Cradle-to-Career Taskforce Charter

Teacher Data

Purpose

The Office of Cradle to Career Data is convening the Teacher Data Taskforce to discuss ways to consistently calculate data points related to teacher preparation programs, teacher credentialing, teacher placement, and teacher retention data.

Duration

This will be a short-term committee that will sunset after the proposed definitions are defined.

Membership

The Teacher Data Taskforce shall consist of representatives from the data providers contributing to the C2C Teacher Training and Retention Dashboard, researchers, and data experts who are responsible for calculating teacher pipeline metrics.

Background

The first analytical product of the Cradle-to-Career System will be a dashboard that provides information on teacher workforce trends including pre-service pipelines, teacher employment and retention, and employment trends for former teachers. This data set will provide critical information to the public and policymakers to understand and address the shortage of teachers, as well as show patterns of teacher diversity and mobility statewide.

The linked data set created for the dashboard will also begin to meet the intent of California Education Code Section 10600 which states the Legislature's support of "converting existing data systems into an integrated, comprehensive, longitudinally linked teacher information system that can yield high quality program evaluations."

The data will be combined from the California Community Colleges, the California Department of Education, California Commission on Teacher Credentialing, California

State University, and Employment Development Department to answer questions addressing six major topics.

1) Is there a strong pipeline of people entering teacher preparation programs?

- For students in teacher preparation programs, what disciplines did they pursue for their community college awards and CSU bachelor's degrees?
- Do people entering teacher pre-service programs reflect K-12 populations?
- Are pre-service candidates training for subjects where there are not enough teachers?
- What types of pre-service programs are prospective teachers participating in?
- In which sectors other than schools do prospective teachers get jobs?

2) Do teaching program completers obtain teaching credentials?

- To what extent do completers who earn teaching credentials reflect K-12 student populations?
- Are completers getting credentialed in shortage areas?
- What types of preservice programs produce completers who earn credentials?
- How are people demonstrating subject matter competency and other required skills?

3) Do newly credentialed teachers get jobs in public schools?

- Within how many years do newly credentialed teachers get jobs in California public schools?
- What types of jobs do newly credentialed teachers get?
- What is the alignment between the subject in which teachers earned credentials and their teaching assignments?
- For credential earners who do not go in to teaching, what industries do they enter, how much do they earn relative to their peers who took teaching jobs, and do they earn a living wage?

4) How do newly credentialed teachers' racial/ethnic characteristics compare to those of the students they teach?

- What is the relationship between the racial mix of newly credentialed teachers and types of students in schools where they teach?

- What is the relationship between the racial mix of newly credentialed teachers and the geographic location of the schools where they teach?

5) To what extent are those who enter the profession through emergency permits, waivers, and intern pathways remain in California public schools?

- To what extent are teachers who get emergency permits, waivers, and internships retained in California public schools?
- To what extent do teachers who enter through emergency permits, waivers, and internships become fully credentialed?
- In what types of schools are teachers who enter through emergency permits, waivers, and internships being hired?
- To what extent teachers from different race/ethnicity groups follow different pathways into teaching?

6) How do retention rates differ by teacher characteristics?

- Are teachers of different race/ethnicity groups more likely to remain in the profession over time?
- Do retention rates differ by licensing pathways?

7) When teachers leave public schools, what are their employment outcomes?

- When teachers leave jobs in the public schools, which industries hire them?
- Do former teachers earn more than their peers after leaving teaching?
- Are former teachers more likely to earn a living wage after leaving public schools?

Scope of Work

The Taskforce would be tasked with identifying how to calculate each of the data points necessary to answer the questions above (except for question 7, which will be addressed by the Employment Data Taskforce).

Meetings

The Taskforce will meet four times over summer 2022, to address the following topics:

- Finalizing the list of data points necessary to answer the research questions

- Documenting options for calculating each metric, based on prior experience by state agencies and researchers
- Selecting the best option for each data point

C2C will work directly with Taskforce members to compile information on existing data definitions to inform the discussion.

Meetings will be held over Zoom and will be open to the public.

A WestEd staffer will record meeting minutes.

Review

This information sheet captures information about the Taskforce and its creation. The Taskforce retains operational flexibility in completing its scope of work and may introduce updates as needed during the review process.

Committee Creation and Scope of Work Review Dates

Committee established on: May 11, 2022.

Scope of Work last reviewed on: April 29, 2022.