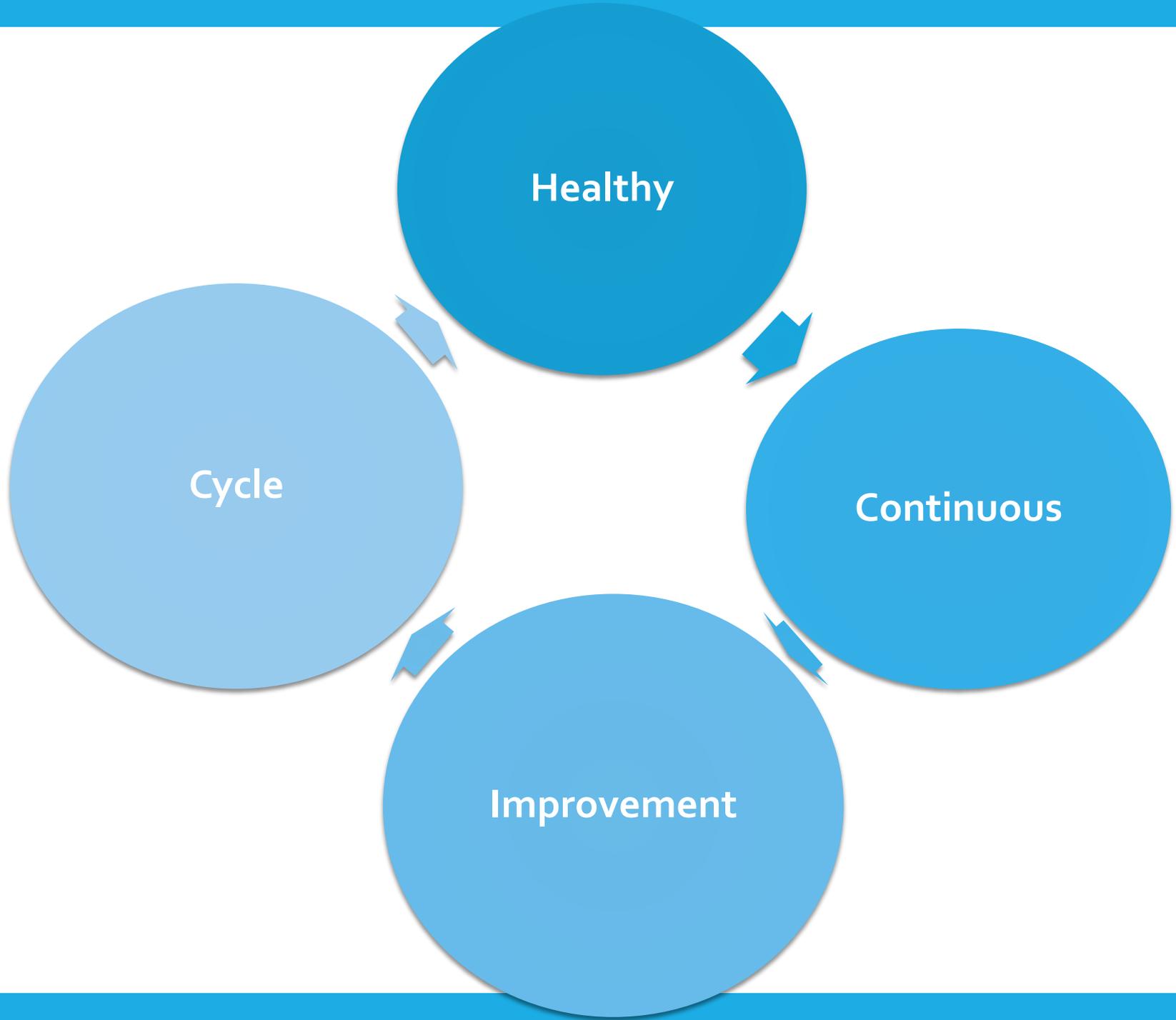


CONTINUOUS IMPROVEMENT: LEVERAGING MULTIPLE DATA SOURCES

Enjolia Farrington
Angie Gant

Remember where you can find all of the presentations!





