

# Assessing the Effectiveness of Educator Preparation Programs

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# Research Purpose

The Deans of Colleges of Education were interested in research to improve the Educator Preparation Programming. In light of the new mandate to track teacher affect on student outcomes, the Deans needed access to student outcome data.

With access to the Education Research Center (ERC) data, the researchers at CREATE can provide valuable information to assist CREATE member institutions and TACTE deans with improving their EPPs and thereby increase the quality of teachers across the State of Texas.

# Research Questions

1. How do EPP participants' characteristics (e.g., gender, age, ethnicity, postsecondary course grades) differ among EPPs?
2. Controlling for number of test attempts, do TExES scores for tests vary among the different types of EPPs?
3. Does beginning teacher quality and effectiveness (as measured by TExES scores and number of attempts, by principal survey ratings, and by value-added modeling scores) vary among the different types of EPPs?
4. Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?
5. Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?
6. Does beginning principal effectiveness (as measured by campus accountability rating, student standardized test performance, and TELL employment environment survey responses) vary by type of EPP, after controlling for prior campus performance and student demographics?
7. How does teacher turnover vary at campuses with beginning principals and do these rates vary by type of EPPs?
8. How does teacher turnover change over time after a new/beginning principal is assigned to a school?
9. If the state implements the TELL employment environment survey again, how does the employment environment impact teacher planned persistence?

# Texas Educator Preparation Programs (EPPs)

Between 2012 and 2019, approximately 90 Alternative Certification Programs and 75 University-based Programs served the state of Texas.

The chart to the right displays the certification route codes and descriptions of each EPP type considered as ACP or UBP.

Alternative Certification Programs (ACP)	
37	ACP with Prep
38	ACP without Prep
University-Based Programs (UBP)	
31	University Initial with Prep
33	University Post Back with Prep
34	University Post Back without Prep
35	University ACP with Prep
36	University ACP without Prep

# Summary of Findings

## RQ1: How do EPP participants' characteristics differ among EPPs?

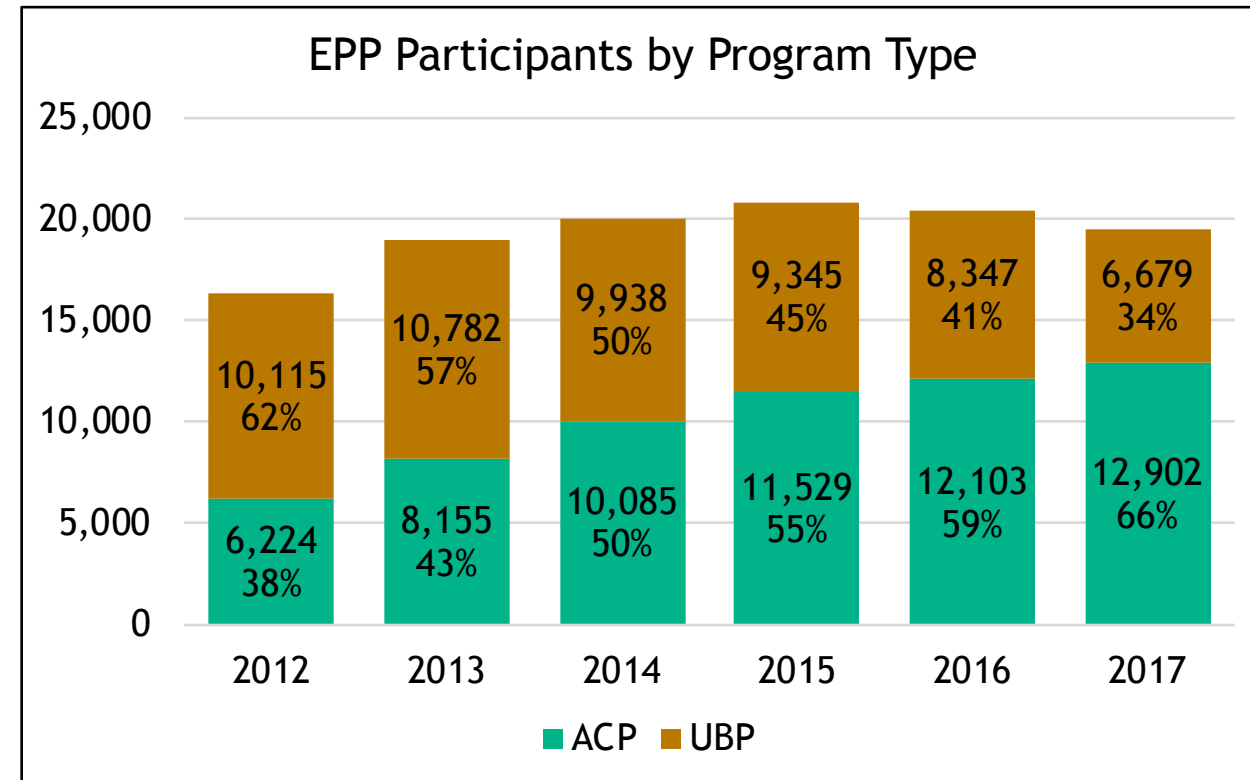
- Since 2014, the majority of new teachers are certified by ACPs
- Women are overrepresented in EPP Participants and Males more often attend ACPs
- Black EPP students are underrepresented in UBPs
- ACP participant pedagogy scores are slightly, but significantly higher than UBP participant scores.

