Oklahoma
TEACHER PREPARATION DATA GOVERNANCE COUNCIL

POLICIES

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Mission

To ensure that data collected through OSDE and OEQA on Educator Preparation Programs is used primarily for continuous improvement of EPPs in the state of Oklahoma, through responsible stewardship that emphasizes ease of use for the EPPs while ensuring strong privacy controls to prevent misuse of data.

Vision

Educator Preparation Programs benefit from governance that defines and implements a secure and robust information management system providing data for use in continuous improvement. Key aspects of a strong information management system include:

1. Data Management – identify essential data elements; ensure that these elements are appropriately defined and standardized for acceptable uses across EPPs and in multiple reports; and govern the collection and storage processes that ensure security, privacy and appropriate integration across programs and from multiple data sources.
2. Acceptable Use – Provide controlled access and use, limited to EPPs, that enables timely use of data for continuous improvement of the programs.

Guiding Principles

The actions of the Data Governance Council are guided by seven principles:

1. The purpose of the Data Governance Council (DGC) is to steward the data described in Appendix A.
2. Ethical use of data will be integral to every decision the group makes.
3. Data security will be integral to every decision the group makes.
4. Protection of the privacy and missions of each EPP will be a primary consideration for all decisions.
5. Acceptable data usage will be limited to EPP continuous improvement, including program evaluation studies and other research conducted in the name of that goal.
6. Sharing of data outside of the EPP will be strongly regulated.
7. The Teacher Preparation Data Governance Council is the final decision-maker for the dissemination of these data.

Data Governance Policies

Data Governance Policies of the Data Governance Council (DGC) will be strictly adhered to in order to ensure confidentiality of sensitive data and compliance with the Family Educational Rights and Privacy Act (FERPA). DGC policies exist to provide clear, concise procedures for obtaining data, and to define the data management lifecycle, including collection, maintenance, usage and dissemination of data.

Policy 1 : Council Membership

The DGC will consist of two stakeholders from SDE, stakeholder(s) from OEQA, a Regents member, and stakeholders from EPPs (6). The chair of the council will conduct all meetings, facilitate all business, and disseminate information concerning data governance.

Purpose:
It is imperative to include all stakeholders in the governance process who are either gathering data or using data. This ensures multiple perspectives for more efficient decision making. It is also necessary to have a central person responsible for calling meetings, conducting business, and the gathering and dissemination of data. Having one individual responsible for these processes provides more efficiency and security.

Policy 2: Procedures for Handling Data

The data described within this manual will be transferred from OMES to data portals arranged by OEQA, and upon approval by the Data Governance Council, will be disseminated by OEQA to one individual (identified as the Data Steward) in each organization designated to collect or report data. This is identified as the "first pipeline." The "second pipeline" is the IRB request described in Policy 4. The EPP Data Steward will be responsible for ensuring that data is used for the sole purpose of program improvement and that data are not mishandled.

Purpose:
This process will ensure: 1) that data get to the correct individual responsible for program improvement, 2) that highly confidential data are not viewed by unauthorized personnel, and 3) requests for data are not made by multiple people, which creates redundant work for data stewards.

Procedures:
The chair of the DGC will gather the names of the appointed representatives at each EPP at the beginning of each academic year. Each appointed representative will be required to view a Webinar explaining procedures and responsibilities, assuring that the representatives understand the data use policy. The data use policy is described in the Data Security Assurance Form (see Appendix A) that is to be signed annually by the representatives and the administrative personnel responsible for those representatives (e.g., the Provost).

Misuse of the data will be reported to the administrative personnel. Misuse of the data is defined as the following:
1. Release of data to unauthorized parties
2. Use of data to identify specific teachers/graduates
3. Use of data to contact teachers/graduates
4. Dissemination of data in a way that facilitates identification of specific teachers/graduates
5. Use of data to assess individuals
6. Dissemination of data for any purpose other than program improvement or institutional reports (see Policy 4)

Policy 3: Decision-making

The DGC will determine what data are needed for Title 2, CAEP, and Institutional Reports, and when data need to be disseminated to EPPs, submit requests to appropriate agencies for the data and disseminate to each EPP Data Steward. A list of data that are currently slated to be shared with EPPs can be found in Appendix B.

