

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Three
April 22, 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, if you have **not joined us before**, please introduce yourselves in the chat!

- Your name
- Your organization

Welcome! As you join us today...

- Please make sure to rename yourself with the following:
 - First name, last initial
 - Entity (if an ed prep program)
 - Role (if practitioner or hiring manager)
- Instructions:
 - In meeting controls toolbar, click **participants**
 - Tap or hover over your name
 - Pop-up box will show and allow you to change name

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 two
- Overview of the IEPP
- IEPP data deep dive
- Preparation for meeting four
- Closing

Meeting Two Debrief

Themes and Considerations

Role Alike Group Work Prompts

- 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?

Administrative

School
Support
Personnel

Teaching

School Support Personnel Working Group

- Participants expressed limited awareness of the IEPP system, with many encountering it for the first time.
- Interest in using the system to assess whether preparation pathways adequately ready candidates for the field, including performance on discipline-specific content assessments and field placement evaluations.
- Practitioners indicated the system could streamline hiring by providing clearer information about candidates' preparation experiences (e.g., scope and duration of field placements).

Administrative Working Group

- Participants noted gaps in data on graduates' field performance and career outcomes. Thus, there is a desire for data on career trajectories, such as hiring outcomes, time to hire, roles entered, and salary trends.
- Strong interest in professional evaluations aligned to leadership standards (e.g., NELP), including rubrics with clearly defined, observable behaviors and indicators of performance.
- Emphasis on data demonstrating candidates' adaptability given the varying contexts in which they work.
- Participants also expressed interest in metrics aligned to mentoring evaluation data and field-based experiences.

Teaching Working Group

- Participants emphasized the need for timely, disaggregated, program- and candidate-level data to understand variation by program, pathway, and candidate characteristics.
- Both practitioners and IHEs see value in the IEPP for broad overviews, employment data, and diversity indicators.
- Participants encouraged careful use of rating and ranking systems to ensure that measures such as graduation and pass rates are complemented by indicators that more fully reflect candidate preparedness, particularly as data availability expands.

Overview of the IEPP

Annual Program Report

- **What:** The Annual Program Report (APR) system is an automated data collection system built to minimize data errors in manual data entry. The system collects candidate data for all Illinois educator preparation programs. This data rolls up in the Illinois Educator Preparation Profiles (IEPP).
- **Why:** Annual reporting is required per 23 Ill. Adm. Code 25.127(a) for all state-reauthorized educator preparation providers.
- **When:** APR system opens Feb. 1 and closes at 11:59 p.m. on April 30 each year.

APR Date Ranges for Reporting

Annual Program Reporting Date Terminology Chart

APR Report Year	Dates Covered	Collection Year	Collection Period
2021	9/1/20 - 8/31/21	2022	2/1/22 - 4/30/22
2022	9/1/21 - 8/31/22	2023	2/1/23 - 4/30/23
2023	9/1/22 - 8/31/23	2024	2/1/24 - 4/30/24
2024	9/1/23 - 8/31/24	2025	2/1/25 - 4/30/25
2025	9/1/24 - 8/31/25	2026	2/1/26 - 4/30/26

Helpful Resources

- You can find helpful resources on ISBE's [Annual Program Reporting webpage](#):
 - User Guide
 - Terminology Quick Reference Sheet
 - How to Read Reports
 - How to Edit IEPP About Section
 - Principal Preparation Pilot Documents
 - The Annual APR Webinar Presentation and Slides

APR Checklist

2025 Annual Program Report

- Review APR User Guide
- Review Admissions Policy
- Review edTPA Plagiarism Policy
- Add Primary and Secondary Licensure Officers
- Review Contacts
- Review Program List
- Review and Edit *About Us* Sections
- Provide 2025 Institution Data
- Upload 2025 Candidate Data
- Resolve Data Validation Issues

Institution Data

Provide 2025 Institution Data

Fill in 2025 Institution Data. This data is used in your 2025 Report generation.

