5.1 TITLE II

PELSB is required by federal law to report and verify data on all board-approved teacher preparation programs and providers. This data is publicly available and includes information on enrollment, program completion, and preparation standards, as well as pass rates.

Providers and PELSB work together to satisfy two reporting requirements related to the Title II Institutional and Program Report Card. To ensure this collaboration is seamless, there are a variety of rolling deadlines throughout the academic year. While PELSB may facilitate communication with regard to instructions, deadlines and reminders related to submission, all technical/troubleshooting concerns should be sent directly to the Customer Care Contacts listed for each report.
Note: If the person who is responsible for Title II reporting in your unit changes, please let PELSB know immediately. We will then update the contact information in our system.

Resources:

- Title II Reporting Training Videos: https://title2.ed.gov/Public/TA.aspx
- Pass Rate Data Collection Worksheet: Reporting Timeline Guidance
  - Login: https://edreports.nesinc.com/mn
  - Manual, Schedule and Resources:
    - https://edreports.nesinc.com/mn/TitleII/TitleIIHelp
  - Customer Care: https://edreports.nesinc.com/MN/Home/ContactUs
5.2 DATA SUMMARY REPORT

PELSB is required to publish an annual “Data Summary Report” summarizing teacher preparation provider outcomes.¹ In order to prepare this report, PELSB requires each provider to submit the data on program enrollment, completion, and effectiveness by May 1 each year.

The Data Summary Report provides important data on the demographics of teacher candidates, trends in licensure areas, and training effectiveness. In addition to the annual legislative report, this data is used in PELSB’s biennial Teacher Supply and Demand Report.

Providers have expressed some concern about meeting data privacy standards while providing PELSB with the necessary information for this report. For example, in cases where the data requested, especially when disaggregated, corresponds to less than 10 teacher candidates, there may be concerns that the data may identify specific teacher candidates. In the past, PELSB has allowed providers to omit this information and/or state “low n.” However, this has led to data that does not provide a useful picture of teacher preparation in Minnesota.

New Policy

Moving forward, units will be asked to provide all requested data, including race/ethnicity. However, this data will not be published in the report if it violates data privacy laws. By providing PELSB with the raw data, however, providers will enable our agency to aggregate and disaggregate data as needed to evaluate statewide outcomes and teacher candidate demographic changes.

All units are required to submit the data below annually.² This data is aggregated and analyzed by PELSB staff before being published on the agency’s website by June 1 of each year. The purpose of this report is to provide a statewide picture of teacher preparation, specifically with regard to candidate demographics and outcomes. In 2020, PELSB will send each provider an electronic form of the Data Summary Report.

The data collected from providers is often disaggregated by race/ethnicity and/or program. As such, programs with 10 or fewer teacher candidates may have concerns about inadvertently identifying teacher candidates. PELSB staff will consult with the Minnesota Data Practices Office to determine the threshold necessary to protect teacher candidates’ identities while still providing a meaningful analysis of statewide teacher preparation. We ask that providers contact PELSB’s Teacher Education Specialists with any concern rather than omit data.

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Data Summary Report Components:

- Candidate entrance requirements for each board-approved program, including grade point average for enrolling candidates in the preceding year
- The average board-adopted skills examination or ACT or SAT scores of candidates entering the program in the preceding year
- Summary data on teacher educator qualifications, including at least the content areas of teacher educator undergraduate and graduate degrees and their years of experience either as kindergarten through grade 12 classroom teachers or school administrators
- The average time resident and nonresident program graduates in the preceding year needed to complete the program
- The current number and percentage of candidates by program who graduated, received a Tier 3 or 4 Minnesota teaching license, and were hired to teach full time in their licensure field in a Minnesota district or school in the preceding year disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual
- The number of content area credits and other credits by undergraduate program that candidates in the preceding school year needed to complete to graduate
- Candidate pass rates on skills and subject matter exams required for graduation in each program and licensure area in the preceding school year
- Survey results measuring candidate and graduate satisfaction with the program in the preceding school year disaggregated by race
- A standard measure of the satisfaction of school principals or supervising teachers with the student teachers assigned to a school or supervising teacher

Note: The data collected was set in state statute prior to the approval of alternative teacher preparation providers. As such, some of the language is specific to institutes of higher education. PELSB is proposing legislation that would update this language.
Providers are required to use the Common Metrics survey for the Data Summary Report and for unit standard 3. 2015 legislation required teacher preparation reporting and in spring of 2017, the Board approved a pilot year of Common Metrics Survey. In November 2017, the Board adopted the Common Metrics survey for the Data Summary Report.

For providers to have access to the full Common Metrics Survey, contact Stacy Duffield.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Exit Survey</th>
<th>Transition to Teaching Survey</th>
<th>Supervisor Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively teach students from culturally diverse backgrounds and communities</td>
<td>B2a</td>
<td>B2a</td>
<td>B2a</td>
</tr>
<tr>
<td>Differentiate instruction for a variety of learning needs</td>
<td>B2b</td>
<td>B2b</td>
<td>B2b</td>
</tr>
<tr>
<td>Select instructional strategies to align with learning goals and standards</td>
<td>B1b</td>
<td>B1b</td>
<td>B1b</td>
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<tr>
<td>Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected</td>
<td>B3g</td>
<td>B3g</td>
<td>B3g</td>
</tr>
<tr>
<td>Provide students with meaningful feedback to guide next steps in learning</td>
<td>B1i</td>
<td>B1i</td>
<td>B1i</td>
</tr>
<tr>
<td>Collaborate with parents and guardians to support student learning</td>
<td>B4c</td>
<td>B4c</td>
<td>B4c</td>
</tr>
<tr>
<td>Would you recommend your teacher education program to another prospective teacher?</td>
<td>A3</td>
<td>D1b</td>
<td>n/a</td>
</tr>
</tbody>
</table>
To track candidates many preparation providers use PELSB’s Educator Employment Report. To access the report:

1. Go to [https://mn.gov/pelsb/board/reports/](https://mn.gov/pelsb/board/reports/)
2. Under Database reports, click on “Educator Employment Report.”
3. Log in to EDIAM as you would to EPPAS. If you do not have an EDIAM account, you will need to create one: View step-by-step instructions on how to create a new EDIAM User Account. After you create an account, your unit’s IoWA will need to grant you access.
4. After you download the report, from the home tab, you may click “sort and filter” and filter for the information you are seeking.