Purpose:
There is a need to have a centralized group that serves as an intersection among the OEQA, State Regents, the SDE, and EPPs. This centralized group (DGC) will be responsible for communication among these state agencies and EPP's for the purpose of secure and efficient data collection and dissemination.

Procedures:
At the beginning of the Academic Year the council will meet to create a timeline for gathering and disseminating data. The timeline will include what data are needed, what requests need to be made, who will make the data requests, and what agency houses the data that are needed. The chair will lead this process. The chair will then disseminate the timeline to the designated person at each agency/EPP. The chair will also ensure that the council makes decisions and provides the data based on the timeline that was produced.

Policy 4: Requests for Data for Research Purposes

The Data Governance Council will be responsible for addressing requests for data needed for research purposes.

Purpose:

Because of the need to maintain the highest degree of confidentiality for teachers and students, research requests will be reviewed by the council and a determination will be made concerning the release of the data.

Procedures:

EPP Researchers will submit the Research Data Authorization Form (see Appendix C) and a research request letter and/or copy of the IRB application that includes the following information: name, position, and agency or EPP affiliation; detailed information regarding the purpose of the study and the potential beneficiaries of the findings; specification of the exact data points being requested. Letters of approval from the Institutional Review Board (IRB) of the relevant EPP(s) must be submitted with the request letter as applicable.

The research request letter will be submitted to the DGC Chairperson to be distributed to the Council for review. The Council will have fourteen days to respond to the request. Upon reaching a decision, the Chair will contact the researcher with the decision as well as procedures and a timeline for receiving the data.

Data requests from outside of EPPs (e.g., legislators, reporters, state agencies, etc.) will be addressed on a case-by-case basis. The DGC will advise OEQA on dissemination of data for those purposes. Regardless of whether the data will be released or not, *all teacher identifiers* will be redacted when providing this data to outside agents. Teacher identifiers are defined as the following:
1. Teacher license number
2. Recommending program
3. District of employment
4. School of employment

Data Use Policies

Policy 1: Allowable uses of data by EPP
1. Data may be used in the aggregate (e.g., aggregated by program of study, department, institution, cohort year, etc.) for reporting to external stakeholders (CAEP, OEQA) and for program improvement.
2. Data may not be used in the following ways.
    a. Release of data to unauthorized parties
    b. Use of data to identify specific teachers/graduates
    c. Use of data to contact teachers/graduates
    d. Dissemination of data in a way that facilitates identification of specific teachers/graduates
    e. Use of data to assess the performance of individuals
    f. Dissemination of data for any purpose other than program improvement or institutional reports (see Policy 4)

Policy 2: Confidentiality
1. The EPP will not release the names of individuals, or information that could be linked to an individual, nor will the recipient present the results of data analysis (including maps) in any manner that would reveal the identity of individuals.

2. All parties shall comply with all Federal and State laws and regulations governing the confidentiality of the information that is the subject of this Agreement.
3. The data recipient will not release data to a third party without prior approval from the data provider and without following the guidelines of the DGC.
4. The data recipient will not share, publish, or otherwise release any findings or conclusions derived from analysis of data obtained from the data provider, except as specified above.
5. Any third party granted access to data, as permitted under condition #3, above, shall be subject to the terms and conditions of this agreement. Acceptance of these terms must be provided in writing by the third party before data will be released.

Data Governance Council Key Roles

While everyone is responsible for appropriately participating in data governance, individuals or groups with key roles include the following:

Data Governance Council

1. The role of the DGC is to be the primary touch point for all data access. The Council has formal decision-making authority over data sharing and use.
2. The responsibility of the DGC is to:
    a. Ensure compliance with governance policies and processes.
    b. Oversee appropriate sharing and use of data that are gathered.
    c. Help identify new data sources to be gathered.
    d. Create guidelines for data updates and new data sources.
    e. Work with data architects to identify source data and define data relationships.
    f. Ensure required accreditation and program improvement data are shared with EPPs.
    g. Make final decisions on guidelines and procedures for data and researcher requests.

