

National Institute for Excellence in Teaching

I. Opening – Why should Educator Preparation Programs (EPP) track Program Completers.

Educator Preparation Programs have endured an on-going barrage of criticism for at least two decades, with little relief in sight. Broad-scale criticism of P-12 schooling that began with the "Nation at Risk" report in 1973 leeches upward to include teacher education programs. In "Educating School Teachers" (2006), Arthur Levine, author, and educator reflected on the status of teacher education in the United States:

Teacher education has taken on a special urgency because the United States needs to raise both the quantity and quality of our teacher force. The country is experiencing an acute shortage of teachers. At the same time, we are asking teachers to increase student achievement to the highest levels in history in a new standards-based, accountability-driven system of education.

Circumstances are no different in 2020. In fact, as the nation deals with a unique global pandemic, and current teachers are faced with delivering instruction both in-person and virtually, the request for more and better teachers persists. In the face of these challenges, the question of how best to prepare teachers remain under debate.

At the risk of oversimplification, traditional practice for educator preparation programs has been to deliver instructor-led coursework, sprinkle in some school-site observations, practicums, student teaching, and finally, graduation ceremony. Candidates are now on their way to have a great career.

Educator Preparation Programs, going forward, must be much more quantifiable in preparation, and much more longitudinal in placement, and follow-up support of candidates. Program Completers Tracking (PCT) addresses the most critical EPP efficacy requirement: Do program results meet and exceed program goals and objectives?

Program Completer Tracking is emerging as a crucial component of educator preparation programs across the country. Truthfully, PCT's primary emphasis has been verifying candidate completion of coursework and meeting program-related benchmarks and then reporting licensure eligibility. A decade and a half ago, Levine noted a "special urgency" in his report, but little has changed. EPPs must expand its scope of responsibility and focus on greater accountability for program efficacy. Are program goals and objectives aligned with the realities of the working environment its teacher graduates will encounter in the field? For example, if an EPP sets a goal that at least half of all completers will become employed in underserved schools, (higher poverty, inner urban, rural) but most opt for schools where stronger school support and higher student performance exist already, then program objectives and results may be out of alignment. If career persistence is a goal, but the attrition rate is high, then results fail to fulfill objectives.

Significant disconnects between EPP objectives and subsequent results in the teaching profession are corrosive to the credibility of EPPs and to the schools in which those teachers work. For example, Indiana schools are required to report annually to the Indiana Department of Education (IDOE) on teacher performance. Based on a 4-point performance scale (Highly Effective, Effective, Needs Improvement, Ineffective), 91% are rated as Highly Effective or Effective, 1% as Needs Improvement, and 0% as Ineffective, with 8% unreported. Linked to this 4-point scale

is a monetary incentive reserved for only those teachers rated as Effective or Highly Effective. With only 1% that needs improvement, 0% as ineffective, and 8% with no reported evaluation, virtually all teachers evaluated under the system were effective or highly effective. Statistically, this is a significant repudiation of a normal distribution, which undermines accurate assessment of program effectiveness. Indiana schools are required also to report student achievement scores to the IDOE and in some school systems with significant numbers of underserved students, the passage rate in reading and math is as low as 6%. Going forward, two things: EPPs must expand longitudinal, collaborative support (2-3 years) of completers, and narrow and sharpen focus on the correlation between teacher performance and subsequent impact on student learning.

II. Case Study of Teacher Preparation and Tracking at Marian University, Indianapolis, Indiana

In 2020, Marian University's [Fred S. Klipsch Educators College](#) undergraduate elementary teacher preparation program has been named among the top in the country by the [National Council on Teacher Quality \(NCTQ\)](#), a nonpartisan research and policy organization, "for strong commitment to quality clinical practice experiences aimed at preparing aspiring teachers for the realities of the classroom." In its [2020 Teacher Prep Review: Clinical Practice and Classroom Management](#), Klipsch Educators College elementary teacher preparation program at Marian University stands out among only 33 traditional elementary programs that earn an A (of more than 1,100 evaluated). Prior to participation in the Clinical Residency Program, candidates receive the following:

1. Candidates may enter Marian with approved AP credit, dual credit, and take summer courses to accelerate the program.
2. Courses that are delivered in an accelerated, eight-to ten-semester format. Learning outcomes are focused on building competency-based master skills that align with NCTQ standards.
3. Optional study abroad opportunities in high-performing schools.
4. Research-based content for teaching children to read. This crucial content is woven into all program's required reading courses and imparts what is necessary to teach reading. The program meets NCTQ standards because its coursework covers all five of the components of effective reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Strategies.
5. Simulation Laboratory: Virtual Reality Training for Educators. Candidates participate in practice teaching in the Mursion VRT laboratory. Simulated classroom events, experiences, interactions with students with differing outputs, some contentious and oppositional, give candidate's unprecedented real-life situations in the safety of virtual reality.
6. Klipsch Educators College Clinical Residency Program is the knowledge and application year-long real time teaching experience. Kate Walsh, President of NCTQ, observed, "Too many teacher prep programs struggle to make clinical practice a meaningful learning experience for aspiring teachers—especially when it comes to selecting effective mentor teachers, often due to lack of quality control by their partner school districts. The effort that these top programs have made to ensure alignment with their local districts will have lasting results". The Clinical Residency Program includes:
 - Intensely focused support through a team of facilitators from Klipsch Educators College, a content specialist, the partner schools' administrators, and a mentor teacher,

- A \$12,000 living stipend provided so the resident can focus on the teaching profession and participate in the life of the school community, without additional part-time employment.
- Residents increase their professional competence and proficiency through real-world practice and career-embedded training.
- The Clinical Residency year culminates in a Master's Degree, without additional tuition cost.
- Two additional years of post-residency support is provided by Klipsch Educators College faculty.
- Partner schools across the Indianapolis Metropolitan Statistical Area (MSA) include Indianapolis Public Schools, the Archdiocese of Indianapolis, Beech Grove City Schools, Christel House Academies, Matchbook Learning Academy, MSD Decatur Township, Neighborhood Charter Network, MSD Perry Township Schools, Phalen Academies, Cold Spring Elementary School, Whitko Community School Corporation, Goshen Community Schools and Purdue Polytechnic High School.

The five-year program is offered in the following content areas:

- Bachelor of Arts in Elementary Education to Master of Arts in Special Education
- Bachelor of Arts in Secondary Education to Master of Arts in Special Education
- Bachelor of Arts in Elementary Education to Master of Arts in Teaching
- Bachelor of Arts in Secondary Education to Master of Arts in Teaching

Current enrollment in the Klipsch Educators College Undergraduate Program, years 1-4, is 240. The inaugural Clinical Residency Cohort begins the clinical experience at the 2021-2022 academic year. Plans for growing the program are two-fold. Additional school partners will be recruited in the Indianapolis and Central Indiana area, and the Klipsch Educators College will be included in Marian University's multi-campus expansion by incorporating Klipsch into other institutions (St. Joseph's College and Ancilla College) joining the Marian Universities System.

Master of Arts in Teaching
Transition to Teaching (Licensure Only)
Building Level Administrator
Doctor of Organizational Leadership

In the Transition to Teaching (Licensure Only) and Master of Arts in Teaching program, candidates may enroll in the program individually, or through acceptance into the Indianapolis Teaching Fellows Program. Enrollment in the Transition to Teaching and Master of Arts in Teaching totals 298 candidates. Building Level Administrator and Doctor of Organizational Leadership (Education) total 42 candidates. Following licensure areas are offered:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Special Education
- English Language Learners
- Building Level Administrator
- Doctor of Organizational Leadership (Education)

B and C How are program completers tracked and what data are tracked

The following key assessment data are used by Klipsch Educators College Undergraduate Program to track program completers across all degree programs, majors, content, and licensure areas:

1. State Licensure Examinations - Pearson test scores
 - a. Effect on Student Learning Assessment - Candidate Work Samples
2. Clinical Internship Evaluation – Mentor and University Supervisor Evaluations
3. Disposition Assessment
 - a. Teacher Education Program: Teacher Education Committee – multidisciplinary faculty evaluations of affective alignment
 - i. Undergraduate: Pathway I, Pathway II, Pathway III
 - ii. Graduate: Phase I, Phase II, Phase III
4. Planning Assessment – evaluation of lesson, unit, and course planning by teacher education faculty, mentor teachers, and clinical residency supervisors

Graduate Education Program Completers Tracking

Klipsch Educators College Graduate Education Programs utilizes similar assessment indicators to highlight progress toward either licensure only, or degree completion. Across the programs, Graduate Education monitors the following:

Expected Licensure Area	Developmental Level
Pearson Content/Pedagogy	Documentation of Teaching
Dispositional Assessment I, II, III	Self-Assessment
Best Practices Courses I, II, III, IV	Summative Evaluation
Completer Survey	Internship Mentor Recommendation

