

Overviewing the TPI-US Inspection Model

Grounded in a philosophy of continuous improvement, TPI-US reviews teacher preparation programs to determine how programs can expand their promising practices and address areas of improvement. Since 2013, TPI-US has supported over 28,000 new teachers through our program inspection process, conducting over 200 program inspections in more than 21 states, reaching more than 575,000 students.



Why Inspect Teacher Preparation Programs?

TPI-US believes that teacher quality matters more than any other school-based factor affecting student achievement. Multiple studies demonstrate the singular impact that a quality teacher can have on student learning and lifelong success.¹ Yet, far too many students in the United States are not performing where they should be. Recent NAEP data paint a grim

¹Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), pp. 247-252. DOI: 10.1257/0002828041302244; Hanushek, E. A. (2014). Boosting teacher effectiveness. In C.E. Finn Jr. & R. Sousa (Eds.), *What Lies Ahead for America's Children and Their Schools* (pp. 23-35). Hoover Institution. Retrieved from https://www.hoover.org/sites/default/files/research/docs/finnsousa_whatliesahead_final_ch2.pdf; Goldhaber, D. (2016). In schools, teacher quality matters most. *Education Next*, 16(2). Retrieved from <https://www.educationnext.org/in-schools-teacher-quality-matters-most-coleman/>

portrait of student learning, particularly in reading and math.² Only 35% of students are proficient in 4th-grade reading, and 41% of 4th graders are proficient in math. This trend also exists at the 8th-grade level, with only 34% of students reaching proficiency within reading and math alike. NAEP results also show that African-American and Hispanic student results are far below these overall levels of proficiency.

To reverse these alarming trends, we must boost teacher effectiveness by improving the quality of preparation that new teachers receive. **TPI-US believes that before teachers and programs can improve, they must be aware of their strengths and weaknesses, especially in relation to research-backed, high-leverage practices.** The inspection process seeks to provide programs with baseline data so that they can take control of their own improvement processes. Only when programs take a systemic view of improvement and target root causes of underperformance can they achieve meaningful improvements.

The Positive Impact of Program Inspection

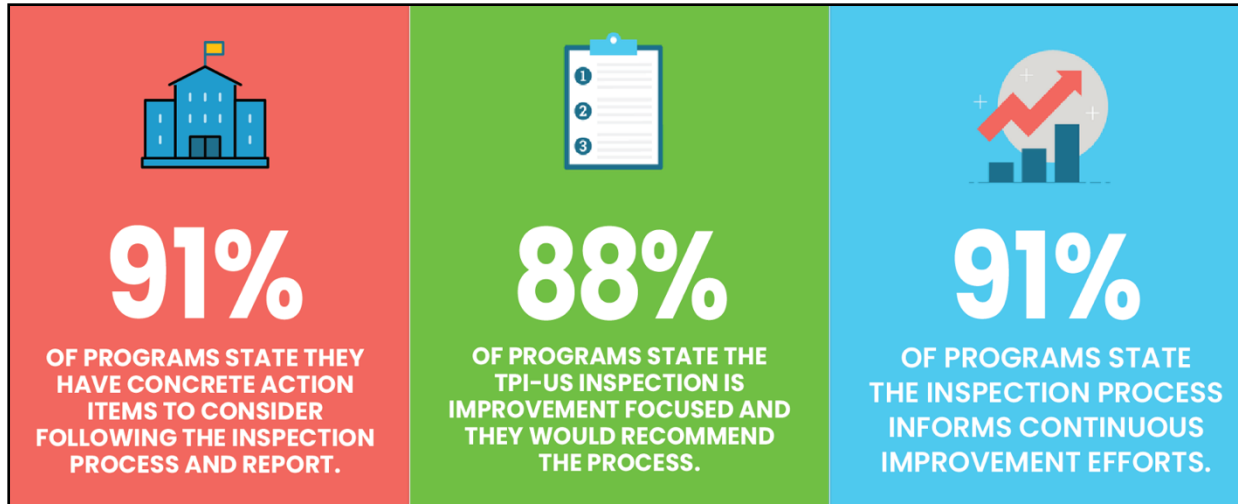
Since 2013, the work of TPI-US has been a reliable catalyst for educator preparation program improvement across the country. While individual programs must take ownership for ongoing improvement efforts, TPI-US is proud to partner with individual programs, states, and teacher preparation networks to offer independent, accurate, and validated assessments of program performance. The inspection process has multiple benefits for programs, states, and philanthropies.

An Accelerant for Continuous Improvement Efforts. The inspection process and methodology are designed to provide a pathway of improvement based on secure and compelling evidence. While accreditation reviews often encourage a compliance-driven mindset, TPI-US inspection is meant to foster an internal culture of continuous improvement at *every level* of a program; program improvement cannot solely be the purview of leadership; everyone associated with the program has a stake in preparing future teachers to meet the needs of students. With this in mind, the inspection process has deep roots in continuous improvement literature and practices, drawing on validated processes from Kaizen, quality management, and improvement science³. Taken together, TPI-US believes that good processes bring good results and that taking a systemic view of program performance is the most reliable way to increase student learning. This is one of the reasons that TPI-US focuses on delivering concrete recommendations that are actionable.

² National Center for Education Statistics. (2019). *NAEP mathematics and reading assessments: Highlighted results at grades 4 and 8 for the nation, states, and districts*. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020012>

³ Deming, W. E., & Orsini, J. N. (2012). *The essential Deming: Leadership principles from the father of quality management*. New York, NY: McGraw-Hill; Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. M. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press; Fullan, M. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin Press.

A Support for Program Leadership. TPI-US evidence and feedback clearly indicate that program leaders are positive about the impact of inspection and the difference it makes to the quality of teacher preparation in their individual programs. The objective feedback offered through a TPI-US inspection provides a sound platform from which program leadership can begin addressing areas of underperformance and bolstering strengths. The outside, impartial lens brought by TPI-US through robust assessment of evidence helps leaders to energize improvement actions



An Objective Partner for States and Philanthropies. Inspections across multiple sites can provide an important source of information for states and funders on the quality of teacher preparation in a wider theatre; the patterns and trends that emerge provide a landscape for improvement on a larger scale that could be used to inform policy-making decisions. Looking at this information across several providers in the state or redesign initiative provides a lens on promising practices at one or more programs that could be replicated in multiple institutions. No organization has learned more or knows more about the quality of teacher preparation in the United States than TPI-US.

To learn more about our work, including our [findings](#) and [promising practices](#), please visit our website: www.tpius.org