Chair of the Data Governance Council:

1. The Chair of the DGC is responsible for:
    a. Convening regular meetings to fulfill the responsibilities of the DGC
    b. Managing the email account for submission of data requests
    c. Organizing the Webinar for Data Stewards and ensuring that signed Data Use Policies are collected from Data Stewards yearly
    d. Shepherding data requests through each pipeline

Data Steward

1. The primary touch point for data at the EPP-level and is accountable for security and usage of data within his or her EPP for approved purposes. This person's responsibility is to:
    a. Ensure compliance with both DGC and Institutional policies and processes.
    b. Oversee appropriate use of data shared with the EPP.
    c. Help identify new data needs.
    d. Follow use policies as outlined above and in the Data Use Policy form

Researcher

1. Individuals from universities whose role is to work directly with the data for research purposes. Must request formal access to data using established procedure.
2. This person's responsibility is to:
    a. Conduct research aimed toward EPP continuous improvement.
    b. Conduct research to develop and build a shared professional knowledge base to improve

teacher and leader preparation.

    c.   Ensure compliance with all applicable policies and processes.

Data Stakeholders

1. Stakeholders that have an interest in data who are under the council's purview. All access by these external stakeholders will be strongly regulated. These stakeholders include:
   a. Legislators and other Government Officials
   b. Oklahoma School Districts
   c. Parents and Students
   d. CareerTech
   e. Other State Agencies
   f. Federal Agencies
   g. Media
   h. Special Interest Groups

Protocol for Accessing Data

One objective of the DGC is to provide a protocol for accessing data allowed through agreements between the EPPs, particularly EPPs and the OSDE, OEQA and OSRHE. Requests will only be considered by the DGC if they are from employees of EPPs who have a legitimate interest in EPP data for continual improvement, program evaluation and research purposes. Those who do not fit this description must make requests to the data housing agency (OSDE, OEQA, & OSRHE) directly. These requests will be addressed as outlined in Policy 5 (above). Those making requests must demonstrate appropriate controls for protecting privacy and for the ethical use of data in line with policies provided in this manual. Requests for data should be planned and submitted in advance of the need. The DGC is an appointed and voluntary group that provides oversight and regulation of EPPs' access to data. The group meets monthly, and data are provided as approved during each of these meetings.

Protocol for Data Requests

1. Requesters must decide whether they fit with "Pipeline 1" or "Pipeline 2" as described under Data Governance Policy 2: Procedures for Handling Data (see page 4).
2. Pipeline 1 refers to the EPP Data Steward, who must have completed the Training Webinar and the Data Security Assurance Form (see Appendix A) before data will be released.
3. Pipeline 2 refers to Oklahoma EPP faculty and staff members requesting data from this council for IRB-approved research, and must complete the Research Data Authorization Form (see Appendix C) by emailing the DGC at okdatagovcouncil@gmail.com.
4. If requesting data for research purposes, the completed Authorization form and BOTH of the following items must be submitted as attachments to one email at okdatagovcouncil@gmail.com:
   a. A copy of the IRB proposal approved by the EPP.
   b. A copy of the IRB letter of approval to conduct the study.
5. A request may be made for the recurring need of the same data (e.g. the list of completer employment sites annually) so that once approved, these data are granted on a predetermined schedule. The DGC will collaborate with OACTE to develop an annual schedule of recurring data reports needed.
6. The DGC meets monthly, and only requests for data that include ALL of the necessary information and attachments will be considered. Requests for data are not considered between regularly scheduled meetings.

7. For requests that are approved, data will only be provided through secure networks or modes of transmission. These data must be stored, protected, used and destroyed in a manner that adheres to OSRHE policies and the terms of the IRB (for research studies).
8. For requests that are denied, an explanation of decision will be provided in writing by the DGC chair. The following list provides <u>some but not all reasons</u> why a request may be denied:
   a. incomplete forms or materials,
   b. the data do not currently exist,
   c. the purpose of the request does not match the role and function of the DGC,
   d. or the data must be suppressed (e.g. for a small sample size) to protect privacy.
9. Requests that are denied may be resubmitted once concerns are addressed as provided in the DGC's feedback. These requests will not be considered until the next regularly scheduled DGC meeting.
10. Certain data may not be available to requesters depending on the purpose of the request and the sensitivity of the data as bound by confidentiality statutes. Denials based on sensitivity are final, yet may be pursued through direct requests to the agencies housing the information.

