DEANS FOR IMPACT

FROM CHAOS TO COHERENCE

A POLICY AGENDA
FOR ACCESSING AND
USING OUTCOMES DATA
IN EDUCATOR PREPARATION

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Introduction

Why do programs that prepare educators struggle to obtain data on the performance of their graduates? Shouldn't policy help – rather than hinder – them in getting the information they need to improve their effectiveness?

These questions describe a fundamental paradox that plagues this nation's educator-preparation system. At a time when traditional colleges of education on the whole have faced withering criticism regarding their value, there has been no coordinated effort to provide these programs with valid, reliable, timely, and comparable data about the effectiveness of the teachers and school leaders they prepare.

States appear poised to press ahead with new accountability policies for educator-preparation programs, yet the danger lurks that we will have failed to learn one of the central lessons from the No Child Left Behind era: Simply setting a high bar is not enough. Policy needs to provide actionable data, as well as support and tools for program improvement, to help those at the front lines of our education system succeed.

Deans for Impact, a new national nonprofit organization composed of leaders of a diverse set of educator-preparation programs from across the country, is dedicated to elevating the performance of this country's educator-preparation system. We believe educator preparation is at a pivotal moment and is poised to demonstrate its value unlike ever before. We aim to demonstrate our true impact in preparing effective educators to serve every community and provide meaningful education opportunities to every student in this country.

Toward that end – and uniquely within the field of educator preparation, and perhaps in higher education more generally – we *embrace* the call for outcomes-based accountability and data-informed improvement. Even more surprisingly, at least to some of our colleagues, we believe policy can and should play a vital role in elevating program performance.

We think this is particularly true when it comes to the role of data.

For this reason, and consistent with our guiding principles of making educator preparation more data informed and transparent, we spent much of 2015 investigating what data our programs collect on their candidates prior to enrollment, during enrollment, and after graduation.
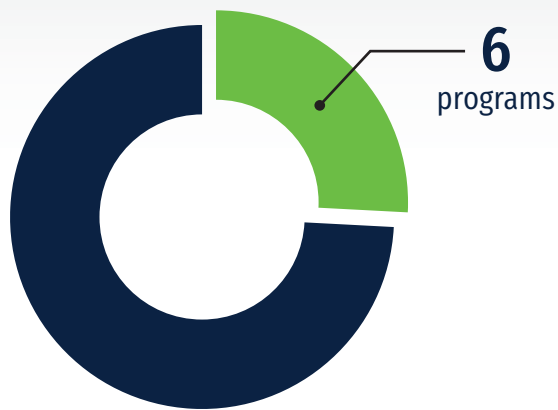
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programs

Less than
1/3

Of the **23 PROGRAMS** included in our analysis, only **SIX** have access to student-achievement data connected to teachers these programs prepared.

LESS THAN A THIRD have access to other forms of data on the performance of their graduates, such as information from classroom observations.

We interviewed the heads of data and assessment at 23 programs led by Deans for Impact member deans, identifying not only the categories of information that programs obtain, but also the instruments they use.

The resulting landscape analysis, presented here for the first time, confirms the present paucity of valid and reliable data on the performance of our graduates. The most glaring example: Of the 23 programs included in our analysis, only six have access to student-achievement data connected to teachers they prepared. And less than a third have access to other forms of data on the performance of their graduates, such as information from classroom observations.

We simply do not have the information we need to evaluate and improve our own programs to the degree we desire.

Our policy agenda as set forth in this brief is aimed squarely at addressing this problem. We want to bring "data coherency" to the field of educator preparation through two major routes. First, states must develop better data systems that can connect programs to the performance of their graduates, and remove existing barriers to accessing such data. Second, states should take advantage of language in the new federal Every Student Succeeds Act (ESSA) to develop a new process for recognizing and certifying educator-preparation programs that voluntarily embrace outcomes-based accountability and data-informed improvement.

Ours is not the first effort to improve educator preparation in this country. Nor will policy changes alone drive improvement. But for the first time, we are poised to gather the information

to help leaders develop a data-informed vision for radical transformation.

This policy brief consists of four sections. The first section provides an overview of Deans for Impact – who we are and what we believe. In section two, we describe the research we've conducted on our own membership regarding the data that we collect (or fail to collect) on the educators we prepare. In section three, we present our two-pronged policy agenda designed to bring greater data coherency to the field of educator preparation and set us on a path toward improved outcomes. We conclude with a call to action and explain why we are excited about the potential for transformative change in our field.

In the years ahead, Deans for Impact intends to vigorously advocate for the changes we identify here. We hope others will join us.

