Understanding Teacher Effectiveness

DATA FOR **ACTION**

Providing Feedback to Teacher Preparation Programs
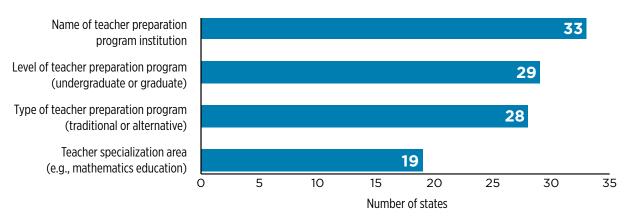
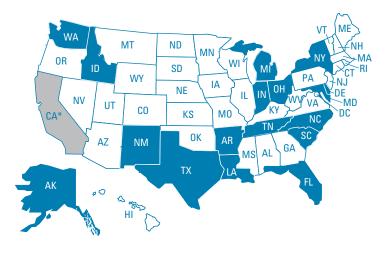## Why do states provide feedback to teacher preparation programs?

State leaders are increasingly focused on improving college and university programs that prepare teachers as a route to a high-quality teacher workforce. States are uniquely positioned to provide feedback to teacher preparation programs on the effectiveness of the teachers they train. This work requires significant data capacity to reliably and securely link teachers with their students' achievement and growth data with the state's teacher preparation programs. This feedback on teachers' classroom performance can be a powerful tool in fostering continuous program improvement, informing school and district staffing assignments, targeting professional development opportunities, and helping teachers improve their practice.

Most states have the capacity to link teacher performance data with teacher preparation programs through the state's teacher-student data link (TSDL), which links teachers to students by course.
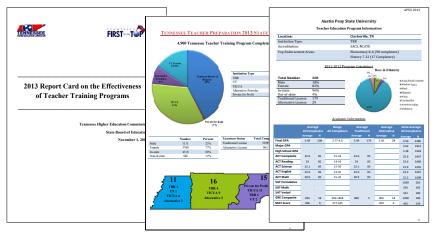

Name of teacher preparation program institution — 33
Level of teacher preparation program (undergraduate or graduate) — 29
Type of teacher preparation program (traditional or alternative) — 28
Teacher specialization area (e.g., mathematics education) — 19

Number of states

Seventeen states share information about how teachers perform in the classroom with their teacher preparation programs, up from six states in 2011.

* California did not participate in the *Data for Action 2013* survey.

States can provide teacher performance data to teacher preparation programs through accessible reports. For example, Tennessee creates an annual report card on the effectiveness of teacher training programs that is available to the public.
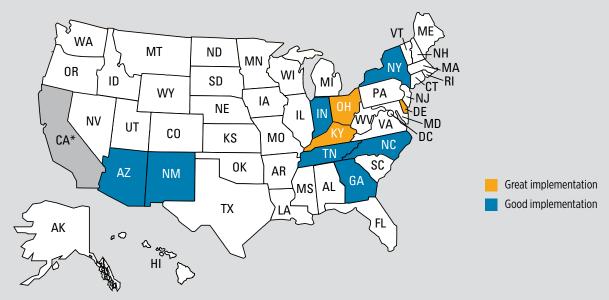
Providing useful feedback to teacher preparation programs relies on the state's TSDL.

A TSDL connects students, teachers, and courses in ways that capture the complex connections that exist in schools. Data about a teacher's effectiveness in the classroom can be linked back to the program that prepared that teacher.

Great implementation states: States that are *leading* in this area generally have a statewide definition of teacher of record that is communicated to local school districts. The mapping of courses is done by local curriculum staff and there are rules or specifications regarding which grades should be linked to each course (e.g., a K–5 student should have math, science, social studies, and reading).

Good implementation states: States that are *growing* in this area generally are able to link more than one teacher to a student for a particular course and collect course schedule data for the purposes of linking teachers and students more than once a year. These states also have a designated staff member or office governing the TSDL work at the state level.

Great implementation
Good implementation

To learn more, read *Using Data to Improve Teacher Effectiveness* and the *Roadmap for a Teacher-Student Data Link*.

The Data Quality Campaign's *Data for Action* is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. For more information, and to view *Data for Action 2013,* please visit www.DataQualityCampaign.org.