Data Dictionary

This document includes definitions from three different sources as listed below.

1. Statewide Longitudinal Data Systems Grant Program. (2015). *SLDS Data Use Standards: Knowledge, Skills, and Professional Behaviors for Effective Data Use, Version 2*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. Available at: https://slds.grads360.org/#program/data-use-standards:-key-terms
2. National Forum on Education Statistics. (2013). *Forum Guide to the Teacher-Student Data Link: A Technical Implementation Resource*. (NFES 2013-802). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
3. Privacy Technical Assistance Center: http://nces.ed.gov/ptac

Term	Definition
Accommodation	An alteration of environment, format, or equipment that allows an individual to gain access to content and/or complete assigned tasks. (Source 1)
Analysis	The process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. (Source 1)
Assessment	The systematic collection, review, and use of information about educational programs undertaken for the purpose of evaluation or improvement. (Source 1)
Baseline	The level of performance at the start of data collection that can be used to measure change in indicators in the future. (Source 1)
Bias	Anything that produces systematic but unexpected variation resulting in inaccurate results. (Source 1)
Causal	A type of data analysis used to try to determine a cause-and-effect relationship. (Source 1)
Confidentiality	The responsibility of a person who has access to another individual's personal data not to share the data without consent. (Source 1)
Congruent	Matching or in agreement with something. (Source 1)
Correlation	Describes when two variables are related, but where the relationship may not be causal. A positive correlation occurs when the values of two variables increase together (e.g., years of education and income). A negative correlation occurs when

	one variable increase while the other decreases (e.g., number of absences and grades). (Source 1)
Course	The organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester or two- week workshop). (Source 2)
Course section (i.e., class section)	An instance of a course in which organized instruction of course content is provided to one or more students (which may include cross-age groupings) for a given period of time. For the purposes of this resource, a course may be offered to more than one course section. (Source 2)
Critical Evaluation/Reflection	Disciplined thinking that is informed by evidence. (Source 1)
Data Acquisition	The process of collecting or gaining access to and organizing information. (Source 1)
Data Collection	The process of gathering and measuring information in a systematic fashion to answer questions. (Source 1)
Data Definition	Language for describing data or information structures. (Source 1)
Data Documentation	Information on the context of data collection, including collection methods (e.g., sampling, instruments, technology used); data sources; data validation and modification; and data confidentiality, access, and use conditions. (Source 1)
Data stewards	Managers and administrators within an organization who are responsible for implementing data governance policies and standards and maintaining data quality and security. Education Agency or Institution refers to any public or private agency or institution to which funds have been made available under any program administered by the Secretary, if the educational institution provides educational services or instruction, or both, to students; or the educational agency is authorized to direct and control public elementary or secondary, or postsecondary educational institutions. For more information, see the Family Educational Rights and Privacy Act regulations, 34 CFR §99.1. (Source 3)
Data stewardship	Can be defined as a comprehensive approach to data management to ensure quality, integrity, accessibility, and security of the data. (Source 3)
Descriptive	A type of data analysis used to describe a set of data using mean, mode, median, distribution, and more. (Source 1)
Education Records	Include those records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. For more information, see the Family Educational Rights and Privacy Act regulations, 34 CFR §99.3. (Source 3)
Educator-Student Data Link	A broader interpretation of the "Teacher-Student Data Link" that could include data for non-teaching education professionals linked to students. Note: The definitions of "educator" and "teacher" may vary based on state or local definitions (e.g., as established by Teacher of Record policies). (Source 2)
Entity Resolution	The comparison of records in order to eliminate different references to the same individual (also known as matching). (Source 2)
FERPA	The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he