Deans for Impact I Who are We?

Deans for Impact is a new national nonprofit organization composed of leaders of educator-preparation programs who are dedicated to transforming the way we prepare teachers and school leaders in the U.S. With more than 20 member deans spread across 15 states, we represent a diverse group of programs that are both traditional and alternative, urban and rural, research-intensive and teaching-intensive, and at public and private institutions.

OUR MEMBERS

- **Gregory Anderson** | Temple University
- **David Andrews** | Johns Hopkins University
- **Carole Basile** | University of Missouri, St. Louis
- **David Chard** | Southern Methodist University
- **Kenneth Coll** | University of Nevada, Reno
- **Karen Symms Gallagher** | University of Southern California
- **Jack Gillette** | Lesley University
- **Mark Girod** | Western Oregon University

- **Frank Hernandez** | The University of Texas of the Permian Basin
- **Cassandra P. Herring** | Hampton University
- **Mayme Hostetter** | Relay Graduate School of Education
- **Mari Koerner** | Arizona State University
- **Alan Lesgold** | University of Pittsburgh
- **Corinne Mantle-Bromley** | University of Idaho
- **Shane Martin** | Loyola Marymount University

- **Ellen McIntyre** | University of North Carolina, Charlotte
- **Robert Pianta** | University of Virginia
- **Scott Ridley** | Texas Tech University
- **Tom E.C. Smith** | University of Arkansas
- **Jesse Solomon** | Boston Teacher Residency
- **Sara Ray Stoelinga** | University of Chicago
- **Josh Thomases** | Bank Street College of Education

We believe that educator preparation should be oriented around four guiding principles:

- ✔ Data informed
- ✔ Outcomes focused
- ✔ Empirically tested
- ✔ Transparent and accountable

Deans for Impact is committed to advancing these guiding principles within the programs led by our member deans and throughout the field. We are expressly dedicated to carving a new way forward in educator preparation. We believe the status quo is untenable and unacceptable, and that meaningful improvement will *only* result from thoughtful program and policy redesigns informed by voices of leaders of educator-preparation programs from across the country.

Our theory of change is that if we work together to continuously drive improvements in how we prepare educators, *and* advocate for policies that will enable change, *and* elevate our collective voice, then we will build the capacity, create the conditions, and lead the coalition that will transform the field of educator preparation.

We are a solutions-driven membership organization. Rather than tear apart any and every new proposal to hold our programs more accountable, we believe we must evaluate the effectiveness of the educators we prepare. We believe this is vital to ensuring every student in this country receives the education to which he or she is entitled.

"Teaching professionals, deeply committed to the craft of teaching and to its content, are the most powerful lever we have to change children's lives."

Josh Thomases
Bank Street College of Education

1 Data informed

2 Outcomes focused

3 Empirically tested

4 Transparent and accountable

GUIDING PRINCIPLES

Data at Deans for Impact | A Patchwork Quilt

From the inception of Deans for Impact in January 2015, we have advocated for our guiding principles, including ensuring that educator preparation is more data informed and oriented around common outcomes.

To that end, and to ensure we practice what we preach, in August 2015 we initiated a comprehensive review of how data are collected within the programs we lead. Deans for Impact staff worked with member deans and our faculty and staff to identify what categories of data are collected before candidates are enrolled in programs (pre-enrollment), during enrollment, and after candidates graduate and become teachers of record (post-enrollment).[1] We examined both the categories of data collected and the sources of that data, including whether the instruments used were developed internally – i.e., by the program itself – or externally by some third party.

At the heart of our inquiry was a central question: Are our programs getting the data they need to make meaningful judgments about the effectiveness of the educators they prepare? Our research on our own data landscape revealed some striking, although perhaps unsurprising, insights. Three in particular stand out.

Methodology for Compiling the Deans for Impact Data Landscape

The data landscape presented here is the result of collaboration among Deans for Impact staff, member deans, and the staff and faculty members most knowledgeable about data collected on teacher-candidate progress at each program.

Deans for Impact staff conducted semi-structured interviews with each program, seeking to understand efforts to monitor teacher-candidate progress before, during, and after candidates are enrolled in programs. Staff then identified the data categories that were cited by one or more programs and pre-populated a standardized database, which programs verified and reviewed multiple times.

While this is not a statistically representative sample of educator-preparation programs in this country, it reflects a wide diversity of institutional settings. Given the beliefs and leadership practices of deans represented within Deans for Impact, we do not believe that a statistically representative sample would show any greater data coherence, and we fear the situation may be worse than our data show.

