

Fall 2019 Data Summit

COLLEGE OF EDUCATION AND P-16 INTEGRATION

Introduction

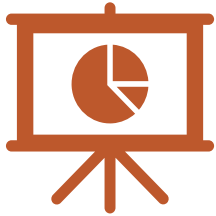


DR. ALMA D. RODRÍGUEZ
DEAN



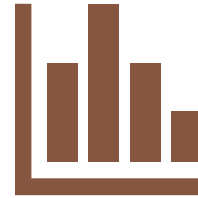
*WELCOME: FACULTY
STAKEHOLDERS, GUESTS*

Agenda



CEP Data Landscape

- A. Official Reports
- B. 2018-2019 Figures
 - a. Teacher Prep - Enrollment, Admitted, Clinical Teachers, Certified.
 - b. Graduate Programs – Enrollment, Finishers of Certification Programs
- C. Questions/Suggestions
- D. Graduate Programs Head to Breakout Rooms



Teacher Preparation Data Model: Dashboard Training (UPD Consulting)

- A. Overview
- B. Hands-on Activity: Use Case
 - a. Admissions Data
 - b. Reflection and Sharing



Working Lunch With Eugenio Longoria Saenz (RGV Focus)

Agenda (Cont.)



Deans for Impact Common Indicator System Results for 2018-2019

1. Overview
2. **TBMS** – Self Efficacy - James Telese
3. **Culturally Responsive Teaching** – Sandra Musanti, and Zulmaris Diaz

Hands-on Activity: Data Dive into CIS

- a. **Drill Down** to Program Level/Discuss Std. Dev
- b. **TBMS** (Teaching Beliefs and Mindsets (Program Groups)
 1. **Grows, Glows, and Grapples** for each program, and Develop inquiry question.
 2. **Reflection and Data Review:** Reporting out by Program

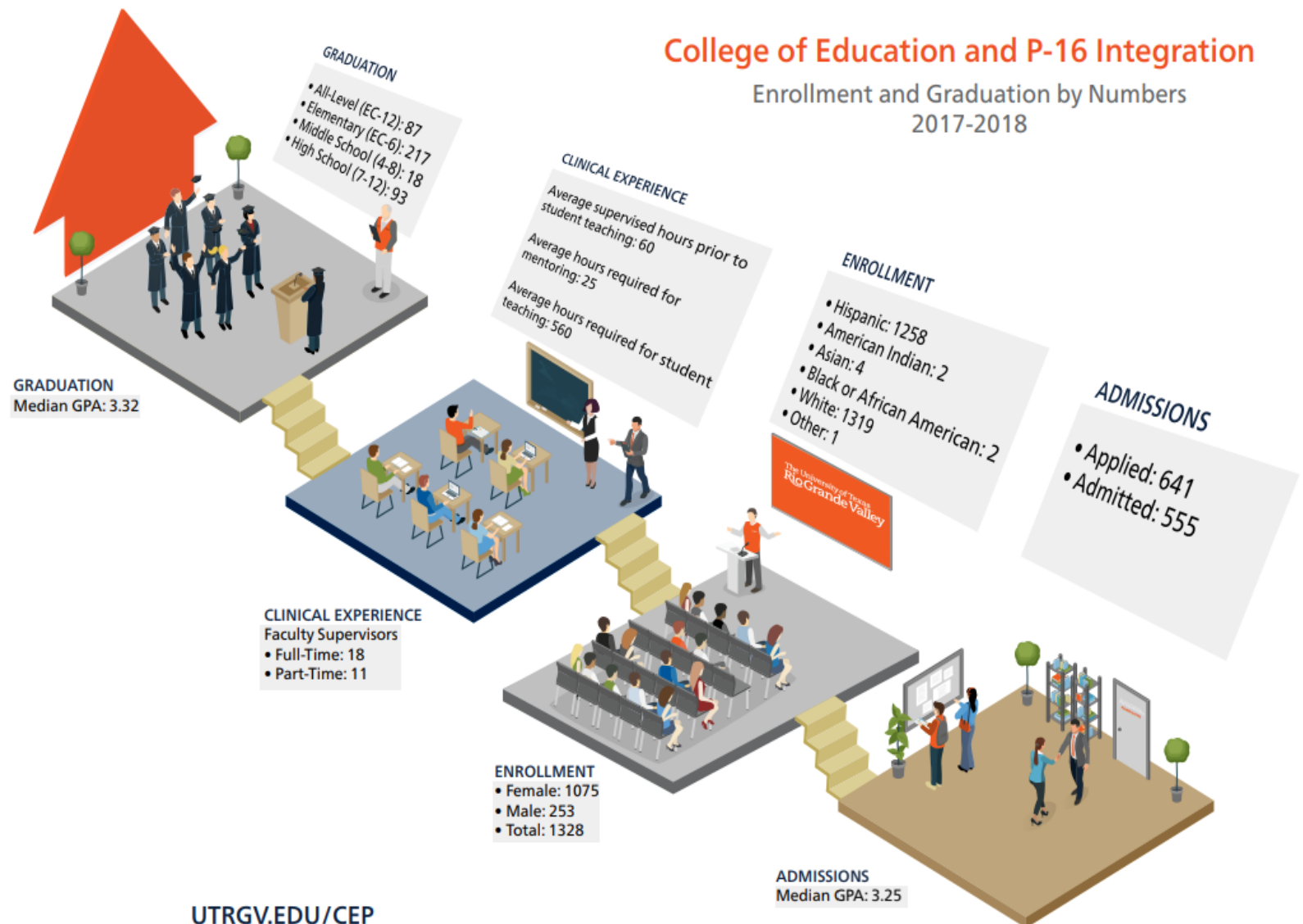
Closure and Processing/Evaluation of Data Summit – Bobbette Morgan

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’re 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.**

CEP DATA LANDSCAPE

Title II



ANNUAL REPORTING MEASURES

IMPACT MEASURES

TEA PRINCIPAL SURVEY¹

Principal Appraisal of First Year Teachers

82% **78%** **84%**
FY 2015-2016 FY 2016-2017 FY 2017-2018



Satisfaction of employers
and employment milestones

Satisfaction of completers

INSPIRE Leadership SURVEY²

Completer's
satisfaction
of the Overall
Quality of Preparation
for School Leadership

3.79

N=24



DEANS FOR IMPACT - Beginning Teacher Survey⁵

(1-5; Lower Quality -> Higher Quality)

Quality of Teacher
Preparation **4**
N=90

Opportunity to
Learn **3.4**
N=85

OUTCOME MEASURES

ANNUAL PASS RATE BASED ON ASEP RULES³

Initial Pass Rate for Initial & Advanced Programs

88% **77%**
PPR Exams Non-PPR Exams
FY 2017-2018



Ability of completers to
meet licensing and any
additional state
requirements

Ability of completers to be
hired in education positions for
which they have prepared

STATE BOARD FOR EDUCATOR CERTIFICATION⁴

Annual LBB Performance Measure Report - Initial Programs

73.5% **91.9%** **92.8%**
FY 2015-2016 FY 2016-2017 FY 2017-2018



1. Accountability System for Educator Preparation - Principal Appraisal of First Year Teachers FY17-18
2. INSPIRE Graduate Survey - University of Texas Rio Grande Valley - Aggregate Report August 2017
3. Educator Certification Online System - Annual Pass Rates by Entity Based on ASEP Rules FY17-18
4. State Board for Educator Certification - Annual LBB Performance Measure Report Certification FY17-18
5. Deans for Impact - Common Indicator System Reporting Tool FY17-18

It starts
HERE.

Annual
Reporting
Measures

Accountability System for Educator Preparation – Annual Report



2017-2018 Accountability System for Educator Preparation Annual Report – March 7, 2019

Institution Name: University of Texas - Rio Grande Valley
County/District Number: 108501

Contact: Alma Rodriguez

Address: 1201 W UNIVERSITY DR, EDINBURG, TX 78541

Phone: (956) 381-3627 **Web Address:** www.utrgv.edu/cep/educator-preparation-and-accountability/index.htm

Program Type: University Undergraduate; Post Baccalaureate; Alternative

Institution Type: Four Year College/University

[Minimum Accountability Standards – TEC 21.045\(a\)¹](#)

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

Accountability System for Educator Preparation – Annual Report (Cont.)

Annual Performance Report Indicators – TEC 21.045(b)¹

Standard²	2016-2017	2017-2018	Statewide 2017-2018
Applicant Acceptance Rate	87%	88%	51%
Applied to Program	925	1022	78,659
Admitted to Program	806	900	40,272
Retained in Program	1,114	1741	105,427
Completed the Program	374	516	28,499
Educators Fully Certified	Not Applicable	347	21,383
Percent Fully Certified	Not Applicable	93%	94%

Accountability System for Educator Preparation – Annual Report (Cont.)



