DEANS FOR IMPACT

12 educator–preparation programs (and growing)

45 trailblazing faculty and staff

Understanding the experiences of more than 3,500 aspiring teachers

ONE OF THE LARGEST CROSS–INSTITUTIONAL EFFORTS EVER UNDERTAKEN IN EDUCATOR PREPARATION

COMMON INDICATORS SYSTEM NETWORK

In August 2018, leaders from 12 U.S. educator-preparation programs came together to explore data on the readiness of more than 3,500 aspiring teachers. This event was both the culmination of two years of collaborative work and the beginning of one of the largest cross-institutional networked improvement efforts ever undertaken in educator preparation.

At a moment of tremendous stress for the teaching profession and partisan divides over education, these leaders represent a collaborative approach to preparing the next generation of teachers – one that is informed by evidence and committed to elevating the teaching profession through inquiry, shared learning, and continuous improvement.

Together, they created the **Common Indicators System Network**, a national effort to gather evidence of candidate knowledge and skill using common measures across a range of educator-preparation programs. **The CIS Network holds the potential to transform the field of educator preparation by collecting the data needed to understand what elements of educator preparation matter and developing the practical knowledge to help programs learn how to improve using that data.**

Why develop a Common Indicators System?

To improve how we prepare teachers, we need better information. The field of educator preparation is awash in data, but much of it is collected for compliance, not to inform improvement. Further, many educator-preparation programs use home-grown indicators of teacher-candidate knowledge and skills and program performance that may be useful individually, but are not comparable across institutions. This limits programs' ability to learn from one another, making systemic improvements difficult and complicating efforts to gain empirical insight into promising practices for preparing effective future teachers.

CIS Network participants at the August 2017 CIS launch convening.

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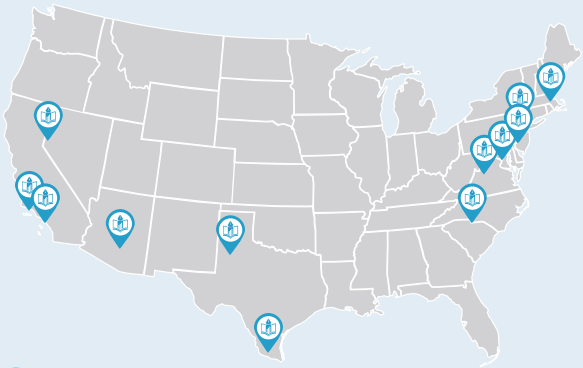
Scope & Scale of the Network

The CIS Network was founded by Deans for Impact in partnership with nearly 45 faculty and program leaders from 12 different programs. Participating programs agreed to collect data on aspiring teachers through four common measures and to share data on teacher-candidate and program characteristics. The marriage of these data sources is what makes the Network so powerful and allows us to examine the elements of teacher preparation that matter, for whom, and under what conditions across programs in the CIS Network. **To date, the Network has compiled data on the experiences of more than 3,500 aspiring teachers.**



12 Providers

8	2	2
Public	Private	Hybrid

Serving 8,700 candidates
Undergraduate + Graduate + Residency + Alternative

Institutions Participating in the CIS

- Arizona State University
- Boston Teacher Residency
- Loyola Marymount University
- Relay Graduate School of Education
- Temple University
- Texas Tech University
- University of Nevada - Reno
- University of North Carolina - Charlotte
- University of Southern California
- University of Texas - Rio Grande Valley
- University of Virginia
- Urban Teachers

> We are all collaboratively working to improve teacher–preparation programs. We want to prepare better, stronger, more competent, effective teachers, and so what better way than to gather among others that are doing the same work and share ideas.
> – Erica Moody, University of North Carolina–Charlotte

Developing the Common Indicators System

Development of the CIS Network has been guided by two central beliefs. First, common indicators should be selected specifically for improvement – not because they are required for compliance. Second, the CIS Network should be co-constructed among a broad group of stakeholders who are committed to learning fast and implementing well.

Phases of Development

Foundation Setting | Aug.–Dec. 2016

Member deans approved four categories of data for the CIS, including measures of candidate instructional skill and beliefs and mindsets, and feedback from program graduates and employers.

Instrument Selection | Jan.–June 2017

Using a multi-stage process, network participants identified common instruments for each category. Instruments were selected based on priorities and design parameters set by the network, including evidence of reliabilty and validity.

Pilot Year | Aug. 2017–Aug. 2018

Network participants developed and tested procedures for collecting, sharing, and analyzing common data to support cross-institutional learning.

