Teacher-Student Data Link Project Vendor Summit

Doubletree Suites by Hilton, Boston, MA

August 23, 2012

Welcome and Introductions

Agenda

8:30 – 8:45	Welcome and Introductions
8:45 – 9:15	TSDL Update/Lessons Learned
9:15 – 10:00	Strategic Data Project and Measures of Effective Teaching Updates
10:00 – 10:15	Break
10:15 – 11:30	Process Diagram and Roster Verification
11:30 – 12:00	Turning SIS/LMS Data into Action (Closing the Gap)

Agenda (continued)

12:00 – 12:45	Lunch
12:45 – 1:45	Personalized Learning and the TSDL Trend and Impacts
1:45 – 2:00	Setting the Stage
	- Policies and Use of TSDL
	- Architecture and Data Model
2:00 – 3:00	Breakout Sessions by Role
3:00 – 3:25	Report Back and Discussion
3:25 – 3:30	Concluding Remarks

TSDL Update/Lessons Learned

TSDL Promising Practices

- Clear ownership of TSDL in SEA data governance

- State ID for students and educators

- Statewide course codes including LEA options

- Scheduling of all courses K-12 including in elementary schools

Slide 5

TSDL Promising Practices (continued)

- Use of roster verification programs for teachers and principals

- State definitions for Teacher of Record and Contributing Professional

- Teacher access to longitudinal data

- Statewide student information system (SIS) or SIS standards

Teacher of Record

A ***Teacher of Record*** is an individual (or individuals in co-teaching assignments) who has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.

Contributing Professional

A ***Contributing Professional*** is an individual who has been assigned the responsibility to provide additional services that support a student's learning.

Data Quality Campaign

(See separate PPT – "DQC – Analysis of State

Promising Practices in TOR and TSDL")

Frequent TSDL Challenges

- Lack of understanding on use of TSDL

- Courses with no standard assessments or performance measures

- Inability to include multiple teachers of record or contributing professionals in one course/section

Frequent TSDL Challenges (continued)

- Alternative instructional delivery models such as: online learning/virtual courses, self-paced/non-seat time courses, dual enrollment/community-based courses

- Data quality and timeliness issues for changes in student enrollment and/or teacher assignments

Prioritized TSDL Actions

- Clarify purpose of linked teacher-student data

- Establish policies, definitions and business rules

- Determine the data elements required and develop the data extraction rules, tools and processes

Emerging TSDL Issues

- Connecting not just who taught whom but to what standard and with which instructional practice

- Expanded use of TSDL for evaluation of teacher-preparation programs

- Statewide instructional improvement/ learning management systems (IIS/LMS) as the future source of this information

Strategic Data Project and Measures of Effective Teaching Updates

Measures of Effective Teaching and Strategic Data Projects

(See separate PPT – "TSDL_Meeting_Presentation")

Break 10:00 – 10:15

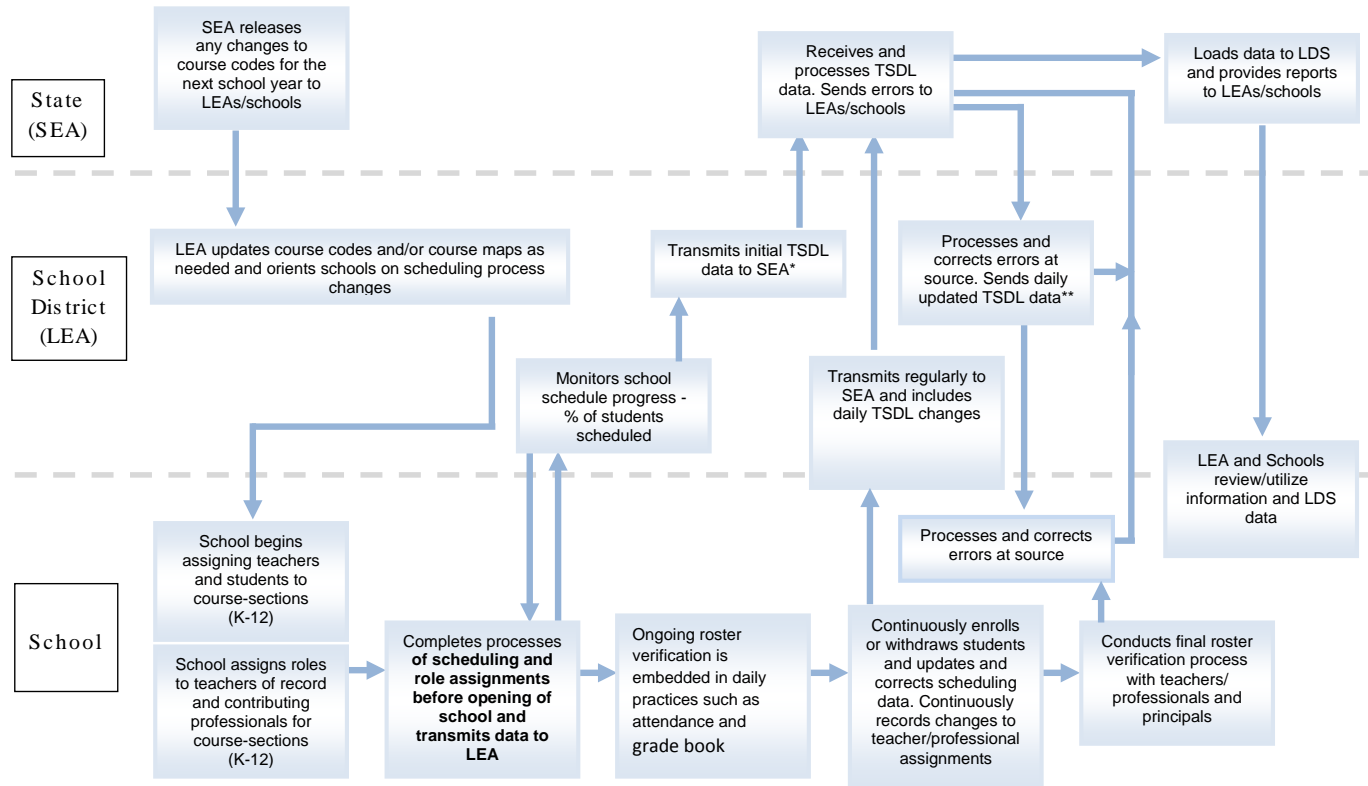# Process Diagram and Roster Verification Table Breakout Discussions

