

Self-Study Form – Data submission timelines and requirements

This is PESB's Self-study Form required for programs flagged on the Data submission timelines and requirements indicator.

The flag on this indicator does not necessarily signify a problem with the program's practice or performance. Rather, the presence of a flag on this indicator suggests a trend that may be important to focus on as part of the program's continuous quality improvement efforts. This self-study form is intended to support and further that work, as well as to aid in understanding the system of preparation programs, and to identify statewide trends in the educator workforce to inform the decisions of the PESB.

These are the PESB standards most associated with this indicator:

- 5A Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.
- 5B Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.
- 5C Providers produce and utilize data reports in accordance with data manual and reporting guidance published by the board.
- 4B Providers use preparation program and workforce data in cooperation with professional education advisory boards to assess and respond to local and state workforce needs.
- 1B Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.

To fill out this required form, respond to each question below. No artifacts, data, or evidence are requested at this time, only responses to these questions are necessary. It is advisable to draft responses in a word processing program, then paste them into this form. Please note character / word limits on each question, which are intended to ensure this reflective exercise does not propose an undue burden, but rather serves the continuous improvement already happening in the program.

Submit using this form by 8/1/21. If there are challenges related to the use of Google Forms, please use this Microsoft Word template.

Contact Nicholas Gillon at the PESB office for more information (nicholas.gillon@k12.wa.us)

Email:

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Are you responding to indicators about a teacher or principal preparation program?
Check all that apply

- ☒ Teacher
☒ Principal
☐ Other [Click or tap here to enter text.](#)

Where do you offer programming?
Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> Antioch University of Seattle | <input type="checkbox"/> Saint Martin's University |
| <input type="checkbox"/> Central Washington University | <input type="checkbox"/> Seattle Pacific University |
| <input type="checkbox"/> Centralia College | <input type="checkbox"/> Seattle University |
| <input checked="" type="checkbox"/> City University of Seattle | <input type="checkbox"/> The Evergreen State College |
| <input type="checkbox"/> Eastern Washington University | <input type="checkbox"/> University of Puget Sound |
| <input type="checkbox"/> Educational Service District 112 | <input type="checkbox"/> University of Washington – Seattle |
| <input type="checkbox"/> Gonzaga University | <input type="checkbox"/> University of Washington – Bothell |
| <input type="checkbox"/> Grays Harbor College | <input type="checkbox"/> University of Washington – Tacoma |
| <input type="checkbox"/> Heritage University | <input type="checkbox"/> Walla Walla University |
| <input type="checkbox"/> Highline College | <input type="checkbox"/> Washington State University |
| <input type="checkbox"/> Lower Columbia College | <input type="checkbox"/> Western Governors University |
| <input type="checkbox"/> Northwest Educational Development | <input type="checkbox"/> Western Washington University |
| <input type="checkbox"/> Northwest University | <input type="checkbox"/> Whitworth University |
| <input type="checkbox"/> Pacific Lutheran University | <input type="checkbox"/> Yakima Valley College |
| <input type="checkbox"/> Pierce College | |

Please provide the name(s) and title(s) of key contributor to this response form.

Bryan Carter, Ph.D.
Undergraduate Program Director
Director of Field Placements
Data Administrator
Professor
School of Education and Leadership

After reviewing the indicator and the data from your program, what may explain why this indicator flagged this program? Limit - 3000 characters, about 1 page.

Our Data Submission Timelines and Requirements indicator was noted for the past 3 years due to a lack of a robust internal data reporting system, so much of our reported data was manually collected by faculty and staff. Since we were still operating from paper files being inputted into spreadsheets combined with query reports being pulled from our PeopleSoft database, then translated into the appropriate codes for the PESB report, our ability to collect our data and report effectively and efficiently in a timely manner was consistently lacking. Our previous certification officer failed to

communicate many of the requirements needed for the new reporting requirements (indicator model), so many processes were not in place nor were data gathering systems implemented to collect what was being asked by PESB and often pressed against due dates.

What questions about your program do these indicator data prompt? Limit - 1500 characters, about 1/2 page.

This indicator prompted our program to review our data gathering tools and reporting process. We as a program asked how we might more efficiently collect data, centralize a repository for that data, and be able to quickly access the data in order to review aspects of our program, such as demographics, assessments, and field work. We looked for ways to streamline our processes, which included accessibility for our cert officer to find all components needed for recommendations quickly, creating a system that can convert data to PESB coding efficiently, and allowing greater access to our administrative faculty to monitor program performance, growth, and areas of improvement. I stepped in as the data administrator having a stronger background in data and data systems than our previous data administrator and cert officer.

After reviewing the indicator data from your program and reflecting, what steps, if any, are you considering regarding continuous improvement? Limit - 3000 characters, about 1 page.