Standard 5

5.1 Multiple Measures



5.2 Validity and Reliability of Measures

5.3 Focus on Continuous Improvement

5.4 Use of Program Impact Data

5.5 Stakeholder Input

[View](#)

[View](#)

[View](#)

[View](#)

[View](#)

Component 5.1: Multiple Measures

The provider's quality assurance system is comprised of multiple measures that can **monitor candidate progress, completer achievements, and provider operational effectiveness.** Evidence demonstrates that the provider satisfies all program approval standards.

Component 5.1: Multiple Measures

The provider's quality assurance system is comprised of multiple measures that can **monitor candidate progress, completer achievements, and provider operational effectiveness**. Evidence demonstrates that the provider satisfies all program approval standards.

PPEM Data



Connections: Program Measures of PPEMs and Approval Standards

Percentage	PPEM Element	Approval Standard/ Component
20%	Assessment of Content Knowledge	Component 1.1: Candidates' KSD Component 1.3: Candidates' Understanding of Content Standards
30%	Assessment of Teaching Skills	Component 1.1: Candidates' KSD

Connections: Program Measures of PPEMs and Approval Standards

Percentage	PPEM Element	Approval Standard/ Component
20%	Assessment of Content Knowledge	Component 1.1: Candidates' KSD Component 1.3: Candidates' Understanding of Content Standards
30%	Assessment of Teaching Skills	Component 1.1: Candidates' KSD

PRS-II: Standard 1 Components and PPEM Connections

Standard 1

1.1a Program of Study/Demonstration of InTASC Understanding

Edit View

1.1b Identify Key Program Assessments

1.2 Candidates' Use of Research and Evidence

Edit View

1.3 Alignment of Key Program Assessments to Standards

1.4 Alignment to P-12 Standards

Edit View

1.5 Modeling and Applying Technology Standards

Edit View



GACE in Dashboard

GACE Assessment Data: Level 4

Calculation	Average Scores, Counts, and Percentages			
PPEM Points Earned: 17.9		This EPP	All EPPs	Similar EPPs
Points Possible: 20	Average Score	265	262	265
Score Average: 265	Passed Professional	71.6% (N=558)	68.0%	74.4%
Benchmark Range: 220 - 270	Passed Induction	24.1% (N=188)	28.2%	22.8%
N: 779	Not Passed	4.2% (N=33)	3.8%	3.8%

Connections: Program Measures of PPEMs and Approval Standards

Percentage	PPEM Element	Approval Standard/ Component
20%	Assessment of Content Knowledge	Component 1.1: Candidates' KSD Component 1.3: Candidates' Understanding of Content Standards
30%	Assessment of Teaching Skills	Component 1.1: Candidates' KSD

PRS-II: Standard 1 Components and PPEM Connections

Standard 1

1.1a Program of Study/Demonstration of InTASC Understanding

Edit View

1.1b Identify Key Program Assessments

Edit View

1.2 Candidates' Use of Research and Evidence

Edit View

1.3 Alignment of Key Program Assessments to Standards

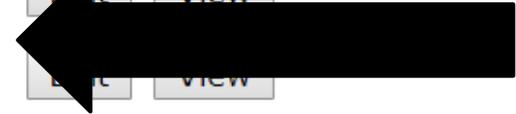
Edit View

1.4 Alignment to P-12 Standards

Edit View

1.5 Modeling and Applying Technology Standards

Edit View



edTPA Assessment Data: Level 3

Calculation

Average Scores, Counts, and Percentages

PEEM Points Earned: 20.1

Points Possible: 30

Rubric average: 2.97

Benchmark Range: 2.3 - 3.3

N: 69

	This EPP	All EPPs	Similar EPPs
Rubric average	2.97	3.04	3.00
Passed	98.0% (N=68)	98.0%	97.0%
Not Passed	2.0% (N=1)	2.0%	3.0%

