

Plan for Gathering Program Completer and Employer Data – Initial Programs
Impact on P-12 Learning and Development (4.1)
Indicators of Teaching Effectiveness (4.2)
Satisfaction of Employers (4.3)
Satisfaction of Completers (4.4)

The data provided annually from the Texas Education Agency (TEA) is useful but inadequate in relation to CAEP Standard 4 for initial programs. In late Fall 2019/early Spring 2020, the EPP solicited participation from our two largest P-12 school district partners in an endeavor to obtain performance data and other data on the four impact measures. Due to other priorities engendered by the emerging COVID-19 pandemic, the data initiative was less successful than we had envisioned for 2019-2020 (and subsequently for 2020-2021).

What follows is a plan for completer and employer follow-up and impact studies, to be implemented during the 2021-2022 school year, focused on the four outcome areas: teacher impact, teacher effectiveness, employer satisfaction, and completer satisfaction.



Plan for Gathering Program Completer and Employer Data for Initial Professional Education Programs

March 2021

This data plan is being prepared (a) externally for the site visit team from CAEP which is scheduled to conduct its virtual visit in Spring 2021 and (b) internally for the faculty and staff in the EPP at UTPB. This document will serve as a guide for future actions relative to collecting data on the performance of completers of the initial teacher preparation programs at UTPB. The plan includes data to be collected from both the initial program completers and their employers.

CAEP standards require measure of four major aspects of the performance of an EPP's initial program completers who are now working as teachers:

- Completer perceptions of performance/satisfaction—follow up data (survey, focus group, etc.) from the completers documenting the degree to which they are satisfied with their program and feel it prepared them well for their jobs.
- Employer satisfaction/perceptions of candidate performance—follow-up data (survey, focus group, etc.) from the employers (e.g., principals) of the completers to determine the degree to which the completers are well-prepared for their teaching jobs.
- Measures of teacher effectiveness—follow-up data on the actual performance of the completers as judged by ratings on formal observation/evaluation metrics used in the schools/districts in which they work.
- Data on the impact of the completers on P-12 learning—standardized test score data for the students they teach, teacher action research results on impact of their teaching, or other procedures that show linkages between teacher behavior and student outcomes.

Useful, but Inadequate TEA Data Available

The EPP receives employer satisfaction data from the Texas Education Agency (TEA) in the form of a “Principal Appraisal of First-Year Teachers” sent to all principals who have employed our completers. This survey is part of the requirements of the Accountability System for Educator Preparation (ASEP). The data provided in the ASEP survey are extremely useful in providing feedback on the overall perception of our completers, and the data also provide comparisons of

the principal perceptions of completers from our EPP with principal ratings across the state for other EPPs. Nevertheless, the ASEP data are limited in many ways, including:

1. Although the ASEP survey results indicate how many completers have been rated by the principals and the number of completers in the sample in each of several teaching placements (e.g., science, general elementary), the results are not disaggregated by the teaching areas and therefore do not inform the EPP about differences in candidates from specific programs.
2. There is no way to know from the ASEP data whether the completers being rated are teaching in the disciplinary area in which the EPP prepared them to teach. For example, a completer prepared by UTPB as a social studies teacher might be assigned to teach English classes. One might expect that a new teacher placed out-of-field would struggle to be successful, and the lack of prowess in the out-of-field subject area would not be the fault of the EPP's preparation. As an example, for the 2016-17 survey, three of the UTPB completers rated were employed in the field of "Career and Technical Education," an area in which UTPB does not have preparation programs.
3. The specific survey items, though appropriate in measuring elements of quality instruction, do not necessarily address all the outcomes our EPP would prefer to measure.

The state also has completers now employed as teachers to complete an EPP Candidate Exit Survey. As with the employer survey, the candidate survey provides useful data on perceptions of teacher performance, but the results are not disaggregated by program, and there is no information provided to assess the details of the completers' employment placements.

The state has no mechanism for providing its EPPs teacher performance data (e.g., teacher evaluation data) or data for tracking the impact of teachers on P-12 student learning (e.g., standardized test data for the students being taught).