Process Diagram

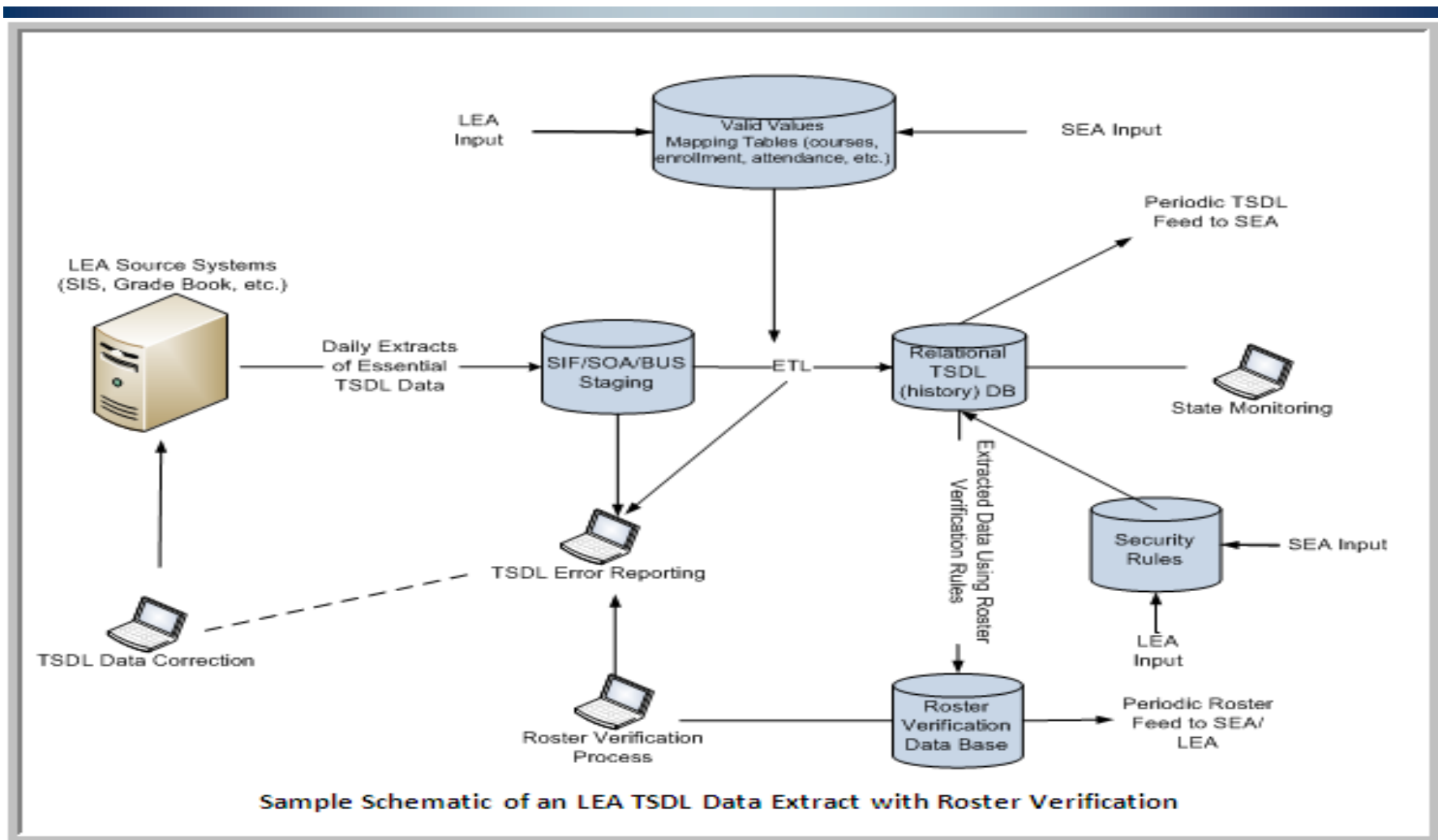## Teacher-Student Data Link (TSDL) PROCESS MODEL

Characteristics
- State course definitions and codes K-12
- Unique student and educator IDs
- State-defined roles for teacher of record and contributing professional

* Initial TSDL Data: Student ID; Teacher/Contributing Professional ID and role; course-section ID and begin/end date.

** Ongoing TSDL Data: Course-section changes in student enrollment and teacher/contributing professional assignment with ID codes and begin/end dates.

