

College of Education & P-16 Integration Data Summit

August 23, 2022

UTRGV Clinical Education Building

2102 Treasure Hills Blvd., Harlingen, TX

Room HCEBL 1.100

Welcome

Bienvenidos

Amigos

Dr. Alma Rodriguez

Dean

College of Education & P-16 Integration

Agenda and Activities

Time	Activity
9:00 – 9:10	Dean's Welcome
9:10 – 10:00	Overview of Planned Activities, Community Agreements, Ice Breaker
10:00 – 10:30	Quality Assurance System, State of the College, Documenting Continuous Improvement
10:30 – 11:00	FERPA
11:00 – 11:30	Annual Reporting Process and Requirements
11:30 – 12:00	Lunch
12:00 – 1:15	Programmatic Roundtable Data Talks
1:15 – 1:30	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: Who Am I?

1. Each person is given a card with a well-known person or character on it.
2. The card is placed on the person's back or held up to their forehead — they cannot see it.
3. Secrecy is key. Keep the answer hidden from the person holding the card.
4. Circle the room and ask others yes-or-no questions to determine who is on your card.
5. Ask only one question per person, and visit people at different tables.
6. Sample yes-or-no questions: Am I real or fictional? Am I alive? Am I an athlete, artist, or writer? Am I female or male?

Quality Assurance System

The Quality Assurance System connects candidate quality, clinical experience, and completer outcomes through continuous assessment and program improvement.

Inputs

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

Process

- Assessing Outcomes
- Data Sharing & Co-construction
- Data Summit
- District Partners
- EPP Assessment Leaders (Assessment Committee, CAEP Steering Committee, Program Coordinators)

Outputs

- Data Access (TPDM & Dashboards)
- Actionable Quality Assessments
- Program Changes
- Operational Effectiveness

Continuing to Foster a 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 Educator Preparation Program (EPP) through their effectiveness in the first year of teaching.

Revisiting Our Goals

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

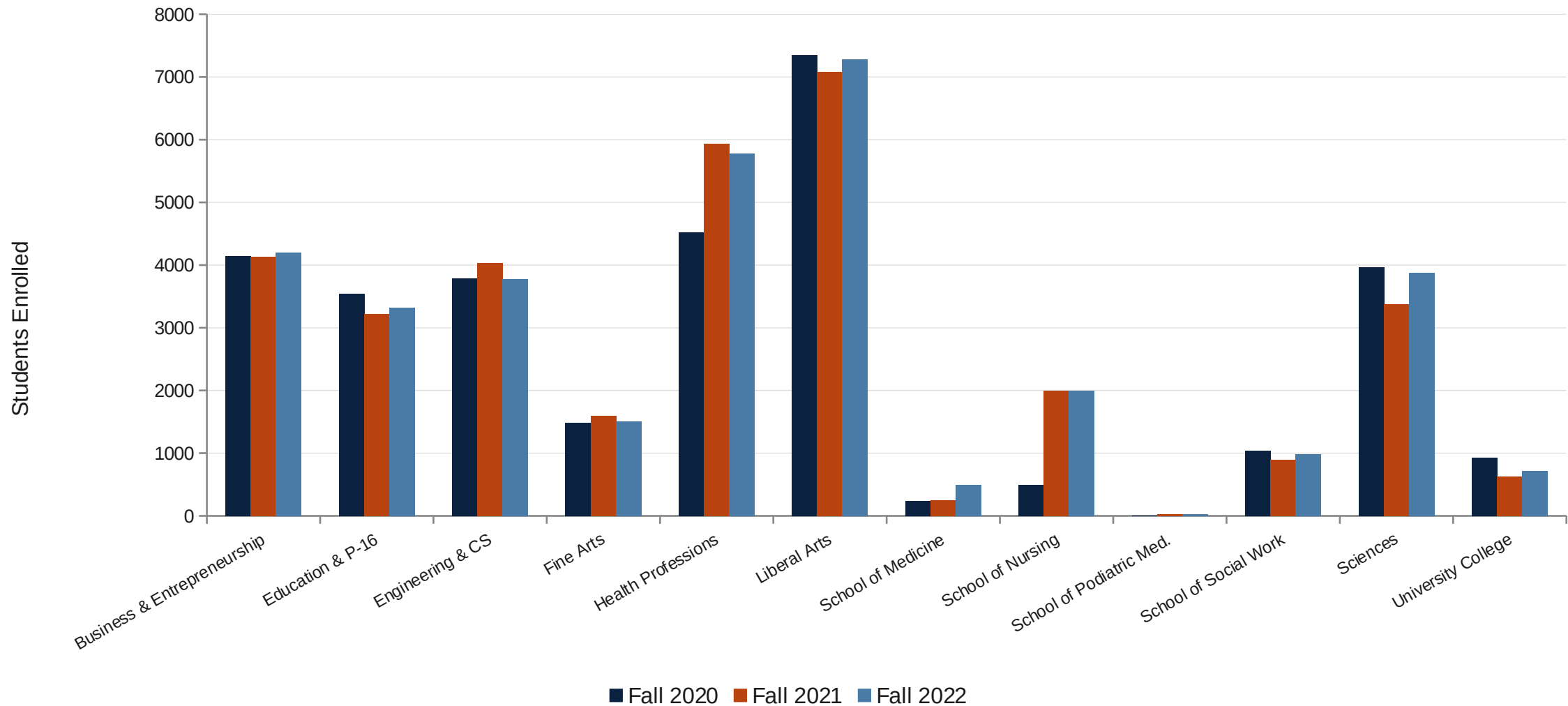
Establish meaningful opportunities for improvement through the regular review of data and the identification of common strengths and areas for growth.

