

Evidence of Learning

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A primary goal of the College of Education, initiated during the TNE program, is to develop a series of databases that generate empirical assessments of the changes in the teacher training program. Fundamental to the renewal efforts is that these databases directly or indirectly be linked to outcomes, particularly growth in academic achievement, of the pupils eventually taught by UW-TEP graduates. These databases are intended to provide evidence for programmatic renewal along the continuum and speak to evidence of learning (by pupils or by TEP students).

In these efforts databases are being set up: 1) to track the application and admissions pool of individuals requesting and receiving entry into TEP; 2) to monitor the movement through the TEP program to certification and the specific training received by TEP students; 3) to examine the progress of TEP graduates during their induction years; 4) to track long-term career pathways and progress and 5) to provide a state-wide context for exploring evidence of learning. Importantly, strategies for obtaining pupil test scores on WASL and other evaluative tests (e.g. DRA, or mathematics assessments) that can be directly linked to TEP teachers are being pursued such that elements of training and professional experience can be reviewed for their impact on pupil learning. These databases require restructuring of the internal CoE data collection processes including links to the U of W undergraduate and graduate schools and, importantly, developing collaborative data sharing links with partner school districts and the State.

Below are a few basic examples of how these databases are being used to inform renewal along the continuum. We provide a brief discussion and how we expect the evidence to inform renewal and provide evidence of pupil learning.

Example 1: Using the historical and current CoE application data we have provided a historical look at the application pool for the TEP program with a specific interest in whether current changes in outreach and shifts in pathways to education (i.e. the education minor) will diversify the TEP program. We are in a position to compare pre-TNE to post-TNE distributions in under-represented groups both in the application pool and admit pool.

Example 2: We have tracked the history of the school locations of pre-service student teacher training for recent and current cohorts of TEP students and characterized these schools using the state database on the basis of need (formed from % passing math WASL, % passing reading WASL, % of students enrolled in reduced/free lunch and % minority pupils enrolled). If the partner schools program and the concerted effort to train TEP students in the context of high need schools we should see a pre/post difference in training location. Indirectly change here should influence pupil learning if being trained in high needs schools better prepares teachers for working in and staying in high needs locations.

Example 3: We are currently setting up mechanisms where prior TEP students who are currently teachers in their early years (years 1 to 5) are contacted and provide approval to link their pupils' test scores to each individual teachers. This is being planned across partner school

districts and is waiting for both logistical approval within separate partner school districts and human subjects approval at the U of W. This directly relates teacher preparation and professional development to gains in pupil learning; pre-TNE versus post-TNE program changes can be explored for their ability to relate to pupil learning. Long-term these collaborative arrangements will monitor the renewal efforts as they directly relate to pupil achievement.