edTPA Rubrics

	This EPP	All EPPs	Similar EPPs
Rubric 1: Planning For Content Understandings	3.20	3.16	3.12
Rubric 2: Using Knowledge of Students	3.13	3.14	3.08
Rubric 3: Using Knowledge of Students	3.09	3.19	3.14
Rubric 4: Supporting Academic Language Development	2.87	3.09	3.02
Rubric 5: Planning Assessments	3.13	3.06	3.05
Rubric 6: Learning Environment	3.06	3.12	3.09
Rubric 7: Engaging Students	2.83	3.01	2.93
Rubric 8: Deepening Student Learning	2.85	2.96	2.88
Rubric 9: Subject-Specific Pedagogy	2.79	2.99	2.93
Rubric 10: Analyzing Teaching Effectiveness	2.70	2.79	2.76
Rubric 11: Analyzing Student Learning	3.12	3.10	3.07
Rubric 12: Student Feedback	3.46	3.37	3.34
Rubric 13: Student Feedback	3.72	3.84	3.82

Connections: Outcome Measures of PPEMs and Approval Standards

Percentage	TPPEM Element	Approval Standard/Component
10%	Inductees' Perceptions of Preparation	Component 4.4: Satisfaction of Completers
10%	Employers' Perceptions of Preparation	Component 4.3: Satisfaction of Employers
30%	Teacher Observation Data	Component 4.2: Indicators of Teaching Effectiveness

Connections: Outcome Measures of PPEMs and Approval Standards

Percentage	TPPEM Element	Approval Standard/Component
10%	Inductees' Perceptions of Preparation	Component 4.4: Satisfaction of Completers
10%	Employers' Perceptions of Preparation	Component 4.3: Satisfaction of Employers
30%	Teacher Observation Data	Component 4.2: Indicators of Teaching Effectiveness

PRS-II: Standard 4 Components and PPEM Connections

Standard 4

Teaching

4.1 Impact on P-12 Student Learning and Development

Edit

View

4.2 Indicators of Teaching Effectiveness

Edit

View

4.3 Satisfaction of Employers

Edit

View

4.4 Satisfaction of Completers

Edit

View

Connections: Outcome Measures of PPEMs and Approval Standards

Percentage	TPPEM Element	Approval Standard/Component
10%	Inductees' Perceptions of Preparation	Component 4.4: Satisfaction of Completers
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PRS-II: Standard 4 Components and PPEM Connections

Standard 4

Teaching

4.1 Impact on P-12 Student Learning and Development

Edit

View

4.2 Indicators of Teaching Effectiveness

Edit

View

4.3 Satisfaction of Employers

Edit

View

4.4 Satisfaction of Completers

Edit

View

Inductee Surveys: Level 3

Calculation

PPEM Points Earned: 7.6

Points Possible: 10

Percent of Points Earned: 76%

Response Average: 3.26

Benchmark Range: 2.5 - 3.5

N: 23

Score and Responses

	This EPP	All EPPs	Similar EPPs
Average Score:	3.26	3.28	3.23
Responses:	23	722	185
Response rate:	21%	11%	11%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items

1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. (InTASC Standard 1)
2. Plan instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)
3. Deliver instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)

This EPP	All EPPs	Similar EPPs
3.26	3.33	3.32
3.30	3.35	3.33
3.26	3.33	3.30

30. Work collaboratively with colleagues and other professionals. (InTASC Standard 10)

3.48	3.52	3.48
------	------	------

31. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)

3.62	3.67	3.70
------	------	------

32. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)

3.38	3.46	3.45
------	------	------

Survey Items Grouped as InTasc Standards

InTASC Standard 1 (Survey Questions 1, 2, 3)

InTASC Standard 2 (Survey Questions 8a, b, c, and d)

InTASC Standard 3 (Survey Questions 4, 5, 6, 13, 21)