State of the College

In this section, we will review:

- CEP Enrollment by Term
- EPP Admitted, Completers, and Certification Rate
- Pass Rates on Certification Exams
- Completer Impact Data — where our students are teaching
- Completer Impact Data — where our students are leading

EPP Enrollment by Term (Fall 2020 to Fall 2022)



Source: UTRGV Division of Strategic Enrollment & Student Affairs. Data describe overall enrollment by college and department.

2021–2022: EPP Admitted, Completers, and Certification Rate

EPP Finisher	Admits	Finishers	Finisher Certification Rate
Classroom Teacher	883	311	78.8%
Principal	56	44	20.5%
Reading Specialist	0	4	0%
School Counselor	11	13	70.0%
Superintendent	5	10	69.2%

TEExES Certification Exam Pass Rates

Results for all tests administered during the 2021–2022 reporting period. Shaded rates below the 80% benchmark are flagged for follow-up.

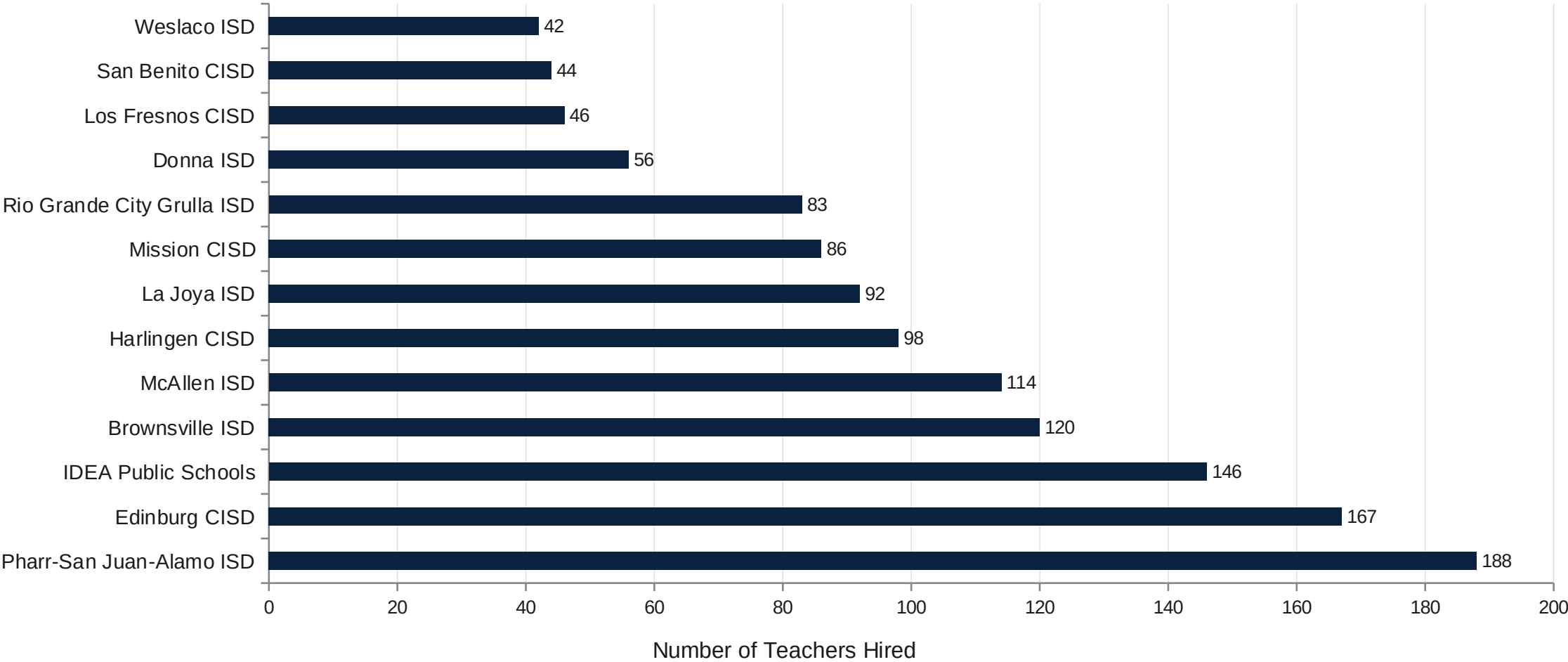
TEExES Test	Taken	Passed	Pass Rate
Pedagogy & Professional Responsibilities EC-12	361	337	93.4%
Art EC-12	12	12	100.0%
Bilingual Education Supplemental	80	75	93.8%
BTLPT-Spanish	75	63	84.0%