# EPP Participants

## RQ1: How do EPP participants' characteristics differ among EPPs?

- 128,828 EPP Participants in Dataset
- EPP participants were associated with an EPP and a cohort year using their first attempted Pedagogy test.
- Reversed trend of EPP Type and proportion of participants served between 2012 and 2017

Finding: Since 2014, the majority of new teachers are certified by ACPs.



# EPP Participants

## RQ1: How do EPP participants' characteristics differ among EPPs?

- Of the 128,828 EPP participants in the dataset, 74% were women.
  - Women attended ACPs and UBs at the same rate, generally
  - A much larger proportion of males attended ACPs (69% of males)

Finding:  
Women are  
overrepresented  
in EPP  
Participants and  
Males more often  
attend ACPs

# EPP Participants

**RQ1: How do EPP participants' characteristics differ among EPPs?**

	ACP		UBP	
	#	%	#	%
Asian	1,634	2%	1,209	2%
Black	12,366	17%	3,645	6%
Hispanic	19,616	27%	18,721	33%
Native American	251	<1%	175	<1%
Pacific Islander	51	<1%	38	<1%
Two or More Races	1,248	2%	785	1%
White	36,805	51%	31,961	57%

Finding: Black EPP students are underrepresented in UBPs

- The majority of EPP Participants are White.
- Confirming previous literature analyzing previous years in the same dataset, **four times as many Black EPP participants attended ACPs than UBPs.**



# Summary of Findings

**RQ2: Controlling for number of test attempts, do TExES scores for tests vary among the different types of EPPs?**

- ACP participant pedagogy scores are slightly, but significantly higher than UBP participant scores.

# EPP Test Scores

**RQ2: Controlling for number of test attempts, do TExES scores for tests vary among the different types of EPPs?**

Mean Pedagogy Test Scores

- ACPs 263.9404
- UBPs 263.9269

Small, significant difference between ACP and UB scores ( $t=-2.57, p<0.05$ )

Finding: ACP participant pedagogy scores are slightly, but significantly higher than UBP participant scores.

# Summary of Findings

**RQ4: Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?**

- **91% of EPP Participants receive a standard teaching certification**
  - Minority, male ACP students are overrepresented in those that never receive a standard teaching certificate
  - Hispanic, Female UBP Participants are overrepresented in those receiving only a paraprofessional certificate.
- **80% of EPP Participants are employed in the field of education**
  - Only 2.5% of EPP Participants never teach.
  - 24% of EPP Participants leave teaching in first five years.
  - The new teacher attrition rate is relatively constant over time (5-8%/year).

# EPP Participants- Certifications

**RQ4: Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?**

Finding: 91% of EPP Participants receive a standard teaching certification

Finding: Minority, male ACP students are overrepresented in those that never receive a standard teaching certificate

Finding: Hispanic, Female UBP Participants are overrepresented in those receiving only a paraprofessional certificate.

