

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Four
May 6, 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

Happy Teacher Appreciation Week!



Image created by Microsoft CoPilot

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 three
- Candidate selection and completion domain whole group discussion
- Breakouts for continued domain discussion by role (administrative, school support, teaching)
- Preparation for meeting five
- Closing

Meeting Three Debrief

Themes and Considerations

Meeting Three Recap: 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

Meeting Three: IEPP Data Dive & Discussion

Recap

Hiring Managers	Practitioners	IHE Faculty & Leadership
IEPP data is clear and highly quantitative, but offers limited insight on its own	IEPP data provides helpful descriptive and transparency-focused data for prospective candidates	IEPP offers high-level data, but lacks actionable data and observable behaviors that make it difficult to support meaningful continuous improvement
Lacks qualitative information on candidate experiences, dispositions, or preparation quality	IEPP data does not explain “how” programs achieve outcomes	Some indicators reflect outcomes outside of IHE control (e.g., persistence)
Data is more useful for understanding programs and institutions than individual candidates	Exam pass rates and completion timelines do not necessarily reflect educator effectiveness in school settings or candidate context	IEPP attempts to serve multiple audiences (e.g., accountability, recruitment, improvement) but may not fully meet any one purpose
Hiring Managers see potential to use IEPP data to identify and strengthen IHE-district hiring pipelines		IHEs see value in pairing APR data with state-provided data, but note timing and reporting misalignment issues

IEPP Data Questions & Answers

- **Q:** Of the data that are collected that are demographic in nature such as GRE scores that aren't required by a program and likely don't have them what should be done?
 - **A:** The SAT, ACT, GRE, and related data elements are designated as optional in the APR reporting process. This allows institutions to report scores only for the assessments that enrolled candidates actually completed, rather than requiring data for measures that were not applicable.
 - **Q:** For program number of 10 or less. Is that by program or cohort?
 - Follow up – I couldn't tell if the demographic data had the "year in program" if it does then it is likely identifiable for some programs who have fewer than 10 per cohort.
 - **A:** 10 or less is by program. The demographic data does not have the "year in the program" available, to ensure that programs with fewer than 10 per cohort are not identifiable.

IEPP Data Questions & Answers

- **Q:** What is the percentage cut off for considered top tier for the diversity requirement and what is operationally defined as “diverse”?

- **A:**

Domain	Domain Points	Indicator	Performance Measure	Indicator Weight	Indicator Points	Minimum Standard	State Target
Candidate Selection and Completion	25	Candidate Entry GPA	The percentage of candidates who had a GPA of 3.0 or higher prior to entering the institution.	20%	5	67%	100%
		Diverse Candidates	The percentage 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).	40%	10	10%	50%
		Diverse Completers	The percentage 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.	40%	10	67%	100%

- **Q:** Who set the benchmarks and based on what?
 - **A:** The Partnership for Educator Preparation (PEP) advisory group set these benchmarks and goals for the IEPP initially. More information about the PEP initiative can be found here: <https://www.isbe.net/pep>

IEPP Data Questions & Answers

- **Q:** What are the benchmarks for score card indicators? What do you expect programs to meet?
 - **A:** While ISBE wants institutions to meet the state target, a minimum standard has been set for each indicator. Specific targets for each indicator can be found in the IEPP technical guide.
 - **Q:** Do you have usage statistics of these websites to see if visitors are viewing this information and at what rate?
 - **A:** Developers are working on obtaining this data, it is not currently available.

IEPP Data Questions & Answers

- **Q:** Under “Knowledge and Skills for Teaching”, two subpoints had no data but were included as 100% for that section’s data (10 out of 10 and 5 out of 5). Why is that?
 - **A:** The two subcomponents that did not contain data but were nevertheless scored at 100% were the indicators related to edTPA and the Completer Survey. During the IEPP reporting period under review (September 1, 2023–August 31, 2024), neither the edTPA nor the Completer Survey was in use. As a result, full points were awarded to all institutions for these indicators.

