



Our Students. Their Moment.

# Informational Meetings on Teacher and Principal Preparation Program Profile Reports

***New York State Education Department  
July and August 2012***



[www.engageNY.org](http://www.engageNY.org)

# Agenda

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- Introductions
- Purpose of the Meeting
- Background:
  - Race to the Top
  - Teacher Supply and Demand
  - Partnerships with Institutions of Higher Education
- Purpose and Content of Profile Reports
- Examples from Other States
- Next Steps

# Introductions

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## **Office of Higher Education**

Deputy Commissioner John D'Agati, Ph.D.

Assistant Commissioner Stephanie Wood-Garnett, Ed.D.

Glenwood Rowse, Ph.D. - Office of Research and  
Information Systems

Monica Young, Ph.D. - Office of Educator Effectiveness  
Policy & Programs

Joshua Marland - Regents Research Fund

## **Office of P-12 Education**

Christopher Leake - Information and Reporting Services

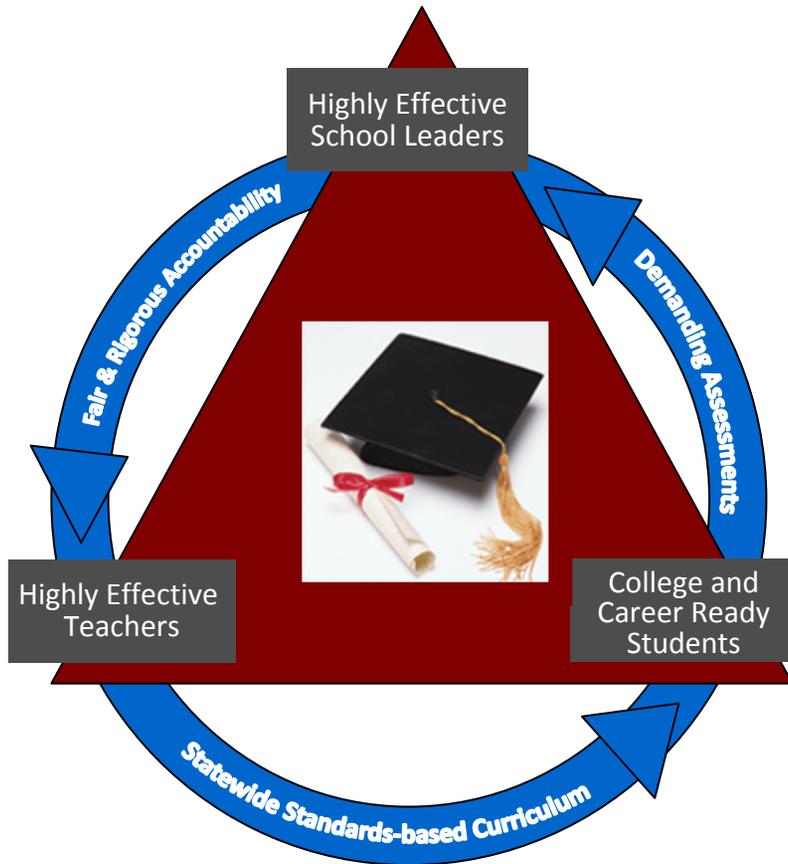
# Purpose of the Meeting

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- Provide information about the development of profile reports
- Show examples of profile reports from other states
- Explain process for gathering suggestions
- Request input on report design
- Respond to your questions
- Provide timeline for feedback and next steps
- Obtain your comments on data indicators

# Regents Reform Agenda

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- Adopting Common Core Standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Turning around the lowest-achieving schools

