

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting 1
March 25, 2026

Welcome and Introductions

- ISBE Team
 - Dr. Jason Helfer
 - Dr. Ronda Dawson
 - Crystal Strohkirch
 - Delaney Strukely
- External Partners
 - Meg Bates, IWERC
 - Cheryl Krohn, AIR
 - Riley O'Donnell, AIR
 - Marisa Bier, MSF&W

Advisory Group members,
please introduce
yourselves in the chat:

- Your name
- Your organization
- Why you are interested
in this work

History of the IEPP

- The IEPP started in 2016 under the PEP initiative to improve statewide data collection and reporting for educator preparation programs.
- It became a public, interactive system in 2020 and entered the formal accountability/reauthorization phase with the 2022 IEPP.
- Today, IEPP is active, expanding, and serving as the state's primary transparency and improvement tool for educator preparation programs, with ongoing enhancements and new pilots shaping its future direction.

The IEPP Today

- Teaching programs are evaluated across four domains:
 - Candidate Selection & Completion
 - Knowledge & Skills for Teaching
 - Performance as Classroom Teachers
 - Contribution to State Needs
- Includes 11 indicators, such as entry GPA, diversity, content test mastery, and placement/persistence in teaching.

Framing for Advisory Group Work

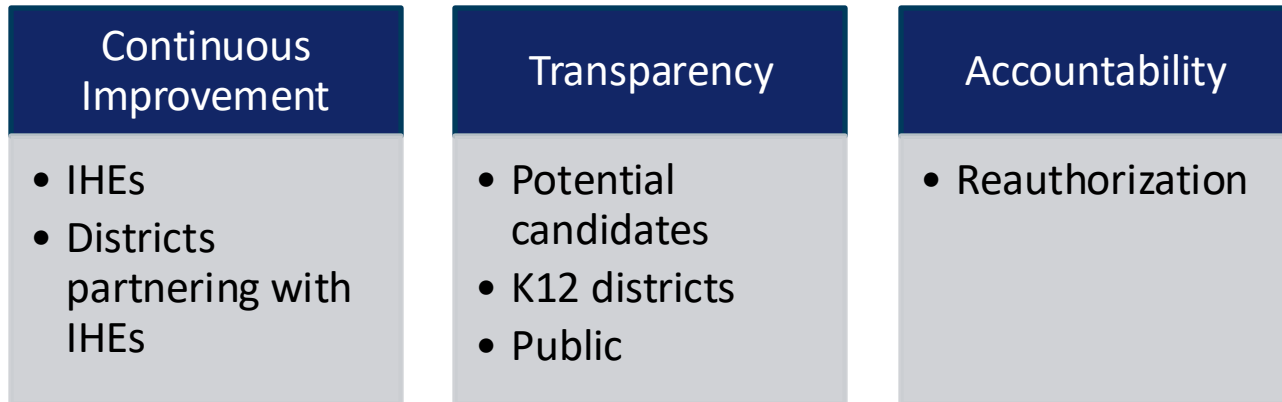
- ISBE's Strategic Plan calls for stronger, more aligned assessment and accountability systems
- Strategic Plan Goal 1.4.2 requires new scoring criteria for all educator preparation programs
- IEPP must expand to include all program areas (teachers, support personnel, and administrators)
- Updates improve transparency, usability, and data quality for IEPP users
- Updates should reflect evolving challenges such as teacher shortages and changing workforce needs



