

## **Erin Sullivan**

### **Interim Director, Professional Services Division, Commission on Teacher Credentialing**



Erin Sullivan has been with the Commission since 2001 working in Certification and Government Relations before coming to the Professional Services Division in 2015. Erin's knowledge of credentialing, accreditation, education policy, and the charge and positioning of the Commission in the state of California and nationally serve her well in her role.

## **Erin Henderson**

### **Staff Services Manager III, Certification Division, Commission on Teacher Credentialing**



Erin Henderson began her tenure at the Commission as a student assistant and has since held positions in the Enterprise Technology Services, Certification, Professional Services, and Professional Practices divisions. Her broad knowledge of Commission operations in combination with her technical expertise has secured her place on many high-profile projects, including the creation of the Commission's Data Dashboards and the California Statewide Assignment Accountability System (CalSAAS). She was previously the lead of the Commission's Assignment Monitoring Program and is currently the Deputy Director of the

Certification Division. In this position, she is committed to cultivating policies, resources, and tools that benefit California's teachers, students, and credential analysts.

# Educator Workforce Dashboards



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PRESENTATION FOR CRADLE TO CAREER GOVERNING BOARD  
ERIN SULLIVAN & ERIN HENDERSON, PRESENTERS  
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# Overview

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- Development
- Current data captured and how it is gathered.
- Differences Between California Department of Education's TAMO and the Commission's Workforce Dashboards
- Live Demonstration

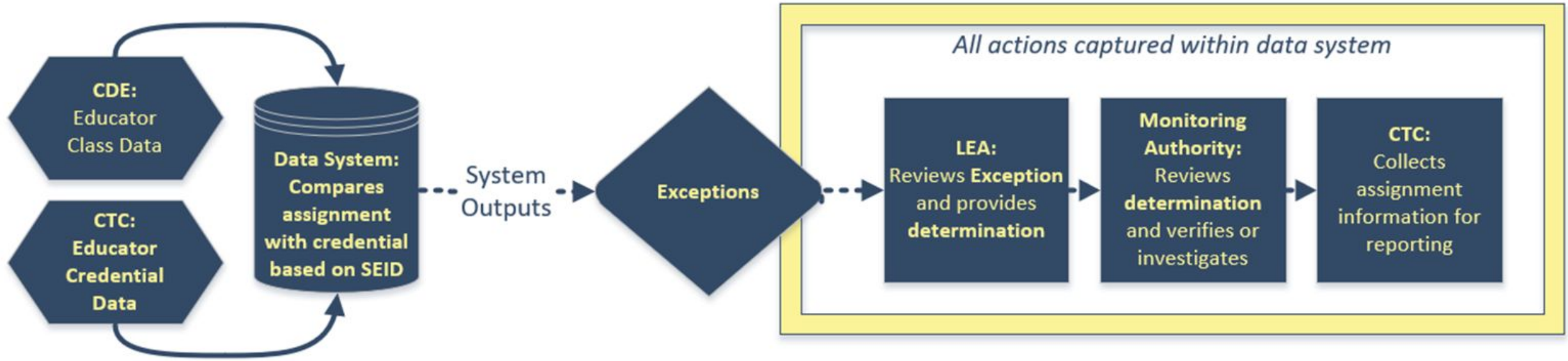
# Development

The goal of the workforce dashboards is to demonstrate a holistic view of teacher assignments and preparation across the State

This goal was unreachable 5 years ago because of the 4-year monitoring cycle

To get here, several legislative and technical changes had to take place:

- Assembly Bill (AB) 1219 (stats. 2019) streamlined monitoring and directed CDE and the Commission to partner in the process
- In 2019, the California Statewide Assignment Accountability System developed to streamline monitoring
- In 2022, the first assignment monitoring Dashboards were released with a scope limited to monitoring results
- In 2023, Senate Bill (SB) 114 added provisions that expanded the scope of the Commission's existing dashboards and go beyond monitoring results and deliver a snapshot of the educator workforce



## Data Collection

- CalSAAS will complete its 5<sup>th</sup> monitoring cycle this year
- Assignments have been monitored at ~97% throughout this timeframe

# Differences between CDE and Commission Measures

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CDE's Teacher Assignment Monitoring Outcomes (TAMO) dashboards are drawn from the dataset, but are notably different:

1. TAMO outcomes are calculated through the lens of educators and these dashboards are calculated through the lens of assignments;
2. TAMO is focused on the definitions aligned with California's Every Student Succeeds Act (ESSA) state plan, while the Commission's are aligned with the School Accountability Report Card definitions; and
3. The subjects listed in each report are furnished by each agency, there may be some discrepancy.

# Live Demonstration

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## Three Dashboards:

- **Assignment Preparation** dashboard is focused on the overall preparation level of all educator assignments in the state.
  - **Statewide and regional trends** dashboard, which is intended to add geographical and compositional dimensions
  - **Subject** dashboard is most granular, drilling down to the preparation in specific content areas
- **Visualizations are focused on assignments, not educators**
  - **Visualizations are trying to describe the number of fully prepared vs. underprepared**
  - **Visualizing through color coding**
    - “Fully prepared” is our gold standard and thus indicated in in **gold**. This color represents an assignment in which the educator has completed teacher preparation for the **1)** setting, **2)** subject, and **3)** student population served.
    - “underprepared” assignments are displayed in **blue** and represent a situation in which the educator in the assignment is not prepared in at least one area listed above.

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# Questions?