2017-2018 Accountability System for Educator Preparation Annual Report – March 7, 2019

Standard²	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) ³	Not Applicable	Not applicable	393
Teachers Remaining in the Profession for 5 years – Classroom Teacher	183	210	11,814
Percent Remaining in the Profession for 5 years – Classroom Teacher	92%	92%	75%
Educators Remaining in the Profession for 5 years - All professions requiring certification	Not Available	213	12,456
Percent Remaining in the Profession for 5 years - All professions requiring certification	Not Available	93%	80%
Ratio of Field Supervisors to Candidates	Not Available	1 : 14	1 : 11.1

Accountability System for Educator Preparation – Annual Report (Cont.)

Consumer Information – TEC 21.0452(b)¹

Standard²	2016-2017	2017-2018	Statewide 2017-2018
Candidates' Overall GPA	3.31	3.35	3.23
Average GPA in Subject Area	3.29	3.4	3.35
Incoming Class GPA	3.31	3.35	3.26
Candidates' Average SAT	1106	1118	1103
Candidates' Average ACT	23	25	23
Candidates' Average GRE	Not Applicable	Not Applicable	381
Percent Prepared to Teach Students with Disabilities⁴	82%	88%	80%
Percent Prepared to Teach English Language Learners⁴	87%	93%	85%
Percent Prepared to Integrate Technology into Teaching⁴	92%	95%	90%
Percent Prepared to Use Technology to Collect, Manage and Analyze Data⁴	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

Numbers 2015-2019

Enrollment

Level	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
COE UG Enrolled	2725	2495	2477	2505	2748	2640	2868	2839
UG Admitted (Upper Level)	1031	1031	1130	1170	1297	1267	1379	1352
Masters	975	876	702	762	748	787	762	841
Doctoral	154	140	135	152	168	157	187	213
Grand Total	3854	3511	3314	3419	3664	3584	3817	3893

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*	251	103	37		391
Grand Total	2539		354	2	2607

Admitted EPP
(Initial)

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*	150
Grand Total	1725

Clinical Teachers

** Preliminary Figures as of 8-22-2019*

Certifications Area	FY 15-16	FY 16-17	FY 17-18	FY 18-19*	Grand Total
Art (EC-12)	14	11	15	13	40
Bilingual Education Supplemental-Spanish (NA)	72	47	130	110	249
Bilingual Generalist-Spanish (EC-6)	18				18
Chemistry (7-12)	3		4	2	7
Core Subjects (EC-6)	42	75	51	53	168
Dance (6-12)			1		1
Dance (8-12)		3	1	3	4
English as a Second Language Generalist (EC-6)	2	1			3
English as a Second Language Supplemental (NA)	2	2	8	5	12
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
Health (EC-12)			1	3	1
History (7-12)	4	2	8	10	14
Journalism (7-12)			1		1
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
Physical Science (6-12)	1				1
Physics/Mathematics (7-12)	1				1
Science (4-8)	4	2	1	2	7
Science (7-12)	4	4	1	3	9
Social Studies (7-12)	13	19	14	10	46
Special Education (EC-12)	39	26	26	30	91
Theatre (EC-12)			1		1
Grand Total	419	374	413	394	1206

Initial Finishers

** Preliminary Figures as of 8-22-2019*

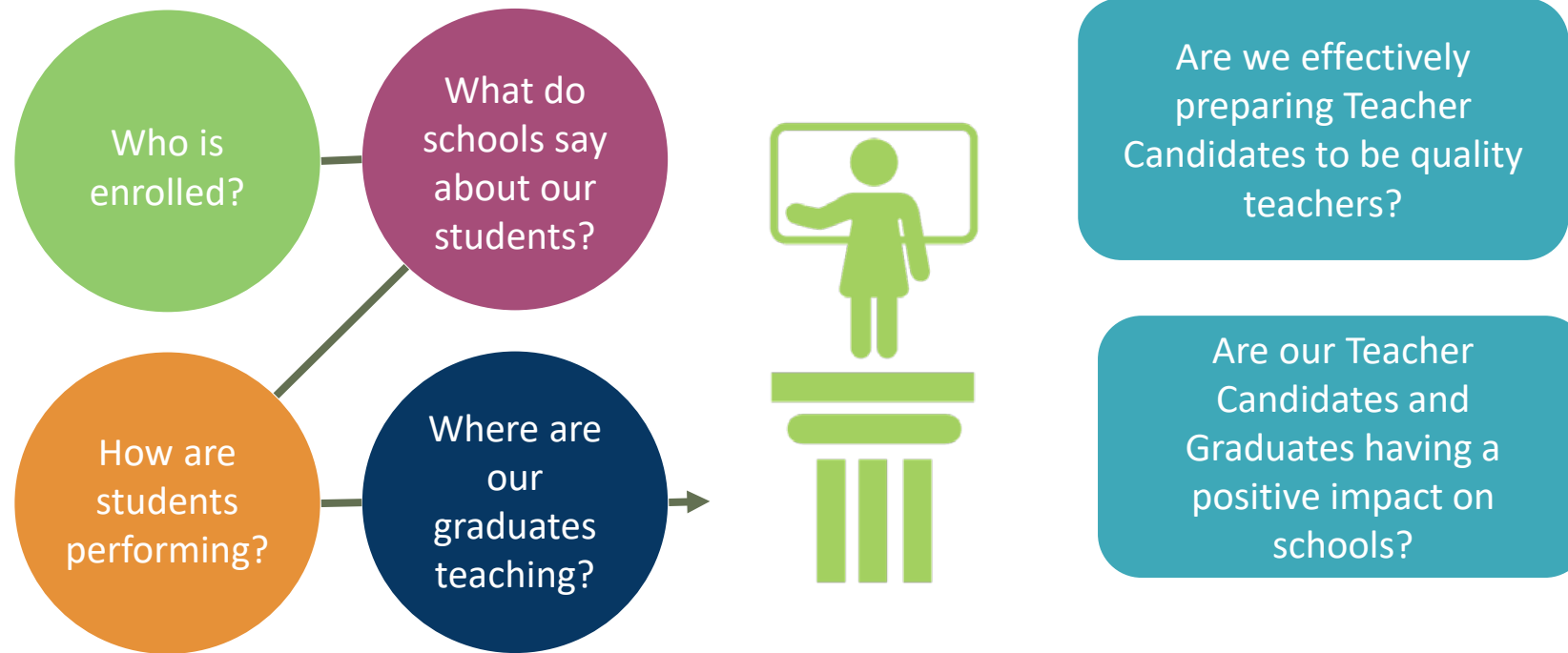
Graduate Finishers

Program/Semester	Fall 2015	Spring 2016	Summer II 2016	Fall 2016	Spring 2017	Summer II 2017	Fall 2017	Spring 2018	Summer II 2018	Fall 2018	Spring 2019	Grand Total
EDD	4	3		3	6		3	6	1	6	7	39
Curriculum & Instruction	2	1		1				4		4	7	19
Educational Leadership	2	2		2	6		3	2	1	2		20
MA		7		1	11			10			10	39
School Psychology		7		1	11			10			10	39
MED	126	174	80	94	123	43	106	105	72	82	83	1088
Bilingual Education	20	13	5	4	1	1	10	2	1			57
Counseling and Guidance	16	38	16	21	27	11	22	9	20	18	1	199
Curriculum & Instruction	10	5	4	6	7	9	8	9	11	11	21	101
Early Childhood	6	9		3	5		8	2	5	3	2	43
Educational Administration	15	34	17	6	1					1		74
Educational Diagnostician	8			5								13
Educational Leadership	5	4	3	9	8	3	22	36	8	28	27	153
Educational Technology	17	11	1	12	8	2	4	10	4	5		74
Elementary Education					1							1
Reading and Literacy	2	7	1		4			2	2	1	3	22
Secondary Education	4	2	4	2	1		1					14
Special Education	23	51	29	26	60	17	31	35	21	15	29	337
Grand Total	130	184	80	98	140	43	109	122	73	88	100	1166

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

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’ll 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)