Chemistry 7-12	1	1	100.0%
Core Subjects EC-6 (291)	6	2	33.3% (below 80%)
Core Subjects EC-6 (391)	176	154	87.5%
Dance 6-12	3	1	33.3% (below 80%)
Early Childhood – Grade 3	2	2	100.0%
Educational Diagnostician	2	1	50.0% (below 80%)
ELAR 4-8 (117)	4	4	100.0%
ELAR 4-8 (217)	3	3	100.0%
ELAR 7-12	21	17	81.0%
ESL Supplemental	9	9	100.0%
Health EC-12	4	4	100.0%
History 7-12	20	20	100.0%
LOTE: Spanish	1	0	0.0% (below 80%)

TEExES Test	Taken	Passed	Pass Rate
Life Science 7-12	4	4	100.0%
Mathematics 4-8	14	13	92.9%
Mathematics 7-12	14	10	71.4% (below 80%)
Music EC-12	47	42	89.4%
PASL (School Leaders)	20	20	100.0%
Physical Education EC-12	17	14	82.4%
Principal as Instructional Leader	2	2	100.0%
Reading Specialist	1	1	100.0%
School Counselor (152)	1	1	100.0%
School Counselor (252)	2	2	100.0%
Science 4-8	2	2	100.0%
Science of Teaching Reading	34	34	100.0%
Social Studies 7-12	6	4	66.7% (below 80%)
Special Education EC-12	21	21	100.0%
Speech 7-12	2	1	50.0% (below 80%)
Superintendent	8	8	100.0%

Source: UTRGV Educator Preparation Program (EPP). Rates below 80% are marked for programmatic follow-up.

