

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Two
April 8, 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
- *Your favorite spring activity*

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

Agenda

- Review and summarize meeting one
- Engage in breakout sessions grouped by role (teaching, administrative, school support staff) to discuss information needs for continuous improvement
- Conclude with closing remarks and outline next steps

Meeting One

Debrief

IEPP Purposes

Continuous Improvement

- IHEs
- Districts partnering with IHEs

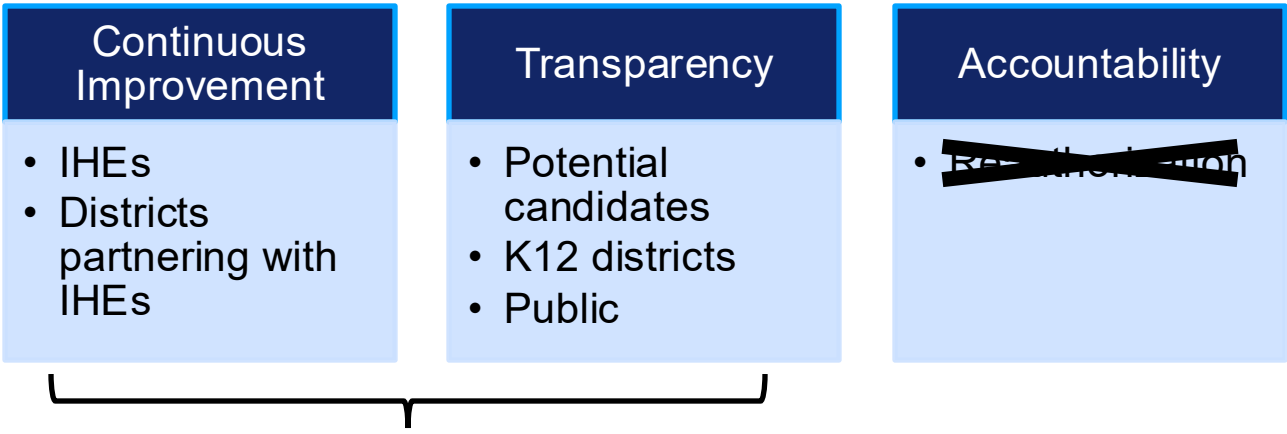
Transparency

- Potential candidates
- K12 districts
- Public

Accountability

- Reauthorization

IEPP Purposes

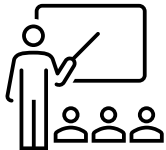


We will continue to focus on these elements

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 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



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.

Mentimeter Results Review

Themes & considerations from meeting one

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

- Standards-aligned practice
- Assessment & data literacy to drive instruction
- Deep understanding of learners
- Equity & culturally responsive practice
- Evidence-based practices and translating research into action
- Professional responsibility, including communication, collaboration, and leadership
- *Role-Based Difference: Administrative focus on running school, focus area, district/system*

N=55 responses

How aligned are the program-level goals with what we just discussed wanting in candidate outcomes?

- There were mixed perspectives regarding alignment of program-level goals to candidate outcomes:
 - Six responses noted alignment with candidate outcomes
 - Eight responses noted they are not aligned
 - Four responses felt there is some alignment, but improvements are needed
 - Three responses were unsure and did not feel they had enough information to provide a response

N=21

How aligned are the program-level goals with what we just discussed wanting in candidate outcomes? *Continued...*

- Many individual responses noted strong alignment between program goals, standards, and desired candidate outcomes
 - Alignment is stronger in some fields (e.g., LSP) than others (e.g., nursing)
- Several noted a disconnect between what candidates know and what they can do in practice
- Sustained alignment can be a challenge due to legislative changes, number of standards
- Some noted a lack of access to outcome data, making it hard to verify alignment or embark on improvement efforts

What questions do we have about the current ways we “observe” progress towards these goals in the IEPP system?

- Questions/comments focused on:
 - Expanding the data sources used
 - Interest in practice-connected evidence
 - Recognition of role-specific needs
 - Shared desire for more reliable, comparable data
 - Support for measures that are predictive, transparent, and connected to program influence

N=19

Which measures are useful for continuous improvement towards program and state goals? Which measures are not as useful?