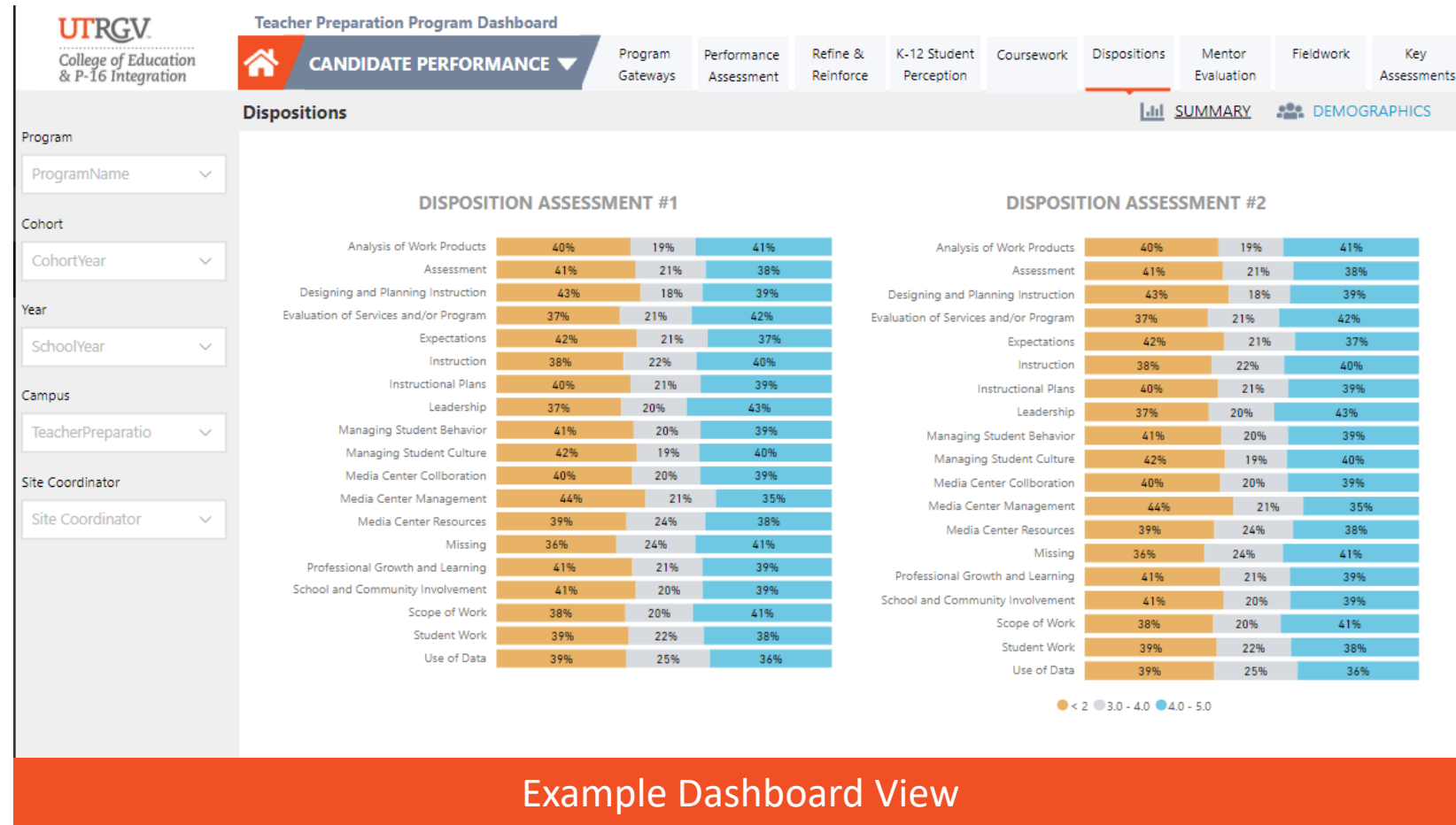
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities,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

Developing a Culture of Inquiry is one of our 3 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

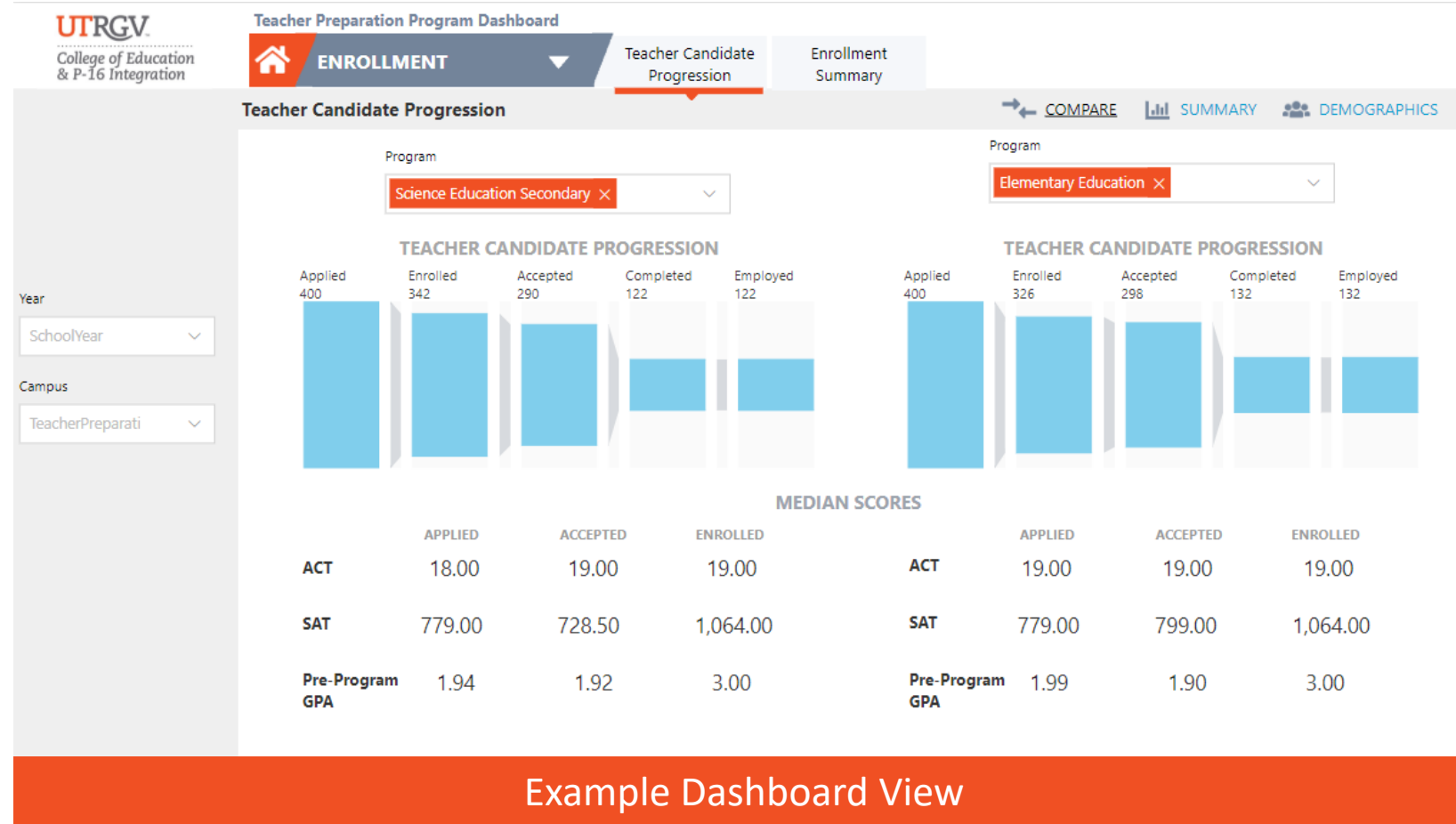


Goals

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



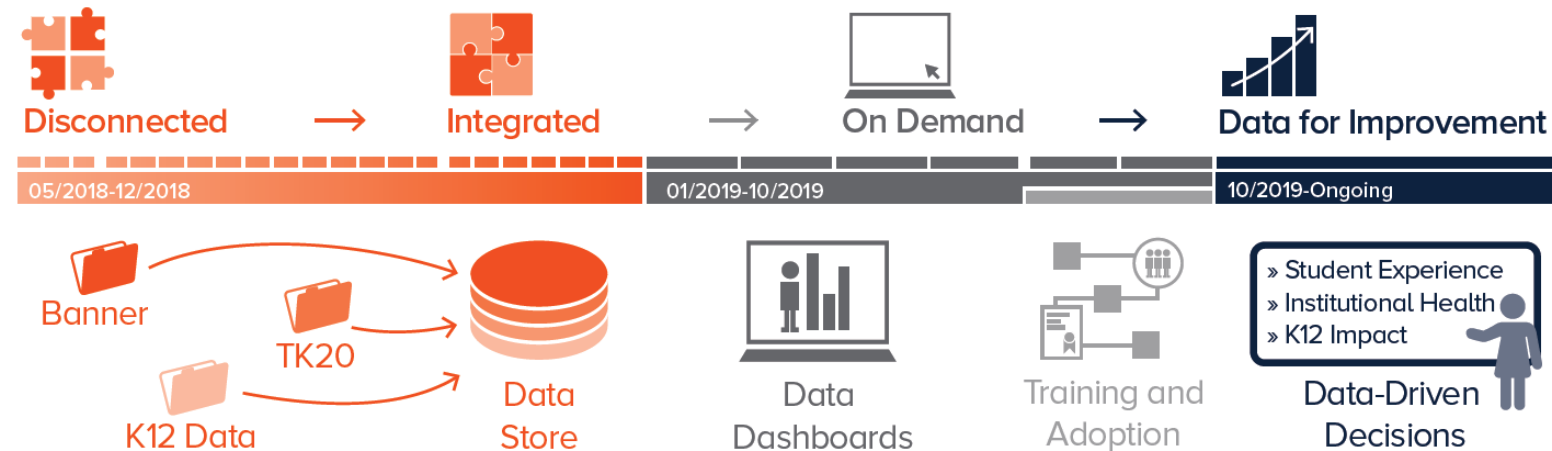
Technical Details

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

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

The University of Texas
Rio Grande Valley

Data Driven Culture
On Demand Data for All



District Partnerships

UTRGV established partnerships and data sharing agreements with 5 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: Teacher Preparation Faculty, CEP Leadership