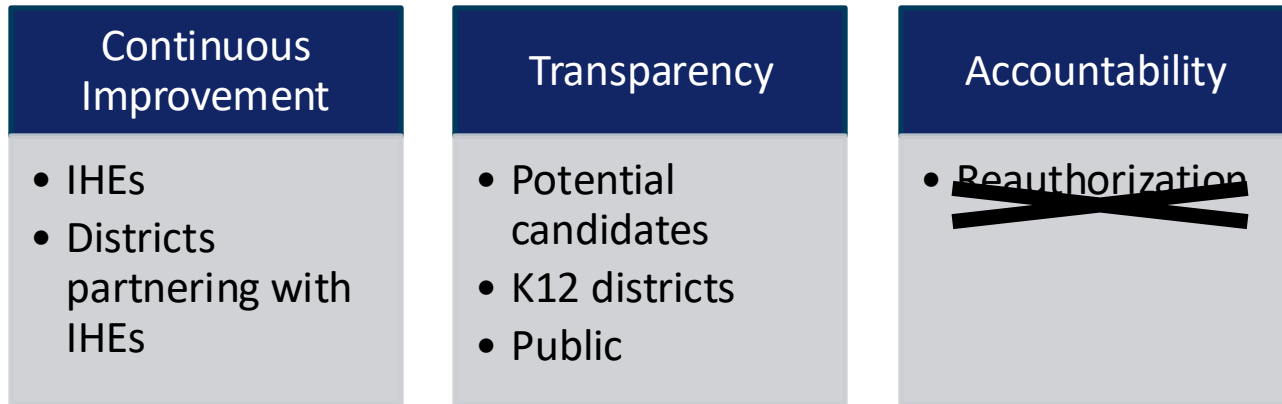
Meg Bates

Illinois Workforce and
Education Research
Collaborative

IEPP Purposes



IEPP Purposes



Today we will focus on these elements

Big Question:

How can we build an IEPP that provides the kind of information that would allow each program to engage in continuous improvement?

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Considerations:

1. Design of an overall IEPP that is aligned with programs' collective vision and values for teaching competencies/candidate outcomes, as well as with state needs.
2. Design of specific measures that are transparent and allow programs to work collectively with candidates, districts, and others to improve.

Overall design: What do we want to know about candidate learning and program performance?

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One way to think about this is to draw from assessment design theory, focusing on what we want to know about candidate and program performance that could support continuous improvement.

Overall design

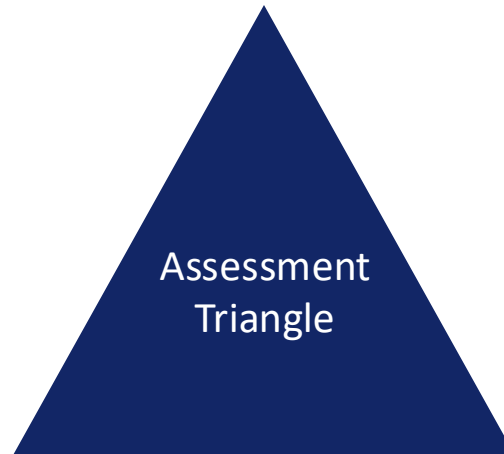
“Assessment is a process of gathering information for the purpose of making judgments about a current state of affairs” (Pellegrino, 2002)

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Cognition: “How students represent knowledge and develop competence in the domain”

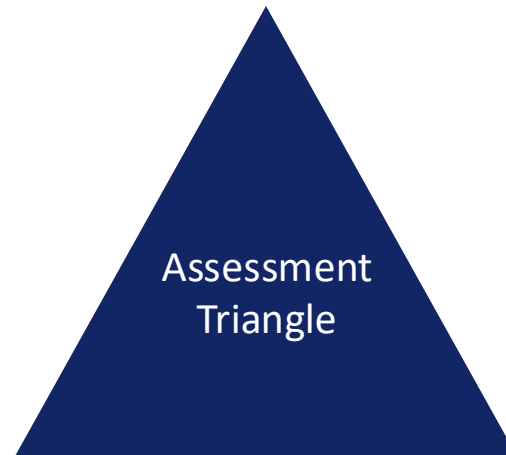


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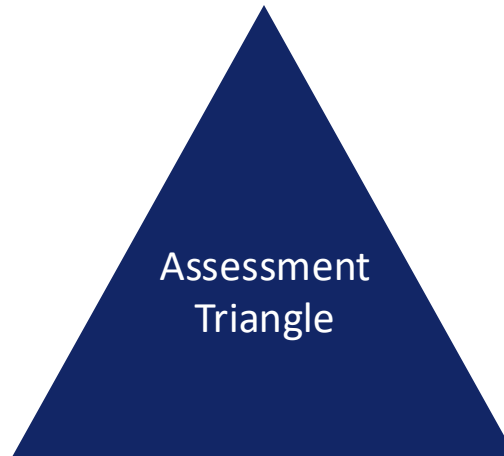
These are your “vision and values” for what candidates should be able to know, believe, and do.

