• Sixth annual report
• 10 State Actions
• 10 Essential Elements
• #5 Statewide teacher identifier with teacher-student match (35)

http://www.dataqualitycampaign.org/
Data Quality Campaign
State Analysis By Essential Element

DQC’s sixth annual state analysis, *Data for Action 2010*, reveals that states have made phenomenal progress collecting longitudinal information that follow individual students over time, and all states have committed to implement the 10 Essential Elements by September 2011. However, the most elusive Essential Elements are also the most critical data to inform policy conversations like teacher effectiveness and college and career readiness.

**Statewide Teacher Identifier with a Teacher-Student Match**

35 states have this element

**Contents**

- Every state assigns a unique educator ID for teachers, but many states do not use this ID to connect teacher and student data
- States assign unique educator ID’s to other professionals
- Districts inconsistently adopt and manage the unique educator ID

**STATE PROGRESS OVER TIME**

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
</tbody>
</table>

Every state assigns a unique educator ID for teachers, but many states do not use this ID to connect teacher and student data. Although all 52 states assign a unique educator ID to teachers, only 35 states are now able to use this ID to connect teacher and student data. Just 15 states collect data at multiple points during the year.
Intended uses of the data

• Making public:
  – Programs that produce graduate whose students have the strongest academic growth
  – How experience levels of teachers vary across school SES and how this impacts students’ academic growth
  – Relationships between student performance on state exams and teacher prep in that area
Current limitations and cautions

• --limited content areas (Does anyone really care about SS teachers?)
• --amazing complexity around shared instructional effort—co-teaching, Title I, ESOL, etc.
• --potential misuse of data-punitive rather than to encourage, motivate and guide the improvement of teaching and learning
Necessary assurances

• Account for the contributions of multiple educators in a single course;
• Enable a teacher to review their roster for accuracy;
• Incorporate common practices found in schools including virtual classes, labs, and team teaching; and,
• Track the actual number of days of instruction by a particular teacher.
Emerging Opportunities: Longitudinal Data Systems

• Opportunity for a two-way exchange of data
  – What can programs provide in the way of information about candidates’ coursework and experiences
  – What can school districts provide in the way of information about employment conditions

Draft Template May 2010
Emerging Opportunities: Longitudinal Data Systems

• Data that can lead to improvements in programs [and in hiring, induction, and employment supports]

• Data that can be disaggregated by program areas

• Data that can be compared (across like institutions, and w/state averages)

Draft Template (2010)
IS THIS A TIME TO TELL OUR STORY?

Teacher preparation programs can help the state determine what data and contextual information to post about programs so that the public will be better informed and, reciprocally, determine what background information on preparation programs would inform district hiring decisions as well as how to account for the teachers that are prepared in one state but employed in another.
What contributes to a teacher’s effectiveness?

Teacher Preparation Contribution

Employment Conditions Contribution
Institutional Data

• Admission criteria—PEDS type list
• Types of programs offered
  – Undergraduate, MAT, Add on endorsement
• Content knowledge requirements
  – Equivalent to a major
  – Content test only
  – Average institutional score in each subject area test
Institutional Data

- Accreditation status
- Alignment with standards
- Required performance assessments
- Duration/depth of clinical experiences
- Program matrix aligned with InTASC
- Hiring rate (calibrated w/market data)
- Average rehire rate (employer surveys)
- Average comparator retention rates
Employment Data

- Placed in subject area/s matching licensure
- Placed in grade level matching licensure
- Start time (beginning, mid-year)
- Itinerant status (more than one school)
- Floating classroom
- Number of class preps
- Planning time
- # of students compared to average class size
- % of remedial classes assigned
- Number/type of additional assignments
Employment Data

– School and District data
  • AYP status
  • Title I, % of ESOL and IEPs
  • Funding per student
  • School reforms in place
  • Turnover rate at school
    – Teachers
    – School leaders
  • Report card status
  • Level of family and community support
Employment Data

– Supports provided
  • Mentoring (NTC best practices)
    – Structured or informal process
    – *Trained* mentor assigned
    – Hours per week of mentoring provided
    – Sub time provided for observing in other classes
    – # of formal observations
    – # of coaching sessions
    – Seminars for mentees
    – Interaction with previous institution
Employment Data

– Supports provided
  • New teacher orientation
  • School professional development offerings
  • Annual professional development planning
  • Informal observations from administrator
  • Formal observations from administrator
  • Conferencing and written feedback provided
Outcomes?

- Impact on Student Learning
- Employment Conditions Contribution
- Motivation Student
- Career Path
- Teacher Preparation Contribution
Employment History

• Year one to two to three—
  – Same school
  – Same level of student
  – Same subject

• Employer satisfaction data

• Employee evaluation status

• New appointments (coach, mentor, instructional coach, dept chair)
Licensure History

• Additional licensure areas added
• Second stage licensure (if applicable)
• Advanced degrees or certifications
• Discipline issues
Discussion Question

• What other information would you want to share?

• What other information would you want to receive?