Secondary:

- 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

Demonstration of Dashboards	25 min
Hands-On Activity with Dashboards	20 min
Next Steps: Adoption	10 min
Discussion & Reflection	10 min
Questions and Next Steps	10 min

Things to Keep in Mind



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

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

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

Connecting the Pieces



CEP Dashboard

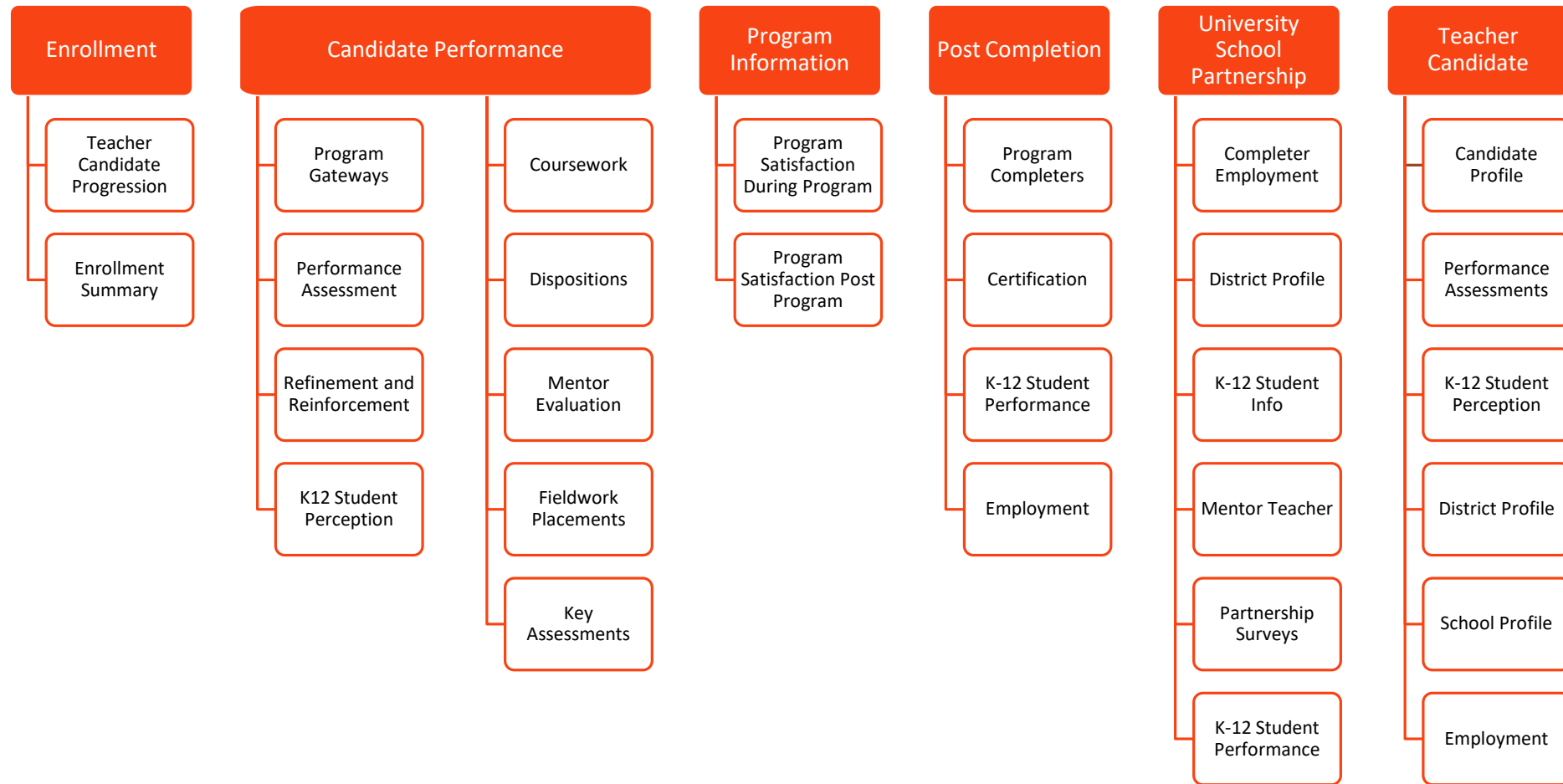
Leveraging a national standard and best practices across Teacher Preparation Programs

Integrated data repository



Source systems: TK20, Banner, Blackboard, Qualtrics, Tripod, TEA, district data

Dashboard Structure



Dashboard Experts

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 & Guided Exercises

Accessing the Dashboards

UTRGV's dashboards will be accessible through the UTRGV portal

Dashboards for 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: Oct 2019

Questions?

Thank you!



Working Lunch

UTRGV College of Education and P-16 Integration

2019 Data Summit

August 22, 2019



RGV FOCUS
a collaboration with Educate Texas

RGV FOCUS



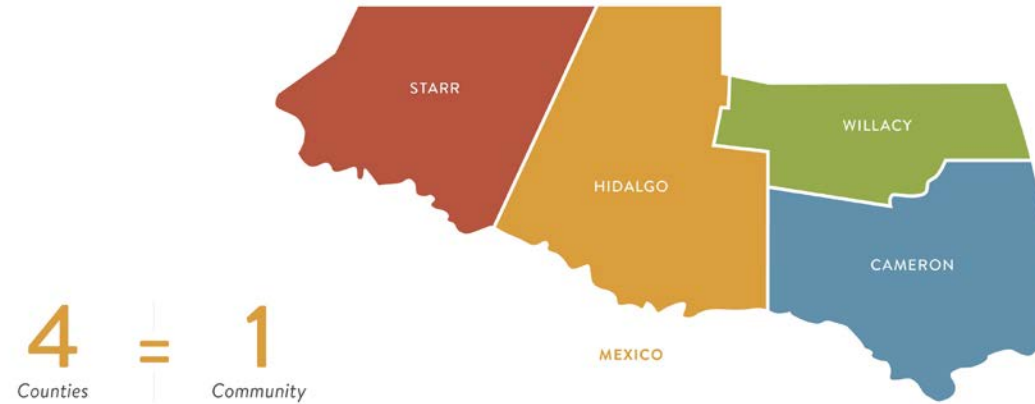
RGV FOCUS
a collaboration with Educate Texas

4 Counties, 1 Community



RGV FOCUS
a collaboration with Educate Texas

THE RIO GRANDE VALLEY



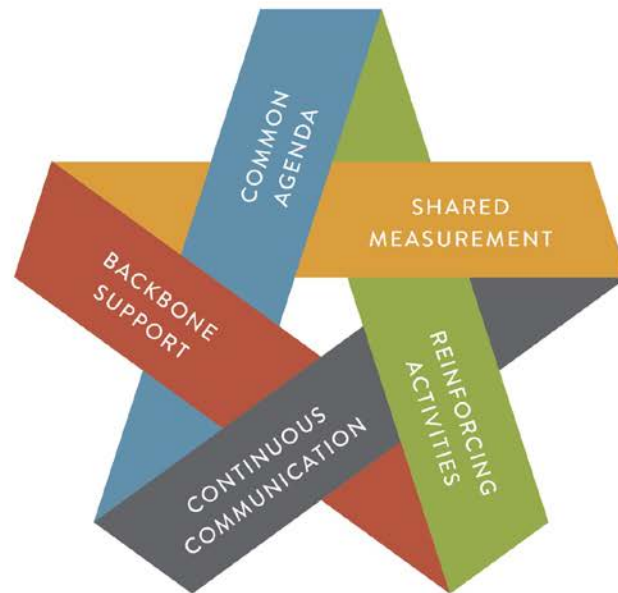
Mission

Our mission is to transform college readiness, access and success in the four counties of the Rio Grande Valley: Cameron, Hidalgo, Starr and Willacy.