State (SEA)

SEA releases any changes to course codes for the next school year to LEAs/schools

Receives and processes TSDL data. Sends errors to LEAs/schools

Loads data to LDS and provides reports to LEAs/schools

School District (LEA)

LEA updates course codes and/or course maps as needed and orients schools on scheduling process changes

Transmits initial TSDL data to SEA*

Processes and corrects errors at source. Sends daily updated TSDL data**

Monitors school schedule progress - % of students scheduled

Transmits regularly to SEA and includes daily TSDL changes

LEA and Schools review/utilize information and LDS data

School

School begins assigning teachers and students to course-sections (K-12)

School assigns roles to teachers of record and contributing professionals for course-sections (K-12)

Completes processes **of scheduling and role assignments before opening of school and transmits data to LEA**

Ongoing roster verification is embedded in daily practices such as attendance and grade book

Continuously enrolls or withdraws students and updates and corrects scheduling data. Continuously records changes to teacher/professional assignments

Processes and corrects errors at source

Conducts final roster verification process with teachers/ professionals and principals

Roster Verification Schematic

Sample Schematic of an LEA TSDL Data Extract with Roster Verification

Roster Verification

What CELT is seeing across the country in regards to Roster Verification:

- Florida

- Ohio

- Louisiana

- Colorado

- Georgia

- Los Angeles Unified SD

- Chicago PS

- Others – what are you seeing?

Are there opportunities in the Roster Verification Realm for Vendors?

- What we know: Roster verification tools are getting more sophisticated, and will continue down this path as more pressure is put on teachers through evaluations.

- How do we enhance / augment / improve the process?
  - Services
  - Product modifications / enhancements
  - Collaboration

Roster Verification Questions

- What is the group hearing from their customers and what are the current and anticipated needs in regards to Roster Verification?
- How / What are vendors responding to address the customers needs for a roster verification system, services or product enhancements?
- Is there a forum / collaborative that the vendor community can create to work on the data quality / standards/ to address the needs of customers?

Turning SIS/LMS Data into Action
(Closing the Gap)

Turning SIS/LMS Data into Action

(See Separate PPT – "CELT CTG TSDL Vendor Summit")

Lunch 12:00 – 12:45

Personalized Learning and the TSDL
Trends and Impacts
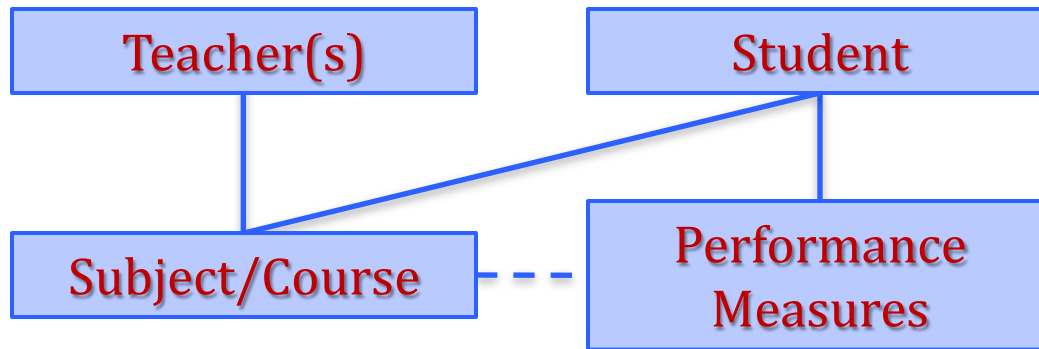
A Vision of Personalized Learning
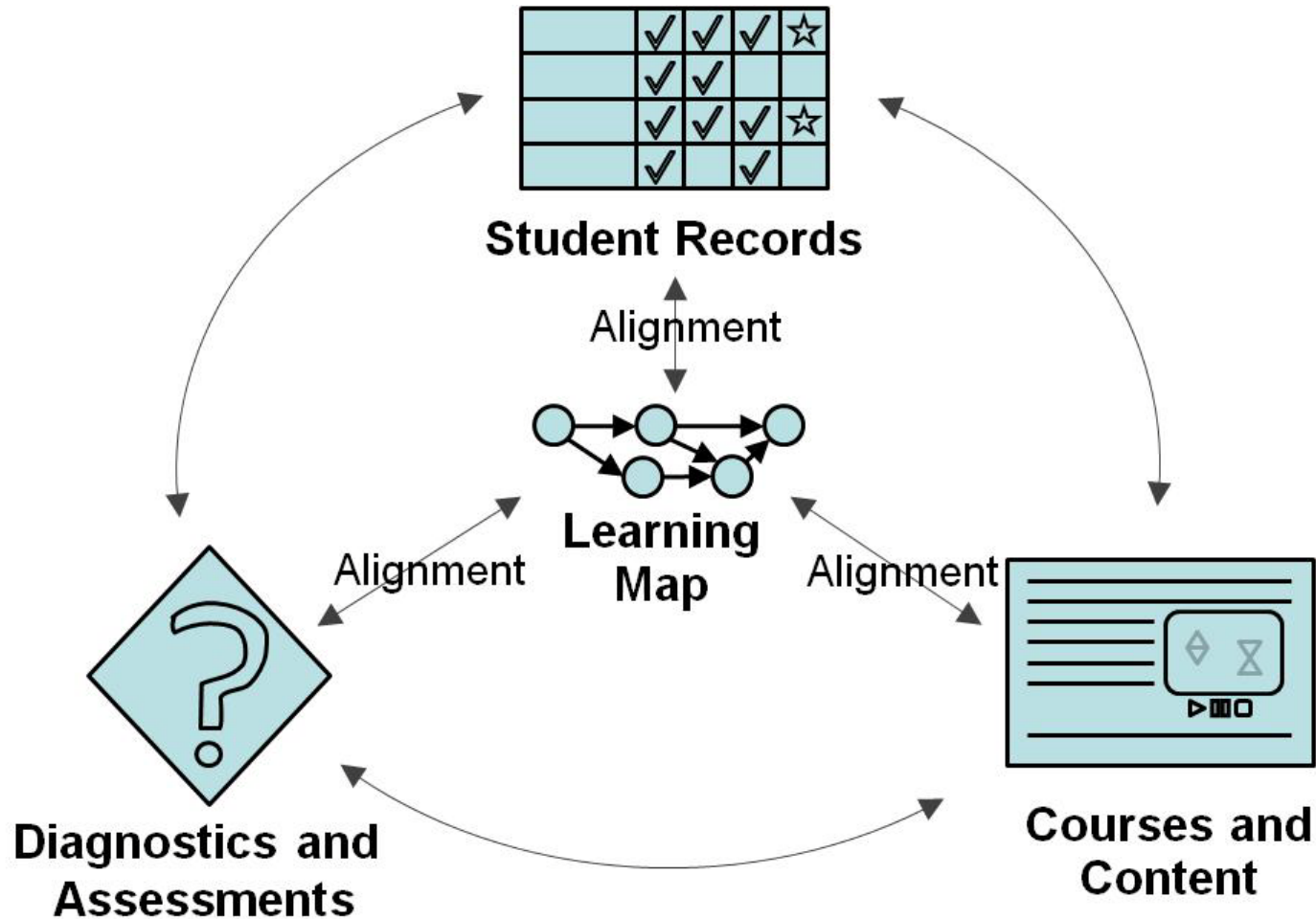
Standards-based Learning

