



Connecting
Data and Insights
to Advance
Equitable Futures

Data and Tools Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) Section "Member Expectations and Responsibilities" Data and Tools Advisory Board members can submit a proposal form, which must be submitted to the Office one month prior to the Fall Advisory Board meeting, to address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

Name:

Lisa Chavez

Type of Proposal:

-Changes to the data request process (*Complete section one*) [Note for 2023: the data request process has not yet been implemented. The [recommendation](#) from the planning process provides an outline of the proposed process.]

-Changes to tools such as dashboards or practical (operational) tools for students (*Complete section two*)

-Adding data points not available through the P20W data set or adjusting the existing P20W data points (*Complete section three*)

Section One: Changes to the Data Request Process

1. What is the nature of the issue with the data request process?

2. What action should be taken to address the issue?

3. Who could benefit from this action?

4. Who would implement this action?

5. How does the action relate to the mission and vision of C2C?

[Section Two: Changes to Tools Such as Dashboards or Practical \(Operational\) Tools](#)

1. What is the nature of the gap regarding access to actionable information?

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the mission and vision of C2C?

Section Three: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points

1. What data point should be added or changed?

C2C's P20W Data Set should incorporate the following data points related to teacher preparation and assignments from the California Department of Education's Teaching Assignment Monitoring Outcomes (TAMO) data set: 1) Clear, 2) Out-of-field, 3) Intern, 4) Ineffective, 5) Unknown/Incomplete/NA (the three remaining categories in the data set). Additional data points available in the TAMO data set that allow for disaggregation of these teaching assignment outcomes include subject area and school type.

2. Who would use the data point?

"These data point would be used by the following interested parties: * Policymakers * Researchers * Educators at Institutions of Higher Education * Students, families, and community members * Advocates"

3. How would the data point be used?

"The TAMO data points would be used in several ways, including, but not limited to the following. First, the TAMO data points are needed to understand the alignment between the subject in which teachers earn their credential and their assignments, a topic that C2C staff identified as a priority for the planned Teacher Training and Retention Dashboard in its May 2023 document. Second, linking the TAMO data points with data points currently part of the P20W dataset will allow users to explore questions such as: Which school districts need more help from the state to recruit and retain teachers with specific credential types (STEM, Bilingual credential, etc.)? When teacher demographic data is later added, users can explore whether BIPOC teachers are disproportionately impacted by misassignments (teaching positions that are characterized as out-of-field, intern, ineffective, and unknown/incomplete/NA). This information can inform strategies to help unprepared teachers complete their training and stay in the profession in the long term. Over time, analyses of the TAMO data will also tell us which types of certified teachers stay in the workforce, which under-prepared teachers complete their training or experience attrition rates by region and

demographic group.

At the Governing Board meeting on August 9, 2023, C2C staff shared that the first phase of the Teacher Training and Retention Dashboard will focus on the teacher training pipeline and that future phases of the dashboard will include data on K-12 teacher assignments. However, incorporating the TAMO data points into the first phase of the dashboard is not only feasible as the data are readily accessible but will allow C2C to illustrate the impact of teacher preparation programs on addressing subject-area shortages. For example, an infographic can be designed that compares the subject areas in which individuals earn teaching credentials with those subject areas experiencing the highest levels of misassignments. This comparison would reveal how well teacher preparation programs are aligning their recruitment and training efforts with the subject areas most affected by the teacher shortage. We should use all available data to address the teacher shortage as quickly and as specifically as possible—in terms of what subject and geographic areas need specialized and targeted recruitment, training, and retention support"

4. Who would provide the data point?

The California Department of Education (CDE) would provide the data point from its TAMO data set. This public data set is updated annually and is based on a collaboration between CDE and the CA Commission on Teacher Credentialing (CTC). CTC maintains the California Statewide Assignment Accountability System (CalSAAS) to ensure that educators hold the appropriate credentials for their teaching assignments.

5. Does the data point already exist in a state-level data set or would it need to be collected by local institutions and reported to state agencies?

Yes, these data already exist at the following levels: state, county, school district, and school site in the aforementioned TAMO data set. The data can also be disaggregated by subject matter and school type.

6. Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)

K-12 public school teachers should be included.

7. How does the data point relate to the mission and vision of C2C?

The mission and vision of the C2C is to marshal the wealth of California's siloed data into a single data set that will provide information to policymakers and the public to understand and act upon the state's most critical educational challenges. The C2C has developed plans for a Teacher Training and Retention Dashboard that seeks to address the teacher shortage and explore patterns of teacher diversity and mobility and was correct to prioritize this as we cannot equitably support students to reach their educational goals and full potential from cradle to career without a strong, fully prepared, and diverse teacher workforce. The C2C has also identified teacher misassignments as a potential line of inquiry for the second phase of the dashboard. However, the teaching assignment data points proposed above should be added to the P20W Data Set and included in the first phase of the dashboard to gain immediate information on how well the state's teacher credential programs are producing teachers in the subject areas most needed by the state's K-12 students.