Vision

Our vision is for all RGV learners to 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



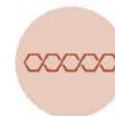
REINFORCING ACTIVITIES

- 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 for the thought, strategy and purpose of the initiative

2018-2019 LEADERSHIP TEAM



RGV FOCUS
a collaboration with Educate Texas

PRE-K THROUGH 12



PUBLIC HIGHER EDUCATION



COMMUNITY-BASED



BUSINESS



The University of Texas
Rio Grande Valley
.....
College of Education
& P-16 Integration

2019 - 2023 Strategic Priorities



RGV FOCUS
a collaboration with Educate Texas

Strategic Priorities	Early Childhood through Elementary School	Middle School	Secondary through Postsecondary	Workforce	Teaching Excellence
	<ul style="list-style-type: none"> Improve quality of education through grade level literacy in reading and math, Pre-K to 3rd grade. 	<ul style="list-style-type: none"> Successful completion of 4 years of an intentional and rigorous math pathway 	<ul style="list-style-type: none"> Decrease remediation/developmental education Re-engage individuals with significant college credits to complete a degree or credential Increase immediate enrollment to postsecondary Increase accessibility of college knowledge resources for parents & families 	<ul style="list-style-type: none"> Regional youth apprenticeship like models Employer led educational partnership models in IT, Healthcare and Education 	<ul style="list-style-type: none"> Improve educator preparation through coordinated efforts between COE & P-16, School Districts, and Talent
	<ul style="list-style-type: none"> 3rd Grade Reading Pre-K Enrollment Kindergarten Readiness Early grade attendance Kindergarten math 	<ul style="list-style-type: none"> 8th Grade Math 5th Grade Math 	<ul style="list-style-type: none"> Higher Education Immediate Enrollment Public Higher Education Graduation Rate AP/DC Completion College Readiness FAFSA/TASFA Completion 	<ul style="list-style-type: none"> Higher Education Graduates Employed or Enrolled Healthcare, IT, Teacher Education Partnerships 	<ul style="list-style-type: none"> Develop career pathway models into teaching as early as high school Establish student-teacher clinical placement process informed by need and equity
Student & Family Support	<ul style="list-style-type: none"> Knows how to collaborate and self regulate/control 	<ul style="list-style-type: none"> Forms meaningful relationships 	<ul style="list-style-type: none"> Engages in community or campus organization 	<ul style="list-style-type: none"> Demonstrates financial literacy 	<ul style="list-style-type: none"> Demonstrates development of equity informed skills, knowledge, and dispositions to become a highly skilled and accomplished teacher

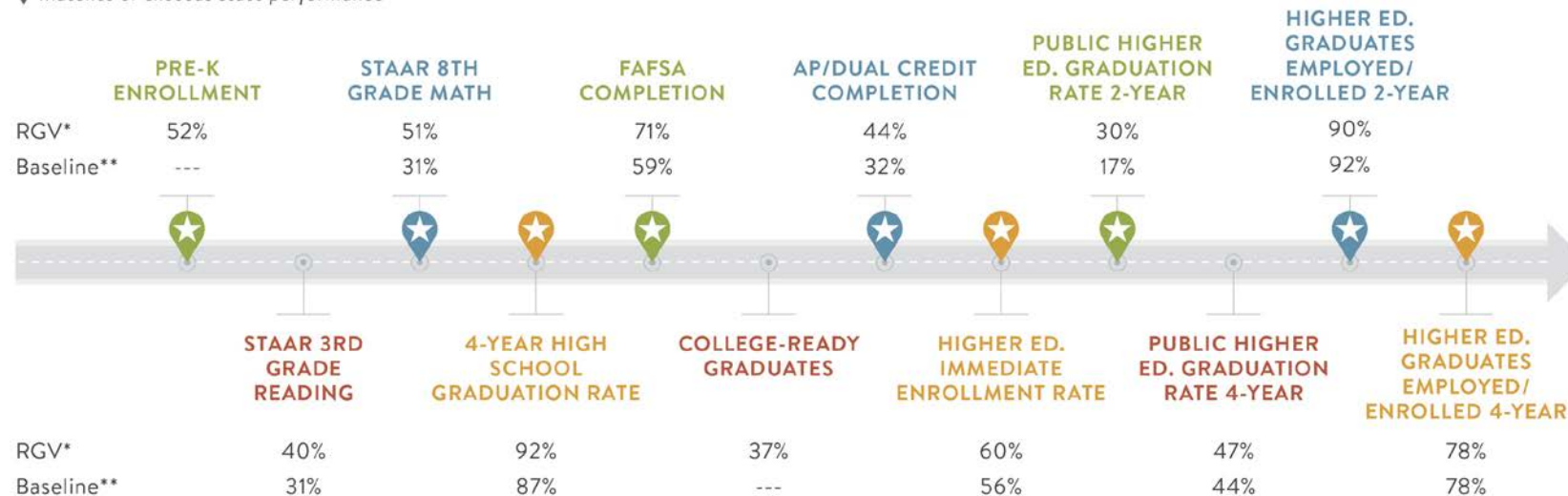


MAKING A DIFFERENCE ALONG THE CRADLE-TO-CAREER EDUCATIONAL PATHWAY



RGV FOCUS
a COLLABORATION with EDUCATE TEXAS

📍 Matches or exceeds state performance



*Graduating Class of 2017
**2011-2012 Baseline

Sources:

- Texas Public Education Information Resource Pre-K Enrollment, 2018 report
- Texas Education Agency STAAR Aggregate Data at the "Meets Grade Level" standard, 2017-2018 school year
- Texas Education Agency Texas Academic Performance Report, 2018 report (HS graduate class of 2017), (9th-12th graders during the 2016-2017 school year)

- US Department of Education, FAFSA rates as of September 30, 2018
- Texas Higher Education Coordinating Board, "HS Graduates Enrolled in Higher Ed" report (HS graduate class of 2017)
- Texas Higher Education Coordinating Board, Accountability System (2018)

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...



RGV FOCUS
a collaboration with Educate Texas

SARA - Natural Response to Feedback



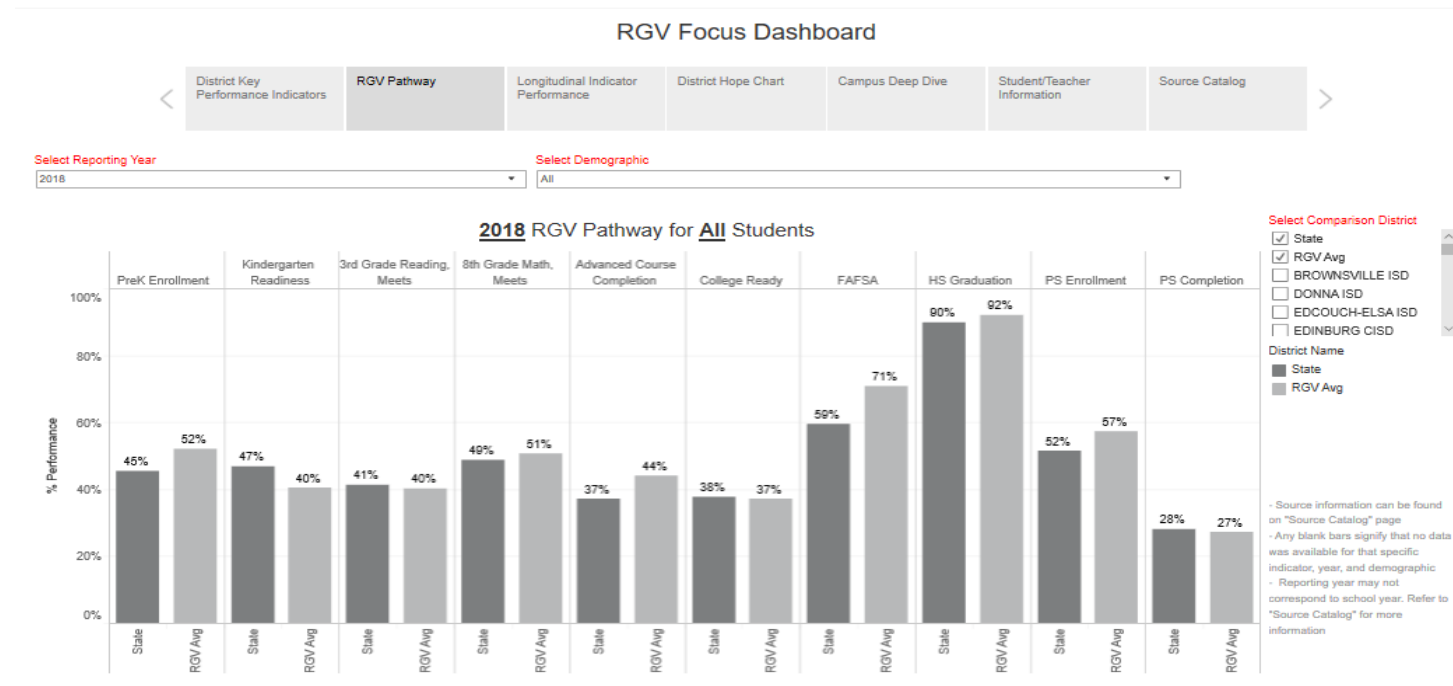
RGV FOCUS Dashboard



RGV FOCUS
a collaboration with Educate Texas

RGV Focus Dashboard

<https://public.tableau.com/profile/rgvfocus#!/vizhome/RGVFocusDashboard/Story1>



Data Scavenger Hunt



PICK ANY DISTRICT IN THE RGV AS YOUR OWN – THEN, please work through the tableau tool to discover the answers. I will circle around to answer any questions

