

Evaluating a University's Effectiveness in Preparing New Teachers to Maximize Learning by All K-12 Students



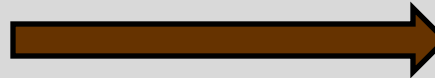
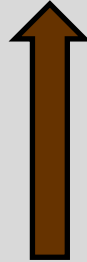
Public Testimony to the NCLB Commission

King Alexander, President

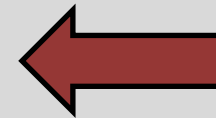
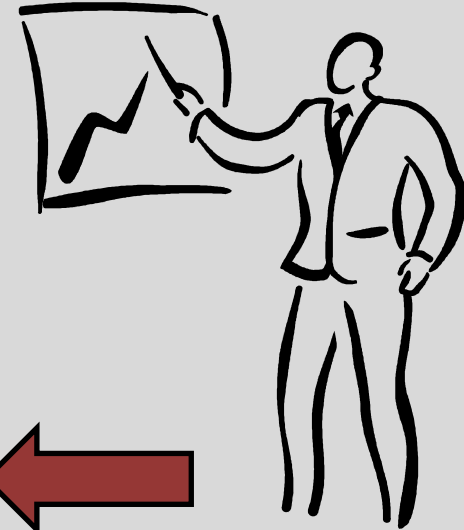
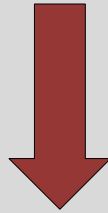
California State University, Long Beach

October 28, 2009

From Their Universities, Newly-Prepared Teachers Fan-Out in All Directions . . .



From Schools, Universities Can Get Reliable, Valuable Feedback . . .

