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Information

Certification Committee

Enhanced Assignment Monitoring and Educator Workforce Data Dashboards

Executive Summary: This agenda item provides an overview and demonstration of the new Educator Workforce data dashboards that describe educator assignments in California.

Recommended Action: For information only

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Strategic Plan Goal

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.

Continuous Improvement

- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
- **Goal 8.** California's policies impacting the education workforce are coherent and effective

Enhanced Assignment Monitoring and Educator Workforce Data Dashboards

Introduction

This agenda item introduces new and expanded educator workforce and assignment dashboards that go beyond monitoring outcomes and showcase data that reflects the level of preparation and licensure of educator assignments. It also provides data interpretations and caveats to ensure its audience is properly equipped to comprehend the displays.

Background

The Commission on Teacher Credentialing (Commission) has historically overseen statewide monitoring of certificated assignments to ensure educators are appropriately assigned for their positions. While monitoring was originally a paper process until, Assembly Bill (AB) 1219 (Chap. 782, Stats. 2019) streamlined monitoring into a data-driven process using the California Department of Education's (CDEs) California Longitudinal Pupil Achievement Data System (CALPADS) assignment data and the Commission's credential authorization data through the California Statewide Assignment Accountability System (CalSAAS).

Item [6A: Report to the Legislature on Credentialing Related to Educator Assignment Monitoring Pursuant to Assembly Bill 1219](#) detailed the transition and CalSAAS system. It also introduced the Commission's initial [assignment monitoring dashboards](#), which focused solely on monitoring outcomes (e.g. number of misassignments, vacancies, and Local Assignment Options.) The data displayed presents the credentialing compliance of local educational agencies (LEAs) and is a critical component to ensure the rate of educator misassignments remains low.

However, the current dashboards do not provide insight into the conditions of the educator workforce. California is currently experiencing a teacher shortage and, in this environment, misassignments and vacancies occur more frequently due to external staffing pressures on LEAs. Beyond that, educator misassignments are not the only way to measure the strength of the workforce, as there are various ways to legally assign an underprepared educator to a classroom and not incur a misassignment. For example, underprepared educators may enter the classroom via an emergency permit or a waiver, both of which have limited to no teacher preparation. LEAs may also assign educators using a Local Assignment Option that legally authorizes an educator for an assignment when they have not met subject matter competence for the assignment (e.g. a fully prepared English teacher placed in a math course). These scenarios represent instances in which students are served by educators who are not fully prepared.

To help provide the State with insight into the health of the teacher workforce, Senate Bill (SB) 114 (Chap. 48, Stats. 2023) added provisions to Education Code § 44258.9(i)(2) that expand the

Commission’s authority to report out on educator workforce data to include annual certificated educator assignment data that reflects the level of preparation and licensure of educators serving California pupils. This code provides that the Commission shall:

§44258.9(i)(2)

Publish annual certificated educator assignment data that reflects the level of preparation and licensure of educators serving California pupils. This data shall include comprehensive information on all educator assignments, including those filled by individuals on permits or waivers, intern credentials, and preliminary or clear credentials, and those properly assigned and misassigned, at the schoolsite, local educational agency, county, and state level. The commission may also publish data on educators serving on administrative and pupil services credentials, educator preparation pathways, and educator retention, and whether certificated staff are employed in K–12 education.

Educator Workforce Dashboards

The Commission developed new and enhanced dashboards to fulfill the new statutory mandate and to ensure that they are supportive in informing California’s policies impacting the education workforce. The *Educator Workforce Dashboards* go beyond monitoring results and deliver a snapshot of the educator workforce, providing insight into all educator assignments reported in CALPADS. This includes TK-12 general and special education, career technical education, student services, and English learner assignments. Early childhood and adult education are excluded from the data, as CALPADS does not collect data on these types of educator assignments. The dashboards contain aggregated data to help illustrate workforce trends, but also allow users to drill down to regional, county, district, and school site levels.

The dashboards present “fully prepared” and “underprepared” educator assignments, wherein assignment with a “fully prepared” educator means the individual has completed teacher preparation for the 1) setting, 2) subject, and 3) student population served, and “underprepared” means the individual has not completed teacher preparation in at least one of those three areas.

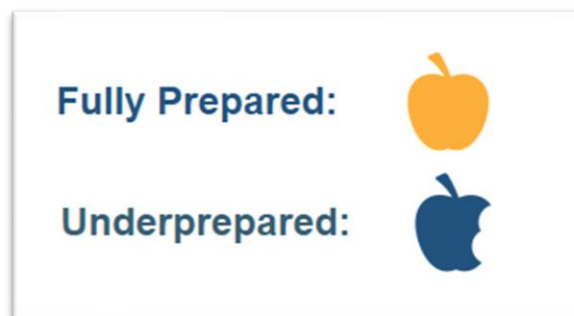
The dashboards are also intended to be accessible for interested parties that may be unfamiliar with credentialing terms like “preliminary,” “clear,” “local assignment option,” etc. The data visualizations capture these nuances by grouping various assignments based upon different levels of educator preparation, so those with limited knowledge can understand, at a glance, what the composition of the workforce. The categories used for the dashboards align with the State’s School Accountability Report Card (SARC) [definitions](#), and their details are described in *Table 1*, below.