- 128,828 people who took first pedagogy between 2012 and 2019
  - 72,201 ACP / 56,627 UBP
- 91% received a standard teacher certification (116,712)
  - 62,631 ACP / 54,081 UBP
- 2% never received a certification of any type (2,248)
  - 1,485 ACP / 763 UBP (**Overrepresented: ACP & Hispanic participants**)
- 6% received only a probationary certificate (7,914)
  - 7,274 ACP / 640 UBP (**Overrepresented: ACP & Black & Male participants**)
- 2% received only a paraprofessional certificate (1,954)
  - 811 ACP / 1,143 UBP (**Overrepresented: UB & Hispanic & Female participants**)

# EPP Participants- Teachers

**RQ4: Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?**

- 128,828 people who took first pedagogy between 2012 and 2019
  - 72,201 ACP / 56,627 UB
  - 2.5% were never a teacher (3,176)
    - 963 ACP / 2,213 UB

Finding: Only  
2.5% of EPP  
Participants  
never teach.

# EPP Participant- Teacher Attrition

**RQ4: Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?**

- 30,284 (24%) of EPP Participants left teaching in the first five years
  - 6,260 (5%) left after the first year
  - 7,926 (8%) left after the second year
  - 6,844 (8%) left after the third year
  - 5,412 (8%) left after the fourth year
  - 3,842 (7%) left after the fifth year
- Relatively similar attrition rates in ACP and UBPs from 2012-2019.

Finding: The new teacher attrition rate is constant.

Finding: 24% of EPP Participants leave teaching in first five years.

# EPP Participant- Employment

**RQ4: Does beginning teacher retention/persistence vary among the different types of EPPs during the first 5 and 10 years post-certification?**

- As of Quarter 4 in 2018, the 128,828 people who took first pedagogy between 2012 and 2019 held the following employment:
  - 80% were employed in the field of education (\$52,304 Average Salary)
  - 12% had no record in the Texas Workforce Commission
  - 8% employed one of the following areas:
    - Health Care and Social Assistance (2%; \$26,679 Average Salary)
    - Wholesale/Retail (1%; \$24,734 Average Salary)
    - Professional Services (1%; \$45,960 Average Salary)
    - Administrative Support (1%; \$27,860 Average Salary)
    - Food Service (1%; \$12,218 Average Salary)
    - Arts, Entertainment, Recreation (1%; \$8,713 Average Salary)

Finding: 80% of EPP Participants are employed in the field of education

# Summary of Findings

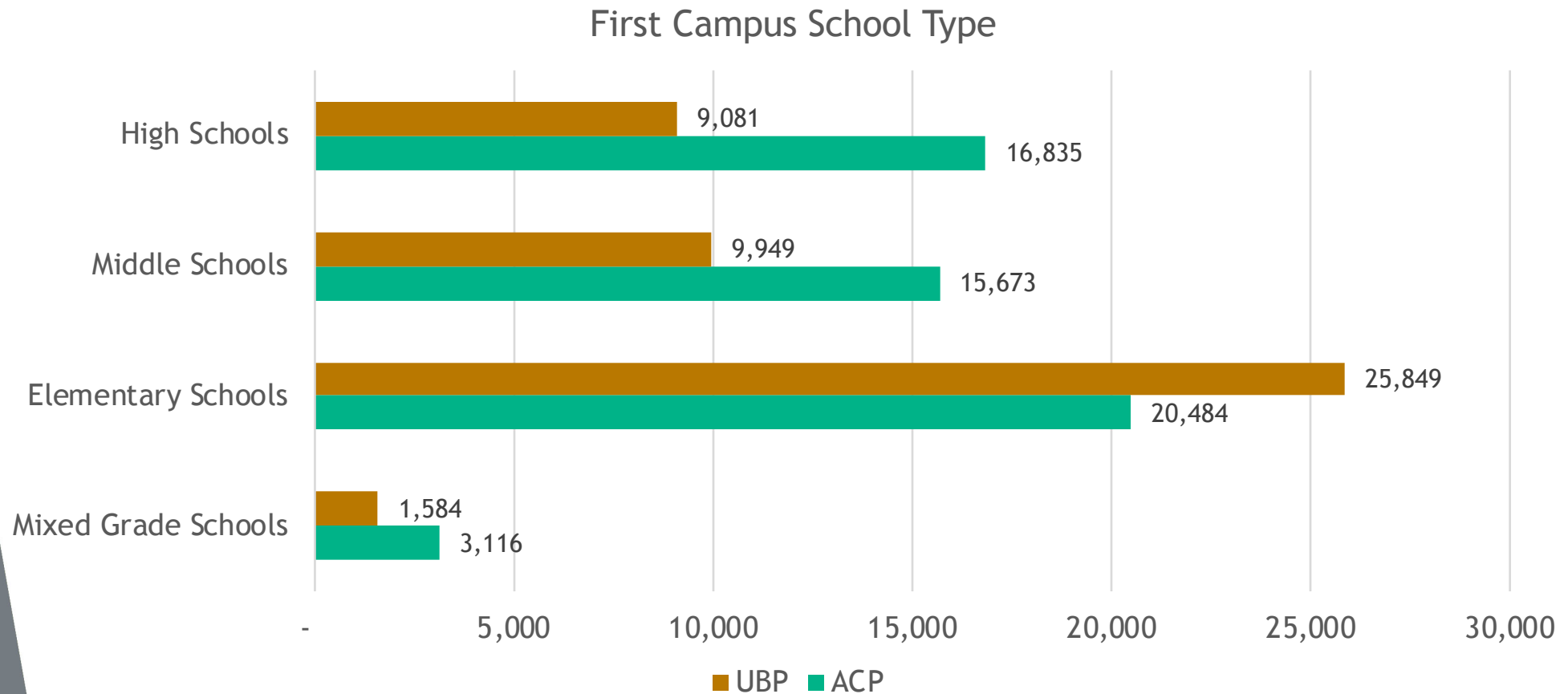
**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**