1. What was your district's 8th grade math achievement rate in 2016, 2017 and 2018? _____
 - a. How much has the district increased or decreased since 2012? _____
 - b. How does your selected district compare to the state and RGV avg, are they above or below? _____
2. What was your school's 8th grade math achievement rate in 2016, 2017 and 2018? _____
 - a. How much has your school increased or decreased since 2012? _____
 - b. Between what two years did the largest increase or decrease happen? _____
 - c. How does your school compare other schools in your district? _____
 - d. Is your school average above or below the District, RGV, and State averages? _____
3. Choose two comparison Schools in your District, how does your school compare to them in 8th grade math achievement? Above or Below?
 - 1) _____
 - 2) _____
4. How many students are meeting the "College Ready" Standard in your district? _____
5. How did your school compare to the District, State and Region for ELL student achievement in 2016?
_____% for your school, ____% for your District, ____% for the RGV, and ____% for the State
6. How did your school compare to the District Avg for Female student Math achievement in 2017 and 2018?
2017: ____% for your school and ____% for your district 2018: ____% for your school and ____% for your district
7. At which campus in your Feeder Schools are 3rd graders achieving at higher rates? _____
8. What was your School's number of male test takers in 2018? _____? What number met performance? _____
9. How does your district's teacher turnover rate compare to the state? Is it above or below? _____

- Inform
Decisions
- Build Inquiry
- Design
Strategies



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



Inform
decisions

1. What questions did these data raise for you?
2. What old assumptions are being clarified by what you see?
3. What new assumptions are you making about what you see?
4. What additional things did you explore? Why? What questions were informing that inquiry?
5. **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?**



1. What action does this make you want to take?
 - a. An approach to entire grade level or demographic
 - b. A conversation with a particular partner/principal/etc.
 - c. Something else...?



2. Why do you want to do it?
 - a. What is your hopeful outcome/goal by doing this?
 - b. What is your timeframe?
3. What feedback about this action do you want to get/would be helpful?
 - a. Write down questions that will help your thought partners give you specific feedback
 - b. Write down details that help your thought partners best understand the context (data, context, scope)

Design
Strategy



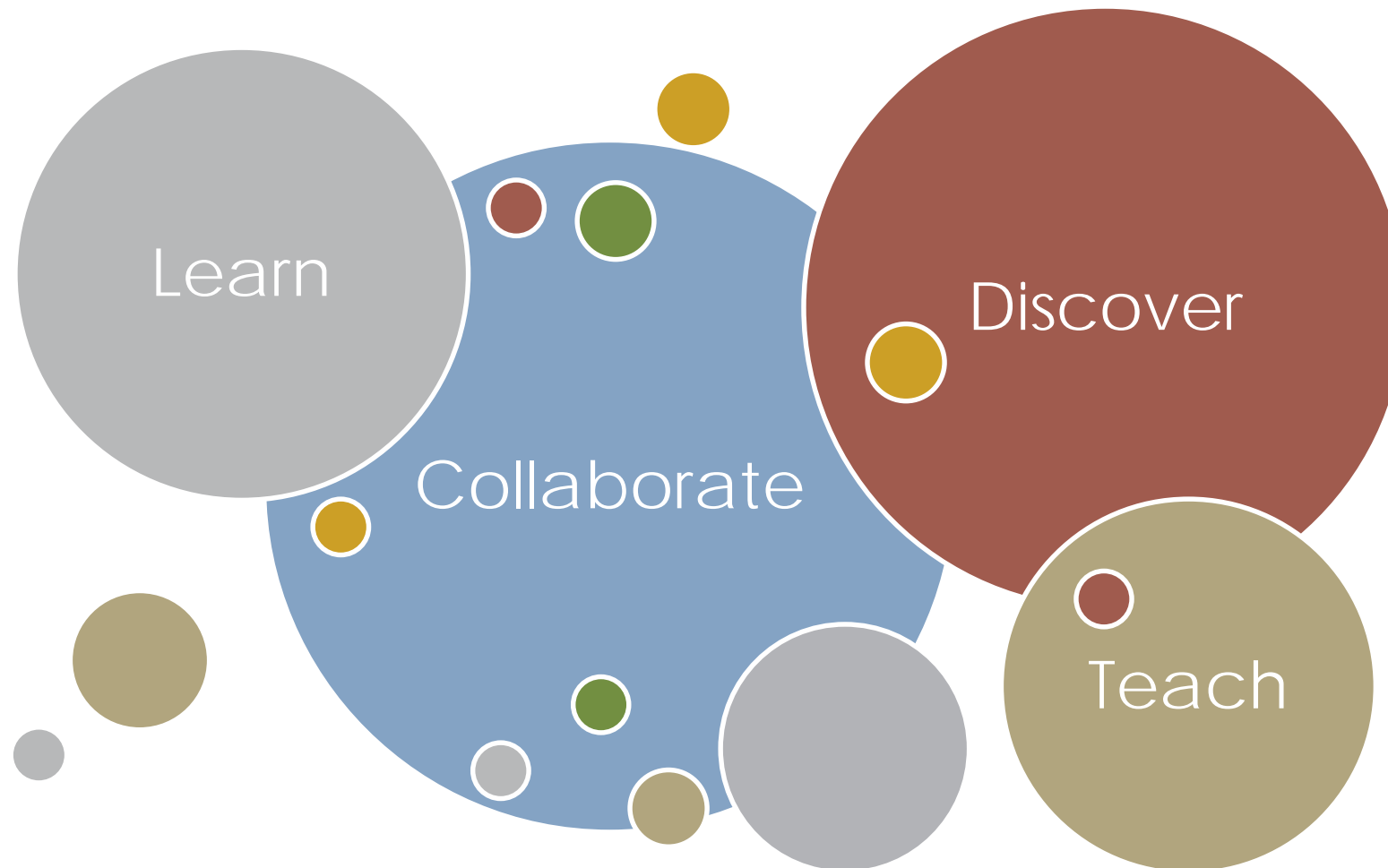
1. How can this tool be utilized to best lift your organization's data strengths?
2. How can this tool be refined/improved to best meet the needs of your organization/stakeholders you support?
3. What other tools might increase your ability to make more data informed decisions?



1. 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?
2. What are some ways your organization uses **data well**?
3. What are your organization's **biggest barriers** in better understanding and using data?

Becoming — is an act of discovery, disruption, determination

- Eugenio Longoria Sáenz



CONTIGO, we can change lives. Join us.

THANK YOU!

Eugenio Longoria Sáenz: esaenz@cftexas.org

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



RGV FOCUS
a collaboration with Educate Texas

Common Indicator System

2018-2019 RESULTS

Every child deserves a

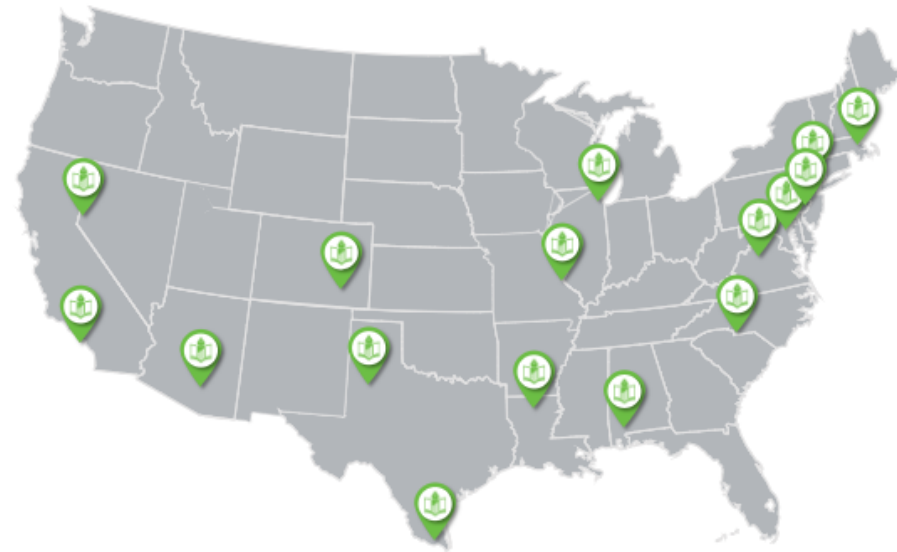
WELL-PREPARED TEACHER

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

We do this by connecting with leaders of educator preparation programs; helping them transform their programs; sustaining these transformations over time; and influencing policy that affects their work.