Table 1: Preparation Category Breakdown

Preparation	Category	Preparation Component Lacking
Fully Prepared	Fully credentialed for Subject, Setting, and Student Placement	None
Underprepared	Credentialed Teachers Assigned Out-of-Field	Subject Matter Competence
	Intern Credential Holders Properly Assigned	Full Teacher Preparation
	Teachers without Credentials and Misassignments	Subject Matter Competence and/or Full Teacher Preparation

For those with fluent credentialing knowledge, the primary visualization expands to display detailed information about the specific preparation these categories are comprised of. As well, more information can be found in [Appendix A: Data Definitions](#). However, preparation is the primary lens for the dashboard's view, using a color-coding scheme represented in *Figure 1* below.

Figure 1: Dashboard Color Scheme



Fully prepared teacher assignments are displayed in gold, while those in underprepared categories are shown in blue, allowing dashboard users to easily identify statewide and regional trends in assignments.

Data Considerations

These dashboards are focused on educator assignments and not educators. Educators can have many assignments per day. For example, one high school teacher may teach several periods a day to different groups of students. Furthermore, a single educator can be fully prepared in some of those periods and underprepared in others. Therefore, the data are not focused on individual educators and their preparation, but rather focuses on the preparation level of the workforce as a whole.

Additionally, these data dashboards are created with the same source data as the [Teacher Assignment Monitoring Outcomes \(TAMO\) reports](#) furnished by CDE. Though drawn from the dataset, there are key notable differences:

1. TAMO outcomes are calculated using Full-Time Equivalency (FTE), or the percentage of time spent working in a job classification. However, the Commission's dashboards present educator assignments, of which one educator may have multiple;
2. TAMO is focused on the definitions aligned with [California's Every Student Succeeds Act \(ESSA\) state plan](#), while the Commission's are aligned with the SARC definitions; and
3. TAMO excludes assignments where a teacher cannot be identified by a Statewide Educator Identifier (SEID), while these dashboards include outcomes for these assignments.

Despite these slight variations in the data presented by CDE and the Commission, these dashboards will, for the first time, bring educator workforce data into significant alignment with the data presented by other State educational agencies. The new Educator Workforce dashboards provide new insight into the State's educator workforce, and will serve as a valuable tool for LEAs, policy makers, and advocates to assess the state of the teacher workforce.

Staff Recommendation

Staff asks that the Commission provide feedback on the dashboards demonstration so that they may be finalized for public presentation.

Appendix A: Data Definitions

Preparation

Preparation Level	Description
Fully Prepared	<p>Assignments in this category are staffed by educators that are fully credentialed and appropriately assigned. These educators have received the appropriate preparation and are authorized to teach in the subject matter/service and are appropriately assigned.</p> <p>They include: 1) Clear, or 2) Preliminary Credential holders that are appropriately assigned, or 3) Teachers serving under the Local Assignment Option Title 5 §80005(b) have earned one of those credential types as a requirement of usage.</p>
Underprepared	<p>Assignments in this category are staffed by educators that are lacking teacher preparation, subject matter competence, or both. Assignments have an underprepared educator if they have not completed educator preparation or attained subject matter competence for the assignment they are placed in.</p> <p>These include: 1) Credentialed Teachers Assigned Out-of-Field, 2) Intern Credential Holders Properly assigned, and 3) Teachers without Credentials and Misassignments.</p>

Specific Preparation

Preparation Level	Alias	Description
Fully Credentialed for Subject and Student Placement	Clear	<p>Assignments in which educators hold a Clear Credential. These teachers are properly assigned and have completed all teacher preparation required to maintain their Clear Credential, which is a teaching credential earned based upon completion of full teacher preparation requirements with no further academic requirements to be completed.</p>