Institution Data

Report Year: 2025 ▼

Institution Size*

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✕ ▼

The field is required

Pell Grant

Number of enrolled students who are PELL Grant eligible*

0

National Accreditation

CAEP Accreditation

AAQEP Accreditation

Safety Education

Does IHE meet the standards described in [Section 27-12](#) of School Code the references Safety Education

Provide details:

Enrollment Tests

Check the following test score(s) if used for entry into IHE

ACT Score

SAT Score

MAT Score

GRE Score

Total Institution Enrollments

Ethnicity	Undergraduate	Graduate
American Indian/Alaskan Native	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>
Black/African American	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic/Latino	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian/Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>
Two Or More Races	<input type="text" value="0"/>	<input type="text" value="0"/>

Uploading Candidate Data

- Most data is uploaded via spreadsheet.
- Candidates who are in pre-completion status in ELIS are pulled in automatically to each institution's candidate list for reporting.
- Candidates who were previously reported on as a new candidate in the previous year are pulled into the institution's active candidate list.
- Candidates who have been marked as completed in APR are left off the institution's reporting list.

What Candidate Data Is Reported?

- The following fields are pre-filled for each candidate
 - IEIN
 - Last Name
 - First Name
 - Middle Name
 - Reporting Year
 - Candidate Status (Active, Inactive, Completed Program)
 - Program Status Date (date the candidate enrolled, completed, or withdrew from the program)
 - Date of Birth
 - Program Code (ex: Elementary Education, Science-Biology, etc.)