InTASC Standard 4 (Survey Questions 10, 11, 12, 15)

InTASC Standard 5 (Survey Questions 7, 14, 18, 19)

InTASC Standard 6 (Survey Questions 16, 17, 22, 23, 24)

InTASC Standard 7 (Survey Question 25)

InTASC Standard 8 (Survey Questions 20, 26, 27)

InTASC Standard 9 (Survey Questions 28, 29, 31)

InTASC Standard 10 (Survey Questions 9, 30, 32)

This EPP	All EPPs	Similar EPPs
3.28	3.34	3.33
3.04	3.03	2.94
3.26	3.26	3.21
3.40	3.29	3.22
3.31	3.24	3.20
3.16	3.27	3.17
3.24	3.34	3.26
3.33	3.38	3.34
3.38	3.50	3.48
3.41	3.43	3.39

Connections: Outcome Measures of PPEMs and Approval Standards

Percentage	TPPEM Element	Approval Standard/Component
10%	Inductees' Perceptions of Preparation	Component 4.4: Satisfaction of Completers
10%	Employers' Perceptions of Preparation	Component 4.3: Satisfaction of Employers
30%	Teacher Observation Data	Component 4.2: Indicators of Teaching Effectiveness

PRS-II: Standard 4 Components and PPEM Connections

Standard 4

Teaching

4.1 Impact on P-12 Student Learning and Development

Edit

View

4.2 Indicators of Teaching Effectiveness

Edit

View

4.3 Satisfaction of Employers

Edit

View

4.4 Satisfaction of Completers

Edit

View

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 21.7

Points Possible: 30

Summative Score Average: 19.89

Benchmark Range: 17 - 21

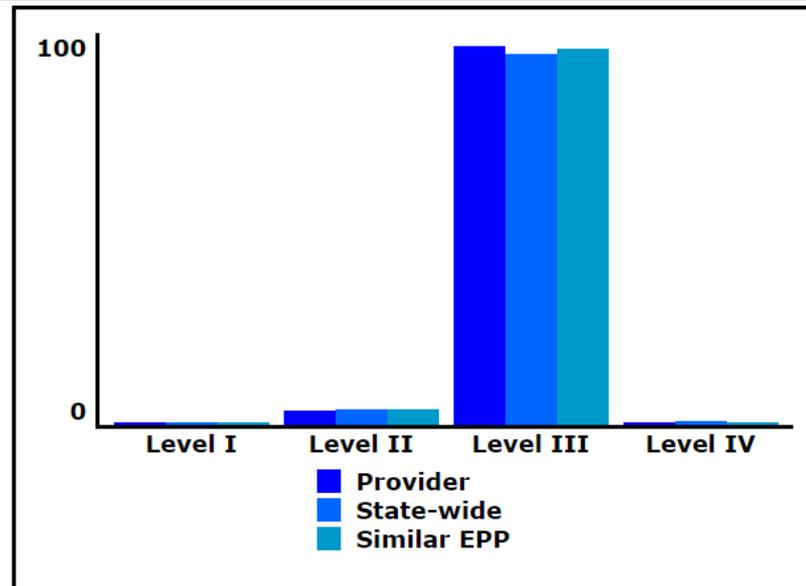
N: 28

Average Scores

	This EPP	All EPPs	Similar EPPs
Average Summative Score	19.9	20.1	19.9
Average Rating	3.0	3.0	3.0

Overall Rating Distribution

	This EPP	All EPPs	Similar EPPs
Level I	0.0%	0.1%	0.0%
Level II	3.6%	4.1%	3.8%
Level III	96.4%	94.7%	95.8%
Level IV	0.0%	1.2%	0.4%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This EPP	All EPPs	Similar EPPs
--	-----------------	-----------------	---------------------