- Also referred to as mastery-based or proficiency-based

- From: class time as the constant with learning as the variable

- To: mastery of the standards as the constant and time as the variable

Blended Learning

"A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of control over time, place, path and/or pace and at least in part at a supervised brick-and-mortar location away from home." (Heather Staker and Michael B. Horn)

- Models include varying levels of autonomy and self-pacing:
    - *Face-to-face driver* – online modules supplement classroom learning*
    - *Rotation* – students rotate between classroom and online learning*
    - *Online lab – students take core classes online in lab at school*
    - *Self-blend – students take supplemental courses online*
    - **Teacher of Record is in the building*

TSDL with Personalized Learning
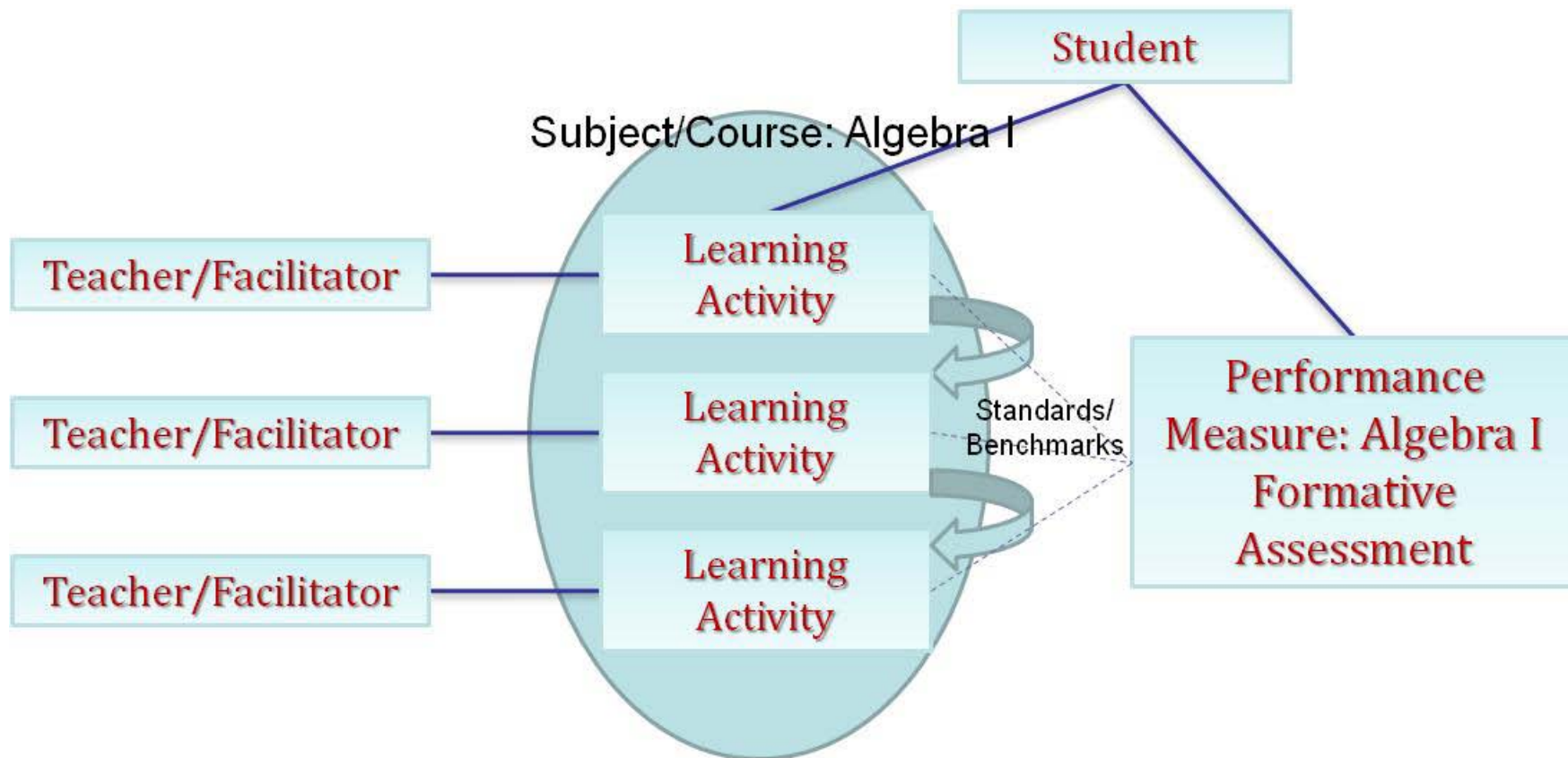
Panel Discussion