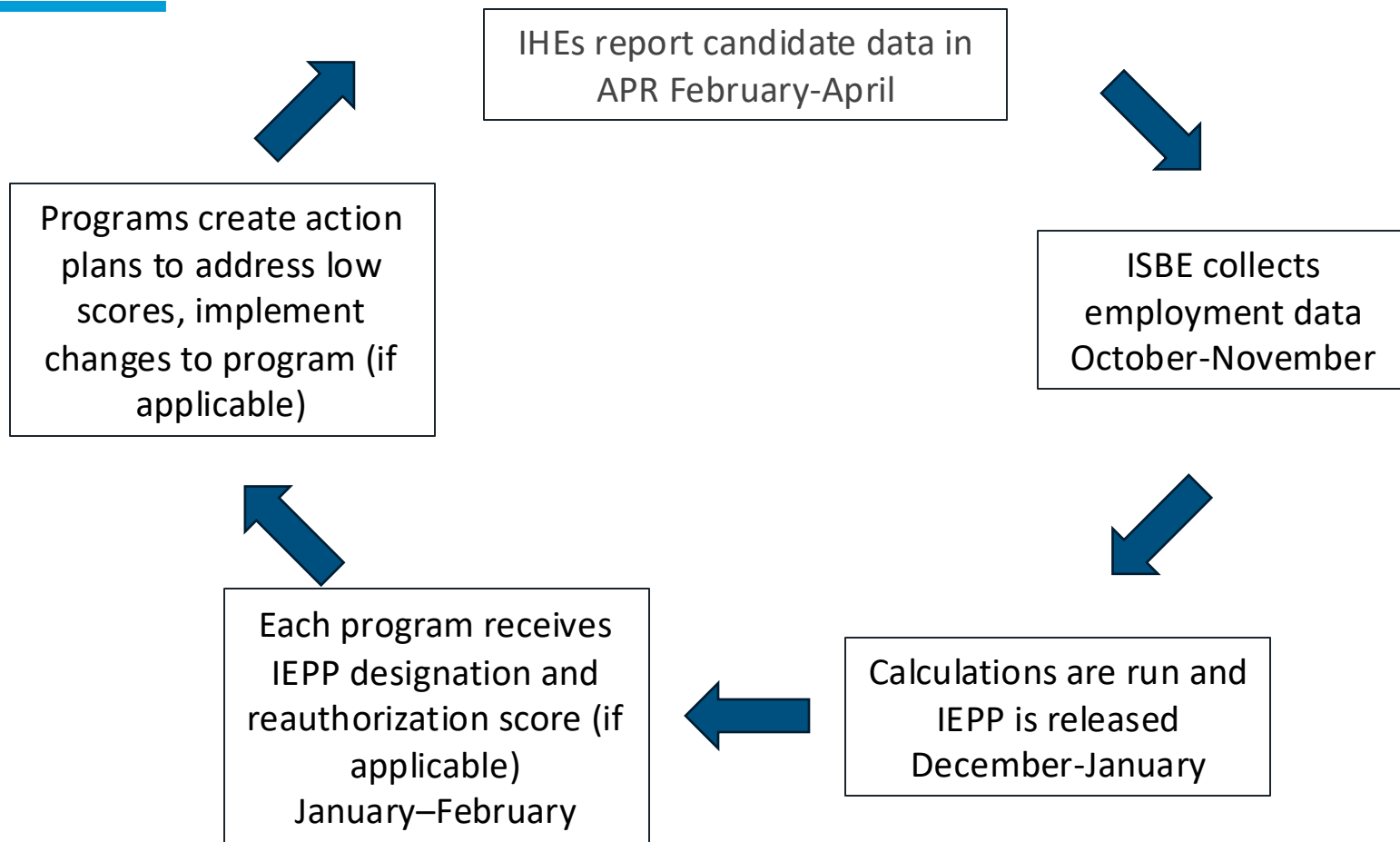
Candidate Data Reported - Continued

- The following fields need to be filled out by institutions for each candidate that is new. Any active candidates (candidates that are not new to APR and were reported on in the previous year), will have this information automatically pulled into the spreadsheet.
 - Institution ID Code
 - Gender
 - Race/Ethnicity
 - First Generation Status
 - Pell Grant Status
 - Program Mode of Delivery
 - Graduate/Undergraduate Level
 - ACT Score
 - SAT Score
 - MAT Scaled Score
 - GRE Analytical Writing Score
 - GRE Quantitative Reasoning Score
 - GRE Verbal Reasoning Score
 - GPA – High School
 - GPA – Postsecondary Transfer
 - GPA – Postsecondary Graduate
 - GPA – Exception
 - GPA-Cumulative

The Transition from APR to the IEPP

- All information in APR is due by April 30th.
- The Illinois Educator Preparation Profile (IEPP) is typically published in December or January.
- During this time, developers work to calculate and anonymize the data.
- Any program that has an N size 10 or smaller is not available on the IEPP so individual candidate data is not available to the public.

IEPP and APR Lifecycle



Illinois Educator Preparation Profile Home

ILLINOIS EDUCATOR PREPARATION PROFILE

Report Cycle: 2025 Home Institutions & Programs State Report About

Includes years 2020-2024

ILLINOIS STATE BOARD OF EDUCATION

Preparing Tomorrow's Teachers Today

ILLINOIS EDUCATOR PREPARATION PROFILE

Explore Teacher Preparation in Illinois

How can you use these profiles?



PROSPECTIVE EDUCATORS

Search for teaching programs that best meet their needs.



SCHOOL & DISTRICT STAFF

Explore programs to focus their recruitment and hiring efforts, and to build new partnerships.

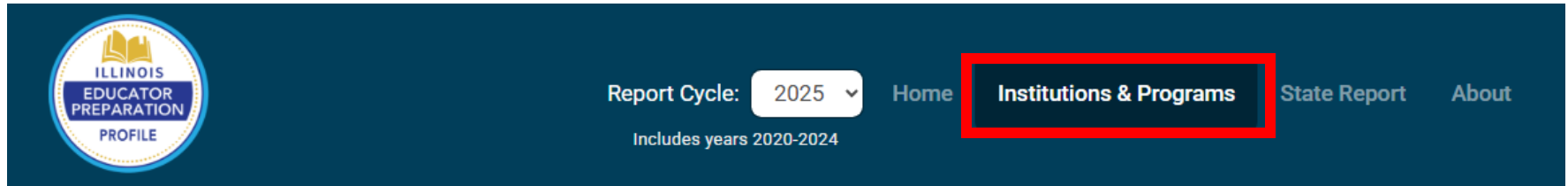


EDUCATION PREPARATION PROVIDERS

Find programs for collaborating, working on improvements, and sharing best practices.