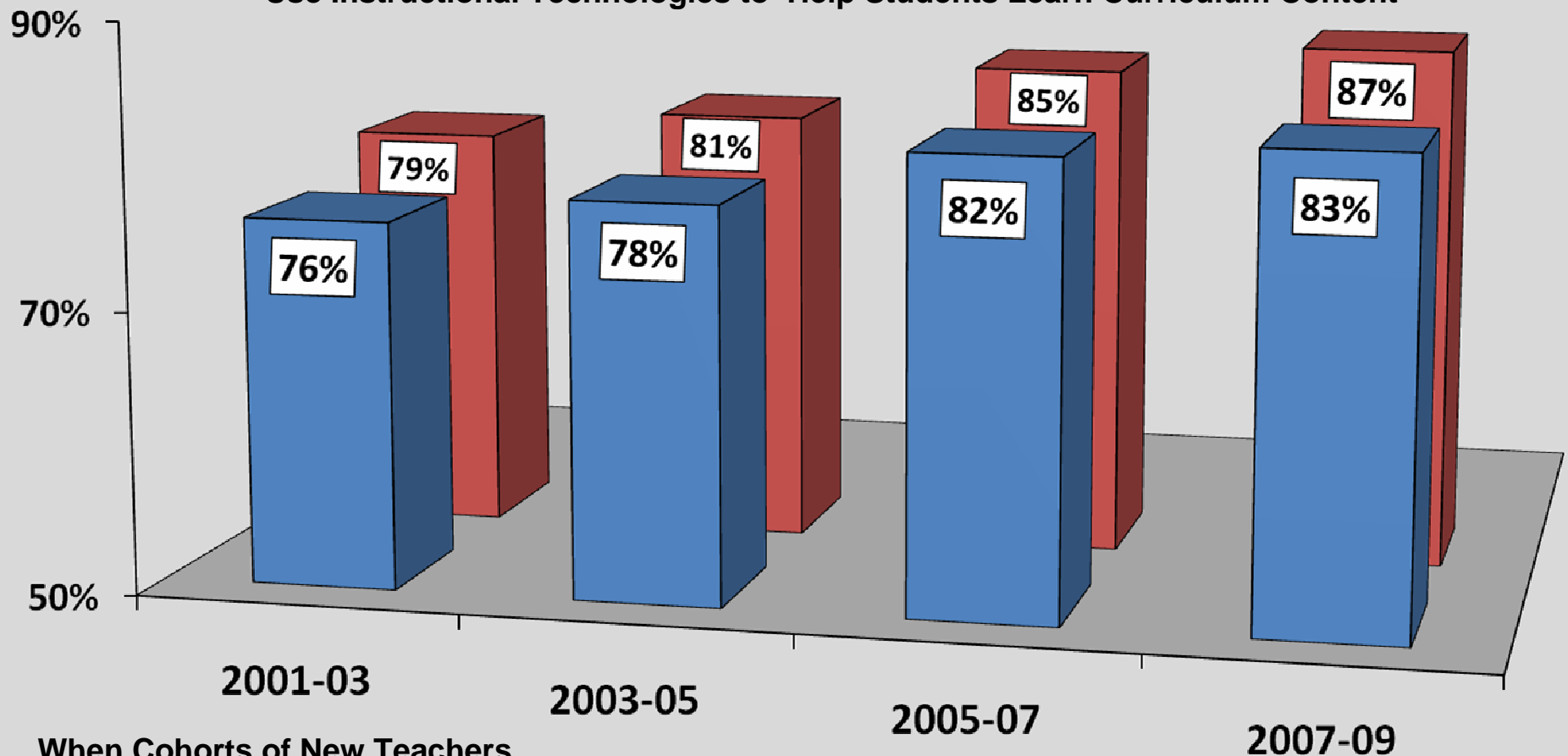


Slide 2



A Feedback Example: Effects of Teacher Preparation in the CSU System (Blue) Compared with Similar Effects at One CSU Campus (Long Beach, Red)

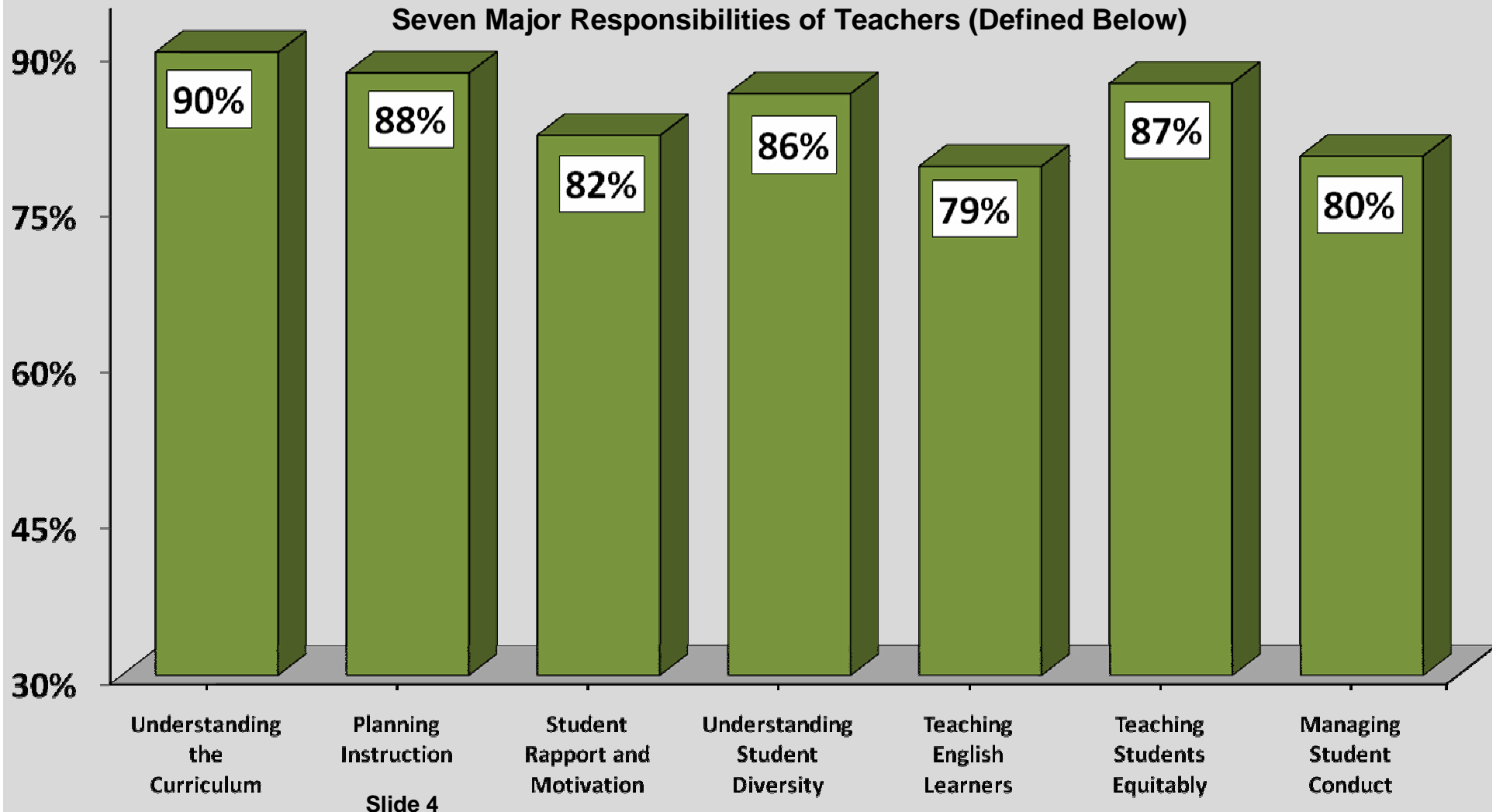
Percentages of First-Year Teachers from the CSU Whose Employment Supervisors Reported
They Were Well-Prepared or Adequately-Prepared to
Use Instructional Technologies to Help Students Learn Curriculum Content