IEPP Data Questions & Answers

- **Q:** One of the indicators is going to high needs schools and staying in high needs schools, which implies that we are asking teacher prep programs to direct teachers/admins towards working in those schools and rate them on whether or not people go there. Is that intentional?
 - **A:** Yes, this domain measures the extent to which program completers are employed in Illinois public schools and their persistence in those positions over time. It also accounts for employment in Illinois nonpublic schools and early learning settings as part of the broader teaching placement indicator. The purpose of this indicator is to provide data that helps illustrate how the state's teacher preparation capacity aligns with the staffing needs of Illinois schools and early learning environments. This information is valuable to teacher educators, institutional leaders, state and district officials, state legislators, and other key stakeholders.

Core Values

- The Illinois State Board of Education (ISBE) is committed to a fair and coherent accountability system for institutions with approved educator preparation programs.
- ISBE recognizes and values the professional expertise of educator preparation program faculty and staff and district partners to inform the refining of the Illinois Educator Preparation Profile (IEPP).
- IEPP is designed to support transparency, shared responsibility, and continuous improvement and to ensure that every student in an Illinois public school is supported by highly effective educators.

Advisory Group Charge

- April – December 2026
 - Your charge as an advisory group, is to be focused on providing input on the domains, indicators, and performance measures.
- 2027-2028
 - Technical advisory groups will provide input on weighting and scoring ranges.

Candidate Selection & Completion Domain

Domain: Candidate Selection and Completion

Teacher Preparation Indicators & Performance Measures - Teaching and School Support Using

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) - Administrative Group Using
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>

Whole Group Discussion

- Pre-work prompt: In your view as a hiring manager, practitioner, or IHE faculty/leadership, what should be the purpose and use of the **Candidate Selection and Completion Domain** within the IEPP system?
- We will go into Padlet and see selected quotes for discussion. Reflect on the following:
 - *What themes or outliers feel important to carry forward as we engage in this work and why?*

Pre-Work Recap Candidate Selection & Completion Domain

- Reflection activity for each indicator and performance measure
 - Is this indicator and associated performance measure relevant for the role as currently written? (*highly, somewhat, minimally, not relevant*)
 - Provide explanation for your relevancy selection
 - What indicators might be missing as it relates to Candidate Selection & Completion? What would those indicators tell us about the health of a program?
- Teaching and School Support Personnel – using *teaching* IEPP
- Administrative – using *principal pilot* IEPP

Breakout Rooms (45 minutes)

- In your working groups (administrative, school support personnel, and teaching), you will look at the results of the pre-work for your group.
- Your facilitator will guide you to identify and discuss:
 - Strong patterns/themes you see
 - Tensions or disagreements
 - Notable outliers or unique perspectives
 - Missing indicators
- Stay focused on one indicator at a time, then move towards overarching themes, etc.

Using Padlet

- There are sections for each of the domain's indicators.
- Add your comments by selecting the '+' next to each indicator's section:



- To ensure comments are posted to the correct indicator's section, do not use the yellow 'Post' button located in the bottom right-hand corner.



Adding Your Comments to Padlet

- Indicate your relevancy selection for each indicator in the **subject line** (Highly relevant; Somewhat relevant; Minimally relevant; Not relevant)
- Add your explanation of relevancy selection in the notes section

× ↶ – Publish

Subject: Indicator's relevancy to role

↑ 📷 + 🔗 👤 All tools

Add an image, video, audio, link, or file.

Explanation of relevancy selection.

○ White ▾ § Candidate Entry GPA: % of candidates ... ▾

Once completed, post your comments by hitting 'Publish'



Advancing Evidence.
Improving Lives.