<https://apps.isbe.net/epp/public#/>

Data by Institutions and Programs



- Provides program level data, including:
 - Program Type(s), Program Level(s), Program Length(s), Program Size, and Institution Type; data snapshots; and information on classroom preparation, student teaching, and clinical experiences
 - Performance designations by domain
 - Program Score Card, including more detail about how points are earned and how designations are calculated

State Report



Report Cycle: 2025 ▾

Includes years 2020-2024

[Home](#)

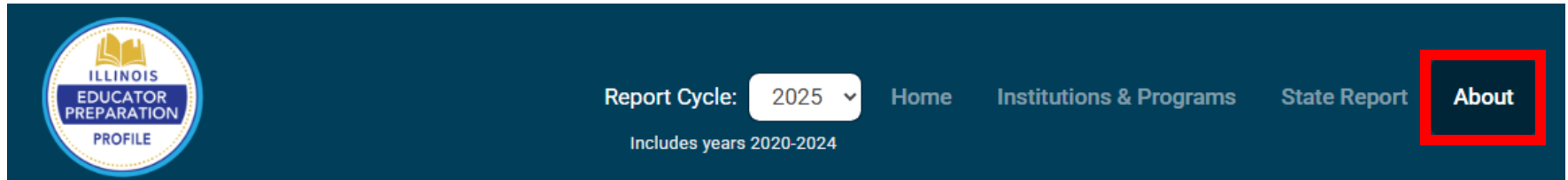
[Institutions & Programs](#)

[State Report](#)

[About](#)

- Provides state-level data across all teaching programs or by specific program type, including:
 - State-wide performance designations by domain
 - State Score Card

About the IEPP



- Purpose and background of the IEPP
- Key resources to learn more
- A deep-dive into the four domains and their indicators

Domains

ISBE scores programs across four domains:

- Candidate Selection and Completion
- Knowledge and Skills for Teaching
- Performance as Classroom Teachers
- Contribution to State Needs

Each of the domains are broken down into smaller indicators (11 indicators total).

Domain: Candidate Selection and Completion

Teacher Preparation Indicators & Performance Measures

Candidate Entry GPA: % of candidates who had a GPA of 3.0 or higher prior to entering the institution.

Diverse Candidates: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status).

Diverse Completers: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status) and complete the program within the standard program length.

Domains: Candidate Selection and Candidate Completion

Domain	Principal Preparation Indicators & Performance Measures (Pilot)
Candidate Selection	<p>Program Selection & Enrollment: % of number of applicants accepted into the program/total number of program applicants, and % of number of enrolled applicants/number of accepted applicants.</p>
	<p>Diverse Candidates: % of candidates enrolled in a preparation program that identify as nonwhite or female.</p>
	<p>Candidate GPA: % of candidates who had a specific undergrad GPA or higher upon entry into the program.</p>
	<p>Candidate Employment: % of candidates who currently work in an IL public school, IL high-needs public school, or elsewhere at the time of program acceptance (disaggregated by region).</p>
	<p>Candidate Professional Experience: % of completers who have two to five or more years of professional experience at the time of acceptance into the program, compared to statewide averages.</p>
Candidate Completion	<p>Program Completion: % of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.</p>
	<p>Diverse Completers: % of completers of a preparation program who identify as nonwhite or female.</p>
	<p>Licensure Acquisition: % of completers who apply for and are issued the principal endorsement within one year of program completion, compared to the number of candidates who graduate with a degree but do not earn licensure.</p>

Domain: Knowledge and Skills for Teaching/Leadership

Teacher Preparation Indicators & Performance Measures	Principal Preparation Indicators & Performance Measures (Pilot)
<p>Mastery of Teaching Subjects: % of candidates who passed the content area exam on any attempt.</p>	<p>Expertise in Instructional Leadership: % of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.</p>
<p>General Teaching Skill: % of candidates who passed the edTPA exam on any attempt.</p>	<p>Novice Principal Survey*: Index score that measures how well completers feel that their program has prepared them as principals after one and three years in the profession.</p>
<p>Completer Survey: Index score that measures how well completers believe that their program has prepared them as educators.</p>	<p>Completer Survey*: Index score that measures how well completers feel that their program has prepared them as principals upon program completion.</p>

*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Domain: Performance as Classroom Teachers/ School Leaders