1. Professional Knowledge	1.96	2.02	1.98
2. Instructional Planning	1.96	2.00	1.98
3. Instructional Strategies	1.93	2.01	1.98
4. Differentiated Instruction	1.93	1.95	1.94
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.10	2.10
8. Academically Challenging Environment	2.00	1.90	1.90
9. Professionalism	2.00	2.10	2.10
10. Communication	2.00	2.00	2.00

PRS-II: Standard 4 Components and PPEM Connections

Standard 4

Teaching

4.1 Impact on P-12 Student Learning and Development

Edit

View

4.2 Indicators of Teaching Effectiveness

Edit

View

4.3 Satisfaction of Employers

Edit

View

4.4 Satisfaction of Completers

Edit

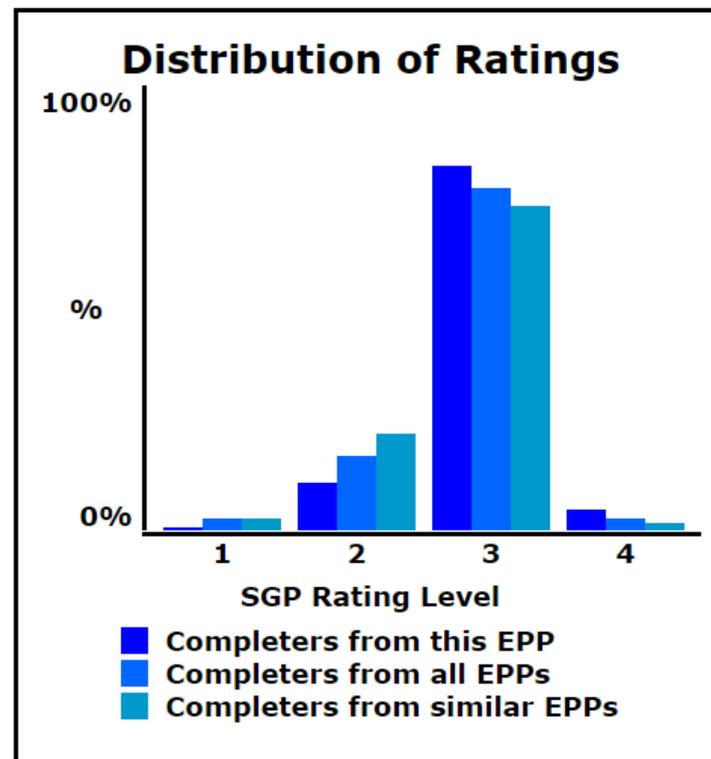
View

Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **285** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	1%	3%	3%
2	11%	17%	22%
3	82%	77%	73%
4	5%	3%	2%

[More information about the SGP](#)