# RTTT—Educator Effectiveness

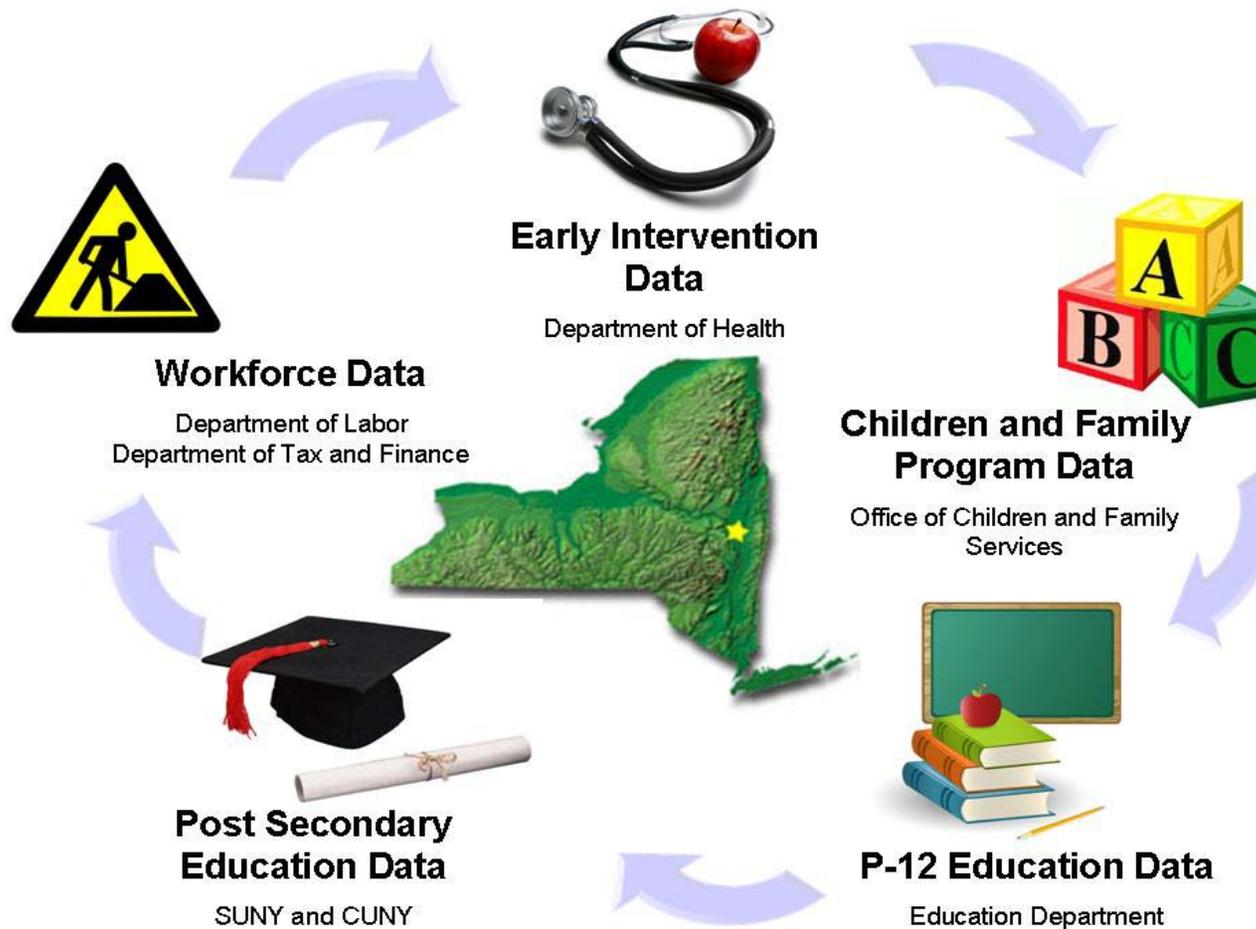
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*Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.*

# P-20 Longitudinal Data System: Partnering Agencies

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# Teacher and Principal Preparation Programs in NYS

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## Counts of IHEs with Registered Programs Leading to a Teaching or School Building Leader Certificate

	Teaching	School Building Leader
State University	37	13
City University	16	7
Independent	74	35
Proprietary	3	
<b>New York State</b>	<b>130</b>	<b>55</b>

Source: NYSED, Inventory of Registered Programs, 2012

# Teacher and Principal Supply and Demand

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	Teachers (2010-11)	Bldg Leaders (2009-10)
Full-time Equivalent	216,971	9,506
% Certified in Assignment	97%	99%
New Professional	5,092	319
% of All	2.3%	3.4%
<b>Initial Certificates Issued</b>		
Count	36,674	2,400est.
Full-time Equivalent*	26,230	
<b>Supply-Demand Ratio**</b>		
FTE Certificates/New Prof.	5.2	7.5
<b>Teacher Vacancy Data for NYS excluding NYC</b>		
Positions Recruited	5,948	
Filled by New Teachers	2,382	
% Hired w Preferred Cert.	94%	

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\* Full-time Equivalent Certificates: This is the number of people receiving certificates and is smaller than the count due to more than one certificate being issued to many individuals.

\*\* Supply-Demand Ratio: When this ratio is less than 2, a shortage may be indicated. When the ratio exceeds 3, a surplus may be indicated. This ratio may vary greatly by major and specific subject areas and by geographic region of the state.

