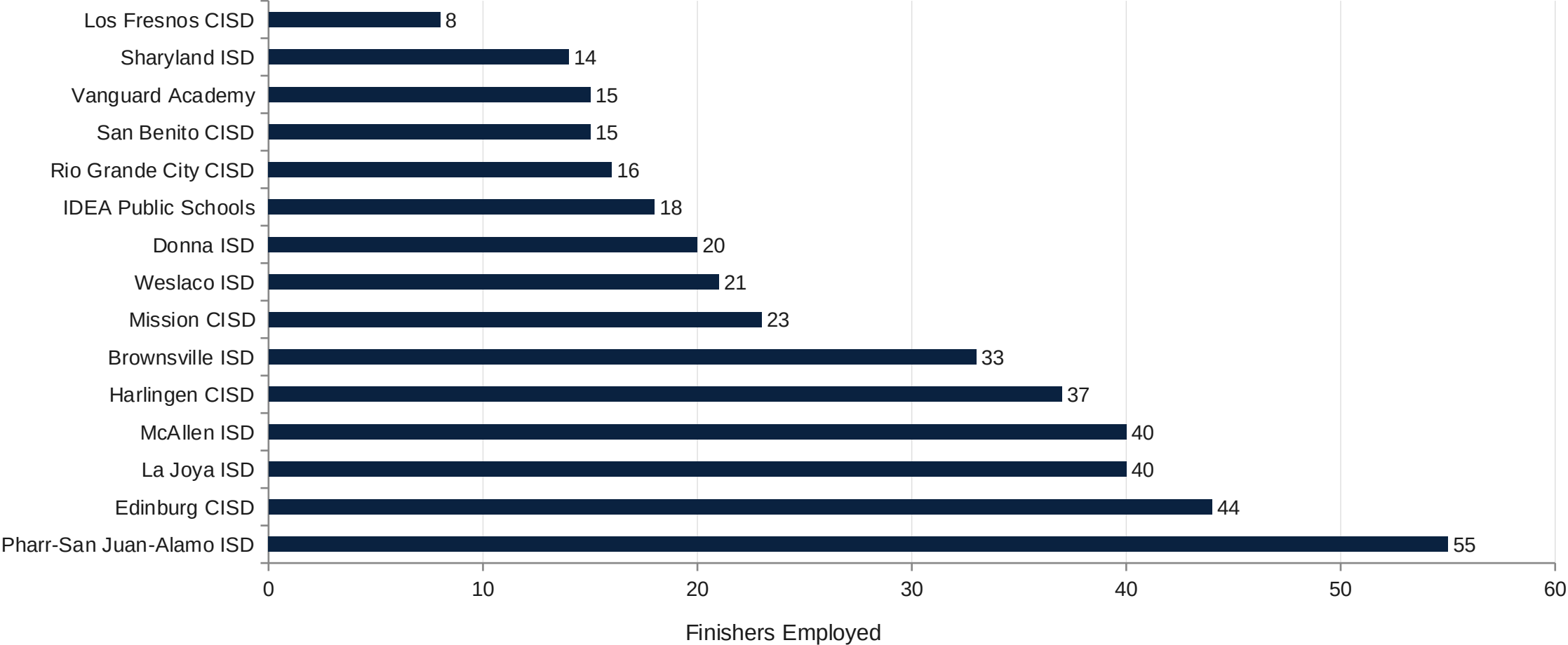
Professional Cert. Impact: District Roles (2015–2021)

District roles held by UTRGV professional-certification finishers, 2015–2021. Numbers show how many finishers from each certification program now hold each role.

District Role	Ed. Diag.	Legacy Master Reading Tchr.	Principal	Principal as Instr. Leader	Reading Spec.	School Cnslr.	Supt.	Total
Assistant Principal			53	1		1	7	62
Business Services Professional						1		1
Dist. Instr. Pgm. Dir. or Exec. Dir.			7				4	11
Educational Diagnostician	63							63
Instruct. Materials Coordinator			3					3
Other Campus Exempt Prof. / Aux.		15	3			3		21
Other LEA Exempt Prof. / Aux.	4	1	3			1	2	11
Principal			1				14	15
Research / Evaluation Prof.							1	1
School Counselor			5		1	41		47
Superintendent / CAO / CEO / Pres.							2	2
Teacher	39	4	128	22	14	40	2	249
Teacher Facilitator		2	19	2		1	2	26
Teacher Supervisor			3					3
Grand Total	114	7	233	26	16	88	31	515

Professional Certification Impact: Top Hiring Districts

Top Texas districts employing UTRGV professional-certification finishers (2015–2021). Top 15 districts shown.