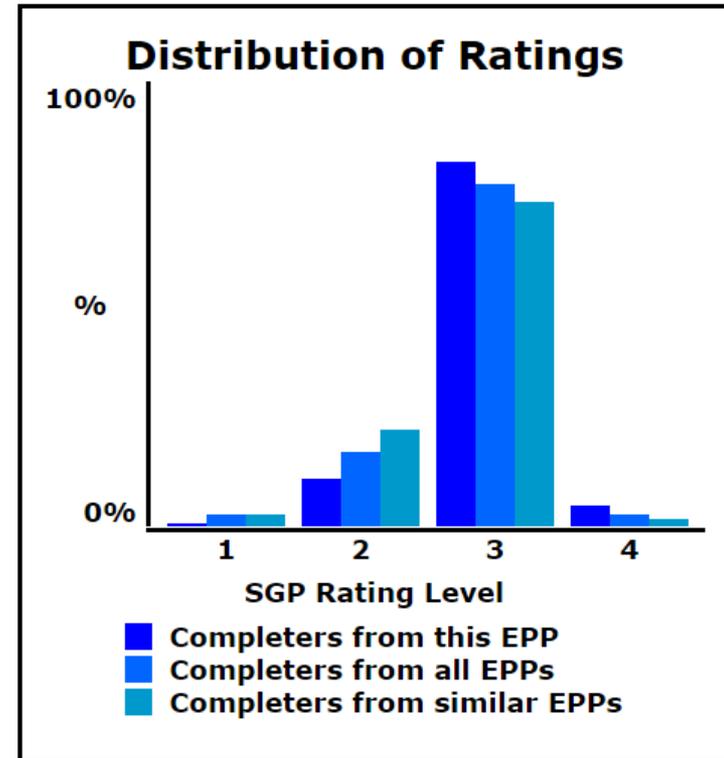


Student Growth Percentile Ratings - First Academic Year After Program Completion

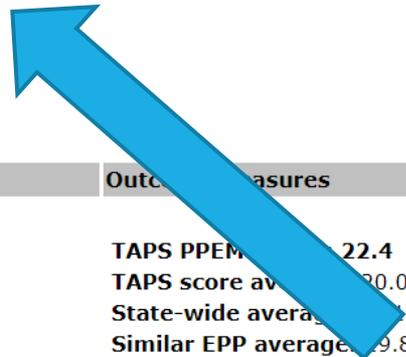
A total of **285** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	1%	3%	2%
2	11%	17%	22%
3	82%	77%	73%
4	5%	3%	2%

[More information about the SGP](#)



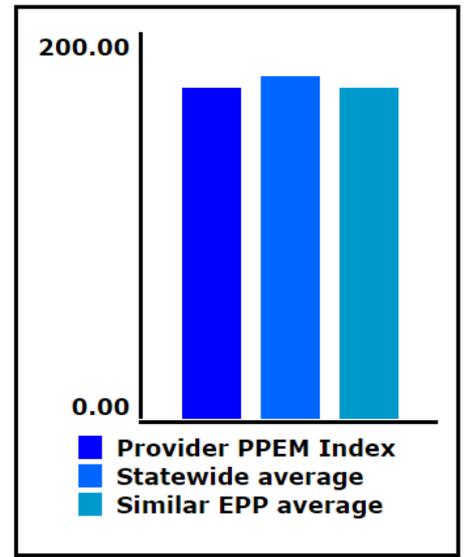
- PPEM
- edTPA
- GACE
- TAPS
- Employer Surveys
- Inductee Surveys
- Supplemental Data
- Export
- All EPPs



Provider PPEM Rating: Level 3

PPEM Index Score	Provider Measures	Outcomes Measures
------------------	-------------------	-------------------

Total PPEM points: 171
State-wide average: 177
Similar EPP average: 171



edTPA PPEM points: 19.5
edTPA rubric average: 2.95 N: 246
State-wide average: 3.04
Similar EPP average: 2.98

GACE PPEM points: 16.5
GACE score average: 261 N: 243
State-wide average: 263
Similar EPP average: 260

TAPS PPEM points: 22.4
TAPS score average: 20.0 N: 194
State-wide average: 20.0
Similar EPP average: 19.8

Employer Survey PPEM points: 6.7
Employer Survey average: 3.17 N: 67
State-wide average: 3.20
Similar EPP average: 3.20

Induction Survey PPEM points: 6.5
Induction Survey average: 3.15 N: 56
State-wide average: 3.31
Similar EPP average: 3.23

Supplemental Data - Completers from Reporting Years 2016-2018

	This EPP	All EPPs	Similar EPPs
Completers (2016-2018)	266	11,968	1,391
Average Entry GPA	3.58	3.28	3.31
Average Exit GPA	3.76	3.54	3.52
Average Clinical Practice Hours	601	654	553
Average Cooperating Teacher Experience (Years)	16	15	16

Demographics - Race/Ethnicity vs Gender

Race/Ethnicity	This EPP		All EPPs		Similar EPPs	
	Male	Female	Male	Female	Male	Female
Hispanic	1	6	86	407	5	55
Asian	0	3	35	180	0	4
American Indian or Alaskan Native	0	2	8	14	1	4
Black or African American	5	19	520	1,917	44	150
Native Hawaiian or Pacific Islander	0	0	0	9	0	1
White	62	151	1,570	6,392	205	865
Multiple race/ethnicity	0	0	33	133	0	2
Not reported	5	12	112	550	7	45