# Teacher and Principal Supply and Demand

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## **Statewide Teacher Shortage Areas**

- Bilingual Education Extensions, especially for teachers of students with disabilities
- Career & Technical Education: Technical Education, 7-12 Health Occupations
- Earth Science (5-9 and 7-12)
- Physics (7-12)
- Students with Disabilities (5-9 and 7-12)

## **Statewide Teacher Areas with TSD Ratio >6**

- Reading and Literacy
- Elementary and Early Childhood
- Health Education
- Social Studies

A report providing TSD information for specific regions of the state and specific subject areas is available at: <http://www.highered.nysed.gov/oris/stats/tsd.htm>

# Teacher Employment Rates

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College      AAA

## Teacher Employment and Certification Rates by Year of Graduation

Degree Yr	Grads	Percent Employed in:				
		Yr1	Yr2	Yr3	Yr4	Yr5
2006	450	19.6%	37.3%	45.1%	45.6%	47.1%
2007	400	18.3%	34.1%	39.3%	37.8%	
2008	415	17.8%	24.2%	29.6%		

Degree Yr	Percent Legally Certified of those Employed in:				
	Yr1	Yr2	Yr3	Yr4	Yr5
2006	94.3%	97.6%	99.0%	98.5%	99.5%
2007	96.0%	100.0%	99.4%	99.4%	
2008	94.8%	99.0%	100.0%		

Source: NYSED, Office of Research and Information Systems.

# Educator Workforce Trends

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Attracting and maintaining a diverse corps of effective educators remains challenging

- 15% of NYS educators are Black and Hispanic, compared with 40% of students  
(NYSED Office of Research and Information Systems)

Attracting and retaining principals, especially in high-need schools, is problematic. Leadership is critical to teacher retention (Leithwood K., Jantzi D., 2000)

NYSED has and will continue to partner with the higher education community through RTTT and other initiatives to prepare the next generation of educators for New York State

- Undergraduate and Graduate Level Clinically Rich Teacher Preparation Pilot Programs
- Strengthening Teacher and Leader Effectiveness – districts are encouraged to partner with institutions of higher education to prepare educators
- Teachers of Tomorrow

# Federal Policy Focus on Outcomes

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*In Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement (2011)*  
the USDE signaled its plans to change state reporting requirements about educator preparation programs:

- Focus on student results and educator effectiveness in addition to certification pass rates
- Strengthen standards for preparation programs, based on outcomes
  - Learning growth of students taught by program graduates
  - Job placement and retention rates, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs
  - Surveys of program graduates and their principals, to gather data for informing program improvements

# Profile Reports for Educator Preparation Programs

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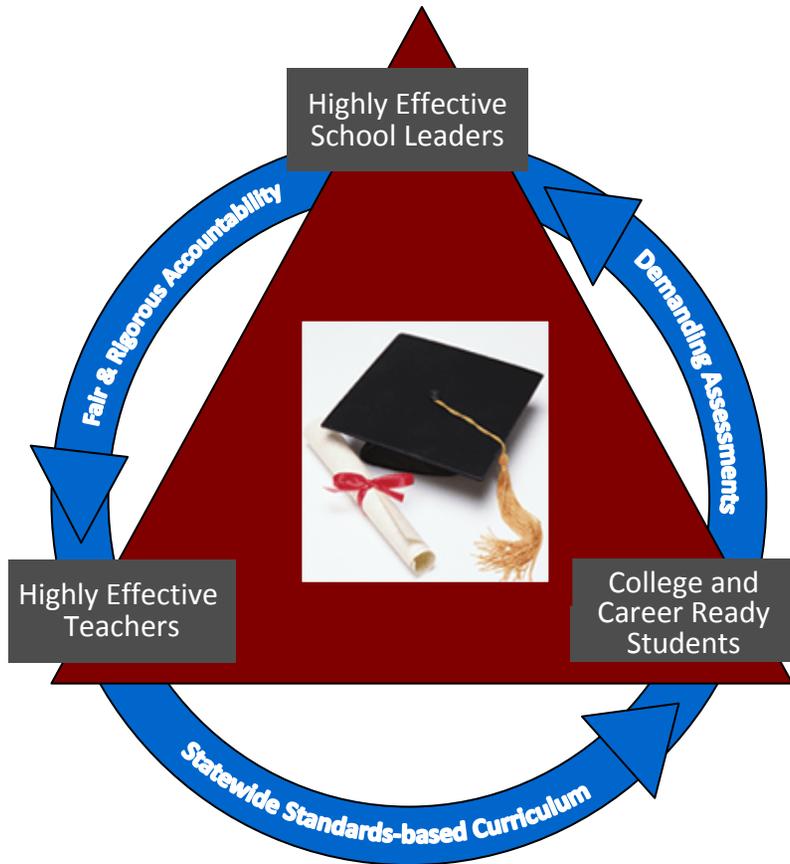
- In our Race to the Top application, New York committed to creating “institutional performance profiles” for all teacher and principal preparation programs (traditional and alternative) in the State
- Many other states either already do or are planning to report graduate data back to their preparation institutions
  - Preparation programs are using these data to drive program changes and improvement

