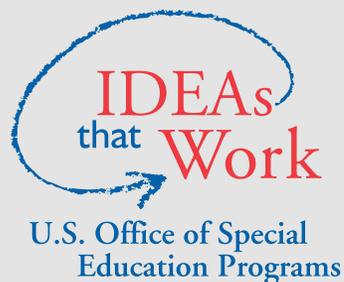


Tracking and Evaluating the Impact of Policy: Where Do We Start?

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Disclaimer

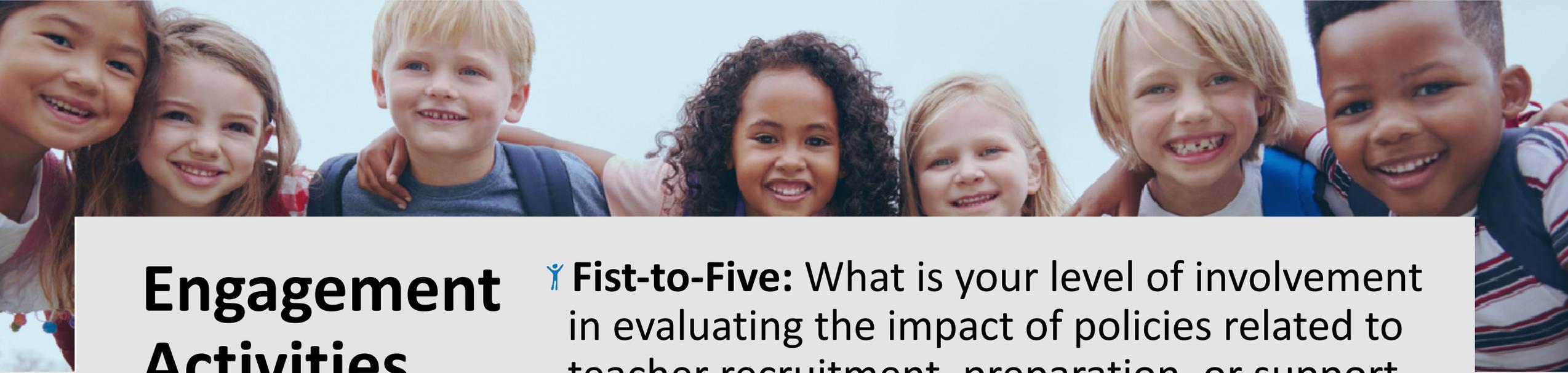


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CEEDAR 3.0

-Goal 2

- ✧ Improved SEA capacity, in collaboration with IHEs and SEAs, to track and evaluate the impact of policy on the ability to attract, prepare and sustain teachers and leaders, and change policy when appropriate



Engagement Activities

- ✧ **Fist-to-Five:** What is your level of involvement in evaluating the impact of policies related to teacher recruitment, preparation, or support.

- ✧ **Shoulder Partner:** Think of a policy that you think would help to increase the recruitment of special educators. Where did you get the impression that this policy would be effective?

Background

✧ Educators and educational leaders are continuously experimenting with new policies, practices, and programs trying to improve how we recruit, prepare, and support teachers.

- Unfortunately, not all changes lead to improvements (Bryk et al., 2015).
 - How do we know that a change led to an improvement?

Guiding Questions when Tracking and Evaluating Policies

- ✧ What question am I trying to answer?
- ✧ What data is needed to answer this question?
- ✧ How do I know a change has led to an improvement?
- ✧ What expertise is available to help answer my question?

What question am I trying to answer?

- Turn problems of practice into research questions (Gordon & Conaway, 2020)
 - Implementation of a policy (i.e., process measures)
 - Impact of a policy (i.e., outcome measures)

What data is needed to answer this question?

- ✧ Involve partners who can speak to how different forms of data are collected, stored, and used.
- ✧ Data audits can be used to...
 - Identify forms of data that are (and are not) available.
 - Establish consistent forms of data collection (e.g., data dictionaries).
 - Identify where data are stored and who has access to these data for different purposes.

