

Discussion of Progress in Developing Annual Data Reporting Requirements February 2017

Overview of this Report

This item provides an update efforts to build the data warehouse and identify the annual data submission requirements for accreditation purposes.

Staff Recommendation

This item is for information only. No action is needed at this time.

Background

One of the key objectives of the Strengthening and Streamlining Accreditation project was to collect and use data from programs in a much more efficient, effective, and consistent manner. The focus of moving from a system which was heavily focused on inputs to one that takes into account outcomes measure required the Commission to begin to build a data warehouse in which data could be stored, used, and analyzed in a variety of ways. Lengthy narratives describing the various aspects of the programs would be replaced by specific required evidence and specific annual data. The effort should help the Commission to better answer basic questions such as *How many blended undergraduate teacher preparation programs exist?* In addition, the effort should also help answer much more complex questions about the quality of programs such as *How well does a particular institution's candidates perform on the Teaching Performance Assessment as it relates to a particular Teaching Performance Expectation?* This is a long term effort of which the first phase of work began in January 2017 and will continue through June 2017. After that period, it is anticipated that staff will continue to build upon the work that was completed in the first 6 months of 2017.

To begin this work the Commission has taken a number of steps outlined below.

Identification of Data Elements

First, the Commission staff has identified some basic data elements that would be necessary to include in some form in the data warehouse in this first phase of the work. The intent is that as additional data elements are identified that they would be able to be added to the annual data submission. These possible data elements are included in Appendix A. Appendix B lists all of the credential programs that the Commission is responsible for and various characteristics of those programs. And finally, Appendix C lists the potential prompts for the annual data submission, again, for this first phase of work and identifies which data elements would be responded to by which type of educator preparation program. Commission staff would like the COA to discuss these data elements to ensure that what is being built is as comprehensive as possible for this first phase of the work.

Refine the Data Elements Using Feedback from the Field

The COA will be an important sounding board for determining what data belongs in the accreditation data warehouse. The Commission is working with a technical advisory group

comprised of individuals from the segments of education to discuss the possible data elements to be included in the data warehouse.

Hiring a Contractor and Beginning to Build the Infrastructure

The Commission is working with a contractor to build the infrastructure that will house the accreditation system's annual data. Currently, the system is in development and numerous conversations have taken place to ensure that the contractor understands the scope of work, the particularities of the kinds of data that the Commission is seeking to include, and the various stakeholders or audience for aspects of the annual data system.

Ensure the Proper Processes and Procedures for Using Data

Once the data elements are identified, it is important to clarify the uses of the data for accreditation purposes. This discussion will take place over the course of the next year with the COA, the technical advisory group, with stakeholders from the field, members of the BIR, and other interested parties. The purpose for the data collection is to better inform decisions about program quality as well as to provide a much more efficient way to answer basic questions about the programs approved to operate in California.

Building an annual data system will take significant time and effort. Ensuring the appropriate use for the data to inform the Commission's work is also a work in progress. The intent at this meeting is to be able to walk through the progress to date in building the system and to discuss the specific data elements that would be collected or pre populated by the Commission. The Commission staff seeks feedback from the members of COA to ensure the progress to date meets the needs of the accreditation system.

Next Steps

Additional updates on the build out of the annual data system will be provided to the COA at each of its next meetings. Feedback from COA will be included as Commission staff discusses the work with the contractors, the field, and the Commission.

