



# Peering Around the Corner:

Analyzing State Efforts to Link Teachers to the Programs that Prepared Them

---

July 2016

Bellwether's mission is to help education organizations become more effective and achieve dramatic results

---

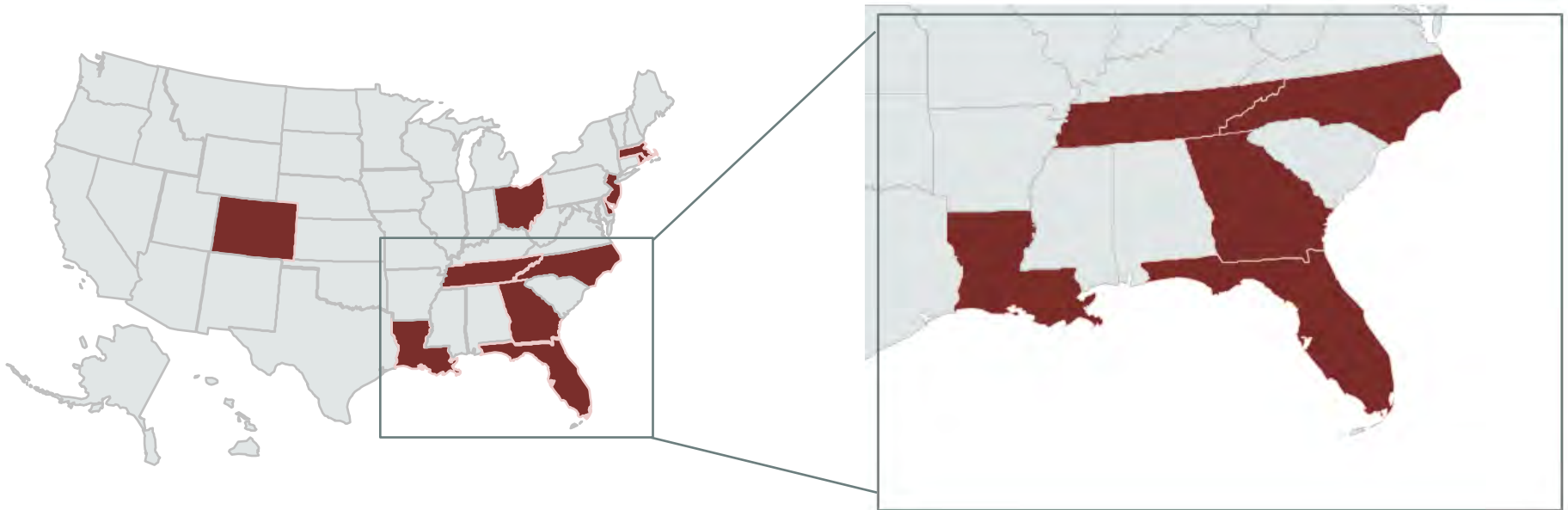
\ˈBEL-,weth-ər\, noun;  
A leader of a movement or activity;  
also, a leading indicator of future trends.

We are a **nonprofit** dedicated to helping **education organizations** – in the public, private, and nonprofit sectors – become **more effective** in their work and achieve dramatic results, especially for **high-need students**.

To do this, we provide a unique **combination** of exceptional **thinking, talent,** and hands-on **strategic support**.

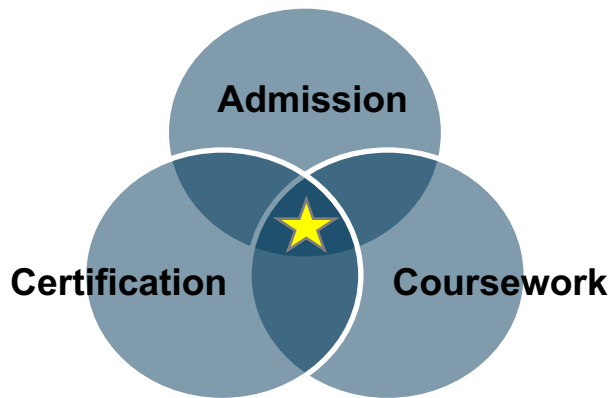
# Earlier this year, Bellwether released research on state efforts to improve teacher preparation

We analyzed 11 states nationally, including 5 SLC states



# State policy affects the quality of teacher preparation programs

Most states traditionally relied on **inputs** to ensure a baseline of program quality



Taken **together**, these inputs are **barriers to entry** that **should** ensure that the **best candidates** – and ideally, **only effective candidates** – end up in front of students.