History of UTPB's Efforts to Collect Completer Data

At the time of submission of its CAEP self-study (Summer 2020), the EPP at UTPB was designing processes and instrumentation to collect data on its initial program completers. The goal was to identify a cohort (15-20%) of its completers over the last 2-3 years relying upon recent completers who are now employed as teachers with whom our faculty have remained in contact.

Our plan involved working through local school districts to determine if they would release certain performance data (i.e., teacher evaluation data, standardized test scores for students taught by the teacher) for our recent completers in their schools. We felt if we could get the

district buy-in, we would submit the list of completers to them and then also contact the completers themselves for the data we needed directly from them.

In late Fall 2019/early Spring 2020, we sent out email requests to our two largest local school district partners (Midland ISD, Ector County ISD) requesting participation in this endeavor. Here is an excerpt from one of the emails:

Because your district employs a substantial number of teachers who have completed teacher preparation through UT Permian Basin, we are asking if you will help us collect these data. Specifically, we propose to provide a list of teachers who completed our program along with forms related to informed consent and an orientation to our purpose/goal that we would ask you to send to teachers we would identify who completed their preparation program through the UT Permian Basin College of Education. For those teachers who agree to participate, we would ask that they send their student growth data directly to us for 2017-2018 (whether pilot or actual), their data for 2018-2019, and initial plans along with any available initial benchmark-related data for 2019-2020.

Once we have these data, it is our intention to review data for teachers who are one year, two years, and three years removed from our program. These data will serve as a baseline and as a way to begin to look at growth over time for those teachers who are able to submit multiple years of data sets. Additionally, we may also solicit feedback from program completers serving as teachers in your district related to lessons learned about student growth measure processes that can inform our preparation practices. In future years we would continue to request similar data. Such a process will support our ability to track our “completer’s” success at fostering student growth over the course of the school year and offer us information that can inform improvement efforts in the College over time. An additional point of value from collecting these data is that what we learn from the process will also inform our efforts to better cultivate the skill set(s) needed by teachers around the area of strategically planning for student growth in focused areas/skills.

Due to other priorities, the local ISDs were slow in responding to these requests. Our internal accreditation steering committee in February 2021 began planning specific ways to follow up on the email requests in order to prompt action. This was about the same time as the COVID-19 pandemic began to shut things down, and both the school districts and the university were involved for a period of months in modifying operations and otherwise re-inventing our work in the midst of pandemic restrictions.

In subsequent internal conversations, the EPP accreditation steering committee decided that working directly through the completers themselves outside of the district administration might be a better way to go. We have now modified our plan accordingly. Details of the modified plan follow.

Completer Follow-Up and Impact Study

The EPP will conduct a modified initial programs completer study focused on the four outcome areas previously noted, namely completer satisfaction, employer satisfaction, teacher effectiveness, and teacher impact on P-12 student learning. In the remainder of this document, we discuss (a) methods and tools to be used, (b) procedures and timeline, and (c) ongoing commitment to measuring completer outcomes.

We have been advised by our campus HSR/IRB Committee on campus that we will not be required to submit our study/methodology for IRB review as we are using the data internally for program review only and do not intend to present the findings for a professional presentation or publication. The surveys will not be anonymous as we will track both the completer and supervisor results for purposes of matching responses; however, we will promise strict confidentiality of individual responses and the identity of the participants. Once data are entered into a database, all data columns containing personal identification of participants will be redacted. In the event of very small programs, we may combine program areas when presenting results so as to avoid identifying any participant who may have been the only one to complete his/her program in a given cycle.

