

Candidate Characteristics

Data Dashboard Protocol



Data Overview



Essential Questions

- What are the characteristics of the candidates we are admitting, completing, and certifying?



Dashboard Pages

- Candidate Summary
- Certification
- Completion
- Candidate Details



Data Description

Characteristics of candidates by year, certification role, race/ethnicity, gender, and program status (e.g., admitted, enrolled, completer, etc.). The dashboard includes pages showing completion rate and certification rate for program completers, over time, and in comparison to state averages.



Why These Data Matter:

The *Candidate Characteristics* dashboard offers insights into candidate completion and certification rates disaggregated by various candidate characteristics. By analyzing these data in response to demographic trends and outcomes, programs can refine both their programming and support structures to meet the unique needs and contexts of candidates. These data support targeted recruitment and retention strategies, helping programs address disparities and ensure success for all candidates. Insights into completion and certification rates support resource allocation and program adjustments, ensuring that both candidate needs and the performance standards set by the State Board for Educator Certification (SBEC) on the Accountability System for Educator Preparation (ASEP) Report are met.



Data Considerations:

- **Reported Data** — The dashboard visualizations utilize data from state, district, and educator preparation programs that are both collected and submitted. These visualizations leverage the data from the reporting timelines corresponding to the specific stakeholder population (e.g., Certification Years corresponds to the Accountability System for Educator Preparation (ASEP) Report - Includes candidates designated as Enrolled, Other Enrolled, or Finishers/Completers between September 1st and August 31st of that certification year).
- **Admission Cohort** — Displays the data by the year in which the teacher candidates were admitted to the program.

- **Academic Year** — Displays the data for all candidates during a specific academic year, regardless of when they began the program.
- **Candidate Finishers/Completers** — The certification area of the Candidate Finishers/Completers shown is based solely on their initial certification area (e.g., Counselor, Principal) reported by the EPP.
- **Certification Route** — This route corresponds to the selection made for the candidate(s) by the program in ASEP reporting.
- **Race/Ethnicity** — These data correspond to the data provided by the candidate.
- **Gender** — These data correspond to the data provided by the candidate.
- **Completer/Completion/Finisher** — Candidates who have finished all educator preparation program requirements of coursework, training, and practicum, clinical teaching, or internship by August 31 of the academic year.
- **Certified** — Candidates that complete all required tests and obtain a standard certificate.

Protocol Description



Recommended Participants

- EPP Leadership (Dean, Directors, Department Chairs, Assessment Team)
- Certification Officer
- Faculty/Teacher Educators
- 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

- Use demographic data to identify gaps in the candidate pool and develop targeted recruitment campaigns to attract underrepresented groups.
- Analyze trends in certification completion rates across different demographics to refine and adapt programming, teaching, and support methods that cater more effectively to the needs of candidates.
- Develop or enhance support programs focused on demographics that show lower completion or certification rates.
- Highlight successful outcomes in marketing materials to attract a broader applicant base.
- Establish systems for longitudinal tracking of candidate progress post-completion to assess the long-term impact of the EPP on their professional success and contributions to the educational field.

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 these data help us make?



Example:

We are examining the most recent year's data to understand the makeup of our candidate pool and their progression through certification. This will help us assess whether our recruitment and support strategies are effectively aligned with our commitment to meet regional demands for instructional leaders and professional roles. We anticipate seeing increases in certain groups due to targeted recruitment efforts we have employed over the past year, but are also prepared to identify areas where these efforts might still be falling short.

Your framing...

Protocol: Candidate Characteristics Dashboard

Frame > Describe > Plan



Describe

Occurs during the data review 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 do the data suggest?



Example:

Our analysis shows an uptick in certification rates among Hispanic candidates, which aligns with our focused recruitment initiatives in our region. However, we notice a lag in the completion rates among Black candidates, suggesting a need for enhanced and differentiated supports to meet the needs of candidates in this group. The data also show that female candidates are more likely than their male counterparts to complete the program on an earlier timeline, an area we want to explore further to fully understand.

Your description...

Protocol: Candidate Characteristics Dashboard

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 these 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:

To address the lower completion rates among Black candidates, we will introduce a series of support workshops starting this program year. These will be overseen by the Director and the newly appointed candidate affairs officer. We will reallocate a portion of our budget from the 'testing preparation budget,' which has not shown to support an aggregate increase in candidate test passage, to support this additional one-on-one guidance and counseling. Effectiveness will be measured by monitoring the completion rates in subsequent years and gathering candidate feedback. Results will be shared with all stakeholders during quarterly stakeholder meetings and will inform ongoing adjustments to our strategies.

Your plan...