Panelists:

- Glynn Ligon President, ESP Solutions Group
- Karlene McCormick-Lee, Ed.D. EVP, CELT Corporation
- Bob Swiggum, CIO, Georgia DOE

Were there really good old days?

We Take a Simple Idea for Improving Teacher/Student Learning Outcomes and Make it into a Scary Problem That is a Challenge to Solve.

Let's Get Personal

- How tolerant are you of imposing reporting burden on teachers and schools?

- Can we overlook some courses and subject areas?

- How closely must data describe what really happened?

- WHAT ARE YOUR QUESTIONS?

- Are they about individuals or T&L in general?

- Are you going to compare your results with anyone else's?
- How much money do you have?
- Is there a committee or a decider?

Making the Connections

- We typically begin with a great, simple idea.
  - Let's link teachers & students!
- Early discussions make the idea more concrete, i.e., harder.
  - Define teacher. Define course. Pick assessments.
- Next discussions make the idea more complex.
  - Days of instruction? Course standards? Virtual learning?
- Reviews reveal gaps in the data.
  - Definitions vary. SISs differ. Standards conflict. Fields barren.
- Longitudinal data systems aren't ready.
  - Data models lack dimensions. Analytics need development.
- FERPA slows us down.
  - Who sees the data when they are reported back?
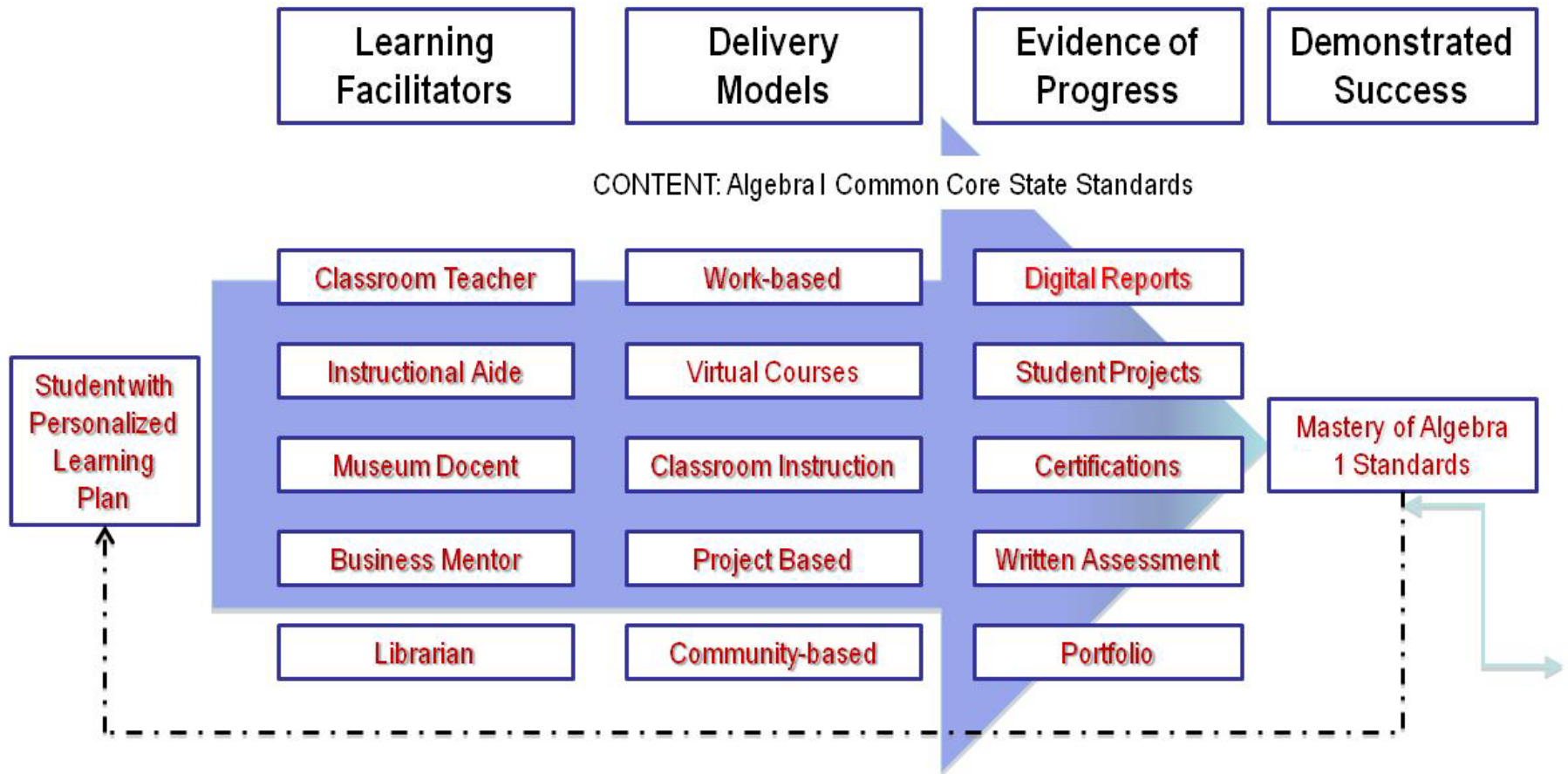 - Do we mask to the point of total obscurity