Methods and Tools

During Summer 2021, we will identify our group of completers to include in the pilot study by capitalizing on natural contacts our faculty have with graduates. Also, because our candidates keep a campus email after completing their programs, we will use that mechanism to reach out to completers if we need a more sufficient pool. (To make future data collection easier, we will begin during Fall 2021 having candidates complete an exit survey during their final semester of enrollment where they will provide personal information such as home and cell phone numbers, permanent addresses and email accounts.) Our goal will be to identify 10-15% of our completers for the past three years (2019-2020, 2018-19, and 2017-2018). If we identify insufficient numbers of completers in smaller programs, we will intentionally seek out more completers from those programs for inclusion in the sample, with the goal of having representation of completers of all of the EPP's programs in the sample. These completers will comprise the pilot sample (approximately 50 persons).

Completers selected for inclusion in the pilot study must meet the following criteria:

- Completed their program in one of the three years indicated.
- Employed as a full-time teacher in the same field as, or in a field closely related to, their area of certification based on the program completed at UTPB.

We will advise those completers selected for the pilot in late Summer 2021 that we will be conducting the pilot and to be expecting formal communication from us in the Fall.

In September 2021, we will contact all selected completers to be assured their contact information has not changed and to get the name and contact information for their previous year's supervisor. We will prepare them for the kinds of questions we will ask so that they can have documentation needed to complete portions of the survey related to their annual evaluation and impact on P-12 learning. We will make adjustments in the sample if necessary if principals/supervisors no longer work for the school/district. We will at that time also reach out to the school principal (or other appropriate supervisor) who oversees the completer's work to solicit their participation in the employer survey.

Requests to complete surveys will be sent to completers and their principals/supervisors via email during the month of October. The email will include a link to the web-based survey. We will code all survey responses so that we can match employer to completer results and be able to know what program the teacher completed for purposes of disaggregating results.

Completer Survey

A copy of the completer survey items is appended at the end of this document. The survey includes four sections: completer performance questions, completer satisfaction questions, teacher evaluation questions, and impact on student learning questions. Details on each section of questions follow:

- The 16 items on the “performance” portion of the completer surveys are based on the Texas Teacher Evaluation and Support System (T-TESS) 16 performance dimensions.
- The 12 completer satisfaction questions reflect elements of satisfaction with the content, support, and outcomes of the teacher education program.
- The 2 evaluation questions include (a) opportunity for the completer to input his/her 16 T-TESS dimension scores from the final evaluation (previous year), and (b) an open-ended item for the completer to indicate any awards or recognitions s/he has received since beginning teaching.
- Impact on Student Learning Section in which the completer will select one of three methods for showing evidence of their impact on student learning.

Principal Survey

A copy of the principal satisfaction survey is appended at the end of this document. The 20 items are based on CAEP and InTASC standards. Principals will rate the completer on a 5-point Likert-type scale.

Data Analyses/Sharing

Pilot study data (Fall 2021) will be analyzed both for measurement integrity and substantive feedback. As the respondents’ identities will be known, the EPP may follow up with a respondent if surveys are incomplete, or if an open-ended response is not understandable.

Measurement Integrity:

Survey data will be subjected to validity and reliability analysis as follows:

- The teacher performance questions included in the completer survey already meet content validity expectations due to their use of wording consistent with T-TESS dimensions. To establish further validity evidence, the data for these items will be factor analyzed to gather evidence of construct validity. The goal is for these analyses is to yield one or more meaningful factors that account for the variance in the completers’ responses on the instrument. To assess reliability, these same data will be subjected to

alpha reliability analysis. Coefficients alpha will be computed for data on the full scale and any subscales that may be identified by the factor analytic results. Items that fail to identify with any factors or that negatively impact reliability findings may be deleted or modified once faculty review the findings.