- More UBP EPP Participants are employed by elementary schools in their first year of teaching.
- EPP Participants in their first year of teaching are not overrepresented in Improvement Required Schools
- The average school hiring a first year ACP student serves a higher percentage of economically disadvantaged students.
- 70% of new charter school teachers are from ACPs
- 60% of new major urban school teachers are from ACPs



# First Campuses- School Type

**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**

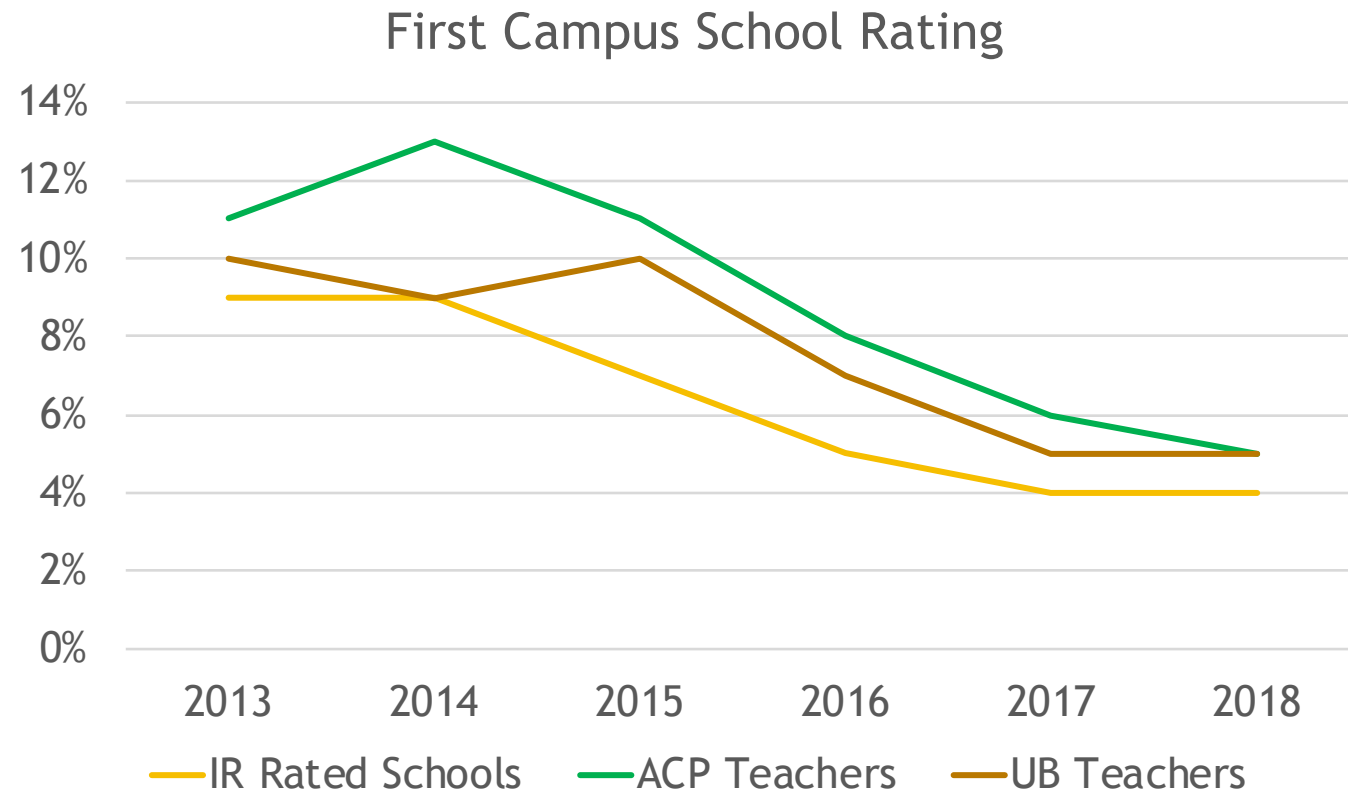


Finding: More UBEP Participants are employed by elementary schools in their first year of teaching.

# First Campuses- Rating

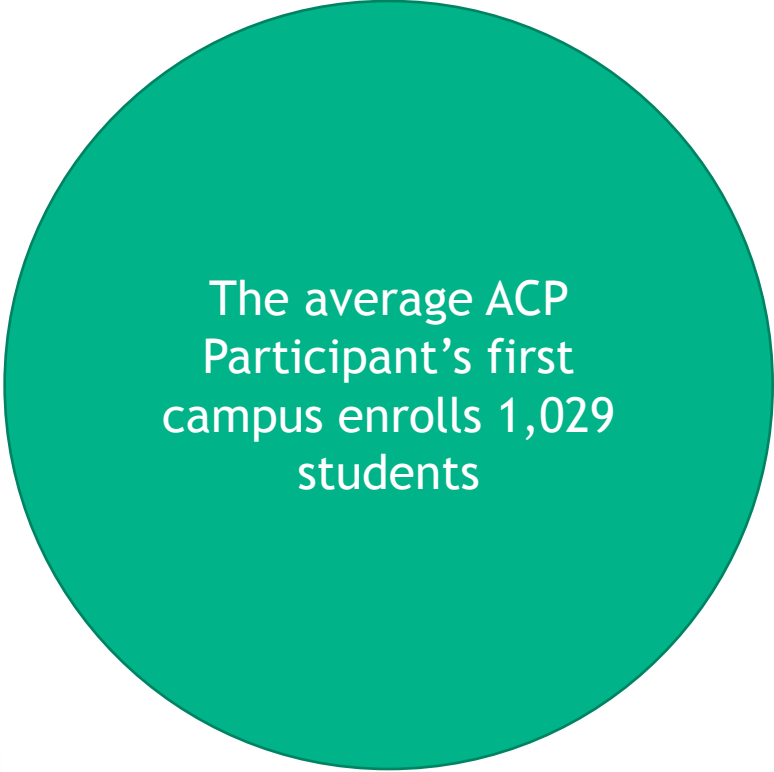
**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**

Finding: EPP Participants in their first year of teaching are not overrepresented in Improvement Required Schools