How do I know a change has led to an improvement?

✧ Identify the most relevant comparison group(s)

- Compare data for observations/groups over time
- Compare observations/groups with similar others
- Combine comparisons (i.e., time and groups)

✧ These analyses benefit from information on...

- the groups that are and are not exposed to a policy.
- other policies that are implemented at the same time.

What expertise is available to help answer my question?

- ✧ Research offices at state departments of education
- ✧ Regional education laboratories (RELs)
- ✧ Research-practice partnerships
- ✧ Individual researchers

An example-Changes in teacher licensure exam requirements during the pandemic

✧ What question(s) am I trying to answer?

- To what extent did waivers for passing teacher licensure exams during the pandemic result in more teacher preparation program graduates than the four years prior to the pandemic?
- To what extent were the graduates affected by teacher licensure exam waivers more racially diverse than program graduates from the four years prior to the pandemic?

An example-Changes in teacher licensure exam requirements during the pandemic

👤 What data is needed to answer these questions?

- Teacher preparation program graduation data
 - Overall and disaggregated by race/ethnicity
 - Pre-pandemic (2016-2019) and pandemic years (2020-2021)

An example-Changes in teacher licensure exam requirements during the pandemic

👤 How do I know a change has led to an improvement?

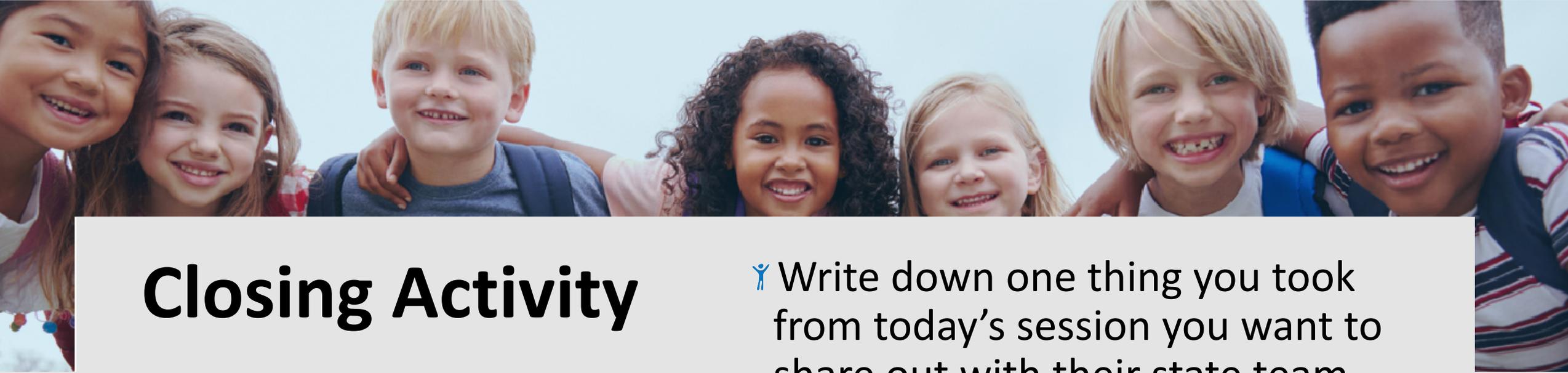
- Compare observations/groups with similar others
 - Graduating cohorts in years prior to the pandemic
- What other conditions might be responsible for the changes I'm seeing in these outcomes?
 - Other programs, policies, or practices at teacher preparation programs at the same time?

👤 What expertise is available to help answer my question?

Your turn to practice!

- ✧ Pick a policy aimed at improving teacher recruitment, preparation, or support
 - Write a few research questions connected to this policy.
 - Assess the availability of data to answer these research questions.
 - Assess your team's capacity to answer these research questions.
 - If there are barriers in data access or research capacity, how do you get around these?

Next steps



Closing Activity

- ✧ Write down one thing you took from today's session you want to share out with their state team.