- Data from the completer satisfaction questions will be subjected to factor analytic and alpha reliability analyses in the same fashion as described above for the performance questions.
- Teacher evaluation results (completer survey) will be judged as valid if the completer provides his/her scores on the 16 dimensions of the T-TESS and the scores provided fall within the range of scores established for that instrument (i.e., ratings between 1 and 5 for each dimension).
- Although the questions on P-12 learning impact section of our survey do not lend themselves well to traditional methods for assessing validity and reliability, the ultimate test of validity will be determining if the items yield the kind of information the EPP is requesting. Hence, program faculty will measure validity based on the percent of the respondents who provide appropriate information (e.g., percentages on the STAAR/EOC question, meaningful explanations of summative assessment processes and results on the open-ended questions).
- Items on the principal survey are content valid due to their linkage to the CAEP and InTASC standards. To establish further validity evidence, the data for these items will be factor analyzed to gather evidence of construct validity. The goal is for these analyses is to yield one or more meaningful factors that account for the variance in the completers' responses on the instrument. To assess reliability, these same data will be subjected to alpha reliability analysis. Coefficients alpha will be computed for data on the full scale and any subscales that may be identified by the factor analytic results. Items that fail to identify with any factors or that negatively impact reliability findings may be deleted or modified once faculty review the findings.

Substantive Feedback

Data will be summarized for feedback purposes via the following methods:

- Data on the 16 T-TESS dimension "performance" items (completer survey) will be compared with the actual T-TESS dimension scores from the completer's summative evaluation. Results will be disaggregated by program area. Means across items for the completers' perceptions and supervisors' evaluative ratings will be compared using independent t-tests to determine the degree to which the completer's perceptions of his/her performance converge or diverge with the actual ratings of their supervisors.
- Data on the completer satisfaction items will be reported based on means and standard deviations by item and disaggregated by program.
- Teacher evaluation scores (T-TESS dimension scores from the principal or supervisor) will be summarized via means and standard deviations and disaggregated by program.

- Items from the principal survey will be summarized via means and standard deviations and disaggregated by program.

Timeline

June/July 2021	Develop list of completers to include in the survey.
July 2021	Send initial email to the completers requesting participation. Advise that the surveys will go out in October and that the next communication to them will be in September.
September 2021	Send follow up email with request that completers confirm their contact information and name/contact information for their principal/supervisor. Prepare them for the types of information they will need to provide when the survey is distributed in October.
September 2021	Contact the completer's principal/supervisor to advise them they will be surveyed.
October 2021	Email directions and weblink to completers and principals for completing the survey.
November 2021	Check data for accuracy. Follow up with any completers/principals that have any missing data.
January 2022	Analyze data (validity/reliability and substantive analyses) and prepare results for sharing with others.
February/March 2022	Disseminate to stakeholders for feedback and discussion.
April 2022	Publish results to the EPP website.
May 2022	Modify instruments and procedures based on feedback from stakeholders and results of validity/reliability analyses.
June 2022	Begin data collection cycle for next year's data.

Dissemination of Results

Data results will be disseminated in the following ways:

1. Circulate among EPP faculty for discussion and feedback. Determine if data prompt action relative to curriculum changes, adjustments to assessments, or other program elements.

2. Share with the Education Advisory Board, key P-12 and community college partners, and other community stakeholders. Gather input on their perception of implications.
3. Make public on the EPP website.

Resources

Because the survey will be developed in house and distributed via the web, the costs of production will be relatively non-existent. The true expense will be faculty and staff time devoted to creation and distribution of the survey, follow up with participants, and analysis/dissemination of the data. At present, these are tasks that will be absorbed into the regular duties of select faculty and administrators in the EPP. However, as the tasks of assessment and data analysis become more complex, the EPP foresees the need for an expert in the areas of assessment and accreditation. A position of this type has already been added to the College of Education's strategic plan; however, multiple other priorities are currently rank-ordered above it; hence, it could be quite a few years before this position rises to the level of being funded. In the short term, the College leadership will work toward providing some release time to faculty who engage heavily in this work. We will not be able to accomplish this in the most immediate budget cycle (FY 2022), but may be able to begin assigning release time in FY 2023.

UTPB Completer Survey Items

(Note: This survey will be administered electronically using a web-based application.)

Completer Performance Questions

Completers will rate themselves on the below items written to reflect the dimensions of the Texas Teacher Evaluation and Support System (T-TESS), using the state scale of DISTINGUISHED (5), ACCOMPLISHED (4), PROFICIENT (3), DEVELOPING (2), or IMPROVEMENT NEEDED (1).