When Cohorts of New Teachers
Finished Their CSU Preparation

A Second Example: Profiling a University's Effectiveness Across Distinct Domains of Effective Teaching

Percentages of First-Year Teachers from a CSU Campus Whose Employment Supervisors Reported They Were Well-Prepared or Adequately-Prepared for Seven Major Responsibilities of Teachers (Defined Below)



Advantages and Limitations of Judgments by Professional Educators as Evidence of a University's Effectiveness

- ▶ **Judgments of New Teachers are Readily Available to Universities.**
- ▶ **Judgments of Site-Based Leaders are Somewhat More Difficult, But Generally Available to Universities.**
- ▶ **Judgments are Relatively Inexpensive to Obtain.**
- ▶ **Judgments Reflect the Views of Knowledgeable Observers of a University's Effectiveness.**
- ▶ **Judgments Do Not Directly Measure a University's Effectiveness in Value-Added Student Achievement.**

Direct Measurement of a University's Value-Added Effectiveness in Promoting Academic Proficiency by All K-12 Students

- ✓ **CSU has assembled extensive information about preparation options that many new teachers experienced in the university.**
- ✓ **CSU's partner school districts have provided academic records of K-12 students linked to the records of CSU's teaching graduates.**
- ✓ **CSU is assembling longitudinal records on a student-by-student basis to assess the value-added effects of CSU-prepared teachers.**
- ✓ **CSU and partner districts are assiduously protecting the privacy of all teachers and all students while keeping all records secure.**