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[1] Throughout this brief, we refer to the teachers and other educators who finish our programs as "graduates," although they are sometimes referred to within our field as "program completers."

PROGRAM POST-ENROLLMENT DATA BY SOURCE

DATA CATEGORY	DEANS FOR IMPACT MEMBER-LED PROGRAMS																						
	Arizona State University	Bank Street College of Education	Boston Teacher Residency	East Carolina University	Hampton University	Johns Hopkins University	Lesley University	Loyola Marymount University	Relay Graduate School of Education	Southern Methodist University	Temple University	Texas Tech University	University of Arkansas	University of Chicago	University of Idaho	University of Missouri, St. Louis	University of Nevada, Reno	University of North Carolina, Chapel Hill	University of Pittsburgh	University of Southern California	University of Texas, Permian Basin	University of Virginia	Western Oregon University
Completer or Graduate Survey	I	I	I	E	I	I	I	E	I				E	E	I	E	E	E	I	E			
Employment Status and Location	E		I	E	I		E	E	E		I		I			E	E	E		E	E		I
Long-term Retention	E		E	E				I						I			E	E		I			
Employer Survey	E	I	E		E			E			I				E		E			E	I	I	E
Classroom Observation of Graduates			I	E																I			E
Student Achievement			E	E				E		E		E											
Teacher Evaluation Scores of Graduates	E		E	E				E		E						E							

Legend:
- Internally developed instrument or source (blue)
- Externally developed instrument or source (green)
- None (cream)

First, few categories of data are used in common across our programs. Of all of the types of data – pre-enrollment, enrolled, and post-enrollment – only clinical experience observation data of enrolled candidates is collected by every institution. There are no pre- or post-enrollment data sources used across all of our programs. Put another away, there is *no uniformity* in the type of evidence we collect to let us know how our candidates are doing.

Second, the majority of our programs have developed their own instruments and tools to track candidates, and even to track post-enrollment progress. The local development and use of instruments is understandable – they can be tailored to local needs as appropriate – but the result is that there is *no comparability* of data across our programs.

Third, and perhaps most importantly, few of our programs have managed to secure meaningful data on the performance of graduates once they begin their careers. Only 26 percent of programs led by our member deans have access to student-achievement data. And more than half lack information about retention of graduates in the teaching profession. In other words, we have *no access* to the data we desire the most – data related to the effectiveness of the educators we prepared, and to their impact on their students.

There are a number of reasons why this patchwork quilt of data exists across our entire educator-preparation system. Information

PROGRAM ACCESS TO POST-ENROLLMENT DATA

DATA CATEGORY	% COLLECTING DATA CATEGORY
Completer or Graduate Survey	78%
Employer Survey	74%
Employment Status and Location	65%
Long-term Retention	35%
Classroom Observation of Graduates	26%
Student Achievement	26%
Teacher Evaluation Scores of Graduates	26%

The coming era of outcomes-based accountability must be coupled with a commitment to provide programs with access to comparable and consistent data that we can use to meet the new expectations that will be put in place.

from different sources resides in different silos and incompatible systems that often lack essential features such as individual teacher-candidate identifiers.[2] Laws and regulations in various states limit access to teacher- and student-performance data. Data are not always reported in a timely fashion or in useful forms, and different intended uses require different "grain sizes" – data that are useful for program-to-program comparisons may not be useful for purposes of an individual program improving its own effectiveness.[3]

Deans for Impact is committed to working within our membership to directly address these challenges.

At the same time, we are well aware that federal and state policymakers are moving to create new accountability systems that place far greater emphasis on measurable outcomes. We embrace and support this shifting policy landscape. In our view, however, the coming era of outcomes-based accountability must be coupled with a commitment to provide programs with access to comparable and consistent data that we can use to meet the new expectations that will be put in place.

The next section describes how policy can become a key driver of improvement of our educator-preparation system.

[2] Data Quality Campaign. (2014). *Roadmap for a Teacher-Student Data Link: Key Focus Areas to Ensure Quality Implementation.* Washington, DC: Author.

[3] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1). Washington, DC: NCATE.; Noell, G., & Kowalski, P. (2010). *Using Longitudinal Data Systems to Inform State Teacher Quality Efforts.* Washington, DC: Partnership for Teacher Quality.

From Chaos to Coherence I Deans for Impact's Policy Agenda

Educator preparation in the United States is primed for transformation. After two decades where education policy has focused primarily on structural reforms like school and district turnaround, individual teacher-performance evaluation, and changes to academic standards, the gaze of policymakers and the public is shifting toward the programs responsible for preparing practitioners.