Planning

1. I design clear, well- organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
2. I use formal and informal methods to measure student progress, and then manage and analyze student data to inform instruction.
3. I ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students and proven practices.
4. I plan engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

Instruction

5. I support all learners in their pursuit of high levels of academic and social-emotional success.
6. I use content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.
7. I clearly and accurately communicate to support persistence, deeper learning, and effective effort.
8. I differentiate instruction, aligning methods and techniques to diverse student needs.
9. I formally and informally collect, analyze, and use student progress data and make needed lesson adjustments.

Learning Environment

10. I organize a safe, accessible and efficient classroom.
11. I establish, communicate, and maintain clear expectations for student behavior.
12. I lead a mutually respectful and collaborative class of actively engaged learners.

Professional Practices and Responsibilities

13. I meet district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
14. I reflect my practice.
15. I enhance the professional community.

16. I demonstrate leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.

Completer Satisfaction Questions

(Note: Items in this section were, in part, adapted from questions used by several other EPPs)

These questions will rate the completer's level of satisfaction with their program and its ability to prepare them professionally. Items will be rated on a five point scale indicating the degree to which candidates agree with the statement: STRONGLY AGREE (5), AGREE (4), NEITHER AGREE OR DISAGREE (3), DISAGREE (2), STRONGLY DISAGREE (1)

1. My program prepared me to be an effective educator.
2. I am pleased with the quality of the instructors in my program.
3. I received effective and accurate advising throughout my program.
4. My program exposed me to rigorous standards for teaching and learning.
5. My program provided me with the content necessary to be an effective educator.
6. My program prepared me to integrate technology effectively into instruction.
7. The coursework prepared me to make a positive impact on my students' learning.
8. My program prepared me to work with diverse learners.
9. There were checkpoints throughout the program to make sure I was meeting standards.
10. My program's field-based experiences were explicitly connected to my coursework.
11. During my field-based experiences, I worked with students from diverse ethnic, racial, socioeconomic and exceptional groups.
12. I would recommend my program at UTPB to others.

An additional open-ended question will be provided: What other input would you like to provide us regarding areas of your program you really appreciate or concerns you would like us to address?

Evaluation Questions

Please provide your scores from last year's end-of-year evaluation on the 16 T-TESS dimensions:

- Standards and Alignment _____
- Data and Assessment _____
- Knowledge of Students _____
- Activities _____
- Achieving Expectations _____
- Content Knowledge and Expertise _____
- Communication _____
- Differentiation _____
- Monitor and Adjust _____

- Classroom Environment, Routines, and Procedures _____
- Managing Student _____
- Classroom Culture _____
- Professional Demeanor and Ethics _____
- Goal Setting _____
- Professional Development _____
- School Community Involvement _____

In the space below, please indicate any awards or recognitions you have received since beginning your career as a teacher (e.g., 2017 building teacher of the year, 2018 outstanding rookie teacher for the school district).

Impact on P-12 Learning Questions

Completers will be presented a screen giving them a choice of the way to report how they track and measure their impact on student learning. These will be listed in order of priority; that is, option 1 (State of Texas Assessments of Academic Readiness [STAAR] test scores) will be the best way to show evidence if the completer teaches in a grade for which the STAAR tests (selected elementary and middle grades content areas) or high school end-of-course (EOC) assessments are given. Option 2 (Student Learning Objectives [SLOs] or other student growth measures) are the preferable option if the completer is not in a grade or subject with STAAR/EOC assessments. Finally, if neither option 1 nor 2 is appropriate, the completer may select to provide a description of another summative measure employed with their students along with results.

These three options will be presented thusly:

Finally, we would like you to provide information on the best measure you have available to track the learning growth of your students. If option 1 below applies, please select that option. If not, consider option 2 and select that option if it applies. If not, select option 3.