Appendix A
DRAFT – POTENTIAL DATA ELEMENTS FOR ANNUAL DATA REPORTING

What?	Type of Field and Options to Provide; plan to present on dashboards		Source	Comments	
Program Context—Data is submitted initially and reviewed for accuracy each year					
Program Context	a) Type of Program	Teaching or Services		CTC	
	b) Teaching Programs	Multiple Subject, Single Subject, Education Specialist, Designated Subjects; Added Authorizations		CTC	
	c) Services Programs	Administrative Services, PPS, SLP, Nurse, Librarian		CTC	
	d) Identify all pathways through which the Commission-approved program is offered	student teaching (traditional, residency, co-teaching) or intern	Text description option Check box with 25 word	P	As many as there are pathways
	e) When the program takes place	undergraduate or post graduate	Check box	P	
	f) Identify how the program is delivered	face-to-face, online, or combination	Check box	P	
Annual Data Submitted for each Program—would like to look at data by pathway (intern or student teaching), by when (undergraduate or post graduate), and by how the program is delivered (face-to-face, online, hybrid) submitted after the <i>still to be determined census day</i>					
1. Required minimum GPA for admission, if specified	GPA, NA	number or NA	P		
2. Does the program require demonstration of Basic Skills for admission?	Yes, No	check box	P		
3. Does the program require demonstration of subject matter for admission?	Yes, No	check box	P		
4. Expected length of program—full time	months	number	P		
5. Expected length of program—part time	months or NA	number	P		
6. How many units required for completion of the program?	semester or quarter units, also NA	number	P		
7. Total hours of clinical practice required		number	P	all programs	
8. Number of independent student teaching hours		number	P	Preliminary Student teaching programs only	
9. Number of fieldwork hours required for interns; prior to internship		number	P	Preliminary Intern programs only	
10. Total Enrollment in Program		number	P		
11. Gender	female, male, decline to state	percentage	P		
12. Ethnicity	use California list	percentage	P		
13. Percentage of full time students		percentage	P		

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What?	Type of Field and Options to Provide; plan to present on dashboards	Source	Comments
14. Percentage of part time students		percentage	P
15. Mean GPA of enrolled applicants		percentage	P
16. Percentage of candidates who have satisfied basic skills at admission		percentage	P
17. Percentage of candidates who have satisfied subject matter at admission		percentage	P
18. Percentage of applicants admitted		percentage	P
19. Average ratio of program supervisors to candidates by pathway, by location		number	P preliminary programs only
20. Average ratio of mentors/coaches to candidates by pathway, by location		number	P second tier programs only
21. Percent of candidates who are in first year of teaching/leading		percentage	P second tier programs only
22. Percent of candidates who completed program on time		percentage	P
23. Percent of candidates who completed program within one year of expected length		percentage	P
24. Percent of candidates who completed program more than one year beyond expected length of time		percentage	P
25. Percent of candidates who leave the program-voluntarily or counseled out	separate entry for voluntary and counseled out	percentage	P
26. First time pass rate for RICA by pathway, by location (As available where appropriate Ns exist.)		percentage	C Preliminary MS and Ed Sp programs only
27. First time pass rate for performance assessment		percentage	C
28. Descriptive performance assessment data at the TPE/CPSEL level		scores	C
29. First time pass rates for any other required examinations required of credential		percentage	C e.g. Praxis for SLPs.
30. Completer Surveys	means		CTC statewide and program comparison (mean and std. dev) across the 6 TPE/CSTP /CPSEL

P=Program;

CTC= Commission;

C=examination contractor

Appendix B Programs

Credential Program	Program Delivery Options						only Add to a credential
	Undergrad option	post grad	intern ¹	student teaching	co-teaching	residency	
Preliminary Multiple Subject (MS)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Single Subject (SS)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Education Specialist Mild to Moderate (MM)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Moderate to Severe (MS)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Early Childhood (ECSE)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Deaf and Hard of Hearing (DHH)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Visual Impairments (VI)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Physical Other Health (PHI)	Yes	Yes	Yes	Yes	Yes	Yes	No
Preliminary Ed Sp Language and Academic Development (LAD)	Yes	Yes	Yes	Yes	Yes	Yes	No
Agriculture Specialist	Yes*	Yes	Yes*	Yes*	Yes*	Yes*	Yes
Teacher Induction	No	Yes	No	No	No	No	Yes
AA Autism Spectrum Disorders (ASD)	No	Yes	No	No	No	No	Yes
AA Orthopedic Impairments (OI)	No	Yes	No	No	No	No	Yes
AA Emotionally Disturbed (ED)	No	Yes	No	No	No	No	Yes
AA Deaf Blind (DB)	No	Yes	No	No	No	No	Yes
AA Traumatic Brain Injury (TBI)	No	Yes	No	No	No	No	Yes
AA Resource (RS)	No	Yes	No	No	No	No	Yes
AA Other Health Impairments (OHI)	No	Yes	No	No	No	No	Yes
AA Adapted Physical Education (APE)	No	Yes	No	No	No	No	Yes
AA Early Childhood Special Education (ECSE)	No	Yes	No	No	No	No	Yes
Reading and Literacy AA	No	Yes	No	No	No	No	Yes
Reading and Literacy Specialist	No	Yes	No	No	No	No	Yes
Math AA	No	Yes	No	No	No	No	Yes
Math Specialist	No	Yes	No	No	No	No	Yes
Bilingual Authorization	Yes*	Yes	No	No	No	No	Yes
California Teachers of English Learners (CTEL)	No	Yes	No	No	No	No	Yes
DS: Career Technical Education	?	?	No	No	No	No	No
DS: Adult Education	?	?	No	No	No	No	No

