Presentation of the UC Teacher Education Integrated Information System (TEIIS)
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Overview of this Report
This agenda item will include a demonstration by Peter Jones of the University of California, Irvine and Anne Jones, of the University of California, Riverside of the UC Teacher Education Integrated Information System (TEISS).

Staff Recommendation
This is an information item.

Background
Over the past decade, increased accountability of educator preparation programs has been a major focus of accreditation processes, both nationally and at the state level. These accountability measures necessarily include the collection of data from measures of candidate competence and program effectiveness to inform programmatic decision-making. As institutions seek to ensure a program improvement process informed by both quantitative and qualitative data, a wide variety of technological instruments have been established to assist in this endeavor. Some of the data systems that have been established are limited in function, while others have wide utility, can be used for a number of different measures of analyses, and are highly functional for program improvement purposes.

This agenda item presents information about one teacher education information system that has been established by the University of California, Irvine. Representatives from UC Irvine and UC Riverside will demonstrate how the data system works, explain what types of data are included in the system, and discuss how the system is used to support and foster program improvement efforts of educator preparation programs.

Attached is a summary of the UC Teacher Education Integrated Information System (TEIIS) prepared by the developers and users of the system.

The COA will have an opportunity to discuss the implications of such systems on the Commission's accreditation process.

Teacher Education Integrated Information System (TEIIS)

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Teacher preparation in the United States can be viewed within a common heuristic. Because this is true when one examines the nature of teacher education program processes a common structure emerges. For example common practices include: candidates go through admissions processes, content methodology training, and placement in school settings. Candidates observe and record student behavior. Supervisors observe and record candidate behavior. Candidates evaluate cooperating teachers and supervisors and vice versa. Candidates undergo performance assessments and evaluate their respective preparation programs. What is clear is that most conduct many or all in some form during their preparation cycle.

Systematic data collection is implicitly or explicitly required for any accountability system. Due to increasingly rigorous and transparent accreditation requirements in the state of California, teacher preparation programs are more aware than ever of the importance of implementing an information system to collect and organize data. The California Commission on Teacher Credentialing (CTC) established pre-service teaching standards in order to create an infrastructure to assess and make accountable teacher preparation programs. By establishing teaching standards as the benchmark for what a teacher should know and be able to do the teaching standards then become the basis for assessment and accountability.

The Teacher Education Integrated Information System (TEIIS) at the University of California, Irvine was designed as a platform for individual campuses to integrate and systematize the common administrative record keeping needs of teacher education programs with the necessary data collection that meet the specific program and accreditation standards mandated by the CTC. The system was also designed to facilitate the common teacher education program reporting requirements within their respective systems including the standardized reporting required for the Teacher Performance Assessment (TPA). By integrating and systematizing the collection of information this system plays an important role in controlling administrative preparation program costs. As the central repository of records for a credential program, the system helps administrators manage records, generate reports, and control operations costs.

The potential power of the TEIIS system lies in the partnerships across multiple campuses. If our aim as a profession is to promote the perception of teachers and teaching as a model similar to that of engineering, medicine or other highly specialized professions, then mere accreditation compliance is not an acceptable goal. By using a common framework of information collection separate campuses can collectively play a leading role in improving program quality going beyond simply meeting accreditation requirements. Teaching and teacher education are under unprecedented scrutiny in the court of public opinion. We need to leverage our resources to tell the collective, empirical story of the value of our work. For a profession committed to a

foundation of theory, this implies a research agenda informed by qualitative and quantitative data that reveal the strengths and areas needing improvement within each program. Further, as the state of the teaching profession continues to evolve, institutions that systematically implement data driven management and assessment systems have the potential to become models for other teacher preparation programs, especially regional institutions that serve a similar constituency. As the teaching profession endeavors to both embrace national accountability while being responsive to its local constituents, such models are likely to be vital bell-weathers for the future of teacher preparation.