1. If you teach in a grade level/subject with required STAAR assessments or a state end-of-course (EOC) assessment, please provide information on your pass rates. Complete only those areas that apply for your grade/subject:
 - Reading (Pass Rate)
 - Writing (Pass Rate)
 - Mathematics (Pass Rate)
 - Science (Pass Rate)
 - Social Studies (Pass Rate)
 - EOC English I (Pass Rate)
 - EOC English II (Pass Rate)
 - EOC Algebra I (Pass Rate)
 - EOC Biology (Pass Rate)

OR

2. If your students do not take a STAAR or EOC assessment, but your school/district has adopted Student Learning Outcomes (SLOs) or some other established student growth measure, please report on that measure in the space below. Please include the following:
 - a. Description of the measure employed.
 - b. Statement of the growth target(s) you set for the year (last year).
 - c. Strategies you used to differentiate instruction and monitor progress.
 - d. % of students who exceeded the growth target, met the growth target, and fell below the growth target.

OR

3. If you do not teach in a grade/subject with a required STAAR or EOC assessment and do not have student growth measure results available, please provide information about your students' progress on benchmarks or any other summative assessment in the space below. (Example: I teach middle grades art. My students are required to complete a portfolio of their art work throughout the year. The portfolio includes entries in various categories based on the skill or technique the students are asked to illustrate. I grade the final portfolio with a rubric based on appropriateness of artifact, artistic design, and creativity. My results last year based on the summative rubric score were: 12% Exceptional, 26% Exceeds Expectations, 49% Meets Expectations, 10% Below Expectations, and 3% Unsatisfactory.)

UTPB Principal Survey of Completer Items

(Note: This survey will be administered electronically using a web-based application. CAEP and InTASC standards addressed by each item are included in parentheses following the item. These references will be deleted in the copy of the survey provided to candidates.)

The principal/supervisor will be directed to rate the candidate on the following dimensions using a five point scale: STRONGLY AGREE (5), AGREE (4), NEITHER AGREE OR DISAGREE (3), DISAGREE (2), STRONGLY DISAGREE (1).

1. The teacher has a basic understanding of the teaching learning process and the needs of the students s/he is teaching. (CAEP 1.1 InTASC 1)
2. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually. (CAEP 1.1 InTASC 1)
3. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (CAEP 1.1 InTASC 2)
4. The teacher creates environments that support individual and collaborative learning. (CAEP 1.1 InTASC 3)
5. The teacher has a basic understanding of the content/subject being taught. (CAEP 1.1, InTASC 4)
6. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. (CAEP 1.1, InTASC 5)
7. The teacher understands and uses a variety of instructional strategies. (CAEP 1.1, InTASC 8)
8. The teacher plans instruction that supports every student in meeting rigorous learning goals. (CAEP 1.1, InTASC 7)
9. The teacher is aware of his/her professional responsibilities and takes them seriously. (CAEP 1.1, InTASC 9)
10. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making. (CAEP 1.1, InTASC 6)
11. The teacher effectively uses data to measure the progress of his/her students. (CAEP 1.2, InTASC 6)
12. The teacher effectively uses data to assess his/her own professional practices (CAEP 1.2, InTASC 6)
13. The teacher effectively applies content and pedagogical knowledge appropriate for the grade levels and subjects s/he teaches. (CAEP 1.3, InTASC 7)
14. The teacher is aware of and builds linkages to the Texas Essential Knowledge and Skills (TEKS) in the planning and delivery of instruction. (CAEP 1.4, InTASC 7)

15. The teacher effectively uses technology to design, implement, and assess learning. (CAEP 1.5, InTASC 6, 7, 8)
16. The teacher exhibits a strong professional commitment to the growth and learning of his/her students (CAEP 4.1; InTASC 9)
17. The teacher uses data on student learning to modify his/her teaching behaviors. (CAEP 4.1; InTASC 6)
18. The teacher effectively differentiates instruction to fit the needs of the learner (CAEP 1.1, InTASC 2, 7).
19. The teacher seeks opportunities to take responsibility for student learning (CAEP 1.1, InTASC 10)
20. The teacher works effectively with students, families, other professionals, and the community to ensure learner growth. (CAEP 1.1, InTASC 10)