Teacher Certification Impact: Hires by Program (2015–2020)

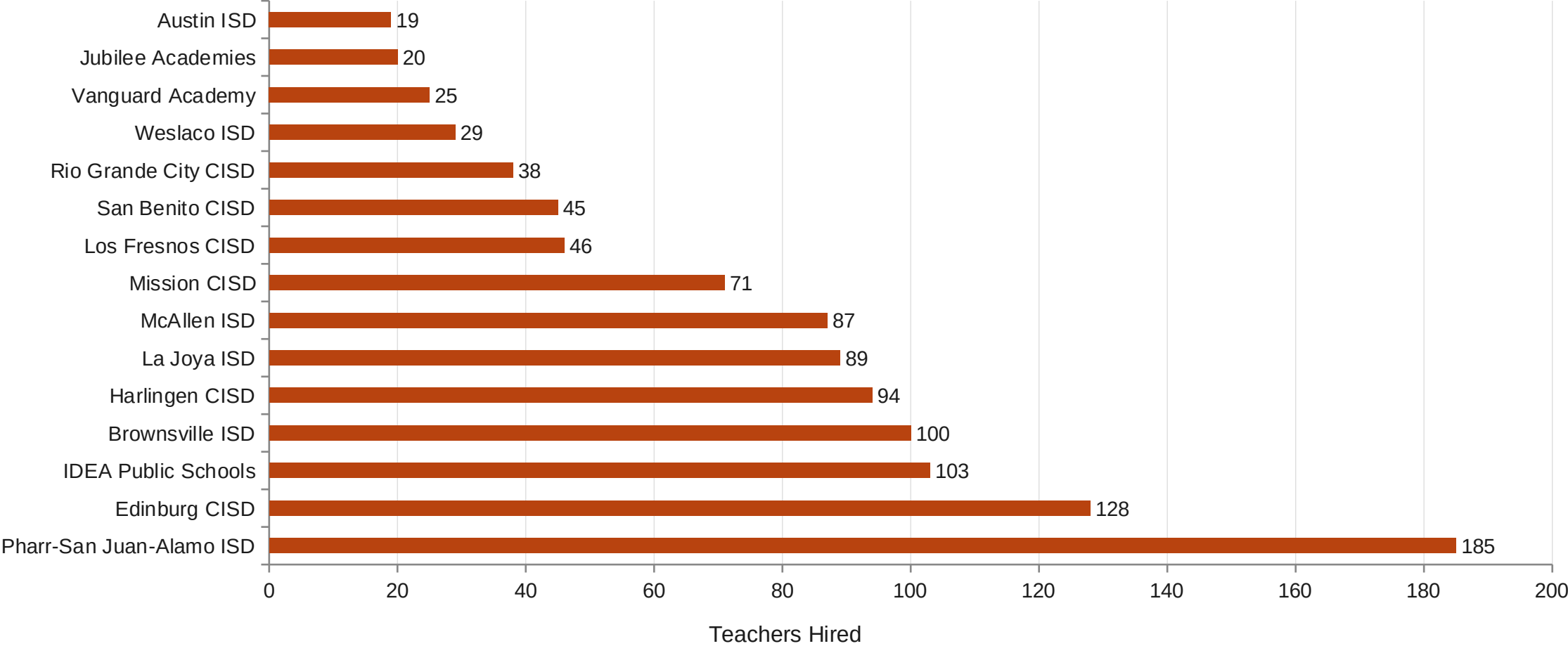
Finishers from 2015–2016 through 2019–2020 hired as teachers by certification program. Grand total: 1,308 teachers hired.

Certification Program	Teachers Hired
Art (EC-12)	33
Bilingual Education Suppl.-Spanish	348
Bilingual Generalist-Spanish (EC-6)	13
Chemistry (7-12)	8
Core Subjects (EC-6)	161
Dance (6-12)	5
Dance (8-12)	3
ESL Supplemental	11
ELAR (4-8)	18
ELAR (7-12)	55
Generalist (EC-6)	45
Health (EC-12)	2
History (7-12)	22
Journalism (7-12)	1

Certification Program	Teachers Hired
LOTE - Spanish (EC-12)	21
Life Science (7-12)	46
Mathematics (4-8)	54
Mathematics (7-12)	82
Music (EC-12)	137
Physical Education (EC-12)	63
Physical Science (6-12)	1
Physics/Mathematics (7-12)	5
Science (4-8)	6
Science (7-12)	10
Social Studies (7-12)	45
Special Education (EC-12)	110
Superintendent (EC-12)	2
Theatre (EC-12)	1

Teacher Certification Impact: Top Hiring Districts

Top Texas districts employing UTRGV teacher-certification finishers. Top 15 shown.



Quality Assurance System — CAEP Standard 5

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.

Culture of Inquiry

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 create a complete picture of teacher candidates' progress — from admission to an EPP through effectiveness in the first year of teaching.

Early Adopters of the ed-Fi Teacher Preparation Data Model

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.

Goals

1

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

2

Align high-impact data across UTRGV's systems.

3

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

Teacher Preparation Data Model

The Teacher Preparation Data Model moves us from disconnected sources toward a data-driven culture.

Starting Point

- Disconnected sources
- On-demand reporting
- Data as required

Building Blocks

- EPP data
- Data store
- Dashboards
- Adoption

Where We're Going

- Integrated data
- On-demand data for all
- Data for improvement
- Data-driven decisions

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.