For example, there is growing interest in expanded clinical training for teachers, including alternative certification and residency models.[4] States are moving to update their standards for licensure and program approval and to improve data access and use, as evidenced by the Council of Chief State School Officers' Network for Transforming Educator Preparation (NTEP) project. The U.S. Department of Education appears poised to issue new regulations that will push states and educator-preparation programs towards an outcomes-based orientation for program accountability.[5] The Gates Foundation is investing $35 million to develop new Teacher Preparation Transformation Centers that will support data-informed improvement across numerous programs (including some led by member deans of Deans for Impact). And books such as Elizabeth Green's "Building a Better Teacher" have made The New York Times' best-seller list, demonstrating widespread interest in the issue of improving teacher preparation that extends beyond simply education-policy wonks.

Against this backdrop, we embrace the opportunity to transform educator-preparation policy, uniting behind a common vision that will pave the way toward improvement across the entire field. In an era where higher education is broadly expected to demonstrate its impact, we believe that educator-preparation programs, including traditional colleges of education, are poised to lead the way in this new outcomes-focused era.

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[4] Urban Teacher Residency United [National Center for Teacher Residencies]. (2015). *Clinically-Oriented Teacher Preparation.* Chicago, IL: Author.

[5] Teacher Preparation Issues; U.S. Department of Education Notice Proposed Rulemaking, 79 Fed. Reg. 232 (December 3, 2014) (to be codified at 34 C.F.R. Parts 612 and 686).

Our policy agenda contains two major prongs:

1 Improving data access through policies that provide educator-preparation programs with data on the performance of their graduates; and

2 Developing a new, outcomes-focused certification process that recognizes programs that voluntarily agree to prepare educators who are demonstrably effective.

In the sections that follow, we elaborate on the specifics of these two goals.

Data Accessibility

As our internal analysis shows, the programs led by our member deans struggle to capture the data they desire on the performance of their graduates. We therefore urge states to develop meaningful data systems that will provide educator-preparation programs with the information they need to improve. The data in these systems should include:

- ✔ Timely and fine-grained data on graduate employment and retention;
- ✔ Data on teacher-evaluation results for program graduates;
- ✔ K-12 student-performance data; and
- ✔ Data from surveys of program graduates and their employers (principals and superintendents).

These data systems should be flexible enough so that other data points can be easily added as their importance is demonstrated.

On Data Privacy

How can we balance the need for data on program performance with concerns about privacy? We agree with the Data Quality Campaign that the solution should involve "role-based access." Data systems can be constructed so that stakeholders with different data needs – teachers, teacher-educators, policymakers – have different levels of access to these data.

For example, policymakers may need aggregate teacher-performance data for accountability purposes. Educator-preparation programs may require anonymous individual-level teacher data for continuous improvement. Neither would need access to individual K-12 student-performance data. A robust state data system should allow different levels of data access while protecting individual teachers' and students' privacy.

Such systems can be built. In North Carolina, the Common Education Data Analysis and Reporting System (CEDARS) already provides different data access to users based on their roles in the education system.

We are committed to working with states to develop data-gathering methods and reporting systems to support multiple uses while ensuring we protect privacy.

> "Currently, I believe – but don't know – that the teachers we graduate are well-prepared for teaching careers: our graduates' content test scores are good, principals speak highly of them, and anecdotally we hear of their successes. However, our state does not yet have a state-wide data system that allows us to learn from graduates' impact on student learning or compare our graduates' strengths to those from other institutions."

Corinne Mantle-Bromley
University of Idaho

We realize this will not be an easy lift. As a recent report from Teacher Preparation Analytics states, "The concerted commitment and action of stakeholders across the U.S. will be required in order to develop the kinds of preparation program effectiveness measures and reporting systems that are needed."[6] States will have to open up lines of communication between different data systems, as information on practicing educators may be dispersed across districts, teacher-licensure boards, state higher education entities, state K-12 education departments, university centers, and third-party contractors. Additionally, district capacity for data collection and sharing will have to be enhanced.