Finally, we get practical, organized, automated, and researched

- Unobtrusive, unattended processes pull/push data.

- Research projects sample to fill gaps.

Approximations:
- Arizona
    - CEDS
    - SCED

- Wyoming
    - SIF

- Missouri, Idaho, (Alaska)
   - CSV (Align with NCES Handbooks)

TSDL with Personalized Learning

CONTENT: Algebra I Common Core State Standards

Learning Facilitators	Delivery Models	Evidence of Progress	Demonstrated Success
Classroom Teacher	Work-based	Digital Reports	
Instructional Aide	Virtual Courses	Student Projects	
Museum Docent	Classroom Instruction	Certifications	Mastery of Algebra 1 Standards
Business Mentor	Project Based	Written Assessment	
Librarian	Community-based	Portfolio	

Student with Personalized Learning Plan

Learning Trends and the Impact on TSDL

- **Expanded and Specific Learning Expectations**
  - Process, Performance and Progress (Guskey)
  - Soft Skills, Common Core, Gains

- **Scheduling Flexibility**
  - Driven by learner not semester or quarter
  - Driven by standards and learning not courses

- **Broader Definition of Teacher and Courses**
  - Work-based Learning Mentor, District Instructional Programs
  - Non-traditional Classroom Experiences
  - Delivery of Content Based on Student Strengths

- **Multiple and Varied Sources of Evidence**
  - Combine and report from multiple sources

LEA Access to Integrated GADOE Systems
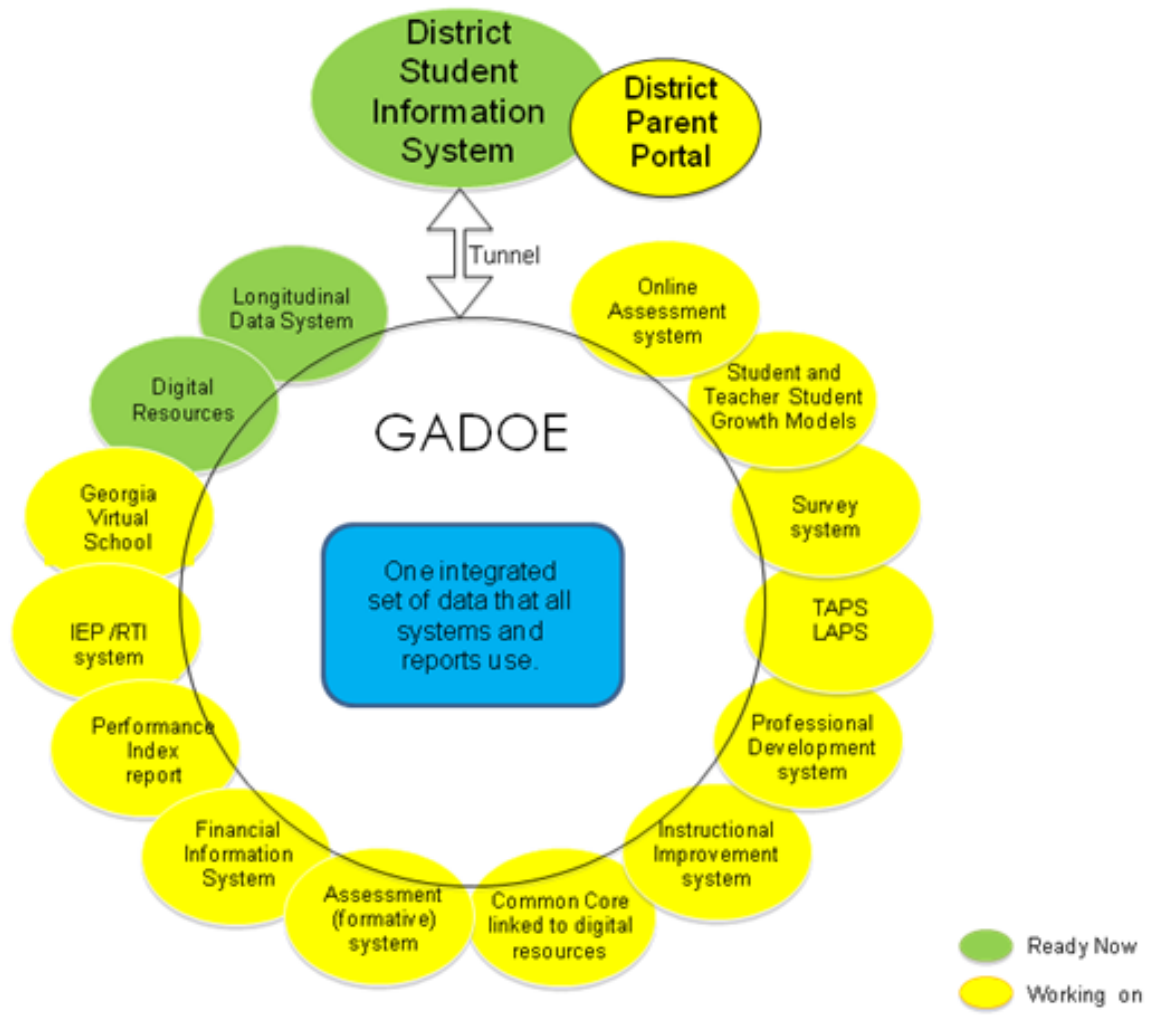
Setting the Stage:
TSDL Policies and Use of TSDL Architecture and Data Model

