INSIGHT TO IMPACT DASHBOARD

Candidate Characteristics

DATA DASHBOARD PROTOCOL

Data Overview

Essential Questions
- What are the characteristics of candidates we are admitting, completing and certifying?
- What are the campuses and campus characteristics of where our traditional and alternative certification candidates are being placed / hired for their clinical experiences?

Dashboard Pages
- Candidate Summary
- Completion
- Certification
- Candidate Details

Data Description
The characteristics of candidates by program status (e.g., enrolled, completer, etc.), race, gender, and certification area. The dashboard includes pages showing completion rate and certification rate for enrolled candidates, over time, and in comparison to state averages.

Protocol Description

Recommended Participants
- EPP Leadership (Dean, Directors, Department Chairs, Data Lead)
- Certification Officer
- Faculty/Field Supervisors
- Course Leaders and/or Instructors
- Technical Assistance Provider Staff
- District and/or Campus Leaders

Recommended Time
90-120 minutes

Examples of How this Dashboard's Data Could be Leveraged
- Improving candidate conversion from "enrolled" to "completer"
- Supporting diversification of program demographics by status, certification area, race, gender, etc.
- Informs contribution of teacher production by the EPP for Texas LEAs
- Comparing EPP enrollment, completion, and certification rates to the state averages

Protocol: Candidate Characteristics Dashboard

FRAME > DESCRIBE > PLAN
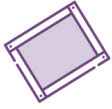
Frame

Occurs before reviewing the data to orient stakeholders and focus the analysis.

Guiding Questions (discuss and answer all that are applicable)
- What are we trying to understand and do from these data?
- What do you expect to see in the data (are there any assumptions or biases that need to be named)?
- What decisions can this data help us make?

Example:
We are trying to understand from this dashboard the rate at which our completers are retained in teaching positions in Texas LEAs (by role, content/grade-level, LEA, etc.). Additionally, we want to know in which districts and which district types (rural, urban, etc.) are the teacher completers staying and/or leaving. We expect to see:

- *Our candidates being retained in Texas classrooms at a higher rate than the state average*
- *Stay in the field of education at a higher rate than the state average*
- *A lot of our EC - 6 certified candidates change subject areas over time*
- *The majority of our completers serving in rural districts*

This data can help us identify trends in the districts and/or certification areas in which candidates are not being retained, which can help us co-develop specific and actionable solutions alongside districts.

> *Your framing...*

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Describe

Occurs during the review of data to make meaning of the data and support decision making.

Guiding Questions (discuss and answer all that are applicable)

- What do you see in the data?
- Are there trends, outliers, correlations, etc.?
- What does the data suggest?

Example:

We noticed in the data that while the number of enrolled and admitted candidates in our program has remained relatively constant for the past 3 years, the percentage of candidates that complete and achieve certification has decreased over time. We also notice that our enrollment numbers have always been disproportionately higher (by a factor of 2) than our completion numbers. When filtering the data by race, a trend that we identified is that teachers of color enrolling and completing our program has increased in the last five years. However, the demographics of our teacher candidates is not proportional to the demographics of PK-12 students in the districts our candidates are employed.

Your description...

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Plan

Occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.

Guiding Questions (discuss and answer all that are applicable)

- Based on this data, what should we do next?
- What are the specifics (timelines, resources, limitations. etc.) of our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?

Example:

Since our candidates are not completing the program at high enough rates, we need to:

- *Complete an analysis of our candidates (e.g., faculty and candidate interviews, survey, local data, etc.) to identify which factors are most contributive to enrolled candidates not completing the program (e.g., failure to pass a content exam, financial hardship, changing/ transferring programs or field of study, not having a Post-Bac option, etc.)*
- *Develop interventions and approaches that address those contributing factors in order to increase program completion rates (e.g., enhancing advisory structures, in-person content tutorials, etc.).*

Additionally, based on our trends, we need to also compare the demographics of our candidates to the demographics of the university student population as a whole (using our local data).

Your plan...

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