Teacher Preparation Indicators & Performance Measures	Principal Preparation Indicators & Performance Measures (Pilot)
<p>Demonstrated Teaching Skill: % of completers scoring “proficient” or “excellent” on their overall performance evaluations.</p>	<p>Demonstrated Leadership Skill: % of principals scoring “proficient” or “excellent” on their overall performance evaluations.</p>
	<p>Superintendent Satisfaction Survey*: Index score that measures how well superintendents feel new principals were prepared for the principal role.</p>
	<p>Workforce Preparation and Impact: Index score that measures the correlation between novice principal satisfaction, position retention, school retention, and job performance (as identified through performance evaluations & superintendent satisfaction surveys).</p>

*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Domain: Contribution to State Needs

Teacher Preparation Indicators & Performance Measures	Principal Preparation Indicators & Performance Measures (Pilot)
<p>Placement in Teaching: % of completers who begin working as a full-time teacher in an IL public school or begin working in a non-public or early learning setting, within two years of program completion.</p>	<p>Placement in Leadership: % of completers or begin working as a full-time principal, assistant principal, or in another administrative position in an IL public school within a specified numbers of years of completing the program.</p>
<p>Placement in Teaching in High-Needs Schools: % of completers who begin working as a full-time teacher in a high-needs IL public school within two years of completing the program.</p>	<p>Placement in Leadership in High-Needs Schools: % of completers or begin working as a full-time principal, assistant principal, or in another administrative position in a high-needs IL public school within a specified numbers of years of completing the program.</p>
<p>Persistence in Teaching: % of completers who continue working in an IL public school, non-public school, or early learning center for 3 or more consecutive years.</p>	<p>Persistence in Leadership: % of completers who continue working as a full-time principal, assistant principal, or in another administrative position in an IL public school for a specified number of consecutive years.</p>
<p>Persistence in Teaching in High-Needs Schools: % of completers who continue working in a high-needs IL public school for 3 or more consecutive years.</p>	<p>Persistence in Leadership in High-Needs Schools: % of completers who continue working as a full-time principal, assistant principal, or in another administrative position in a high-needs IL public school for a specified number of consecutive years.</p>



Advancing Evidence.
Improving Lives.

IEPP Data Deep Dive

Exploring the IEPP On Your Own

- **On your own**, explore teacher preparation data from one of the three lenses:



- Use the IEPP data to answer the following:
 - What do you see in the data? (*just the facts/describe data*)
 - What does the data tell us? (*interpretation*)
 - What does it not tell us? (*interpretation*)
 - What potential connections do you see in the system to use in accountability and continuous improvement? (*implications for practice*)
- We will all look at [Trinity Christian College – Elementary Education Program](#)

Activity adapted from SRI, CLEE "Looking at Data" protocols

IEPP Exploration Debrief in Small Groups

- When breakouts open choose one of the following:
 - Hiring managers or other staff
 - Practitioners
 - IHE faculty/leadership
- A facilitator and note taker will be in the room with your group
 - Share your responses to the four questions
 - Create a summary to share in the group chat when we come back together

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings

Domain Areas

Candidate Selection
& Completion



Knowledge & Skills



Classroom Performance



State Contribution



Process



Evaluation



Revision



Search for Gaps

Image created by Microsoft Copilot

Pre-Work for Meeting Four

- Focusing **ONLY** on the first domain: **Candidate Selection and Completion**
- Start responding to the following questions:
 - 1) Are the current indicators and the associated performance measures **relevant** for the role as currently written?
 - 2) If they are not relevant as currently written, could they be **revised, reconceptualized, or removed** to maintain relevancy to the role?
 - 3) What indicators might be **missing** from the domain that give important information about the role? What are the potentially missing indicators telling us about the health of the program that is not already captured in the framework?

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	Dr. Jennie Winters							Practitioner	Dr. Andrea Guerrero
Private IHE	Dr. LaVada Taylor							Practitioner	Dr. Todd Dugan
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		
Private IHE	Alexandra Whitley				

N=18

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, May 6, 2026, from 3:30-5:00
 - Come prepared to discuss the first domain: Candidate Selection & Completion