## Use of profile reports that leverage state datasets can:

- Reduce duplication of reporting efforts and provide comparable information;
- Increase transparency and effective communication about teacher preparation/continuous improvement (AACTE, 2011, p.2).

# NYSED Vision of Purpose of Profile Reports

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- Ensure that prospective teachers and principal candidates have data to inform their decisions regarding program selection
- Ensure that teacher and principal preparation programs have additional benchmark data about their graduates to inform program design
- Provide data that researchers can use to study the effectiveness of educator preparation practices
- Ultimate goal: prepare teachers and principals who can **maximize student achievement**

# Other States and Educator Preparation Reporting

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	MA	OH	NC	LA	TN
Certification Exam Scores and Pass Rates	X	X	X	X	X
Graduate Placement Rates (longitudinally)	X	X	X	X	X
Educator Evaluation System Ratings	X				
Educator Effectiveness Measures	X	X	X	X	X
Rate of Educators Earning Professional Status	X				
Teacher Survey Results	X	X		X	

# Required Elements of Profile Reports

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## **Certification**

- Performance of graduates on certification exams
  - Pass rates by certification type

## **Employment**

- Percent of graduates certified/employed overall and in shortage subjects and high-need schools
  - Percent employed after 1, 2, 3, 4+ years graduated
- Retention rates of graduates

## **Impact on Student Learning:**

- Effectiveness of program graduates, as measured by their ability to impact student learning
  - Student learning growth
  - Annual professional performance review data about educator effectiveness overall

## Some Higher Education Partner Suggestions to Date

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- Consider the factors that impact program enrollment and program completion data
- More comprehensive reports are more useful; include breakdowns of data by all subject areas
- Consider the complexity of the employment data and identify ways to report this data to account for these complexities
- Provide more details about the types of students our graduates teach
- Provide access to the database so that IHEs can generate reports

# Schedule for Developing Profile Reports

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2011-2012 school year	<p>SUNY and CUNY will provide end-of-term student-level data for the Department's P-20 data system.</p> <p>SUNY and CUNY will begin to integrate the statewide P-12 unique student identifier into their campus systems and processes.</p>
Spring-Summer 2012	<p>Engage with higher education stakeholders (including deans, faculty members, and administrators).</p> <p>Draft data mock-up of data profile.</p> <p>Identify any additional measures for inclusion in the reports.</p>
Fall 2012	<p>Present action item to the Board of Regents on the Teacher and Principal Preparation Program Profiles.</p>
Winter-Spring 2013	<p>Develop additional measures, refine report design, and draft guidance for interpreting data.</p> <p>Enact any necessary changes to regulations.</p> <p>Develop plan for disseminating the reports to the public.</p> <p>Show individual IHEs their graduates' student growth results, in draft format.</p>
Fall 2013	<p>Publish reports with student growth results tied to each IHE's graduates.</p>
Fall 2014	<p>Publish reports with more data, including results on new certification exams.</p>

# Input Needed: Types of Data for Reports

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Consider what content would be helpful to your program and institution:

- Certification
- Placement
- Educator effectiveness/performance

Consider how you would prefer the data to be broken down:

- By program area or type
- By certification area
- By level of program (graduate/undergraduate/alternative)
- By characteristics of students taught
- By years of teaching experience
- By years of continuous experience at the same school
- By type of district employing graduates

# Input Needed: Types of Data for Reports

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- Is it important to see trend data or comparison groups?
  - If yes, for the past three years or five years?
- How might you use these data?
  - Program Improvement
  - Recruitment
  - Accreditation

Please consider the State's RTTT commitments and your needs, and provide comments or feedback via [hedepcom@mail.nysed.gov](mailto:hedepcom@mail.nysed.gov) by September 7, 2012.

# Questions?

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- Reminder: in order to ask questions:
  - Type your questions into the chat window at the bottom lower left corner of the screen
- If you have comments, please type them into the chat window or email us at [hedepcom@mail.nysed.gov](mailto:hedepcom@mail.nysed.gov)

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Thank You.



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