	or she reaches the age of 18 or attends a school beyond the high-school level. Students to whom the rights have transferred are "eligible students." (Source 1)
Findings	The principal outcomes of a research project examining data, and what the project data suggested, revealed, or indicated. (Source 1)
Formative	Describes information that can be collected and used to improve or inform progress during a learning opportunity. (Source 1)
Generalizability	The ability to infer from specific facts, statistics, examples, or the like to a broader group. (Source 1)
Governance	In the context of data, includes establishing responsibility for individual data elements, datasets, and databases, and continuously improving data systems through the institutionalized development and enforcement of policies, roles, responsibilities, and procedures. Data governance identifies master data sources (i.e., authoritative data sources) and defines responsibilities for accessing and maintaining these data in order to safeguard the quality, integrity, privacy, and security of data (Source 2)
Growth Measures	Measures comparing the relative change in performance of one person on a specific test with the change in performance of all others on the same test. (Source 1)
Harm	Intentional or unintentional physical or mental damage or injury to subjects as a result of using subjects' data. (Source 1)
High-quality data	Data that are generally agreed upon as trustworthy and are gathered through a valid and reliable instrument or process. (Source 1)
HIPAA	The Health Insurance Portability and Accountability Act of 1996. The HIPAA Privacy Rule standards implemented by the U.S. Department of Health and Human Services address the use and disclosure of individuals' health information—called "protected health information" by organizations subject to the Privacy Rule ("covered entities")—as well as standards for individuals' privacy rights to understand and control how their health information is used. (Source 1)
Human Subjects	U.S. Department of Health and Human Services regulations under 45CFR46.102(f) define a human subject as a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual; or (2) identifiable private information. (Source 1)
"High-Stakes" Use	Any use of the TSDL (or other data) that has major consequences or is the basis of a major decision. For example, decisions about student and teacher placement, teacher evaluation, hiring/ firing/promotion, teacher compensation, and school configurations based on linked teacher-student data are "high-stakes" uses because of the significance of subsequent decisions that will impact people's lives. (Source 2)
Inferential	A type of data analysis where a sample of data is used to say something about a larger population. This analysis usually requires some type of statistical model. (Source 1)
LEA	A local education agency (i.e., a school district) (Source 2)
Local Source System	A student information system (SIS) and/or human resources (HR) information system at the local level. (Source 2)
Longitudinal Data System (LDS)	Data system that captures more than a single point in time for individual students or educators. Longitudinal data are required for many uses of the TSDL, and in this document an LDS is not limited to a State Longitudinal Data System (SLDS) used for state and federal reporting. An LDS may include state data warehouses and/or state operational data stores (ODS) with longitudinal capabilities, but it may also

	be a local system other than the source operational system to which data are collected over time to support one or more TSDL use cases. (Source 2)
Measure	A procedure for assigning symbols, letters, or numbers to properties of variables according to rules. (Source 1)
Multiple Measures	A variety of measures, such as standardized test results, classroom assessments, tasks and projects, grades, and teacher evaluation, used to provide a complete picture of a student's academic achievement. (Source 1)
Personally identifiable information (PII)	Information, such student's name or identification number that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. See Family Educational Rights and Privacy Act regulations, 34 CFR §99.3. For a complete definition of PII specific to education data and for examples of education data elements that can be considered PII. (Source 3)
Predictive	A type of data analysis that uses current and historical facts to make predictions about the future. (Source 1)
Privacy	An individual's right to have his or her personal information kept private. This right is balanced by the need for collection and dissemination. (Source 1)
Process of Linking Teacher-Student Data	Assignment (HR) systems and systems that collect student outcome data, to establish the primary TSDL. A number of additional processes, such as roster verification and automated error checking, support the quality of TSDLs. (Source 2)
Psychologically Safe	A shared belief that the group or context is safe for interpersonal risk taking involved in the collection, analysis, and sharing of data. (Source 1)
Qualitative	Data that are not expressed numerically. (Source 1)
Quantitative	Data that are expressed numerically. (Source 1)
Reliable	Describes stable and consistent data. (Source 1)
Score Distribution	How test scores are plotted along an ordinal or interval-ratio scale. (Source 1)
SEA	A state education agency. (Source 2)
Sensitive data	Data that carry the risk for adverse effects from an unauthorized or inadvertent disclosure. This includes any negative or unwanted effects experienced by an individual whose personally identifiable information (PII) was the subject of a loss of confidentiality that may be socially, physically, or financially damaging, as well as any adverse effects experienced by the organization that maintains the PII. See NIST Guide to Protecting the Confidentiality of Personally Identifiable Information (PII), 2010 Special Publication 800-122 , for more information. (Source 3)
Summative	Describes assessments used to evaluate learning, skill acquisition, or achievement at the conclusion of a defined instructional period. (Source 1)
Teacher of Record (TOR)	TOR is defined as the educator who is accountable for a student's or group of students' learning outcomes. However, defining a TOR for an organization such as an SEA or LEA is a policy decision. Many SEAs and LEAs maintain jurisdiction-specific definitions for TOR in order to support policies related to the responsibility and accountability of educators for student outcomes. Different policy questions and operational uses of the TSDL call for the differentiation of teachers with primary accountability for student learning, those teachers partially responsible for student learning, and education professionals that are linked to students for operational purposes.
Teacher-Student Data Link (TSDL)	The linking of teacher and student data, most often based on a student's enrollment in a course section and a teacher's assignment to that same course section. (Source 2)