Dean's for Impact Network



 **16 Diverse Providers** | **3** Private | **11** Public | **2** Hybrid

 **Serving 10,700 candidates**

Undergraduate + Graduate + Residency + Alternative

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 Teaching Beliefs and Mindsets Survey

The Teaching Beliefs and Mindset Survey combines the short forms of the Teachers' Sense of Efficacy Scale and Grit Scale, as well as items from the Culturally Responsive Teaching Self-Efficacy Scale.

The 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, like "How much can you use a variety of assessment strategies?" (Tschannen-Moran & Woolfolk Hoy, 2001).

The Short Grit Scale assesses an individual's tendency to persist towards long-term goals. Using a 1-5 scale, respondents rate whether a series of eight statements -- like "Setbacks don't discourage me" -- are typical of them (Duckworth & Quinn, 2009).

The 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

The Beginning Teacher Survey

The Beginning Teacher Survey is 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, and job satisfaction**. The resulting Beginning Teacher Survey captures graduates' perceptions of their preparation experience across the five core areas using 26-36 items depending on the graduates' preparation pathway. CIS Network members administer the survey to program graduates in early spring during their first year of full-time classroom teaching.

Employer Survey

The Employer Survey

The Employer Survey is a slightly modified version of the 2017 Massachusetts Hiring Principal Survey. The survey was developed by the state of Massachusetts, where it is administered annually to all principals who hired a teacher candidate. For the CIS Network, stakeholders made slight changes to language and survey administration logic, and removed the Massachusetts-specific questions. The resulting survey has seven items on which employers are asked to reflect on the quality of the program graduate, such as “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.” In the CIS Network, the survey is administered, at a minimum, to employers of recent program graduates who themselves received the Beginning Teacher Survey.

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, partnerships

Deans for Impact: Teaching Beliefs, and Mind Set 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 review,

Held discussions with researchers, practitioners, and other stakeholders. We 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

Implement across diverse contexts

Demonstrated Reliability and Validity

Captures candidates beliefs and mind sets
(*dispositions*)

Assesses constructs like self-reflection, growth mindset, teaching self-efficacy and grit.

Network's Rationale

Easily implemented across diverse contexts

These constructs can generate meaningful inquiry questions

Confidence in generating actionable data for the purpose of improvement

Three Constructs TBMS Survey

The **Teachers' Sense of Efficacy Scale** assesses the extent to which teachers believe they can influence student engagement, instructional practice, and classroom management.

- Scale: 1 (nothing) to 9 (a great deal) on 12 statements.

The **Short Grit Scale** assesses an individual's tendency to persist towards long-term goals.

- Scale: 1-5 scale, eight statements.

The **Culturally Responsive Teaching Self-Efficacy Scale** assesses how confident teacher-candidates are in their abilities to enact culturally responsive teaching practices.

- Scale: ranges from 0 (no confidence at all) to 100 (completely confident) 26 items.

The **Teachers' Sense of Efficacy** construct also has 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 ($r=0.64$, $p<0.01$)

The **Culturally Responsive Teaching Self-Efficacy** construct has robust theoretical underpinnings, and in one study was found to have high levels of internal consistency ($\alpha=0.98$).

Scores: Average Grit Scores

Average Grit Score: Section 1---5 = Very much like me, 4 = Mostly like me, 3 = Somewhat like me, 2 = Not much like me, 1 = Not like me at all to

- items 2, 4, 7 8,

Section 2--1 = Very much like me, 2 = Mostly like me, 3 = Somewhat like me, 4 = Not much like me, 5 = Not like me at all,

- items 1, 3, 5 and 6 and then adding up all the points and dividing by 8 to calculate the mean

Scores

Overall Sense of Efficacy This is an overall sense of efficacy score ranging from 1 to 9 (less to more efficacious) that is calculated by taking an unweighted mean across items 1-12 in Section 2 of the TBMS.

Efficacy in Student Engagement - This is an overall sense of efficacy with respect to student engagement score ranging from 1 to 9 (less to more efficacious) that is calculated by taking an unweighted mean of items 2,4,7, 11 in Section 2.

Efficacy in Instructional Strategies - This is an overall sense of efficacy with respect to instructional strategies score ranging from 1 to 9 (less to more efficacious) that is calculated by taking an unweighted mean of items 5, 9,10, 12 in Section 2.

Efficacy in Classroom Management - This is an overall sense of efficacy with respect to classroom management score ranging from 1 to 9 (less to more efficacious) that is calculated by taking an unweighted mean of items 1, 3, 6, 8 in Section 2.

Teachers' Sense of Efficacy Scale Items (short form)

percent of respondents

Section 2 - Teacher Candidate Sense of Self-Efficacy

CIS Network

Question	Sample Size	Average	% None / Very Little	% Some degree	% Quite a bit / A great deal
1 How much can you do to prevent and respond to disruptive behavior in the classroom?	2,537	7.1	2	25	73
2 How much can you do to motivate students who show low interest in schoolwork?	2,534	6.9	2	34	64
3 How much can you do to calm a student who is disruptive or noisy?	2,533	6.8	2	35	63
4 How much can you do to help your students value learning?	2,530	7.1	1	29	70
5 To what extent can you craft good questions for your students?	2,534	6.9	1	34	64
6 How much can you do to get children to follow classroom rules?	2,536	7.0	1	30	68
7 How much can you do to get students to believe they can do well in schoolwork?	2,529	7.3	1	25	74
8 How well can you establish a classroom management system with each group of students?	2,528	6.9	2	33	65
9 To what extent can you use a variety of assessment strategies?	2,533	6.6	4	39	58
10 To what extent can you provide an alternative explanation or example when students are confused?	2,531	7.0	1	31	68
11 How much can you assist families in helping their children do well in school?	2,533	6.5	4	43	53
12 How well can you implement alternative strategies in your classroom?	2,529	6.6	3	43	55

CIS Network

Sample Size	Average	% None / Very Little	% Some degree	% Quite a bit / A great deal
2,537	7.1	2	25	73
2,534	6.9	2	34	64
2,533	6.8	2	35	63
2,530	7.1	1	29	70
2,534	6.9	1	34	64
2,536	7.0	1	30	68
2,529	7.3	1	25	74
2,528	6.9	2	33	65
2,533	6.6	4	39	58
2,531	7.0	1	31	68
2,533	6.5	4	43	53
2,529	6.6	3	43	55

sample size

average item-level scores

Culturally Responsive Teaching Efficacy Scale Items

minimum and maximum score

standard deviation

Section 3 - Teacher Candidate Culturally Responsive Teaching Self-Efficacy

CIS Network

Question	Sample Size	Average	Min	Max	St. Dev.
1 Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	2,756	70.8	0	100	19.931
2 Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	2,739	64.4	0	100	21.141
3 Assess student learning using various types of assessments	2,753	72.2	0	100	20.625
4 Obtain information about my students' home life	2,753	72.3	0	100	21.308
5 Build a sense of trust in my students	2,761	85.1	0	100	15.878
6 Establish positive home-school relations	2,756	75.1	0	100	20.007
7 Develop a community of learners when my class consists of students from diverse backgrounds	2,751	77.1	0	100	18.876
8 Use my students' cultural background to help make learning meaningful	2,751	75.3	0	100	21
9 Use my students' prior knowledge to help them make sense of new information	2,754	79.7	1	100	17.449
10 Identify ways how students communicate at home may differ from the school norms	2,741	73.1	0	100	19.87
11 Obtain information about my students' cultural background	2,749	76	0	100	19.863
12 Greet English Language Learners with a phrase in their native language	2,648	66.5	0	100	29.989
13 Design a classroom environment using displays that reflects a variety of cultures	2,710	71	0	100	23.98

CIS Network

Sample Size	Average	Min	Max	St. Dev.
2,756	70.8	0	100	19.931
2,739	64.4	0	100	21.141
2,753	72.2	0	100	20.625
2,753	72.3	0	100	21.308
2,761	85.1	0	100	15.878
2,756	75.1	0	100	20.007
2,751	77.1	0	100	18.876
2,751	75.3	0	100	21
2,754	79.7	1	100	17.449
2,741	73.1	0	100	19.87
2,749	76	0	100	19.863
2,648	66.5	0	100	29.989
2,710	71	0	100	23.98

sample size

average confidence rating

Culturally Responsive Teaching

TEACHING BELIEFS AND MINDSETS SURVEY

SECTION 3 - CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY SCALE (SIWATU, 2007)

Culturally Responsive Teaching (Siwatu, 2007)

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

The third section is the Culturally Responsive Teaching Self-Efficacy Scale, which 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.