Employment as a Teacher - First Academic Year After Program Completion

P-20 Collaborative Region	Teaching Any Subject			Teaching In Field of Preparation		
	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
Athens	86	475	86	71	358	71
East	8	392	19	8	337	16
Metro Atlanta	65	4,488	228	58	3,706	212
Middle	0	539	96	0	420	89
Northeast	43	405	47	38	343	41
Northwest	6	944	303	5	774	250
Southeast	1	1,042	179	1	862	148
Southwest	1	686	210	0	558	176
West	6	1,145	35	5	937	33

ANY QUESTIONS
ABOUT HOW PPEMS
MIGHT BE A GREAT
SOURCE OF DATA?

Standard 5

5.1 Multiple Measures

[View](#)

5.2 Validity and Reliability of Measures

[View](#)

5.3 Focus on Continuous Improvement

[View](#)

5.4 Use of Program Impact Data

[View](#)

5.5 Stakeholder Input

[View](#)



Component 5.2: Validity and Reliability of Measures

The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Validity

GaTAPP Dispositions Assessment

In a greater effort to use valid and reliable assessments as required by the [GEORGIA STANDARDS FOR THE APPROVAL OF EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in support of The Interstate Teacher Assessment and Support Consortium (InTASC) Standards (CCSSO, 2013) as a basis for program quality, a collaboration of GaTAPP coordinators and candidate supervisors developed an aligned and validated GaTAPP Dispositions Assessment.

Using the twelve dispositions required in the Georgia Professional Standards Commission (GaPSC) rule [505-3-.05 GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY \(GaTAPP\)](#) as the starting point, a collaboration of professionals crafted the instrument indicators and aligned them with the InTASC (2013) standards. The instrument serves to answer two questions: *How do providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program? How do we know the evidence is valid?*

The provider must demonstrate, through structured and validated observation instruments that candidates effectively apply the professional knowledge, skills, and dispositions that the preparation experience were designed to achieve.

The GaTAPP Dispositions Assessments, administered twice each year in October and March, will provide dispositional data/evidence for both Standard 1.1 and Standard 3.2. The purpose of this assessment is to document the progression of GaTAPP candidate principals for proper conduct and professional attitudes, values, and beliefs throughout the nontraditional educator preparation program. The results will be used to identify candidate strengths and weaknesses and create plans for candidate support if needed.

Reliability

While the content validity of the GaTAPP Dispositions Assessment has been established, the EPP must ensure that everyone has been trained to use the instrument. GaTAPP providers, working in collaborative groups, have created Proficient and Exemplary Indicators for each Disposition. These indicators are provided for each disposition to assist both the rater and the candidate. The candidate, the school based mentor, the GaTAPP supervisor, and the administrator independently complete the dispositions rating twice a year. The data from this assessment should be used to give the candidate a 360-degree view of how raters see the moral commitments and professional attitudes, values, and beliefs that underlie the educator's performance. Any gaps in perception provide powerful candidate feedback.

Prior to program completion, candidates must demonstrate proficiency in all dispositions.

Standard 5

5.1 Multiple Measures

[View](#)

5.2 Validity and Reliability of Measures

[View](#)

5.3 Focus on Continuous Improvement

[View](#)

5.4 Use of Program Impact Data

[View](#)

5.5 Stakeholder Input

[View](#)



Component 5.3: Focus on Continuous Improvement

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

APPROVAL REVIEW FINDINGS

Component 4.1 states: There is insufficient evidence that the EPP systematically uses multiple processes to ensure that program completers have an impact on P-12 student learning and development.

How can we ensure that this component is met throughout your program?

Deliverable:

TAPP Field Supervisors have not met for FY20 to discuss the PPEM results.