Further, states must couple access to these data with efforts to make the information useful to programs. Ideally, the data systems will be able to link K-12 student performance back to teachers and teachers back to the programs that prepared them. Most ambitiously, data should be provided to programs at a grain size that will allow them to link teacher performance to the courses the teachers took during their preservice training, since existing research suggests that the performance variation within educator-preparation programs exceeds the variation across them.[7]

Improving data accessibility will take time, but some states have already pioneered the path forward. For example, Louisiana has led the way in linking value-added student-performance data to teachers and the programs that prepared them. Yet while Louisiana's experience shows that data "helps to identify where a weakness may exist…it does not tell why it exists."[8]

To help answer the "why" question, Tennessee's Value-Added Assessment System Advanced Analytics Report not only uses outcomes data, but also looks for correlations between outcomes and program features and inputs to "identify

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[6] Teacher Preparation Analytics. (2015). *Report Highlights: Building an Evidence-Based System for Teacher Preparation.* Washington, DC: Author

[7] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1), Washington, DC: NCATE.; Koedel, C., Parsons, E., Podgursky, M., & Ehlert, M. (2012). *Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs?* National Center for Analysis of Longitudinal Data in Education Research, Working Paper 79. Washington, DC: American Institutes for Research.; Boyd, D.J., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis*, 31 (4), Washington, DC: American Educational Research Association.

[8] Burns, J.M., & Gentry, V.S. (2011). Louisiana's value-added assessment: Linking achievement and teacher preparation programs. *Quality Teaching: The Newsletter of the National Council for Accreditation of Teacher Preparation*, 20 (1). Washington, DC: NCATE.

Deans for Impact stands ready to work with any policymaker who is interested in improving data access for educator-preparation programs.

best practices and design elements within each teacher training program as well as across programs."[9] Massachusetts has committed to a process of "continuous improvement" of teacher-preparation programs, where the state will collect and report "educator evaluation ratings, program graduates' impact in producing growth in student learning, employment and survey data," which programs are expected to use in the state program review process.[10]

We firmly believe that the locus of data policy should be centered within states. To create a truly high-functioning national system of educator preparation, however, programs need to have data that are comparable across state lines. For this reason, we urge states to work together to develop cross-state data-sharing agreements and data linkages. We are particularly encouraged by the nascent National Association of State Directors of Teacher Education and Certification's Multistate Educator Lookup System project.[11] We will also work with federal lawmakers who may be interested in streamlining and improving the data collected on programs under Title II of the Higher Education

Act. These reporting requirements should be made more useful, less burdensome, and better aligned with state requirements.

Deans for Impact stands ready to work with any policymaker who is interested in improving data access for educator-preparation programs. But we also recognize a tension between states that want to use data for accountability purposes, and programs seeking data for purposes of improving their effectiveness and the performance of their graduates in K-12 classrooms. Here, we echo the concern identified by our friends at the Data Quality Campaign:

> …What DQC thought would be something for which there was a lot of political will in states – sharing data with EPPs – has become a policy proposal that is often fraught with tensions between colleges of education and state governments. Concerns about accountability measures distract from the need to use this vital feedback information for continuous improvement of the institutions.[12]

For this reason, we believe that deans of colleges of education

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[9] SAS Institute, Inc. (2014). *Tennessee Teacher Training Programs Advanced Analytics.* Cary, NC: Author.

[10] Massachusetts Department of Elementary and Secondary Education. (2015). *Guidelines for Program Approval.* Malden, MA: Author.

[11] National Association of State Directors of Teacher Education and Certification. (n.d.). *Multistate Educator Lookup System (MELS)*. Retrieved from http://www.nasdtec.net/?page=EducatorLookupSystem

[12] Data Quality Campaign. (2015). *Opportunities for Impact Through Data Use: Educator Preparation.* Washington, DC: Author.

and other program leaders, state education officials, representatives from school districts, and other stakeholders should work together to build these systems with a focus on providing data that can be used for continuous improvement. We also know from firsthand experience that having access to data isn't the same as knowing how to use those data to make change. For this reason, Deans for Impact as an organization is committed to working with its member deans to build capacity to make use of data to make programmatic change.

All of this will take time and trust. Another central lesson of the No Child Left Behind era must be held in mind here: Simply imposing an accountability system without meaningful engagement with the parties affected by the system is a recipe for disaster.

Does this mean Deans for Impact is soft on accountability for educator-preparation programs? Absolutely not. Indeed, in the next section, we explain our proposal to develop an alternative, and somewhat novel, approach to incentivize educator-preparation programs to voluntarily embrace outcomes-based accountability.

New Certification for Outcomes-Driven Programs

Our internal analysis of the programs led by member deans of Deans for Impact revealed that, at present, there is no consistency in the types or quality of data programs can gather on the effectiveness of their graduates. This problem can be fixed, but simply increasing access to data is not enough to drive improvements in practice. Programs will need incentives to improve their own capacity to make use of data they obtain.

How can policy help drive this change within programs?