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?

How to Access the Power BI and College Dashboards

Dashboard access is managed through UTRGV's Power BI environment and the CEP dashboard portal.

1

Log in to your UTRGV Power BI account using your university credentials.

2

Navigate to the CEP Teacher Preparation Dashboards workspace.

3

Select the dashboard relevant to your role (enrollment, performance, impact).

4

Contact the CEP Office of Assessment & Accountability for access issues or training.

New Assessment Framework (2017–2022)

Five-year cycle of data collection, improvement implementation, and planning for the next cycle.



Stages: Collect Data on Expected Outcomes → Implement Improvements → Review and Plan the Next Cycle.

Let's take a break!

We will reconvene shortly.

Whole Group Data Analysis — Sample Scenario

As a whole group, we will walk through a sample data analysis together using dashboard data — identifying questions, examining the numbers, and practicing how to interpret findings.

The next slide presents the data set we will analyze.

Sample Enrollment Data (Fall 2020 vs. Fall 2021)

Level	Department	Program	Fall 2020	Fall 2021
Doctoral	Org. and School Leadership	Educational Leadership	84	80
Doctoral	Teaching and Learning	Curriculum and Instruction	192	197
Master's	Bilingual & Literacy Studies	Bilingual Education (MEd)	32	37
Master's	Bilingual & Literacy Studies	Reading and Literacy	22	27
Master's	Counseling	Counseling	203	209
Master's	Human Dev. & School Svcs	Board Cert. Behavior Analyst	7	13
Master's	Human Dev. & School Svcs	Early Childhood Education	44	25
Master's	Human Dev. & School Svcs	School Psychology	70	76
Master's	Human Dev. & School Svcs	Special Ed. (accel. online)	161	112
Master's	Org. and School Leadership	Educational Leadership	217	177
Master's	Org. and School Leadership	Principal Certification	36	12
Master's	Org. and School Leadership	Superintendent Certification	0	4
Master's	Org. and School Leadership	Teacher Leadership	43	11
Master's	Teaching and Learning	Curriculum & Instruction - Acc	83	104
Master's	Teaching and Learning	Educational Tech. - Accel.	133	116
Master's	Teaching and Learning	E-Learning Cert. (Accel.)	2	2
Master's	Teaching and Learning	Online Instruct. Designer Cert.	4	6
Undergrad	Human Dev. & School Svcs	Early Care and Early Childhood	315	355
Undergrad	Teaching and Learning	Interdisciplinary Studies	1818	1650
Grand Total			3465	3213

Breakouts — Program Data Analysis

Breakout by departments and programs 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.
- Schedule a program-faculty meeting to continue data analyses and report writing, to meet October and November deadlines.

Annual Assessment Results Report (Due Oct. 1, 2021)

2020–2021 Annual Assessment Results Report

Due by October 1, 2021

This report requires assessment coordinators to provide the results for outcomes assessed from September 1, 2020 to August 31, 2021, and the actions the program or department has taken (or will take) to seek further improvements for each outcome.

Submission options: Coordinators may submit in either Tk20 (the existing system) or Watermark Planning & Self-Study (the redesigned system). More information and training will be provided on the new system later in the summer for those opting in.

2019–2021 Improvement Report (Due Nov. 1, 2021)

2019–2021 Improvement Report

Due by November 1, 2021

This report requires coordinators to reflect over the past two years (2019–2020 and 2020–2021) and provide a narrative summary of the actions taken to seek improvements to the expected outcomes and/or to the assessment process.

Note: This template remains unchanged since the last time it was submitted in 2019. Download and complete the Improvement Report Template, then submit it by email to assessment@utrgv.edu by the due date.

2021–2025 Comprehensive Assessment Plan (Due Dec. 1, 2021)

2021–2025 Comprehensive Assessment Plan

Due by December 1, 2021

The updated template is significantly streamlined (from 2017) and requires coordinators to identify the essential components of the assessment plan to be implemented during the next four academic years: 2021–2022, 2022–2023, 2023–2024, and 2024–2025.

Academic programs will also need to complete a curriculum map identifying how their courses align to the program SLOs. Download and complete the Comprehensive Assessment Plan Template, then submit it by email to assessment@utrgv.edu by the due date.

SLO Annual Reporting Process and Requirements

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 in Tk20 for review. Meets UTRGV Office of Accountability and Institutional Excellence requirements.

Questions? Contact us

Veronica Estrada or Luis Azpeitia, Assessment Coordinators.

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

Reflection and Closure

Discussion Prompt

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

Looking Forward

What comes next for the College

To Do — Fall 2021 and Spring 2022

CAEP Writing Team

Self-Study revisions and resubmission.

Fall 2021

Preparation for the mock CAEP visit in January, with our consultant.

Spring 2022

Preparation for the CAEP visit in March 2022.

Ongoing

Continuous data gathering for upcoming assessment cycles and movement toward continuous program improvements.

Thank you!

Moo-chas gracias!