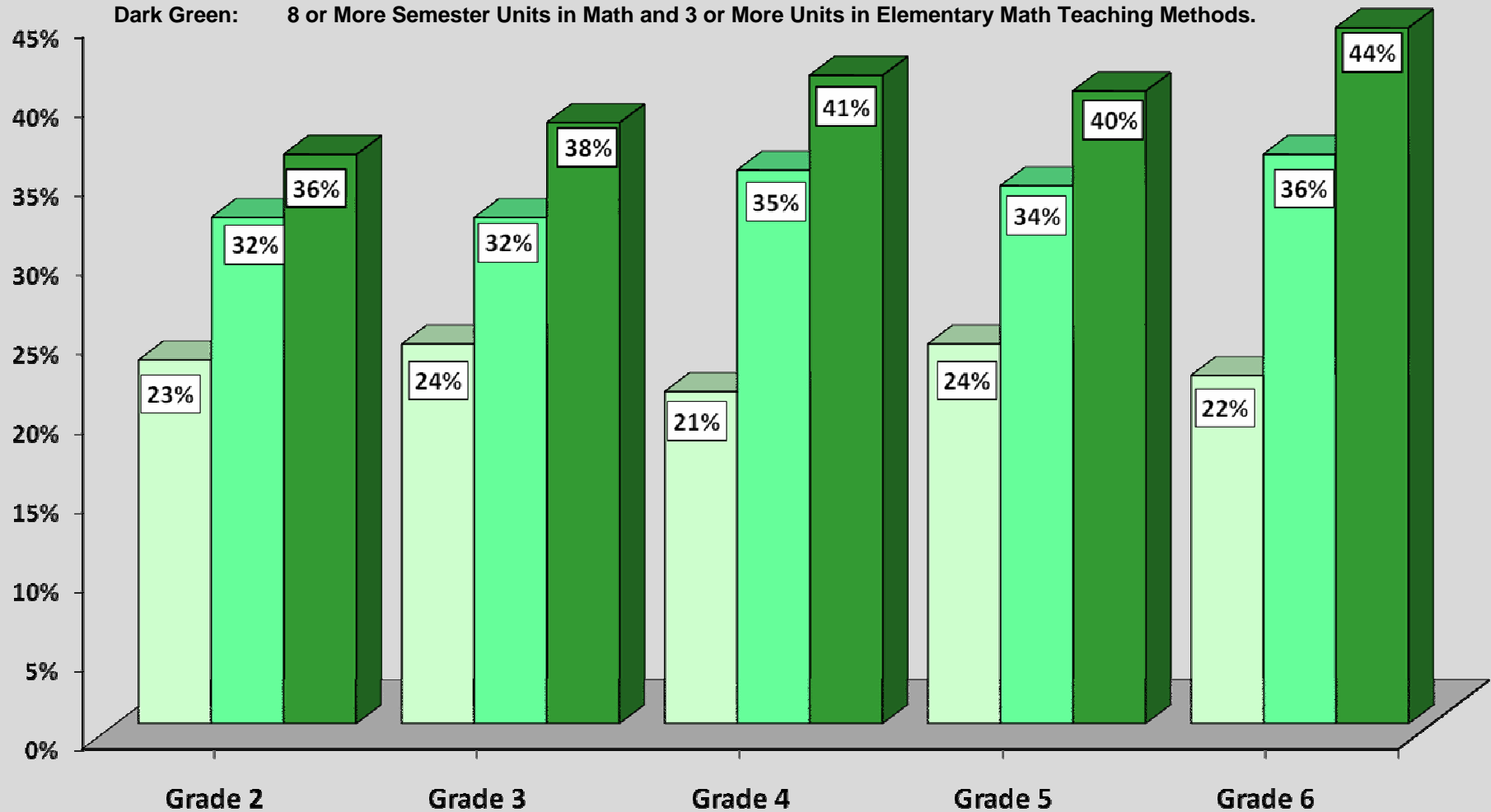
An Illustration of What a Value-Added Analysis of Teacher Preparation Could Potentially Reveal

Target Population: 31,907 Students Who Were Not Measured to be Proficient in Mathematics Prior to Being Taught by First-Year Elementary Teachers from the CSU During the Period from 1999 Through 2007. Of Students in this Population at Each Grade Level, the Percentage Who Became Proficient in Mathematics and Whose Teachers Completed the Equivalent of . . .

Light Green: Less than 4 Semester Units in Math and No Units in Elementary Math Teaching Methods.

Medium Green: 4 to 7 Semester Units in Math and 1 or 2 Units in Elementary Math Teaching Methods.

Dark Green: 8 or More Semester Units in Math and 3 or More Units in Elementary Math Teaching Methods.