Sample Policy Questions

- How is student and/or teacher attendance addressed?

- How and when are Teacher of Record or Contributing Professional roles assigned?

- Is there a Teacher of Record for virtual courses?

- What is the minimum percent of time the student must be enrolled for their outcome to be linked to a teacher?
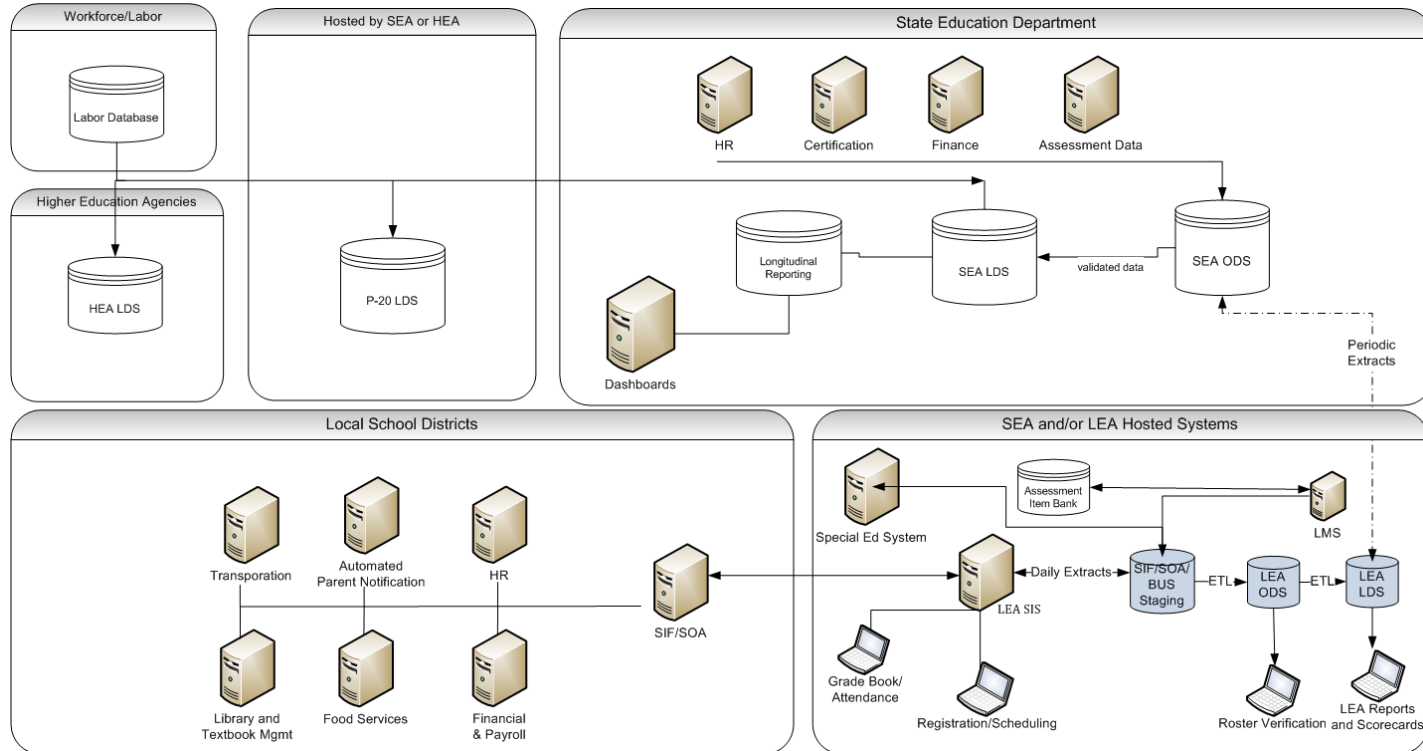
Sample Uses of TSDL