Based on the indicators noted and since I started as the data administrator, we have focused our efforts in developing a more robust data reporting system. This includes a central repository (data warehouse) that will connect field data collected by the program and demographic/admissions data collected within our PeopleSoft system. This will not require manual query reports; instead, the data will update daily so that we may view all the data components required by PESB at any time. Using PowerApps, we will be able to look at our data more effectively to promote program improvement and changes. Our new system, which will be piloted this fall and running by 2022-23, will grant us the ability to run our PESB report and undergo an internal audit in several days versus several months. We have also introduced processes and data collection points (data creation) that will better capture certain data aspects, such as Race Codes, that were lacking in the past. We are introducing a new data collection tool for field experiences that will also improve data collection of field experience data from candidates. Once developed, it will only require minimal maintenance by me (as the data administrator) and our IT department.

What else would you like the board to know about your program as it relates to these indicator data? Limit - 6000 characters, about 2 pages.

The main factor we would like to share with PESB is that this data reporting system development was not started under our previous data administrator. Despite the new data manuals being available for two years, our previous administrator failed to develop any systems that would improve our data collection capacity. As a result, we are starting two years behind where we should be, but we have pulled together a team to develop an entire data system in a year, which took considerable effort by everyone involved. While this does not excuse the lack of timeliness to our reporting, it does explain why we were scrambling in previous years to report our data (I assumed the data administrator role the end of last September). This transition was not easy and many components were not present, so we are essentially starting from scratch to redevelop our systems.

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| How are data systems and practices designed and implemented to provide actionable data on recruitment, retention, candidate learning, required assessments, and program operations? (see PESB program standard 5a) Limit - 3000 characters, about 1 page. |
| Our data systems will provide a more accessible picture of our demographics, our outreach efforts, field and job placement rates, and our support for our district partners (such as endorsements, job persistence, etc.). We will be able to monitor assessment data (performance over time, our replacement for edTPA, program effectiveness, course improvement, etc.) that will allow us to identify key areas of growth annually to focus our efforts on regular improvement to offerings, outreach, and supports. It will also provide us a clear picture on our ability to provide equity and inclusion to our programs, offer targeted support based on the needs of our candidates, and ensure high success rates for our students. |
| What data systems, practices, and safeguards are in place to collect and store applicants' and candidates' data? (see PESB program standard 5b) Limit - 3000 characters, about 1 page. |
| In addition to the data systems described previously, candidate data will be stored within our data warehouse that is behind the university firewall. Full access to this database will be limited to the data administrator and IT, but our administrative faculty and admins will have access to run different reports, graphics, and certification. |
| What data system(s) are used for annual reporting to PESB? (see PESB program standard 5c) Limit - 3000 characters, about 1 page. |
| The data reporting system will be specifically outputted to the PESB spreadsheet formats, so when we go to run our annual PESB report, the system will produce the report with all the fields completed, including correct codes that can be updated each year with the new manual. This will simplify our processes and require only an audit of the data by the data administrator to ensure data validity prior to submission, which should only take a couple of days to complete. It will also include internal cross-referencing to flag anomalies and errors. This system consists of a custom data warehouse pulling data from custom built tools and PeopleSoft. |
| How are data systems and practices designed to provide information to PEABs and program colleagues? (see PESB program standard 5c) Limit - 3000 characters, about 1 page. |
| Like stated previously, the data system will have the ability using PowerApps to create customized data reports and graphics to help guide discussions around program improvement, demographics, partnerships, enrollment and retention, and persistence in the field. These will provide better information to our PEAB to further our recommendations and questions that might create new data points we wish to capture for program improvement. |
| What strategies and practices are used to conduct outreach and develop partnerships in ways that enable program personnel to recruit, admit, and support educator candidates? (see PESB program standard 1a) Limit - 3000 characters, about 1 page. |

Our outreach and partnerships are conducted at the local level between our primary campuses, which include grant partnerships (such as Alternative Routes and StarTalk) and regular discussions with partner districts around hiring needs, usually through our Alternative Route 2 and 4 programs. We also conduct targeted outreach efforts to promote greater diversity and meet the state's need to match our teacher demographics to our students. This includes our partnership with Seattle Public Schools and the ARE program as well as StarTalk. Our new data system will allow us to monitor our demographic trends that will help illustrate whether or not we are successful in our efforts to diversify the teacher workforce and meet the needs of all candidates. It will also provide us a clear picture as to our ability to meet state shortage needs and district/school-level needs with our partners.

How do program leaders analyze, understand, and respond to state and local workforce shortages? (see PESB program standard 4b) Limit - 3000 characters, about 1 page.

Our program leaders, which include our dean, both program directors, and our program managers, will be able to review our data as well as maintain our personal contacts with district partners to monitor and adapt to district partner needs. We meet weekly where we will discuss aspects of this, from individual level needs to larger program-level changes. This allows our entire leadership team the ability to look at data and the conversations we have with partners to best adjust our programs to meet the most need. This includes supporting candidates in shortage areas such as Special Education and English Language Learners, specific supports for districts utilizing our Alternative Routes programs, and developing district or school-specific cohorts to meet the needs of certain geographic regions. Our data will reflect our ability to support those efforts, ensure persistence and retention, and overall completion rates for those candidates. It will also help us monitor shifts in workforce needs and allow us to adjust our program quickly based on both our local and statewide data in order to meet those needs. Given our flexible structure as a program, our more robust data reporting system will provide us the information we will need to ensure we are able to introduce new programs and further improve existing programs to best prepare our candidates for our state's teacher workforce.