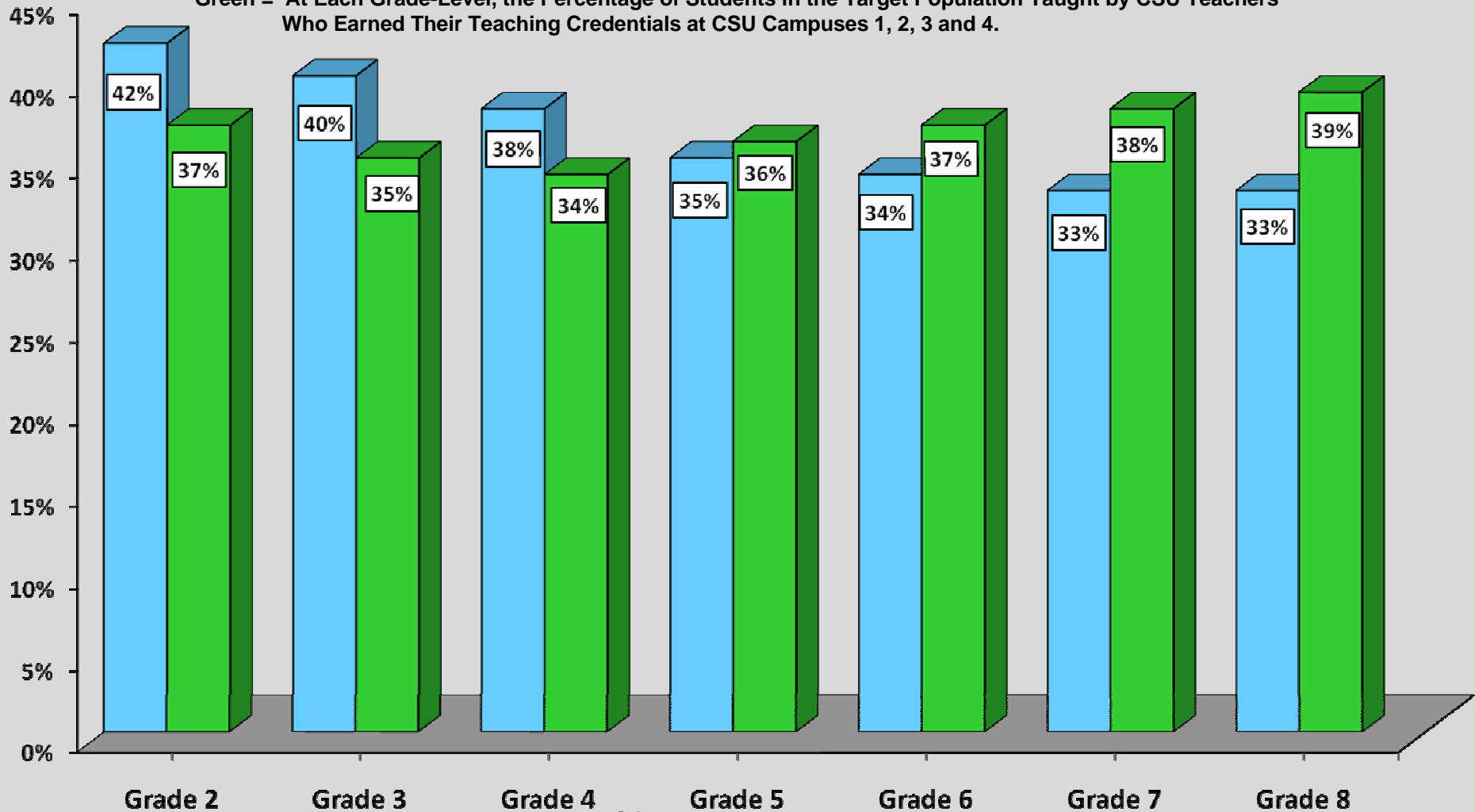


An Illustration of What the California State University System Could Potentially Learn from a Value-Added Analysis of Teacher Preparation

Target Population: 19,652 Students Measured to be Proficient in Reading for the First Time When Taught by First-Year Elementary Teachers from the CSU During the Period from 1999 Through 2007.

Blue = At Each Grade-Level, the Percentage of Students in the Target Population Taught by CSU Teachers Who Earned Their Teaching Credentials at CSU Campuses A, B, C and D.

Green = At Each Grade-Level, the Percentage of Students in the Target Population Taught by CSU Teachers Who Earned Their Teaching Credentials at CSU Campuses 1, 2, 3 and 4.



CSU Contributors:

- King Alexander, President
California State University, Long Beach
- Beverly Young, Assistant Vice-Chancellor
Teacher Education and Public School
Programs
- David Wright, Director
CSU Center for Teacher Quality