Teacher-Student Data Link
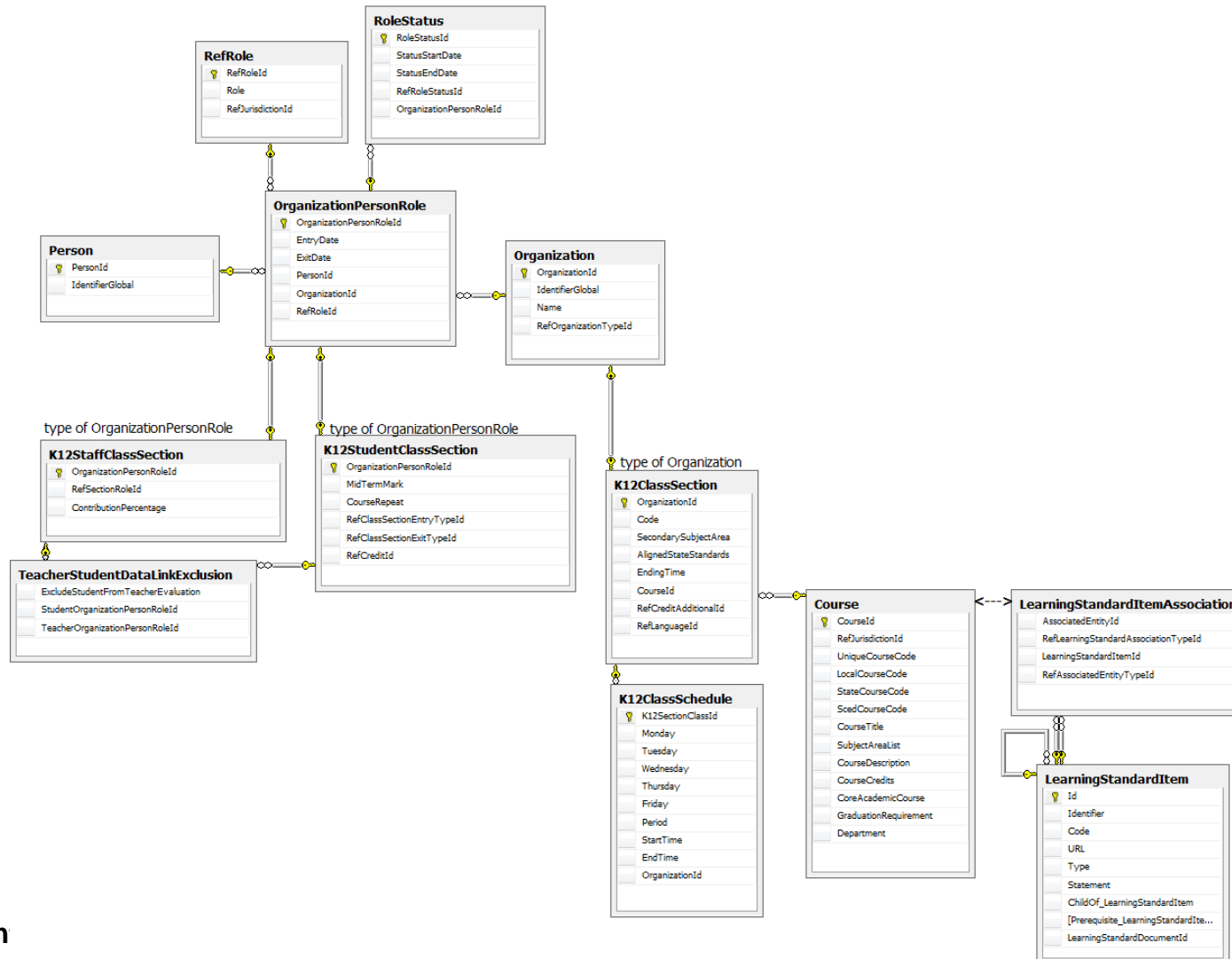
- Provide meaningful data back to districts, schools and teachers
- Identify characteristics of effective educators
- Inform and support school district policies, practices and decision-making related to increasing student outcomes
- Identify activities that impact student learning
- Plan and evaluate professional development
- Inform the content and practices of educator prep programs
- Provide the link for accountability for student learning and outcomes
- Study educator mobility, recruitment and retention issues

TSDL Generic Architecture

Breakout Sessions by Role
Business: Eliot Room
Technical: Anderson Room

Business Breakout Guiding Questions

1. What are the current challenges and solutions you are seeing in states or districts related to TSDL?

2. How can we address emerging issues such as linking to standards and instructional practices and integrating with Higher Education?

Technical Breakout Guiding Questions

1. What are the challenges and solutions you are experiencing designing systems to establish a valid teacher-student data link?

2. How can we address emerging issues such as an integrated SIS/LMS system?

Report Back and Discussion

Business Group - What are the current challenges and solutions you are seeing in states or districts related to TSDL?

Challenges
1. No sense of urgency at classroom level
2. How will this affect the classroom?
3. Teachers fear this (accountability)
4. States/districts do not know how to communicate (infrastructure, skillset)

Solutions
1. Focus on multiple uses in hub and spoke slide – benefits
2. Get past achievement linked only to state test scores
3. Focus not on what states/districts can do themselves but rather on what will extend the functionality
4. Work in "collaboratives" to solve common problems
5. Focus on uncover, discover, recover NOT name, blame, shame

Technical Group - What are the challenges and solutions you are experiencing designing systems to establish a valid teacher-student data link?

1. Timeliness of data. In one state teachers had to do this in a three week time period

2. Roster verification requirements need to be built into RFPs but districts aren't sure what to ask vendors

3. Would like to see states/districts collaborate on the functionality needed

Technical Group - How can we address emerging issues such as an integrated SIS/LMS system?

1. We need to have districts begin writing RFP specifications from the business side rather than the technical side

2. Questions that districts need answered by their data system should be identified

3. Vendors could select RFPs that are done well and meet with education community to explain the best practice

4. The USDOE could help states with instructions on what is expected that could override outdated procurement rules

Concluding Remarks

For more information:

www.tsdl.org

Register on the website to receive updates.

Thank you for participating!