*Bilingual Authorization and Agriculture Specialist programs may be offered concurrent to a preliminary teaching credential or subsequent to earning a teaching credential

**Appendix B
Programs**

Credential Program	Program Delivery Options						only Add to a credential
	Undergrad option	post grad	intern¹	student teaching	co-teaching	residency	
Preliminary Administrative Services	No	Yes	No	No	No	No	Yes
Administrator Induction	No	Yes	No	No	No	No	Yes
PPS-School Counseling	No	Yes	Yes	No	No	No	No
PPS-School Psychology	No	Yes	Yes	No	No	No	No
PPS-School Social Work	No	Yes	Yes	No	No	No	No
PPS-Child Welfare and Attendance	No	Yes	No	No	No	No	Yes
Teacher Librarian	No	Yes	No	No	No	No	Yes
Teacher Librarian Special Class Authorization (SCA)	No	Yes	No	No	No	No	Yes
School Nurse	No	Yes	No	No	No	No	No
School Nurse Teaching Authorizaton in Health (STAH)	No	Yes	No	No	No	No	Yes
Speech Language Pathology	No	Yes	No	No	No	No	No
SLP Special Class Authorization (SCA)	No	Yes	No	No	No	No	Yes
DS: Supervision and Coordination	No	Yes	No	No	No	No	Yes
Clinical and Rehabilitative Services O & M	No	Yes	No	No	No	No	No

Appendix C
DRAFT - Annual Data Submission Potential Prompts

Programs Prompts	MS/SS/EdSp	Added Auth	DS CTE, AE	Induction Teacher & Leader	Preliminary Admin	Other Services PPS, TL, SN, SLP
1. Required minimum GPA for admission, if specified						
2. Does the program require demonstration of Basic Skills for admission?		No		No		
3. Does the program require demonstration of subject matter for admission?		No		No	No	
4. Expected length of program—full time						
5. Expected length of program—part time						
6. How many units required for completion of the program?						
7. Total hours of clinical practice required						
8. Number of independent student teaching hours		No		No	No	No
9. Number of fieldwork hours required for interns; prior to internship		No	No	No	No	No
10. Total Enrollment in Program						
11. Gender						
12. Ethnicity						
13. Percentage of full time students						
14. Percentage of part time students						
15. Mean GPA of enrolled applicants						
16. Percentage of candidates who have satisfied basic skills at admission		No	?	No	No	?
17. Percentage of candidates who have satisfied subject matter at admission		No	No	No	No	No
18. Percentage of applicants admitted						
19. Average ratio of program supervisors to candidates by pathway, by location		No		No		
20. Average ratio of mentors/coaches to candidates by pathway, by location	No	No	No		No	No
21. Percent of candidates who are in first year of teaching/leading	No	No	No		No	No
22. Percent of candidates who completed program on time						
23. Percent of candidates who completed program within one year of expected length						
24. Percent of candidates who completed program more than one year beyond expected length of time						
25. Percent of candidates who leave the program-voluntarily or counseled out						
26. First time pass rate for RICA by pathway, by location (As available where appropriate Ns exist.)	Only MS and Ed sp	No		No	No	
27. First time pass rate for performance assessment		No	No	No		

Appendix C
DRAFT - Annual Data Submission Potential Prompts

Programs Prompts	MS/SS/EdSp	Added Auth	DS CTE, AE	Induction Teacher & Leader	Preliminary Admin	Other Services PPS, TL, SN, SLP
28. Descriptive performance assessment data at the TPE/CPSEL level		No	No	No		No
29. First time pass rates for any other required examinations required of credential		No	No	No	No	?
30. Completer Surveys						