Timely	Data that are collected and analyzed at the most useful time and are not late. (Source 1)
Trend	The general direction in which something is developing or changing. (Source 1)
Triangulation	Using more than one approach to answer a research question or using more than one instrument or way of measuring something to increase confidence in the findings. (Source 1)
Use Case	Any scenario in which a TSDL might be established and used. (Source 2)
Valid	Describes how well a test measures what it is purported to measure. (Source 1)
Variable	Any characteristic, number, or quantity that can be measured or counted. (Source 1)

Oklahoma Educator Preparation Program
Data Governance Council

Data Security Assurance Form

Name: _____   **Date: _____**

Institution/Entity: _____

Email: _____   **Phone: _____**

Data Steward (EPP-Level person)
- The primary touch point for data at the EPP-level and is accountable for security and usage of data within his or her EPP for approved purposes.
- This person's responsibilitare are to:
    - Ensure compliance with both DGC and Institutional policies and processes.
    - Oversee appropriate use of data shared with the EPP.
    - Help identify new data needs.
    - Follow use policies as outlined in the Data Use Policy form

The Mission of the Data Governance Council (DGC) is to ensure that data collected through OSDE and OEQA on Educator Preparation Programs are used primarily for continuous improvement of Educator Preparation Programs (EPPs) in the state of Oklahoma, through responsible stewardship that emphasizes ease of use for the EPPs while ensuring strong privacy controls to prevent misuse of data.

Oklahoma Educator Preparation Program Data are provided by the state (e.g., OSDE, OEQA, OSRHE) to EPP's and the research community to support continuous improvement in teacher education and, ultimately, P-12 student learning. The Data Governance Council's intent is to ensure appropriate and effective safeguards to confidentiality, access, and use of the data, while establishing and sharing a data system that assists EPPs as they address education needs, both today and in the future. Acceptable data usage is limited to EPP continuous improvement, and research conducted with this goal. Sharing of the data outside of the EPP will be strongly regulated by the Governance Council. In order to access data, all users must agree to comply with the Data Use Policy by signing and submitting this form.

The Data Use Policy Form should be submitted by email to okdatagovcouncil@gmail.com. Questions should be directed to the chair of the Data Governance Council:
Jennifer Job, Oklahoma State University, 254 Willard Hall, (405)744-8016, Jennifer.job@okstate.edu

Data Use Policy:
Allowable uses of data by EPP:
3. Data may be used in the aggregate (e.g., aggregated by program of study, department, institution, cohort year, etc.) for reporting to external accreditors (CAEP, OEQA) and to support and stimulate continuous improvement that leads to preparation of more effective future teachers and leaders in the state of Oklahoma.
4. Data may not be used in the following ways.
    a. Release of data to unauthorized parties
    b. Use of data to identify specific teachers/graduates
    c. Use of data to contact teachers/graduates
    d. Dissemination of data in a way that facilitates identification of specific teachers/graduates

     e.   Use of data to assess the performance of individuals
     f.   Dissemination of data for any purpose other than program improvement or institutional reports (any requests for data to use in research or for other purposes must be directed to the Data Governance Council)

Confidentiality:

6. The EPP Data Steward will not release the names of individuals, or information that could be linked to an individual, nor will the recipient present the results of data analysis (including maps) in any manner that would reveal the identity of individuals.
7. It is expected that the EPP Data Steward will aggregate or otherwise deidentify the data before distributing it, to avoid revealing the identity of individuals.
8. All parties shall comply with all Federal and State laws and regulations governing the confidentiality of the information that is the subject of this Agreement.
9. The data recipient will not release data to a third party outside of the EPP without prior *written* approval from the data provider and without following the guidelines of the DGC.
10. The data recipient will not share, publish, or otherwise release any findings or conclusions derived from analysis of data obtained from the data provider, except as specified above.
11. Any third party granted access to data, as permitted under condition #4, above, shall be subject to the terms and conditions of this agreement. Acceptance of these terms must be provided in writing by the third party before data will be released.
12. The data may be used for lawful and ethical purposes only. It is not to be used in ways perceived to be misleading, libelous, defamatory, or otherwise objectionable. It is not to be used for personal profit, or for the profit of others. Access carries the responsibility to avoid misuse of the data.
13. Data will not be shared **in a manner that compromises security** (e.g., over email). It should be shared through secure portals and on secure storage devices (e.g., thumb drives that are logged) only.

I will comply with the Data Use Policy, and with Federal and state laws/regulations.

_____
Printed Name

_____   _____
Signature   Date

Appendix B: Data to be Shared

The Oklahoma State Department of Education (OSDE) has agreed to share the data listed below with colleges of teacher education in the state of Oklahoma on an annual basis. The data will be used to fulfill reporting requirements of Council for the Accreditation of Educator Preparation (CAEP), the national accrediting body for Educator Preparation Providers.

1. Information about teachers and their positions for current academic year.

<u>Teacher Information:</u>
- Teacher number
- Last Name
- First Name
- Race Code
- Race Description
- Gender
- Degree Code
- Degree Description
- Certification Code
- Certificate Description
- Certification Area Code
- Certification Area Description
- Grade Code
- Short Description
- Recommending Institution
- Recommendation Date
- Expiration Date
- Years of experience

<u>Position information:</u>
- County Name
- District Name
- County Code
- District Code
- School Code
- Full Code
- School Elite Name
- Site Level
- Job Code
- Job Description
- Subject Code
- Subject Description
- FTE
- Reason For Leaving _ RFL _Code
- Reason For Leaving_ RFL_ Date

Reason for Leaving Description

2. Information about teacher effectiveness from previous academic year.
- Teacher Leader Effectiveness (TLE) – Qualitative scores
- Scores on Value Added Measures (if these are adopted)
- Scores on Quantitative Multiple Measures (if these are adopted)
- Teacher number
- Full code

Oklahoma Educator Preparation Program
Data Governance Council

Research Data Authorization Form

Name: _____ **Institution:** _____

Email: _____ **Phone:** _____ **Date:** _____

Project Title: _____

IRB Approval Date: _____

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To that end, the DGC will grant data access to Primary Investigators (PI) who plan to use this data for research that furthers scholarly understandings of EPPs, their efficacy, and their continuous improvement. PIs wishing to pursue this data need to fill out this form and attach the following information:
   a) A completed and approved IRB application
   b) A cover letter giving a brief overview of the project and its purpose, as well as an explanation of how the data will be kept confidential
   c) A signature on the statement of understanding below

Applications should be submitted by email to okdatagovcouncil@gmail.com. Applications will be reviewed on a monthly basis. Questions should be directed to the chair of the Data Governance Council:
Jennifer Job, Oklahoma State University, 254 Willard Hall,
(405)744-8016, Jennifer.job@okstate.edu

Statement of Understanding

I, _____, understand that the data provided by the OK EPP Data Governance Council is to be used solely for the purpose of scholarly research on EPPs, their efficacy, and their continuous improvement. I understand that the data is to be de-identified at all levels required by my IRB, and any publication coming from my project will not reveal any identifying information about in-service or pre-service candidates, including location, EPP name, LEA name, or other identifying demographics. I understand that I may not share the data provided by the OK EPP DGC with any other entity not named on my IRB application, and that once my project is complete, I must destroy the data in the manner agreed to in my IRB application. I understand that any use of this data outside of these parameters discovered by the OK EPP DGC may result in reporting to my institution's IRB.

_____   _____
Signature   Date