



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Higher Education Committee

FROM: John L. D'Agati *John L. D'Agati*

SUBJECT: Presentation on Program Profiles

DATE: September 9, 2013

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SUMMARY

In December 2009, the Board of Regents approved five recommendations to improve teaching and school leadership in New York State. One of the five recommendations was the creation of transparent data profiles of teacher and school leader preparation programs. These profiles will provide colleges and universities with a range of information about their students and how they are performing in their respective roles as teachers and leaders upon completion of their degree programs.

The data will include aggregated pass rates for required certification exams as well as the content specialty exams. The data also include employment rates for program completers and the type of schools that employ them. Finally, the data include the aggregated teacher and leader effectiveness scores of students who have graduated from teacher programs.

Background Information

Pursuant to the Board's 2009 action, the New York State Education Department committed in its Race to the Top (RTTT) application to reform, strengthen, and support teacher and principal preparation programs – including backward mapping the performance of those graduates to the institutions that prepared them. The Board of Regents re-affirmed its commitment to this initiative in April 2012.

The teacher and principal preparation program profiles will provide mechanisms for aligning programs and requirements at IHEs with career ready skills needed to be highly effective P-12 teachers and leaders. The data will also support ongoing engagement, collaboration and communication between P-12 and IHEs and improve data access for researchers who are interested in analyzing the work of teacher and principal programs

in New York State. In addition, this information is necessary in order to support our deep reforms designed to ensure that all students are college and career ready.

Input from IHEs

As reported at the April Regents meeting, the Department involved IHEs in the planning and identification of data elements for the profile reports. In the summer and Fall of 2012, two webinars and one focus group session were sponsored by OHE to introduce the project to IHEs and gather input. Approximately 170 deans, faculty and other professionals associated with teacher and school leader preparation programs participated.

Department staff used the feedback from IHEs to fine-tune the profiles to address issues that were raised about the reports and how we could help ensure a more accurate description of the programs. The profiles of the teacher and principal preparation reports contain indicators for which data are currently available.

Update

Initially, the information for each college or university that offers a teacher or leader preparation program will be available only to each respective college so they will only see their specific results. Each college or university will be notified and given a password to review their data and will be given the opportunity to request edits/changes to their data to ensure that it is accurate. Once they have had this opportunity, the profiles will be finalized and made available to the public on the Department's web site.

The information can be used by institutions to review and assess outcomes. Significantly, the data can help inform prospective students regarding programs they are considering and to make the best choice for their personal career goals. The teacher and principal preparation program profiles will provide mechanisms for aligning program coursework and requirements at IHEs with career ready skills needed to be highly effective P-12 teachers and leaders. The data will also support ongoing engagement, collaboration and communication between P-12 and IHEs and improve data access for researchers who are interested in analyzing the work of teacher and principal programs in New York State. In addition, this information is necessary in order to support our deep reforms designed to ensure that all students are college and career ready.