Districts Hiring UTRGV Initial-Certification Finishers

Top 13 Texas districts employing all UTRGV initial-path finishers hired as teachers.



2021–2022 First-Year Teachers Hired

Top 5 Districts

District	Hired
Edinburg CISD	62
IDEA Public Schools	58
Pharr-San Juan-Alamo ISD	51
McAllen ISD	36
Brownsville ISD	29

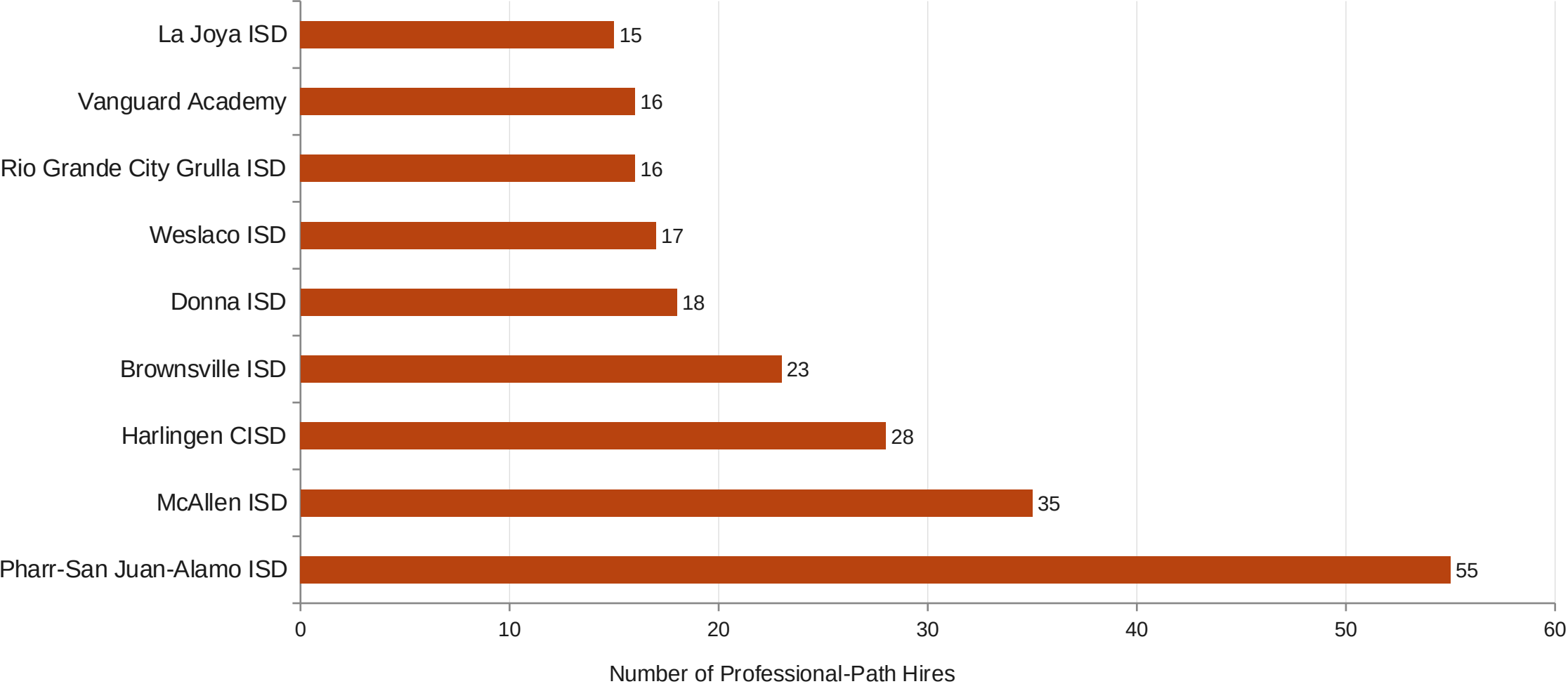
Top Certifications Earned

Certification	Hired
Bilingual Education Supplemental – Spanish (1497)	189
Core Subjects EC-6 (1772)	65
Music EC-12 (1113)	36
Special Education EC-12 (953)	33
English Language Arts & Reading 7-12 (1717)	24
Mathematics 7-12 (1714)	23
Life Science 7-12 (1712)	21

