

## **Teacher Data Taskforce Report Out**

### **Overview**

The Office of Cradle-to-Career Data convened the Teacher Data Taskforce for the purpose of identifying ways to consistently calculate data points related to teacher preparation programs, teacher credentialing, teacher placement, and teacher retention.

The taskforce was made up of representatives from California Department of Education (CDE), California Community Colleges Chancellor's Office (CCCCO), California State University (CSU), University of California (UC), the Commission on Teacher Credentialing (CTC), and WestEd.

Over the course of three public meetings held during summer 2022, the group completed the following tasks:

- Reviewed the research questions listed in the Teacher Training and Retention Dashboard overview that was discussed by the Cradle-to-Career (C2C) Governing Board in February 2022
- Identified potential data points that could be used to answer those questions and which data provider could provide those data elements
- Flagged key issues for consideration when combining and presenting information
- Identified additional work that should be done with CDE, CSU, and CTC to finalize the selection of data providers, source data, and calculations for each data point

The report out will be shared with the Governing Board and taken into consideration by the C2C staff as they move forward with finalizing definitions, creating the data set, and commencing a user-centered design process for a public dashboard.

### **Key Points of Discussion**

- Pending a review of data points available from CDE and CSU, the scope of the dashboard should be expanded beyond teachers to look at other public K-12 educator roles including administrators and counselors. If feasible, this expansion would be implemented in the initial dashboard build.

- People in educator preparation programs should be tracked on a term-by-term basis, using enrollment in relevant coursework. This will allow for examining other high-priority questions such as how long it takes individuals to complete programs, and whether this varies across student demographic categories.
- The definition for people participating in teacher residency programs should follow the Ed Code definition used by CTC, which focuses on individuals enrolled in residency grant programs.
- Because CSU's data sets limit enrollment reporting to participation in one credential area (such as ed specialist or multiple subjects) and has limited information on authorization areas (such as bilingual/bicultural), information to answer the question "Are pre-service candidates training for subjects where there are not enough teachers?" will be incomplete. However, CTC has more complete information on individuals who complete educator training programs and are recommended for a credential. Results from these two points in the educator training pipeline should be compared to determine if it is illustrative or confusing.
- Rather than have CSU report information on program completers, information on people recommended for credentials will come from CTC. This means that information on educator preparation programs beyond CSU can be included immediately but that the small number of people that are recommended for credentials but do not attain them will not be included in the data set.
- CTC will construct the data point on people who have been issued a credential and submit this data point to C2C.
- The research question on "How are people demonstrating subject matter competency and other required skills?" should be rephrased to "How are people receiving teaching credentials meeting subject matter requirements?" This information, such as whether individuals passed the California Subject Examinations for Teachers or used degree major coursework when seeking a credential, should come from CTC.
- The concept of being "newly credentialed" should be the five-year period beginning when an individual receives a preliminary credential. This definition aligns with allowable timeframes for converting from preliminary to clear credentials. This data point should be calculated such that any time spent as an intern is excluded.

- Identities of individual educators will be determined using C2C's master data management algorithm, which will include the SEID, a unique identifier used by both CDE and CTC.
- C2C should calculate the first year in which an educator is employed by a public K-12 institution and that educator's length of employment, as it will have the most complete data set.
- When examining the question of alignment between credential type and teaching assignments, information on primary school teachers should be provided by grade level and information on secondary school teachers should be provided by course subject.

### **Issues that need further analysis and documentation**

- In order to expand the dashboard to include administrators and counselors, CSU will clarify how data on individuals enrolled in administrator and counselor training programs are structured in the CSU Chancellor's Office data set. In addition, CDE will review research questions that refer to staff job classification and determine whether the question can be expanded to include administrators and counselors and which additional data elements would be needed to make this change. Finally, CTC will determine how it documents emergency credentials for non-instructional roles.
- WestEd will work with CSU to ensure information on the subject matter that an educator preparation program student is pursuing aligns with CTC's definitions.
- WestEd will work with CSU and CTC to review and refine the teacher residency definition, so that CSU can provide guidance to individual campuses about how to define teacher residency programs and begin capturing information on program completers. CSU will need to work with C2C staff to determine how this information can be securely shared from CSU.
- CTC is just starting to collect information on newly-allowed pathways for meeting subject matter requirements, such as degree major and coursework. This information should be examined to ensure data quality. C2C should also determine how best to clarify changes in subject matter requirement pathways over time.
- CDE will evaluate whether it can provide information on shortage areas.
- On the question of whether to provide information at the level of the K-12 school site or the K-12 school district, CDE will identify the appropriate level of granularity

based on each data point for review by other taskforce members. For example, information on placement may be more accurate at the district level because some educators are hired by the district rather than a specific school. The user centered design process should check whether the suggested granularity addresses common questions for various stakeholder groups.

- CDE will examine whether it can provide information on an annual basis about teacher assignments, to evaluate whether it would be feasible to show the number of academic years between when someone earns an additional credential and is placed in a job that aligns with that credential (for example, how long before a teacher earning an administrator credential secures a job as an administrator or how long before a teacher adding a STEM authorization starts teaching STEM classes).
- C2C will review data documentation with CDE (including CALPADS and the Teacher Assignment Monitoring Outcomes report) about how grade level and credential subjects are measured.

### **Items for future consideration**

- Because there may be discrepancies between dashboards, such as internal dashboards created by CSU to inform program improvement and the Teacher Assignment Monitoring Outcome report produced by CDE and CTC, C2C should work with data providers to craft clear communication about the nature of these discrepancies.
- Members of the public expressed interest in expanding the data set to include information that can be used to better understand training pipelines and retention for pre-K teachers. CTC is just beginning to collect relevant data, so this expansion should be considered as part of the overall review of early learning and care data that is flagged in the C2C five-year timeline.