This survey includes P-12 student impact, completer and employer satisfaction data. We will be meeting on August 21, 2019 to analyze FY17 versus FY18 results. This will also be shared with the EPP PL team for their feedback.

Approval Review Findings

8. Utilizing the attached document, please record your work towards the *cycle of continuous improvement* as an instructor cohort team. We will continue to utilize this document to track changes and to notate follow-up dates/tasks.

Deliverable: TAPP Cycle of Continuous Improvement Tracking Form

<https://drive.google.com/file/d/1323OHdyJFKAcfQk09J1mBeXCbsA-Cgxp/view?usp=sharing>

Standard 5

5.1 Multiple Measures

[View](#)

5.2 Validity and Reliability of Measures

[View](#)

5.3 Focus on Continuous Improvement

[View](#)

5.4 Use of Program Impact Data

[View](#)

5.5 Stakeholder Input

[View](#)



Component 5.4: Use of Program Impact Data

Measures of complete impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.



As stated above, the data strongly correlates with most students having mastered the learning targets and standards of the 8th grade social studies curriculum. That said, I have already learned that I will have about 15 students who are classified as ELLs next year and am now faced with the challenge of figuring out ways to move my English language learners from the **developing** level to that of **proficient** or **distinguished**. Having not taken any professional development yet on teaching English language learners, this data will influence me to learn and develop new techniques to have that subgroup included in my P&D numbers on next year's district assessments. What seems to have worked very well for me this year was providing students with multiple opportunities for differentiated instruction based on their learning preferences – something which I will continue to do next year. I also gave my students an extensive vocabulary list at the beginning of each unit of study and will not only do that again next year but also add in a formative assessment each unit in the form of a vocabulary quiz to make sure students are understanding the academic language used in the lessons

Provided that I am able to participate in some professional development on working with English language

	Beginning	Developing	Proficient	Distinguished
My Class	12.9% (4 students)	29 (9)	48.4 (15)	9.7 (3)
Norcross High School	49.5	24.3	18.3	7.9
Gwinnett County PS	30.45	29.42	25.86	14.25

learners and then apply those techniques with my increased ELL population

next year (again, 15 students versus this year's 5), the best measure of how successful these techniques were will be another analysis of the Gwinnett County district final assessment compared to their pre-test administered at the beginning of the year. If I am able to increase the amount of ELL students who are in the **proficient** or **distinguished** range from 0% to even 5% or 10%, I would consider that a success.

Virtual Professional Learning Communities

Standard 5

5.1 Multiple Measures

[View](#)

5.2 Validity and Reliability of Measures

[View](#)

5.3 Focus on Continuous Improvement

[View](#)

5.4 Use of Program Impact Data

[View](#)

5.5 Stakeholder Input

[View](#)



Component 5.5: Stakeholder Input

The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Data Conversations

Benefits of Partnerships

- P12 Student Learning
- Teacher Recruitment
- Teacher Retention
- Sharing resources
- Establishments of new partnerships
- PDS- classes are in schools
- Continuous Improvement- Technology
- Good mentor teachers
- Opportunities for teacher leadership

Professional Learning Communities

GA TAPP Professional Learning Community (PLC)

Facilitator: Michelle Pitts

Instructors: Dr. Debbie Collins, Dr. Pam Consolie, Dr. Tim Tilley,
Ms. Lynn Ridgeway, Ms. Christi Peterman, Mr. Dean Lillard

This EPP listed 9 items in the CIP, including the creation of SMART goals for each program. The PLC worked together to determine those.

Endorsement Programs Based on Needs of P-12 Partners

P-20 Collaborative Convening Topics

Agenda:

8:30 – 8:45: Welcome and Introductions

8:45 – 9:45: Ethics Presentation

David Pumphrey, Chief Investigator, Georgia Professional Standards Commission

9:45– 10:15: Ethics Carousel: Assessment, Professionalism, Communication, Positive Learning Environment

Here's a great resource!

This Google drive might be very helpful to you as you consider how to use multiple pieces of data for your review!