Useful

- Completer survey data
- Demographic data
- Retention
- Observations/field evaluations
- Internship data
- Employer satisfaction
- Job performance data
- Dispositional assessments

Included in both

- Evaluation data
- Job placement
- Course grades

Not as useful

- Licensure tests
- Grade point average (GPA)

N=26

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

- Establish guidelines on data definitions and reporting to ensure accuracy
- Review what is already reported in other sources
- Explore options for qualitative data
- Consider clinical time and experience
- Define a clear purpose
- Include disaggregation by race/ethnicity and other relevant factors
- Identify the needs of data consumers

N=23

Role Alike Group Work

Breakout Activity

- Begin sharing your idea with a brief introduction (name, entity, practitioner, or IHE faculty/leadership)
- A facilitator will lead you in the following discussion and consider the role/position you are representing today:
 - **What is the IEPP system telling you currently?**
 - **What would you want the IEPP system to tell you?**
 - **How would you use that information for continuous improvement?**
 - **When you are reflecting on data for continuous improvement, what are your go to data sources and why?**
- After small group discussions, we will come back and share:
 - 1-2 common themes or key points identified during the activity by both the practitioner and IHE lens
 - Questions or comments that came up in discussion

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

Breakout Rooms

- **Programs:**
 - Teaching
 - Administrative (e.g., superintendent, director of special education, chief school business officer, teacher leader) *Does not include principals*
 - School Support Personnel (e.g., school counselor, school social worker, speech language pathologist)
- **Within your breakout group you will see representatives such as:**
 - Practitioners, hiring managers, public and private IHE faculty, and leadership

School Support Personnel Working Group

Psychologist		School Social Worker		Counselor		Nurse		Speech-Language Pathologist	
Private IHE	Jennifer Engelland-Schultz	Private IHE	Dr. Leticia Villarreal Sosa	Practitioner	Patrick Wildman	Practitioner	Bridget Heroff	Public IHE	Dr. Janet Olson
Private IHE	Dr. Brenda Huber	Public IHE	Christopher "CJ" Hamilton	Public IHE	Dr. Leonis S. Wright	Public IHE	Dr. Eileen Moss	Practitioner	Jennifer Dahman
Public IHE	Dr. Gary Cates	Practitioner	Carlos Evans Jr.	Practitioner	Alicia Scott	Practitioner	Lisell Zuniga	Practitioner	Matina May-Dotson
Practitioner	Dr. Lacey Anderson	Practitioner	Dr. Maria Sinkule	Practitioner	Jencie Annette Gullidge	Practitioner	Gloria Barrera		
Practitioner	Dr. Heather Jones								

Hiring Manager: Dr. Kimberly Chambers

N=21

Administrative Working Group

All Administrative		CSBO		DSE		Teacher Leader		Superintendent	
Private IHE	Dr. Tim Dohrer	Practitioner	Ray Toliver Jr .	Private IHE	Dr. Andrea Dinaro	Practitioner	Lisset Rosales	Private IHE	Dr. Bruce Law
Public IHE	Dr. Alison Reeves	Public IHE	Dr. Janet Gladu	Practitioner	Dr. Ellie Ambuehl	Practitioner	Jessica Lozano	Public IHE	Andy Stumpf
Private IHE	Dr. Jordan Humphrey							Public IHE	Dr. Pamela Rockwood
Private IHE	Alexandra Whitley							Practitioner	Dr. Andrea Guerrero
Private IHE	Dr. Jennie Winters							Practitioner	Dr. Todd Dugan
Private IHE	Dr. LaVada Taylor								
Public IHE	Dr. Aaron Baker								

N=18

Teaching Working Group

Teaching				Hiring Manager	
Private IHE	Dr. Jerri A. Haynes	Practitioner	Yvette Justice	Practitioner	Dr. Tron Young
Private IHE /CCADE	Dr. Kavita Kapadia Matsko	Practitioner	James Arriola	Practitioner	Felicia Butts
Private IHE	Ben Wells	Practitioner	Lisa Caputo Love		
Public IHE	Jill Donnel	Practitioner	Alexander Parker		
Public IHE	Alberto Lopez	Practitioner	Joshua Billingsley		
Practitioner	Corey Pevitz	Practitioner	Justin Recuero		
Practitioner	Jennifer Smith	Public IHE	Troy Hinkel		
Practitioner	Bob Chikos	Private IHE	Corey Winchester		

N=19

Breakout Activity

- Begin sharing your idea with a brief introduction (name, entity, practitioner, or IHE faculty/leadership)
- A facilitator will lead you in the following discussion and consider the role/position you are representing today:
 - **What is the IEPP system telling you currently?**
 - **What would you want the IEPP system to tell you?**
 - **How would you use that information for continuous improvement?**
 - **When you are reflecting on data for continuous improvement, what are your go to data sources and why?**
- After small group discussions, we will come back and share:
 - 1-2 common themes or key points identified during the activity by both the practitioner and IHE lens
 - Questions or comments that came up in discussion

Debrief & Sharing Out

- Each group will share:
 - 1-2 common themes or key points named during the discussion by both the practitioner and IHE lens
 - Questions or reflections that came up during the conversation



Image created by Microsoft Copilot

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 22, 2026, from 3:30-5:00