Increasingly, states are relying on **completer outcomes** to assess programs



In **theory**, states can **avoid** prescribing what and how preparation programs teach, instead looking **solely** at the **performance of program completers**.

We profiled states that use the **outcomes** approach.

# Early adopter states encountered technical and political challenges in moving to an outcomes-based approach



Identifying the highest value **outcomes**



Determining how to **measure** those outcomes for analysis (e.g., reporting level, n-size)



Designing a system that **differentiates** programs by performance



Targeting appropriate **interventions** to improve program quality

**Each state** handled these issues **differently**, with **pros**, **cons**, and **value judgments** attached to each decision.



# SLC states track similar completer outcomes

	Florida	Georgia	Louisiana	North Carolina	Tennessee
Placement	X	X	X	X	X
Retention	X	X	X	X	X
Overall evaluation	X	X	X	X	X
Observation score		X	X	X	X
Student achievement	X	X	X	X	X
Shortage area	X		X		
Completer satisfaction		X	X	X	X
Employer satisfaction		X		X	X

**Note:** Several states track additional outcomes not listed here. See Appendix and Bellwether report, *Peering Around the Corner*, for more information.

# But these states differ in how they measure and report outcomes



## Measurements

	<b>Does the state track outcomes at the program or institution level?</b>	<b>What is the minimum n-size required to report outcomes?</b>
Florida	Program, by subject	2 or 3, depending on the metric
Georgia	Program	10
Louisiana	Institution	25
North Carolina	Institution	5
Tennessee	Program	5 or 10, depending on the metric

# States are split on whether they plan to differentiate programs according to completer performance



## Differentiation

	<b>Does the state use outcomes data to differentiate programs by performance?</b>
Florida	Yes; there are four performance levels for each metric, which roll up to one of three summative ratings
Georgia	In development; the state expects four performance levels
Louisiana	Not currently, but did so previously and may do so in the future
North Carolina	No
Tennessee	No



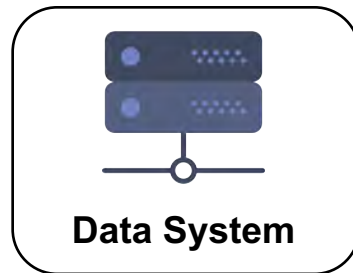
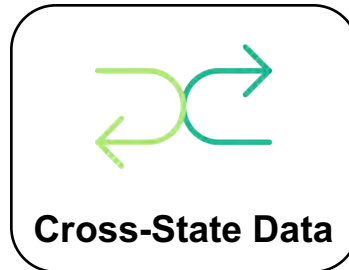
# Only one state, Florida, currently uses completer data for program accountability purposes



## How does the state use these data to drive program improvement?

	How does the state use these data to drive program improvement?
Florida	Programs are accountable for outcome data during the approval process
Georgia	In development; the state expects performance data will complement their future approval process; not public until 2018
Louisiana	Previously incorporated into state approval process; currently used for transparency purposes only; may be incorporated again in the future
North Carolina	Used for transparency purposes only
Tennessee	Currently used for transparency purposes only (until 2017-18)

# Additional issues hinder progress in these states





**BELLWETHER**  
EDUCATION PARTNERS

# Appendix



# Completer outcomes, by state

Florida	Georgia	Louisiana	North Carolina	Tennessee
<ul style="list-style-type: none"> <li>• Placement</li> <li>• Retention</li> <li>• Evaluation results</li> <li>• Student achievement</li> <li>• Student achievement by subgroup</li> <li>• Critical shortage areas</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Induction success rate</li> <li>• Content assessment performance</li> <li>• edTPA performance</li> <li>• Completion</li> <li>• Retention</li> <li>• Employment</li> <li>• Completer satisfaction</li> <li>• Employer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate selection profile</li> <li>• Content knowledge</li> <li>• Teaching skill</li> <li>• Completer rating of program</li> <li>• Entry and persistence (overall and in high-need schools)</li> <li>• Student achievement</li> <li>• Observation score</li> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate profile</li> <li>• Graduation rate</li> <li>• Time to graduate</li> <li>• Licensure scores and pass rate</li> <li>• Employment</li> <li>• Retention</li> <li>• Completer satisfaction</li> <li>• Employer satisfaction</li> <li>• Completer effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment and selection</li> <li>• Placement</li> <li>• Retention</li> <li>• Completer satisfaction</li> <li>• Employer satisfaction</li> <li>• Completer process outcomes</li> <li>• Completer impact</li> </ul>