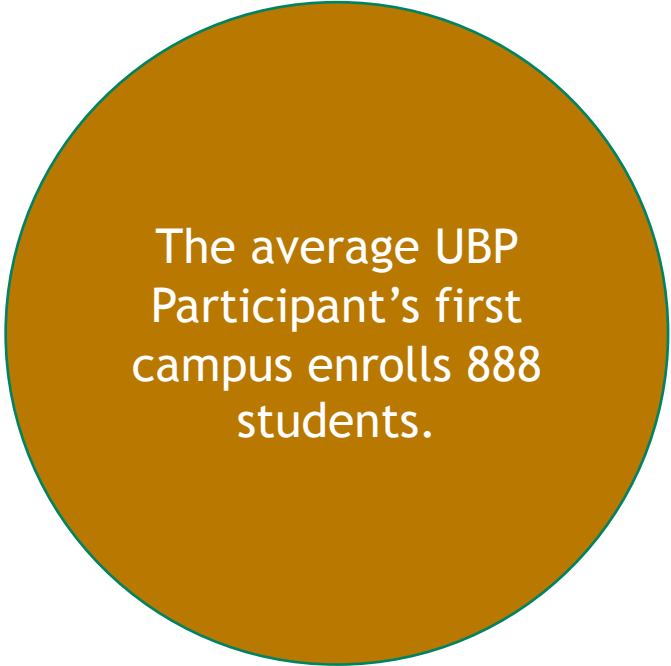


# First Campuses- Size

**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**



The average ACP  
Participant's first  
campus enrolls 1,029  
students



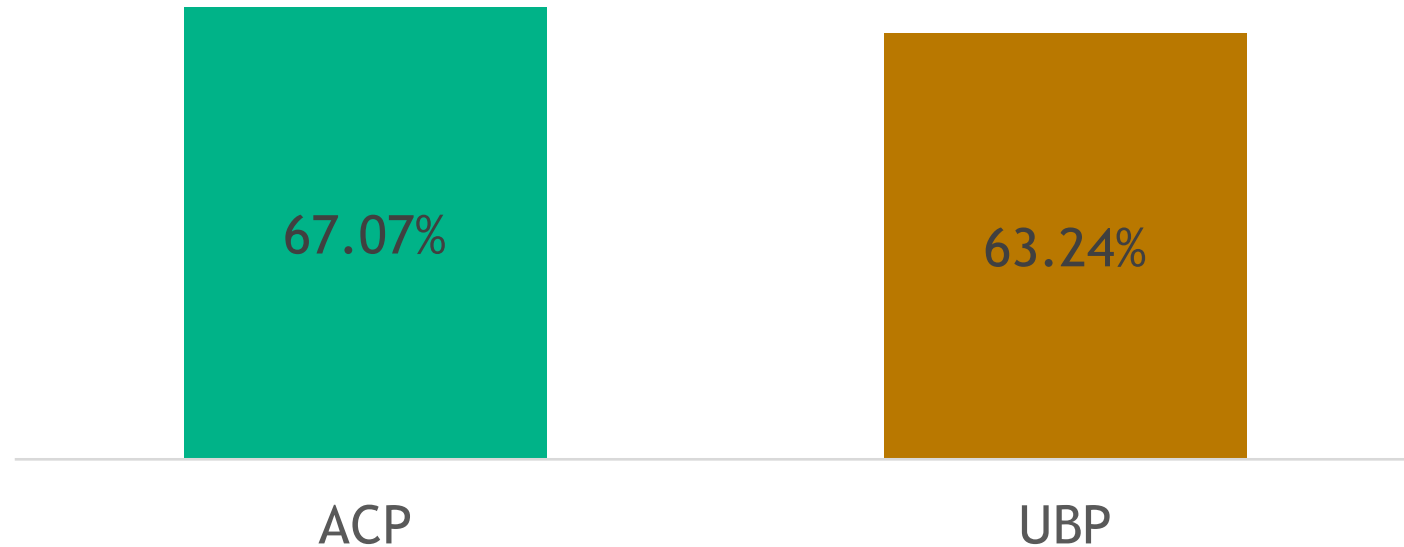
The average UBP  
Participant's first  
campus enrolls 888  
students.

# First Campuses- Community Type

**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**

Economically Disadvantaged Students

Finding: The average school hiring a first year ACP student serves a higher percentage of economically disadvantaged students.