The answer in our view is to create incentives for programs to voluntarily set forth specific outcomes on which they intend to deliver. State policy should recognize and reward programs that voluntarily embrace outcomes-based accountability. By "outcomes," we mean identifying a specific number of educators the program will prepare who will meet a specific set of classroom-performance criteria. We also believe outcomes should be defined to include increasing the number of teachers of color.

Further, programs should be able to link their practices to positive outcomes for program graduates and their students, and make data-informed decisions about program design to further improve their results. In essence, this new process should "badge" programs that use data-informed practices to effectively prepare future educators for diverse communities.

The newly enacted Every Student Succeeds Act, the federal

"Schools of education have enormous potential for good… it's important that we take responsibility for realizing that promise, rather than complaining or always reacting to what external forces are in play."

Robert Pianta
University of Virginia

Employ an internal common assessment system

Have a plan to access and use performance data related to their graduates

Have put in place systems for continuous improvement based on this performance data

"I am motivated to disprove the misconception that quality and diversity are opposing goals. I reject the notion that in raising standards, we have to sacrifice our commitment to diversity. We can have both – a high quality and diverse teacher workforce. We MUST have both for the benefit of our children and for the sake of the future of our nation."

Cassandra P. Herring
Hampton University

education bill that replaced No Child Left Behind, provides a clear path for any state to develop just such a process. Under Title II, section 2002 of ESSA, states may use federal funds to create educator-preparation-program "authorizers" that will enter into agreements with educator-preparation programs (titled "academies") that set forth specific performance goals. These agreements must identify the numbers of effective teachers that programs intend to prepare to serve in high-needs schools; describe in detail the clinical-preparation process that programs will use (and make this a "significant" component of overall preparation); and set forth specific candidate-selection criteria. Programs will recommend final certification of their graduates only after obtaining evidence of their effectiveness.

This new policy opportunity opens space for states to recognize programs willing to be held responsible for producing effective educators. We believe that states can use this path to recognize and reward data-informed decision making. In our view, programs that opt in to this new process should be able to demonstrate that they:

- ✔ Employ an internal common assessment system;
- ✔ Have a plan to access and use performance data related to their graduates; and
- ✔ Have put in place systems for continuous improvement based on these performance data.

Importantly, programs that enter into these agreements will be freed from existing input-based

But Deans for Impact believes states should seize this opportunity to create a new process that will recognize and reward programs that voluntarily agree to an outcomes-based performance system.

regulatory burdens. For example, the new authorizers cannot require programs to only hire faculty with Ph.D. degrees, build libraries of certain square footage, impose particular coursework requirements, or obtain national accreditation (though nothing in the bill prohibits programs from seeking such accreditation or building 80,000 square foot libraries – if they so choose).

We also want to underscore here the federal requirement that states and programs focus this policy on preparing educators to teach in high-needs schools or hard-to-staff subjects. There is a risk that developing an outcomes-based system could have unintended consequences, such as creating an incentive for programs to send their graduates to high-performing schools with students that come from high socio-economic backgrounds. Deans for Impact believes it is critically important for the outcomes-based processes to guard against this. We also believe that states should use this new process to recognize and reward programs that excel at preparing teachers of color.

Put simply, this new provision of ESSA creates an opportunity for educator-preparation programs to be freed from burdensome regulation in return for greater transparency and performance around outcomes. These outcomes can be developed jointly between states and programs, as they should be. And the bar is set high: Programs that fail to meet

the performance targets they set cannot be reauthorized under this process.

This new process is entirely voluntary – states are not required to create these systems. But Deans for Impact believes states should seize this opportunity to create a new process that will recognize and reward programs that voluntarily agree to an outcomes-based performance system. In our view, the creation of this new system might serve as the equivalent of "LEED Green Building Certification" for educator-preparation programs, and send a clear and unmistakable message that preservice preparation can be meaningful and important.

Not every building owner seeks LEED certification, of course, nor should every educator-preparation program be required to opt into the system we propose. But at a time when higher education is under general pressure to demonstrate its impact, we are excited that federal policy has created an incentive for states to work with programs to do exactly that.

We recognize that some of our colleagues are nervous and even hostile to this policy and the broader outcomes-focused shift taking place in our field. We conclude this policy brief by explaining why Deans for Impact believes it is time to lead positive change rather than continue to play defense.

Conclusion | Leading the Transformation of our Field

T he member deans of Deans for Impact believe there has never been a more exciting time to lead an educator-preparation program in this country. The growing interest from policymakers, foundations, popular media, and other key stakeholders shows that many share our fundamental desire to elevate the prestige of the education profession by making educator preparation meaningful and rigorous. We have banded together to lead this transformation.