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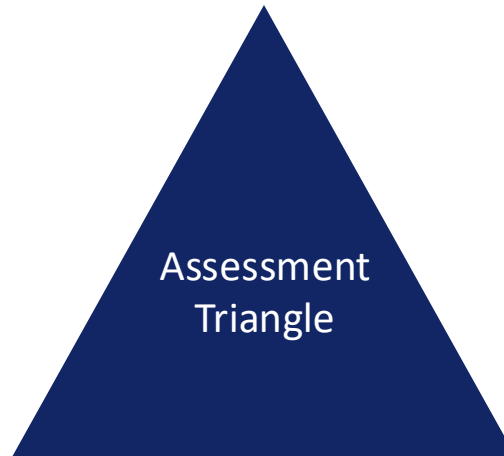
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Overall design

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Observations: “Tasks or situations that allow one to observe students’ performance”

Interpretation: “Making sense of the data relative to our cognitive model”

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Overall design: Candidate competencies



What We Want	How We Can Observe It	How We Make Sense of It
<ul style="list-style-type: none"> Teaching competencies a candidate should have at end of program 	<ul style="list-style-type: none"> Content test Coursework outcomes Observations during student teaching Evaluations during teaching 	<ul style="list-style-type: none"> A candidate is “ready” or “not ready” to receive a PEL A candidate is highly recommended, recommended with reservations, not recommended A candidate is a satisfactory teacher

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Pause here and discuss:

[1] What do we want candidates to know, believe, and do at the end of a program (i.e., what are the competencies we seek)?

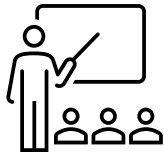
[2] How do we *currently* observe whether candidates have these competencies? How *should* we observe it?

[3] As a program, what are some of your collective goals for candidates?

Overall design: Current IEPP for programs



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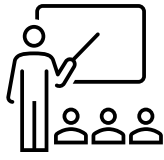


What We Want	How We Can Observe It	How We Make Sense of It
<ul style="list-style-type: none"> Candidates from a program, on the whole, are likely to have the competencies required to teach well and to contribute to state needs. 	<ul style="list-style-type: none"> Having certain entry characteristics associated with developing competencies and contributing to state needs Passing required tests/courses Evaluations during teaching Placement/persistence in teaching 	<ul style="list-style-type: none"> A program is successfully producing high-quality teaching candidates A program is contributing to state needs A program has strengths and weaknesses to grow from.

Overall design: Current IEPP for programs



What We Want	How We Can Observe It	How We Make Sense of It
<ul style="list-style-type: none"> Teaching competencies a candidate should have at end of program 	<ul style="list-style-type: none"> Content test Coursework outcomes 	<ul style="list-style-type: none"> A candidate is "ready" or "not ready" to receive a
What We Want	<div style="background-color: #90EE90; padding: 10px;"> <p>Pause and Discuss:</p> <ul style="list-style-type: none"> How aligned are the program-level goals with what we just discussed wanting in candidate outcomes? What questions do we have about the current ways we "observe" progress towards these goals in the IEPP system? Which measures are useful for continuous improvement towards program and state goals? Which measures are not as useful? </div>	
<ul style="list-style-type: none"> Candidates from a program, on the who are likely to have the competencies required to teach well and to contribute to state n 		
	<ul style="list-style-type: none"> Evaluations during teaching Placement/persistence in teaching 	



Discussion

[1] What are the right competencies/outcomes to consider for teacher candidates in terms of being classroom-ready and contributing to state needs?

[2] What are the right outcomes to consider for how programs contribute to those candidates' performance and contributions?

[3] How can we operationalize those outcomes such that programs can use the data for continuous improvement?

[4] How can we operationalize those outcomes such that candidates/districts/the public may see transparent data?

Closing

- The work being completed together will help to shape the future of the IEPP. By the end of 2026, your input will help ISBE to determine scoring criteria for all educator preparation programs.
- Meeting Cadence – every other Wednesday from 3:30-5:00 until December 16, 2026.
- Next Meeting
 - Wednesday, April 8, 2026, from 3:30-5:00