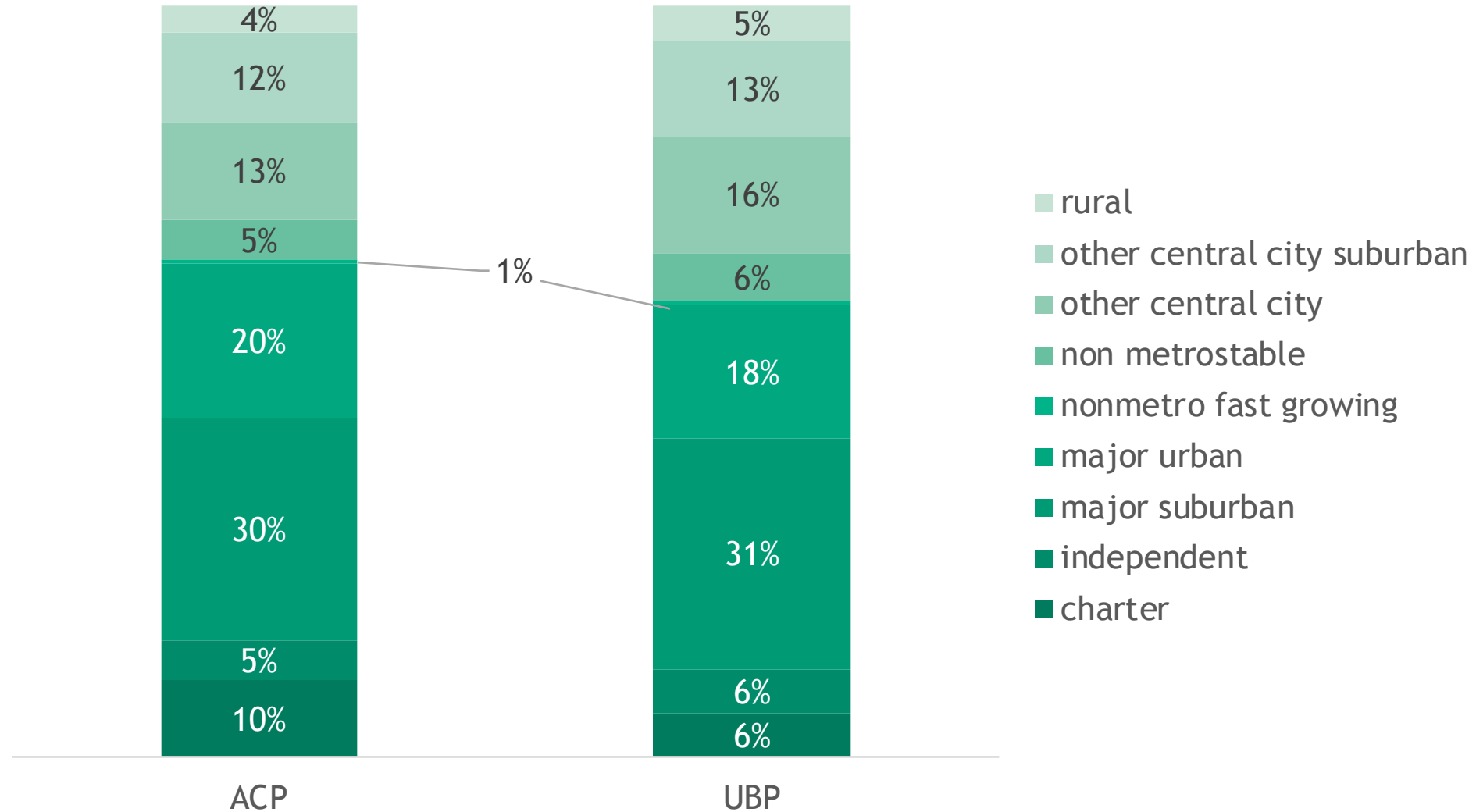


# First Campuses- Community Type

**RQ5: Do student demographic, campus, and principal characteristics of the schools that employ beginning teachers vary among the different types of EPPs?**

Finding: 70% of new charter school teachers are from ACPs

Finding: 60% of new major urban school teachers are from ACPs



# Next Steps

- Continued Research
  - Principal effect on EPP participant mobility, success
  - Value-Added Models for teacher efficacy
- Publications
  - Texas Educator Preparation Program Policy Review
    - To be submitted to Texas Educator Preparation (TxEP) March 2020
    - Draft available now on UHERC website
  - Black Teacher Pipelines to Principalship
    - To be presented at University Council for Educational Administration Conference, November 2019
    - Draft available 10/31/19 on UHERC website
    - To be submitted to Educational Administration Quarterly, December 2019

# Slides Available

- For a copy of today's presentation, please visit our website
  - University of Houston  
Education Research Center
  - <https://www.uh.edu/education/research/institutes-centers/erc/>