We acknowledge that not all of our colleagues in the field share our view. We anticipate that some will react negatively to the agenda we've proposed here, and perhaps even work against it. Some may think our data-access agenda will lead to distorted perceptions of program effectiveness. Others may insinuate that our outcomes-based performance certification is a stalking horse for the "corporatization" of educator preparation, or that we want to weaken standards for becoming a teacher or school leader.

Deans for Impact embraces vigorous debate. But we believe it's time for our field to stop the circle-the-wagon reactions that seem to follow every proposal to improve the quality of our field. We believe firmly in the benefits of so-called traditional teacher preparation and see opportunities arising from innovative new programs. We believe there is a moral imperative to have an empirically tested set of activities that will bring coherence to program design.

We advocate for this in our collective voice representing the diversity of this country. Our members hail from traditional and alternative programs, research- and teaching-intensive universities, and we serve urban and rural populations. And we are in the business of preparing teachers. We are not advocating to replace ourselves – but we must demonstrate and improve our value to the profession. In the words of member dean Gregory Anderson, dean of the college of education at Temple University:

> University faculty are often presented as disengaged, privileged and somewhat irrelevant, but I have found the opposite to be the case… Our faculty care deeply about the real implications of their research and are genuinely open to radically transforming how they teach in order to make a difference.

We believe that many leaders of educator-preparation programs and teacher-educators share this open-minded and solutions-driven perspective. We hope they will join with us at Deans for Impact to drive radical transformation together.

"We need to work closely with schools, school districts and communities. Teacher-preparation institutions can be a much more proactive and forward-thinking lever in this change."

Jesse Solomon
Boston Teacher Residency

Data collected by programs to monitor candidate progress before, during, and after candidates are enrolled in programs.

TIME OF COLLECTION

DATA CATEGORY

DEANS FOR IMPACT MEMBER-LED PROGRAMS

Column groups: **Post-enrollment**, **Enrolled**, **Pre-enrollment**

Institution	Teacher Evaluation Scores of Graduates	Student Achievement	Classroom Observation of Graduates	Employer Survey	Long-term Retention	Employment Status and Location	Completer or Graduate Survey	Performance Assessment	Candidate Survey (Other)	Candidate Exit Survey	Candidate Focus Group	Student Achievement at Clinical Experience Site	Survey of K-12 Students at Clinical Experience Site	Survey of Principal at Clinical Experience Site	Mentor / Supervising Teacher Survey	Clinical Experience Observation	Candidate Evaluation of Course / Faculty	Candidate Performance on Key Assignments	Candidate Dispositional Survey	Candidate Entry Survey	Candidate Cumulative GPA	Candidate Demographic	Application Completion Rate	Admitted Demographic	Admitted SAT/ACT	Admitted Undergrad GPA
Arizona State University	✚			✚	✚	✚	✚	✚	✚	✚	✚			✚	✚	✚	✚	✚			✚	✚		✚	✚	✚
Bank Street College of Education				✚			✚			✚							✚	✚	✚	✚	✚	✚			✚	✚
Boston Teacher Residency		✚	✚	✚	✚	✚	✚	✚	✚	✚	✚	✚		✚	✚	✚			✚	✚		✚	✚		✚	
East Carolina University	✚	✚	✚	✚	✚	✚	✚	✚		✚					✚	✚	✚	✚			✚	✚		✚	✚	✚
Hampton University				✚		✚	✚	✚		✚			✚		✚	✚	✚	✚	✚		✚	✚		✚	✚	✚
Johns Hopkins University				✚		✚	✚	✚		✚	✚				✚	✚	✚	✚			✚	✚	✚	✚	✚	✚
Lesley University	✚	✚		✚	✚	✚	✚	✚		✚			✚		✚	✚	✚	✚			✚	✚	✚	✚	✚	✚
Loyola Marymount University				✚		✚	✚	✚	✚	✚					✚	✚	✚	✚			✚	✚		✚	✚	✚
Relay Graduate School of Education	✚	✚	✚			✚	✚	✚		✚			✚		✚	✚	✚	✚			✚	✚	✚		✚	✚
Southern Methodist University								✚	✚	✚					✚	✚	✚	✚			✚	✚		✚	✚	
Temple University						✚		✚		✚	✚				✚	✚	✚		✚	✚	✚	✚	✚	✚	✚	✚
Texas Tech University		✚		✚				✚		✚	✚	✚	✚	✚	✚	✚	✚	✚	✚	✚	✚	✚			✚	✚
University of Arkansas				✚				✚		✚	✚				✚	✚	✚				✚	✚		✚	✚	✚
University of Chicago						✚	✚			✚						✚										
University of Idaho							✚	✚	✚	✚	✚				✚	✚	✚	✚			✚	✚		✚	✚	✚
University of Missouri, St. Louis				✚		✚	✚	✚	✚	✚		✚	✚	✚	✚	✚	✚	✚			✚	✚		✚	✚	✚
University of Nevada, Reno	✚		✚	✚			✚	✚					✚	✚	✚	✚	✚	✚			✚	✚			✚	✚
University of North Carolina, Chapel Hill	✚	✚		✚	✚	✚	✚	✚								✚	✚	✚			✚	✚		✚	✚	✚
University of Pittsburgh						✚	✚	✚		✚					✚	✚	✚	✚			✚	✚	✚	✚	✚	✚
University of Southern California			✚	✚	✚	✚	✚	✚	✚	✚	✚				✚	✚	✚	✚	✚		✚		✚	✚	✚	✚
University of Texas, Permian Basin				✚			✚	✚	✚	✚			✚		✚	✚	✚	✚	✚		✚	✚		✚		✚
University of Virginia				✚		✚		✚		✚					✚	✚	✚	✚			✚	✚				
Western Oregon University				✚	✚			✚		✚		✚			✚	✚	✚	✚	✚		✚	✚		✚	✚	✚
% COLLECTING DATA CATEGORY	26%	26%	26%	74%	35%	65%	78%	83%	30%	91%	35%	26%	35%	39%	83%	100%	91%	83%	61%	30%	91%	96%	30%	65%	87%	83%