Preparation Level	Alias	Description
Fully Credentialed for Subject and Student Placement	Preliminary	Assignments in which teachers hold a Preliminary Credential. These teachers are properly assigned and have completed teacher preparation to earn their Preliminary Credential, which is the first teaching credential earned upon completion of initial educator preparation. For General and Special Education Credentials, preparation consists of pedagogical coursework and clinical practice. For Career Technical Education Credentials, preparation consists of requisite industry experience. For all credential types, additional academic requirements must be completed to qualify for the clear credential.
Fully Credentialed for Subject and Student Placement	80005(b)	Assignments in which educators hold a Preliminary or Clear Credential and are teaching a subject area that the Commission does not issue authorizations in. These teachers are properly assigned and have completed a teacher preparation program that included clinical practice to earn their credential. The employing Local Educational Agency (LEA) must verify that the teacher has the requisite knowledge and skills to teach in the subject of the assignment.
Credentialed Teachers Assigned Out-of-Field	Local Assignment Option	Assignments in which educators are serving on Local Assignment Options (LAOs), which are flexibilities that exist in statute or regulations that allow a prepared teacher to teach in a subject area that they are unauthorized in. These teachers are properly assigned and hold either a Preliminary or Clear Teaching Credential that may be in General Education, Special Education, or in rare cases, Career Technical Education. LAOs allow assignment flexibility at the local level and are used solely at the discretion of the employing Local Educational Agency (LEA).
Credentialed Teachers Assigned Out-of-Field	Limited Assignment Permits	Assignments in which educators hold a Limited Assignment Permit in General or Special Education. These teachers are properly assigned and have completed a teacher preparation program where they have earned a General or Special Education Teaching Credential. However, that credential does not

Preparation Level	Alias	Description
		authorize the assignment in the subject area or for the student population that they are teaching. In order to be legally authorized to serve in the unauthorized subject area, these teachers also hold this permit and are allowed to teach the unauthorized subject area while they complete the requirements needed to add the subject area to their credential.
Credentialed Teachers Assigned Out-of-Field	Short Term Wavier	Assignments in which educators are serving on a Short-Term Waiver , which allows the teacher to work for one semester or less in an assignment that they are unauthorized for due to unanticipated, immediate, short-term organizational needs being experienced by a Local Educational Agency (LEA). These teachers are properly assigned and hold either a Preliminary or Clear Teaching Credential that may be in General Education, Special Education, or in rare cases, Career Technical Education.
Intern Credential Holders Properly Assigned	Intern	Assignments in which educators hold a University or District Intern Teaching Credential. These teachers are properly assigned, have completed a minimum of 120 hours of Intern preservice preparation, and are enrolled in either a university or district intern program. These two to three-year programs are administered by California colleges and universities in partnership with local employing agencies and are designed to provide teacher candidates with classroom experience while they complete course work requirements for the Preliminary Teaching Credential.
Teachers Without Credentials and Misassignments	Misassignment	Assignments in which educators hold a credential, permit, waiver, or certificate that does not authorize the subject and/or students they are assigned to. The employing Local Educational Agency (LEA) is required to correct the misassignment of these educators within 30 days.

Preparation Level	Alias	Description
Teachers Without Credentials and Misassignments	Vacancy: Misassignment	Assignments in which educators were reported as individuals that do not hold any type of credential, permit, waiver, or certificate issued by the Commission. These teachers are identified as vacant for the purposes of licensure requirements.
Teachers Without Credentials and Misassignments	Corrected Misassignment	Assignments in which educators hold a credential, permit, waiver, or certificate that does not authorize the subject and/or students they are assigned to. Upon identification that these teachers were not properly authorized, the Local Educational Agency (LEA) corrected the misassignment of these educators within 30 days.
Teachers Without Credentials and Misassignments	Emergency Permits	Assignments in which educators hold an Emergency Permit. These teachers are properly assigned but are serving in an emergency capacity due to a staffing need. These teachers have minimal subject matter knowledge and little to no teacher preparation. The Permits include: <ul style="list-style-type: none"> • Provisional Internship Permits • Short-Term Staff Permit • Teaching Permit for Statutory Leave • Emergency English Learner • Emergency Bilingual Permit
Teachers Without Credentials and Misassignments	Waiver	Assignments in which educators hold a Variable-Term Waiver. These teachers are properly assigned and are employed only after a Local Educational Agency (LEA) has concluded that no other qualified teacher is available for an assignment. They are authorized to serve on a temporary basis while they work to complete preparation requirements.
Unknown	CALPADS or Assignment Issue	Assignments in which educators cannot be evaluated for preparation. There are several scenarios that prevent the Commission's systems from being able to ascertain the assignment or credential authorization the educator is using

Preparation Level	Alias	Description
		<p>to authorize the assignment. Due to the incomplete information, the educator's level of preparation cannot be determined. These include:</p> <ul style="list-style-type: none"> • Errors in CALPADS data entry • Alternative Special Education Placements • Assignments determined as "appropriate" by monitoring authorities during assignment monitoring* • "Core Setting" assignments in which an educator cannot be matched to a credential that authorizes this type of instruction* • Courses determined as "Other" during monitoring • Assignments reported with placeholder SEIDs in CALPADS <p>*These were all monitored and determined to be "appropriate assignments" during monitoring.</p>
Unmonitored	No Credential Required	<p>Assignments in which educators are serving in an assignment where no licensure is required. As such, these assignments are reported in CALPADS but are not monitored in CalSAAS. These include:</p> <ul style="list-style-type: none"> • Classified or non-certificated courses that do not require credentials (e.g. Occupational Therapist) • Educational Service assignments in charter schools • Online learner-led, software-based courses that do not have a teacher.