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings

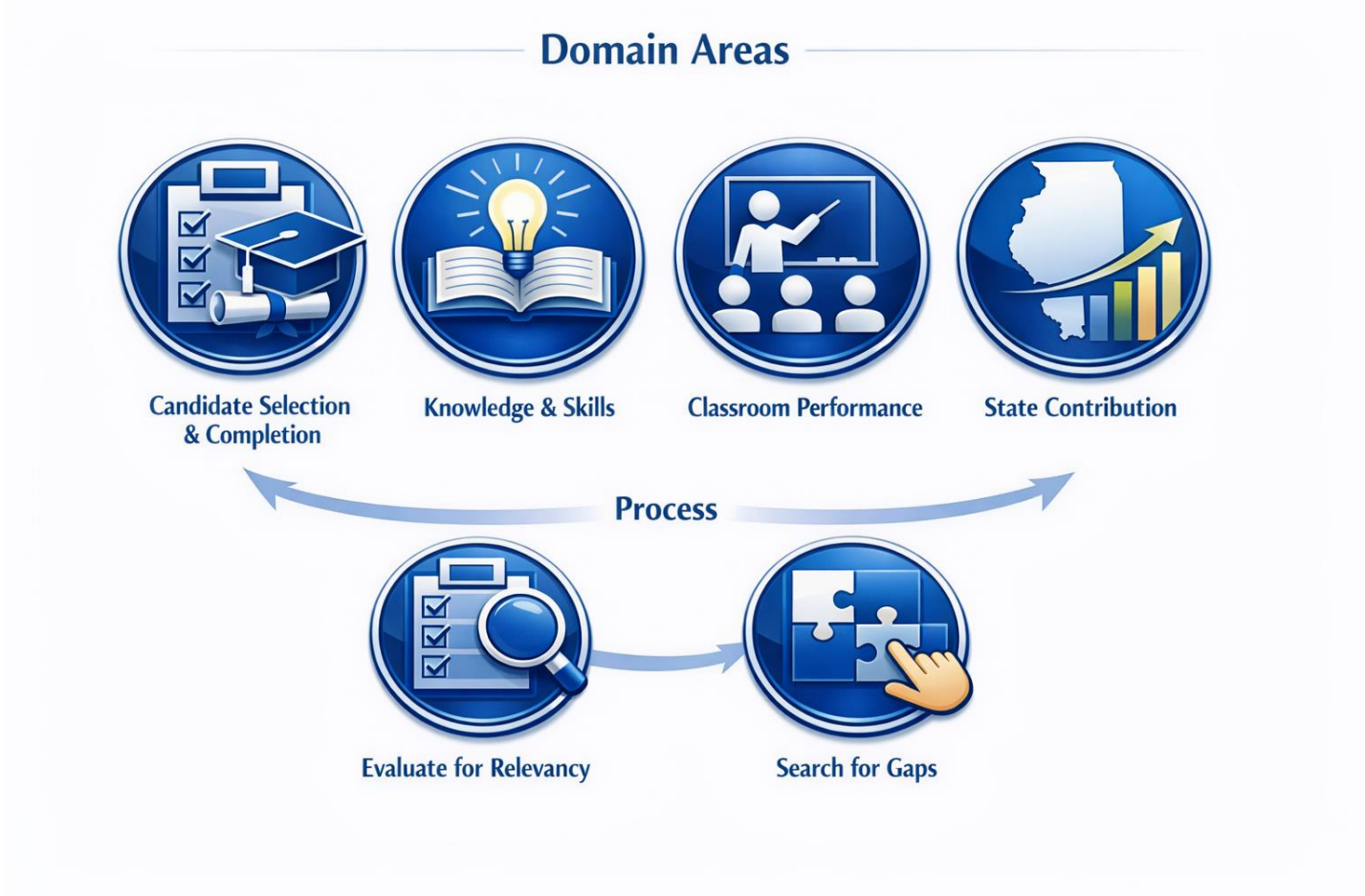


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Pre-Work for Meeting Five

- **Focusing ONLY on the second domain: Knowledge & Skills**
- Start responding to the following questions:
 - 1) In your view as a hiring manager, practitioner, or IHE faculty/leadership, what should be the purpose and use of the **Knowledge and Skills domain** within the IEPP system
 - 2) Are the current indicators and the associated performance measures **relevant** for the role as currently written?
 - 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?

Pre-Work for Meeting Five

- If you did not complete the pre-work survey for the *Candidate Selection & Completion* domain, please do so in Padlet before the next meeting.
- We will continue the conversation for this domain in meeting 5.

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 20, 2026, from 3:30-5:00