



Standard 17: Outcomes

What consumers need to know about teacher preparation

To learn more about how programs are scored on this standard, including how individual indicators are satisfied, please see its [scoring methodology](#).

For examples of model materials on this standard, please see the [resources section](#).

Just as teachers use information about their students' performance to improve their instruction, teacher preparation programs can use surveys and other information about the performance of their graduates to inspire and inform improvement.

This standard examines how extensively and regularly institutions gather information from surveys of graduates and employers, data models and performance assessments. We carefully consider the state policy context to determine what data is available and where institutions do more than the state in which they are located requires. The standard's "strong design" 🏆 indicators address the use of outcomes information for program improvement.

This standard reflects practices at schools of education and does not distinguish between elementary, secondary and special education programs, or between undergraduate and graduate divisions.

Overview

Distribution of scores on Std. 17: Outcomes
(N=487 institutions)



Sample for this standard

Our original intent was to evaluate on this standard programs in all institutions of higher education (IHE) in the Review's sample. Many public IHEs and some private IHEs cooperated with our document request, but others did not provide the requisite materials within a reasonable period despite extensive communications. For this reason, the sample for this standard largely comprises public IHEs that voluntarily provided documents or responded to an open records request.

Why do programs not meet or only partly meet the Outcomes Standard?

- *IHEs fail to gather data on graduates' classroom effectiveness.* Eighty-three percent of IHEs are located in states without active state data models. Although they could seek such data on their own, they fail to do so.
- *IHEs do not administer a standardized Teacher Performance Assessment (TPA).* Seventy-six percent of IHEs do not require at least one program to use a standardized TPA to assess the classroom performance of teacher candidates.
- *IHEs do not conduct a relevant graduate survey.* Eighteen percent of IHEs fail to survey graduates about the preparation they received.

Programs earning the “Strong Design” designation

To identify those worthy of a strong design designation, NCTQ asks all schools of education fully satisfying the Outcomes Standard if they have any of the following components of a strong continuous improvement system in place:

- An evidence plan enabling the institution to collect, analyze and draw solid conclusions from data about the impact of program graduates on pupil learning.
- An instrument to assess the teaching skills and classroom performance of its candidates.
- A formal organizational mechanism to use data to improve the preparation program.
- A plan to measure and report on persistence rates of graduates in the schools where they work.

As part of the analysis to determine whether an IHE earns a strong design designation, NCTQ also asks IHEs with access to student achievement data obtained through a state system or which obtain this data on their own if they compile additional information pertaining to:

- Redesigned courses or clinical experiences.
- Updated student teacher assessment practices.
- New school partnerships for clinical placements.
- Changes in recruitment and selection practices.

The most common strong design indicator these institutions satisfy is having a formal organizational mechanism to use data to improve the preparation program.

Institutions earning a strong design designation for the **Outcomes Standard** in *Teacher Prep Review 2013*:

- **Austin Peay State University** (TN)
- **Central Washington University**
- **CUNY – Hunter College** (NY)
- **Dallas Baptist University** (TX)
- **Miami University of Ohio** (OH)
- **Middle Tennessee State University**
- **Northwest University** (WA)
- **University of Akron** (OH)
- **University of California – Davis**
- **University of California – San Diego**
- **University of California – Santa Barbara**
- **University of Hawaii – Manoa**
- **University of Illinois at Chicago**
- **University of Maryland – College Park**
- **University of North Carolina – Greensboro**
- **University of Washington – Seattle**
- **Winthrop University** (SC)

Analysis of materials submitted to determine strong design designations for this second edition of the *Review* is ongoing and results will be added to this findings report when available.

More information about outcomes

The following discussion addresses the performance of programs on the standard's indicators.

Surveys

Graduate and employer surveys can collect information on graduates' opinions on their teacher preparation programs and on employers' assessments of the performance of teacher preparation program graduates. The majority of IHEs that provided data conduct relevant surveys, with 82 percent administering graduate surveys, 86 percent administering employer surveys and 75 percent administering both types of surveys. IHEs in several states¹ receive credit for relevant graduate and/or employer surveys conducted by their state.

- ✓+ **Johns Hopkins University** and **University of Nebraska Omaha** recently began surveying their alumni and employers of alumni to help evaluate their teacher preparation programs.

Commendably, 92 percent of IHEs that collect at least one relevant survey administer the survey(s) on a regular basis (at least every three years), enabling them to use current data to inform program improvement.

1 The following states administer surveys: **Florida** (graduate and employer), **Georgia** (graduate and employer), **Mississippi** (graduate and employer), **Missouri** (graduate and employer), **Oregon** (graduate and employer), **South Carolina** (employer) and **Texas** (graduate and employer). The following university systems/consortia administer surveys: California State University system (graduate and employer), University of California systems (graduate and employer) and Illinois consortia IHEs (graduate and employer).

TPAs

Twenty-four percent of IHEs require teacher candidates to participate in a TPA. NCTQ gives credit to IHEs in states that mandate participation in a TPA,² while other IHEs received credit due to their participation in a pilot program for the edTPA.

- ✓+ **University of Wyoming** and **University of Maryland – College Park** have adopted the national edTPA for use in their programs in the absence of any state initiative, demonstrating a commitment to obtaining data on their teacher candidates' classroom performance.

Data Systems

Seventeen percent of IHEs obtain information on graduates' impact on student learning. NCTQ gives credit to IHEs in states with data systems capable of supplying the requisite data or to IHEs that collect this data on their own. Nearly all IHEs satisfying this indicator are in states with operating data systems that link classroom teachers to their preparation programs.³

- ✓+ **Clemson University** (SC), **CUNY – Hunter College** and **CUNY – Lehman College** collect data on graduates' classroom performance without the benefit of a data model in their respective states that is designed to provide teacher prep programs with information on graduates. **Clemson University** obtains this data by special request and conducts its own value-added analysis. **CUNY – Hunter College** and **CUNY – Lehman College** secure value-added data from a New York City database. **CUNY – Hunter College** also consults with a public school principal advisory board to receive qualitative feedback about desired characteristics in prospective teachers.

² **California, Minnesota** and **Washington** require all teacher preparation programs to administer a TPA.

³ All institutions in **Louisiana, Ohio, Tennessee**, and **Texas** and public institutions in **North Carolina** collect information on graduates' impact on student learning.



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