Appendix B | Instrument and Source Landscape

TIME OF COLLECTION

DATA CATEGORY

DEANS FOR IMPACT MEMBER-LED PROGRAMS

% OF INSTRUMENTS INTERNALLY DEVELOPED OR SOURCED

Legend:
- **I** — Internally developed instrument or source
- **E** — Externally developed instrument or source
- (blank) — None

Program	\[Post-enrollment\] Teacher Evaluation Scores of Graduates	Student Achievement	Classroom Observation of Graduates	Employer Survey	Long-term Retention	Employment Status and Location	Completer or Graduate Survey	\[Enrolled\] Performance Assessment	Candidate Survey (Other)	Candidate Exit Survey	Candidate Focus Group	Student Achievement at Clinical Experience Site	Survey of K-12 Students at Clinical Experience Site	Survey of Principal at Clinical Experience Site	Mentor / Supervising Teacher Survey	Clinical Experience Observation	Candidate Evaluation of Course / Faculty	Candidate Performance on Key Assignments	Candidate Dispositional Survey	Candidate Entry Survey
Arizona State University	E			E	E	E	I	E	I	E	I		I		I	E	I	I	I	E
Bank Street College of Education				I			I			I					I	I	I	I	I	
Boston Teacher Residency		E	I		E		I			E	E			I		I				
East Carolina University	E	E	E	I		E	E	E	E		I					I		E	I	
Hampton University			I		I		I								E				I	I
Johns Hopkins University				I			I	E		I	I	I				E	I	I	I	
Lesley University	E	E		I	E	E	E	E		E				E		I	I	I	I	
Loyola Marymount University			E		E	E	E	I							I		I	I		
Relay Graduate School of Education	E	E		I		I					E					I		E	I	
Southern Methodist University								I	E				I	I	E	I	E	I		
Temple University						I														I
Texas Tech University		E		I		I		E		I	I		I	E	I	E	I	I	E	I
University of Arkansas			E		I	E				I				E	I					
University of Chicago				I		I				I				I						
University of Idaho						I		I												
University of Missouri, St. Louis			E		E	E		E	I	E			E	E	I	I	E	I	I	
University of Nevada, Reno	E		E	E			E	I								I	E	I	I	
University of North Carolina, Chapel Hill	E	E		E	E	E	E	E							E	I	I	I		
University of Pittsburgh				I	I		E	E		E										
University of Southern California			I	I	I	I	E	E						I	I	I	I			E
University of Texas, Permian Basin				I		E		I	E			E				I	I	I		
University of Virginia				I		I			I						I		I	I		
Western Oregon University		E	E		E		E	I		E		E		E	I	I	I			
% Internally developed or sourced	0%	0%	50%	59%	38%	53%	61%	42%	71%	81%	100%	0%	38%	78%	100%	74%	86%	100%	79%	86%