D. Challenges to tracking/barriers to tracking

Assessment requirements to maintain state approvals and national accreditation are very specific, quite extensive, and complex. The Klipsch Educators College assessment plans have been developed to meet these requirements. To manage these assessment plans, we use TK20, which allows students to submit assessments (course-embedded assignments, clinical experience evaluations, program specific observations, portfolios, etc.) that are used to measure candidate performance. These assessments are then connected to other candidate performance data such as scores on entrance and certification tests and grades in courses. Programs then use these multiple sources of data to examine and improve courses and make curricular and procedural revisions. To a certain extent, these data to this point in the candidate's preparation program are "input" data, that is, they reflect characteristics about the candidate's preservice preparation. The extent that these characteristics correlate to teacher impact on student learning outcomes (output data) requires a robust clinical residency and multi-year follow-up.

Enormous amounts of data that come through TK20 are identified as relevant to the mission of Klipsch Educators College, quality of the conceptual framework on which the curriculum is built, relationship of general education requirements to the educational requirements, progress of the candidates, and eventual success of candidates in the clinical residencies. Identifying, locating, organizing, and managing various data streams from Marian University's Student Information System (SIS), Institutional Research Department, Alumni Office, The Exchange, Indiana Department of Education, school partners, anecdotal data from our faculty, TK20, Klipsch Educators College student data represent a monumental task. Reconciling this data is one of the biggest challenges. Significant variability exists, for example, between assessment practices in both general education and Klipsch education courses. Equally, diverse assessments of dispositional characteristics pose challenges to reliability, as does a history of very high departmental GPAs for education candidates. Such differences may jeopardize the opportunity to align internal practice from such data and make credible correlations to future teacher effectiveness. Furthermore, long term, post-residency data gathering becomes more difficult as tracking relies increasingly on voluntary alumni reporting.

E. Benefits of tracking within a college/institution

One of the most beneficial aspects of full-scale, intensive data collection, and analysis is that it illuminates the areas where the educator preparation system becomes under duress. Program Completer Tracking can isolate pressure points that may undermine candidate classroom success, licensure attainment, and subsequent teaching career success.

Historically, Program Completer Tracking has been (and still is) a process to measure the "tensile strength," if you will, of Klipsch Educators College. Where are the pressure points, and where are fractures in the system that require remediation?

With its new Clinical Residency Program, Klipsch Educators College is about to embark on a very high-stakes journey into what is essentially uncharted territory. The residency is a year-long, very intensive classroom teaching experience that, while closely supervised and mentored, goes well beyond traditional student teaching parameters. Using a derivation of Robert Goldhammer's and Morris Cogan's classical clinical supervision model, Klipsch personnel are closely involved in the residency process through pre-observation conferencing with the resident to establish processes and priorities before the actual direct observation, the actual observation process, and post-observation conferencing and counseling. Data forthcoming from the Clinical Residency Program can be providentially valuable to strengthening the Klipsch educator preparation program by analyzing real time data about teacher impact on student learning outcomes.

III. Summary/Recommendations on Best Tracking Practices

As valuable as Clinical Residency Program data are, the sheer volume of data about Marian University students generally, and Klipsch Educators College students more specifically, needs more holistic aggregation of information from all departments and sources and should include post-university activities. A "Central Repository" should be extremely inclusive, beginning with first-year students' information and experiences and extending to alumni careers subsequent to the university experience. With the focus on Klipsch Educators College alumni, data capturing

on their work, destinations, and careers should continue well beyond even the 2-4 years of post-residency follow-up and support. This data will provide us with valuable insight into how our teachers perform in our K-12 schools; what professional development services we can provide to support our alumni.

Educator Preparation Programs have been uniformly “inward facing” for decades. To mimic a well-known marketing phrase, “What happens in teacher education stays in teacher education.” This can no longer be the norm. The rallying cry certainly embraces improved student learning outcomes and should continue to do so fervently. Klipsch Educators College Educator Preparation Program takes that to an even more comprehensive, holistic, and crucial imperative: improving student learning and living outcomes. Relevant living outcomes data might include physical and emotional health information, nutrition assessment, residence stability, postsecondary education through-puts, and others.

Program Completer Tracking can be a remarkable opportunity to measure beyond the confines of college classrooms. Klipsch Clinical Residency program combines both “inward” and “outward” data through a post-residency of 2-4 years. What will be needed is a pervasive reallocation of EPP resources from the college classroom to the teacher classroom. Klipsch Educators College, through multi-year collaboration, connects teachers, school, family, and caregivers. Maximizing educational and quality of life outcomes, whoever the student, is doable. The time is now.