	Confidence Rating (0-100)
1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	
2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	
3. Assess student learning using various types of assessments	
4. Obtain information about my students' home life	
5. Build a sense of trust in my students	
6. Establish positive home-school relations	
7. Develop a community of learners when my class consists of students from diverse backgrounds	
8. Use my students' cultural background to help make learning meaningful	
9. Use my students' prior knowledge to help them make sense of new information	
10. Identify ways how students communicate at home may differ from the school norms	
11. Obtain information about my students' cultural background	
12. Greet English Language Learners with a phrase in their native language	
13. Design a classroom environment using displays that reflects a variety of cultures	
14. Develop a personal relationship with my students	
15. Praise English Language Learners for their accomplishments using a phrase in their native language	

3

CIS Year 2 2018-2019
Teaching Beliefs and Mindsets Survey

16. Identify ways that standardized tests may be biased towards linguistically diverse students	
17. Communicate with parents regarding their child's educational progress	
18. Structure parent-teacher conferences so that the meeting is not intimidating for parents	
19. Revise instructional material to include a better representation of cultural groups	
20. Critically examine the curriculum to determine whether it reinforces negative stereotypes	
21. Model classroom tasks to enhance English Language Learners' understanding	
22. Communicate with the parents of English Language Learners regarding their child's achievement	
23. Identify ways that standardized tests may be biased towards culturally diverse students	
24. Use examples that are familiar to students from diverse cultural backgrounds	
25. Explain new concepts using examples that are taken from my students' everyday lives	
26. Teach students about their culture's contributions to society	

Our Results At first glance-What do you see?

Section 3 - Teacher Candidate Culturally Responsive Teaching Self-Efficacy

University of Texas Rio Grande Valley

Question		Sample Size	Average	Min	Max	St. Dev.
1	Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	505	75	0	100	22.425
2	Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	502	76.3	0	100	20.633
3	Assess student learning using various types of assessments	506	84.3	0	100	17.843
4	Obtain information about my students' home life	505	74.5	1	100	23.156
5	Build a sense of trust in my students	506	91.2	10	100	13.751
6	Establish positive home-school relations	506	81.3	0	100	21.479
7	Develop a community of learners when my class consists of students from diverse backgrounds	506	86	21	100	15.985
8	Use my students' cultural background to help make learning meaningful	505	86.2	0	100	17.722
9	Use my students' prior knowledge to help them make sense of new information	507	90.3	20	100	13.089
10	Identify ways how students communicate at home may differ from the school norms	505	82.2	18	100	17.802
11	Obtain information about my students' cultural background	507	82.7	3	100	19.683
12	Greet English Language Learners with a phrase in their native language	505	86.8	0	100	19.435
13	Design a classroom environment using displays that reflects a variety of cultures	507	84.2	0	100	20.254

CIS Network

Sample Size	Average	Min	Max	St. Dev.
6,034	73.6	0	100	19.785
5,999	68.7	0	100	20.693
6,012	76.7	0	100	19.353
6,012	75.2	0	100	20.581
6,018	87.5	0	100	14.393
6,001	77.7	0	100	19.671
6,000	80.8	0	100	17.22
5,992	79.1	0	100	19.048
6,000	82.8	0	100	15.935
5,982	76.4	0	100	18.854
5,983	78.7	0	100	18.788
5,851	71.2	0	100	28.334
5,936	75.2	0	100	22.426

What we looked for?

- UTRGV Sample Size and Percentage of Respondents: 773 (67.5%)
- Mean-average per item:
- Compare UTRGV to CIS Network

Section 3 - Teacher Candidate Culturally Responsive Teaching Self-Efficacy						University of Texas Rio Grande Valley						CIS Network					
Question	Sample Size	Average	Min	Max	St. Dev.	Sample Size	Average	Min	Max	St. Dev.		Sample Size	Average	Min	Max	St. Dev.	
1 Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	505	75.1	0	100	22.425							6,034	73.6	0	100	19.785	
2 Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	502	76.3	0	100	20.633							5,999	68.7	0	100	20.693	
3 Assess student learning using various types of assessments	506	84.3	0	100	17.843							6,012	76.7	0	100	19.353	
4 Obtain information about my students' home life	505	74.5	1	100	23.156							6,012	75.2	0	100	20.581	
5 Build a sense of trust in my students	506	91.2	10	100	13.751							6,018	87.5	0	100	14.393	
6 Establish positive home-school relations	506	81.3	0	100	21.479							6,001	77.7	0	100	19.671	
7 Develop a community of learners when my class consists of students from diverse backgrounds	506	86	21	100	15.985							6,000	80.8	0	100	17.22	
8 Use my students' cultural background to help make learning meaningful	505	86.2	0	100	17.722							5,992	79.1	0	100	19.048	
9 Use my students' prior knowledge to help them make sense of new information	507	90.3	20	100	13.089							6,000	82.8	0	100	15.935	
10 Identify ways how students communicate at home may differ from the school norms	505	82.2	18	100	17.802							5,982	76.4	0	100	18.854	
11 Obtain information about my students' cultural background	507	82.7	3	100	19.683							5,983	78.7	0	100	18.788	
12 Greet English Language Learners with a phrase in their native language	505	86.8	0	100	19.435							5,851	71.2	0	100	28.334	
13 Design a classroom environment using displays that reflects a variety of cultures	507	84.2	0	100	20.254							5,936	75.2	0	100	22.426	

What we looked for?

Our students:

- Lowest and highest items
(lowest #4 and Highest#9)
- Standard Deviation: (More spread-less consistency)
(4 highest standard deviation,
lowest #9)

Low ☐

high ☐



☐ high

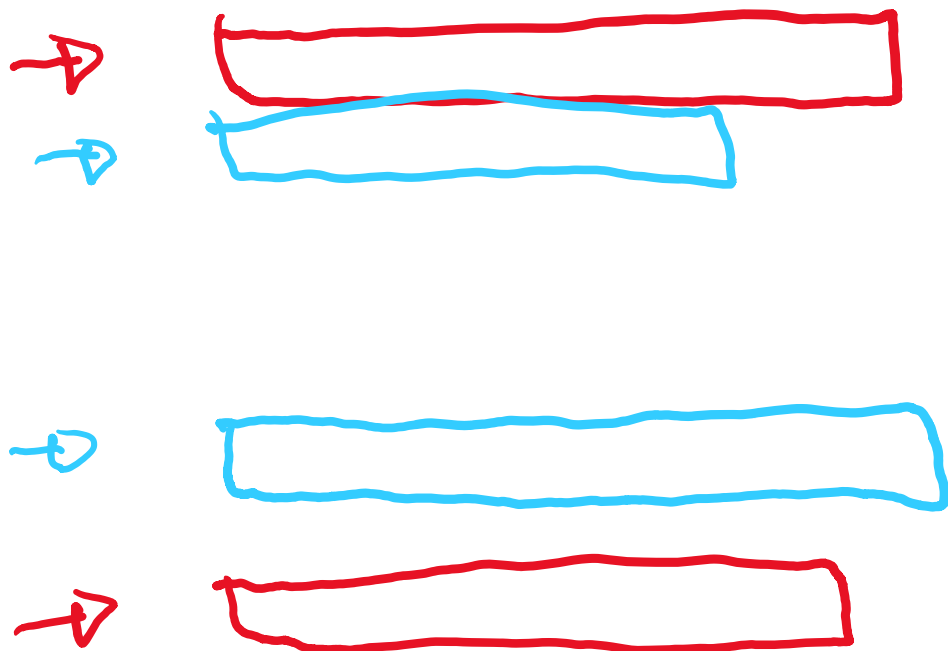
☐ low

What we looked for?

Range: (minimum value of response: some have 0-100)

Standard Deviation: spread from mean

Items that called our attention (lack of consistency: example 4 and 11; More consistency 5 & 9)



What we looked for?

Glow (item 9) There seems to be consistency in all program to make candidates aware of using prior knowledge for teaching.



Grapple: (item 1) There seems to be that teacher candidates (UTRGV and the CIS Network) are unsure to identify how the school culture are different from students' home culture.



Questions for Program Improvement Purposes

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

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?)

What should we continue or what can we do different?

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.

Siawatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 7, 1086-1101.

Data Dive Into CIS

Protocol

You will work as a team to take a look at UTRGV data using the Shared Inquiry Tool (BTS, ES & 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/want to unpack more?

Deliverable:

Complete your chart identifying Glows, Grows, and Grapples as well as, developing an **Inquiry Question**.

Closure and Processing/Evaluation of Data Summit



Thank you for
attending!