- **August 2017** — Pilot **launched**
- **Sept. 2017** — **Advisory Panel**, with a representative from each program, started meeting monthly
- **Feb. 2018** — Participants **came together** to prepare for data inquiry and improvement planning
- **March–July 2018** — Deans for Impact and the Advisory Panel co-constructed a **Shared Inquiry Tool** to support network participants
- **Aug. 2018** — Participants convened for an **Inquiry Institute** to investigate data and identify areas for improvement

Tools for Improvement

Educator-preparation programs are often told they need to improve -- but many either lack data that's useful for improvement purposes or aren't sure how to organize faculty and staff to learn from evidence. Deans for Impact has created an organizing framework and related resources to support CIS Network participants in enacting effective data-use practices and initiating cycles of evidence-informed inquiry and improvement.

> "The tools and resources, including DFI staff and CIS Network members, will enable our institution to engage in discussions about data and program improvement that have the potential to be long–lasting and far–reaching." –– Dr. Melanie Hogendorp, California Lutheran University

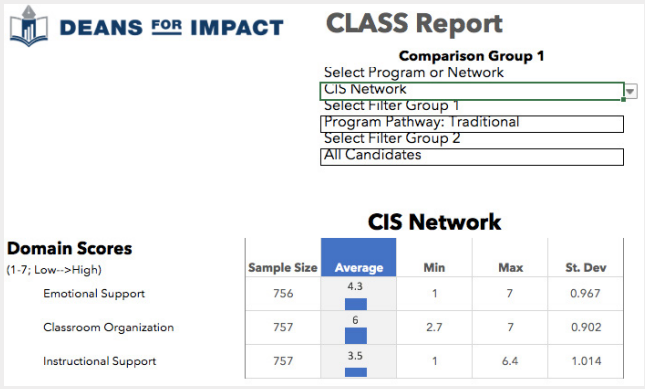
Improving Data-Use Practice: Data Diagnostic

The Data Diagnostic supports continuous improvement across four domains: developing shared understanding; collecting, organizing, and analyzing data; organizing people to learn; and using data for program improvement.

Under each domain, the Diagnostic describes practice at four levels of proficiency -- not yet started; emerging, developing; and sustaining -- to help programs assess where they are and identify specific practices to improve. Network participants completed the Diagnostic at the beginning and end of the pilot year. **All programs with pre- and post-assessment results saw improvements in at least one area, and two-thirds of programs saw improvement in two or more areas.** Deans for Impact will continue to use the Diagnostic as a developmental tool with programs to track progress against effective data-use practices.

Improving Teacher Readiness: Shared Inquiry Tool

The Shared Inquiry Tool allows network participants to filter results by a variety of candidate and program characteristics. Through the tool's dynamic interface, participants can examine key relationships among data categories. Deans for Impact will be releasing initial findings from the pilot year in late 2018.



Inquiry Institute

In August 2018, Network participants gathered to dig into pilot-year data. Deans for Impact organized participants to learn by carefully sequencing and structuring inquiry into the data in ways that reinforced the organizing framework created by the Data Diagnostic. This gave participants a model they can use to lead shared inquiry at their respective institutions.

Setting the Foundation

Participants strengthened their relationships with colleagues and peers, and developed norms for investigating the CIS data.

Inquiring into Data

Participants used the Shared Inquiry Tool to organize and analyze data and develop hypotheses about the root causes of observed trends.

Planning for Improvement

Participants leveraged tools designed by Deans for Impact to develop action plans for using data for program improvement and enacting promising data-use practices upon returning to their campuses.

Synthesizing Lessons

Participants considered the quality of CIS measures and implementation processes, and identified ways to improve the Network for the next year.

"We all had to dig deep, but it was really comforting because the process was so structured. That gave us a certain level of comfort even though we were uncomfortable in some of the data that we were uncovering about ourselves. The structure provided a sense of security [and] helped us to be able to trust each other with our data." –– Dr. Cathy Creasia, University of Southern California

Looking Ahead

The CIS Network is proof that different educator-preparation programs can come together to learn, inquire, and improve. And the work of the Network has only just begun.

In the coming year, Deans for Impact will continue to support participants in developing and implementing program improvements based on CIS data. The Network is also growing: At least six additional programs across four new states will join for the 2018-2019 academic year.

Finally, we are now beginning more detailed analysis of data collected during the pilot year to generate initial findings. It is our hope that the CIS Network will serve as a powerful catalyst to support program and field-wide learning.