Predicting and Measuring Outcomes of Teacher Preparation Programs

**Admissions Standards**
- **What qualifications should candidates have in order to be admitted into TPPs? Why?**
- **Once admissions criteria are stated: How should they be measured? Are admissions criteria related to pre-service outcomes? In-service outcomes?**
- **Readings:** Evans discussed CAEP’s use of UGPA and standardized test scores as admissions criteria. The paper asks: Do these variables predict program outcomes?

**Pre-service Outcomes**
- **In order to be certified as ready for practice, what should TPP students know and be able to do? Why?**
- **What measures should TPPs use to show what its students know and are able to do? Are these measures related to how well teachers do as in-service teachers?**
- **Readings:** Evans measured outcomes as TPP GPA. Goldhaber uses EdTPA. Why these? Do they reflect what we want teacher candidates to know and be able to do? Do they predict occupational performance?

**In-Service Outcomes**
- **Should TPPs be held accountable for their graduates’ occupational performance? Why?**
- **What measures of occupational performance should be used?**
- **Readings:** Goldhaber uses employment and valued added scores as measures of teacher performance. Why these? Are there other measures (e.g., teacher persistence, teacher evaluation scores)? Over what time period should a TPP be held accountable for occupational outcomes?
Discussion Questions

- What standards should teacher preparation programs have for the admission of teacher candidates, and how should it be measured?

- What should be the end-of-program outcomes of a teacher preparation program, and how should it be measured?

- To what extent should we hold teacher education programs accountable for the outcomes of the future students they teach?