

Employment and Retention

DATA DASHBOARD PROTOCOL



Data Overview



Essential Questions

- Are our teacher candidates prepared to pass the credential exams?
- Do school leadership and our candidates perceive that they are prepared to meet the needs of all their students?



Dashboard Pages

- Educator Employment
- Employment Details
- Educator Retention
- Educator Details



Data Description

Characteristics (e.g., certification area, gender, race, etc.) of candidate completers employed and retained in Texas LEAs over time. EPP contribution of candidates by certification area and year to Texas LEAs.

Protocol Description



Recommended Participants

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



Recommended Time

90-120 minutes

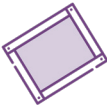


Examples of How this Dashboard's Data Could be Leveraged

- Examine retention rates of completers employed in Texas LEAs to inform revisions and/or adjustments to programming, partnerships, and other EPP components
- Identify trends in candidate completers changing grade-level/content placement over time

Protocol: Employment and Retention 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...

Protocol: Employment and Retention Dashboard

FRAME > DESCRIBE > PLAN



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:

In this data we uncovered that [insert name] ISD consistently retains our candidates in classrooms into year 3 of employment at a much higher rate than the state average. However, we noticed that more than half of our candidates that completed our program with an Intern Certificate were not retained into a second year of employment. The data suggest that our Intern Certification candidates need additional supports during their pre-service and internship year in order to increase the retention rate beyond year 1. The data suggests that we need to better understand reasons for attrition and what we can do to increase retention.

Your description...

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FRAME > DESCRIBE > PLAN



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:

*Our retention rates are not at the level that we want, and thus we need to:
Uncover (alongside each of our district partners) the reasons why our completers are not being retained,
Use that data to adjust programming for those areas in which we have ability to inform or influence the improved readiness of teacher candidates,
Continue to progress monitor attrition concerns during either student teaching/internship experiences during district partnership/governance meetings throughout the school year,
Develop an early warning system for both student teachers and interns that helps our EPP and district partners identify candidates “at-risk” of not being retained.*

Your plan...