Professional-Path Finishers in Leadership Roles

District Role	Educational Diagnostician	Master Reading Teacher	Principal	Reading Specialist	School Counselor	Superintendent	Total
Educational Diagnostician	80		2				82
Assistant Principal		1	53		2	3	59
School Counselor	4		2		46	1	53
Teacher Facilitator			29	9	2	2	42
Other Campus Exempt Professional / Aux.			20	1	2		23
Principal			5			17	22
Other LEA Exempt Professional / Aux.	5		8		2	3	18
District Instructional Program Director / Executive Director			5			7	12
Teacher Supervisor			11				11
Instructional Coach			10				10
Department Head			5				5
Assistant / Associate / Deputy Superintendent						3	3
Instructional Materials Coordinator			2			1	3
Superintendent / CAO / CEO / President	1					2	3

Top Districts Hiring UTRGV Professional-Path Finishers



Documenting Continuous Improvements

Two key resources for documenting program improvements:

1

**CEP Office of Assessment and
Accountability**

[Visit the CEP Office of Assessment and Accountability
website](#)

2

Continuous Improvement Change Form

[Access the Continuous Improvement Change Form](#)

FERPA Presentation

Presented by

Sofia Almeda Montes

University Registrar

[Email the University Registrar: registrar@utrgv.edu](mailto:registrar@utrgv.edu)

Planning and Self Study (PSS)

1

New Assessment Reporting Platform

Planning and Self-Study by Watermark is visually intuitive and less cumbersome than Tk20. Tk20 will still be used for data collection (portfolios, course assessments, field experience, etc.).

2

Fall 2022 Reporting Deadlines

Internal review by the Dean: September 24, 2022. Institutional deadline: October 1, 2022.

3

Completing Your Assessment Report in Three Steps

Step 1: Enter your program mission. Step 2: Enter your program Student Learning Outcomes (SLOs). Step 3: Report on your program SLOs with data, analysis, and next steps.

Annual Reporting Process — PSS Guides & Resources

Guide	Video	PDF
1. Introduction to Planning & Self-Study (PSS)	Available	—
2. How to log in to PSS	Available	Available
3. How to add and edit an organization's mission	Available	Available
4. How to create and edit outcomes in PSS	Available	Available
5. How to enter data in PSS (Parts 1 & 2)	Available	Available

Recap

Tk20 Continues

Tk20 is not going away. We will continue to use Tk20 for the collection of data.

Fall 2022 Deadlines

Program assessment reports are due September 24, 2022 for internal Dean review, and October 1, 2022 for the institutional deadline.

Continuous Improvement Is a Shared Responsibility

Continuous improvement is a departmental process that requires participation of all faculty in the collection of assessment data, analysis of results, and implementation of action steps.

Need Assistance?

Do not delay — contact us today to schedule a one-on-one Zoom consultation.

Luis Azpeitia

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

Request a Zoom consultation at your convenience.

Lunch Break

We will reconvene at 12:00 PM.

Breakouts: Programmatic Data Analysis

Breakouts by department and program, led by Department Chairs and 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 program-report writing to meet the October and November deadlines.

3-2-1 Exit Tickets

Before you leave, please reflect on the day and share your feedback.

3

Insights

Share three insights you gained today.

2

Things You Enjoyed

Identify two things you enjoyed about the summit.

1

Thing to Improve On

Suggest one thing the College can improve on for next time.

Thank you for your participation!

“Without data, you're just another person with an opinion.”

— W. Edwards Deming

Don't demand perfection — but insist on continuous improvement.