

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Six
June 3, 2026

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

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.

Agenda

- Recap meeting five activities
- Dive into IWERC data
- Continue in breakout groups
- Preparation for meeting seven
- Closing

Meeting Five Recap

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	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.
	Diverse Candidates: % of candidates enrolled in a preparation program that identify as nonwhite or female.
	Candidate GPA: % of candidates who had a specific undergrad GPA or higher upon entry into the program.
	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).
	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.
Candidate Completion	Program Completion: % of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.
	Diverse Completers: % of completers of a preparation program who identify as nonwhite or female.
	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.

Breakout Rooms

- 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
- Move on to developing role group initial recommendations.
- Stay focused on one indicator at a time, then move towards overarching themes, etc.

Initial Role Group Recommendation Sample

Indicator: Placement in High-Needs Schools

Recommendation

- Sample: Revise the placement indicator to account for regional labor markets; include incentives for placement in shortage areas.

Rationale

- Sample: Programs serve different geographic and institutional contexts; a uniform expectation might unfairly disadvantage some programs.

Evidence (Current or Potential)

- Sample: IEPP findings show wide variation in how programs perform on placement, especially in high-needs schools; labor market alignment is key goal of the IEPP system.

IWERC Presentation



College of Education

Overall Approach

Administrators	Domain 1 Candidate Selection Domain 2 Candidate Completion Domain 3 Knowledge & Skills Domain 4 Performance Domain 5 Contribution to State Needs
School Support Staff	[Domains TBD, but will look at:] • Candidate Selection & Completion • Knowledge & Skills • Performance • Contribution to State Needs
Teachers	Domain 1 Candidate Selection & Completion Domain 2 Knowledge & Skills Domain 3 Performance Domain 4 Contribution to State Needs

Overall Approach

Administrators	Domain 1 Candidate Selection
School S	
Teachers	Completion
	Domain 2 Knowledge & Skills Domain 3 Performance Domain 4 Contribution to State Needs

Please use the information we present to consider:

- How the underlying data might be useful for continuous improvement, transparency, and accountability
- What other questions you have about the data
- How the findings from this data analysis affirm or challenge your group discussions about Domain 1 indicators

Domain 1:

Candidate Selection

Domain	Indicator	Definition
Candidate Selection	Program Selection and Enrollment	Percentages derived from the number of applicants accepted into the program divided by the total number of program applicants, and the number of enrolled applicants divided by the number of accepted applicants. Data to Be Reported by the EPP: Each EPP will provide the number of applicants and the number of accepted candidates for its principal preparation programs for the past five years. ISBE will supply enrollment numbers.
	Diverse Candidates	The percentage of candidates enrolled in a preparation program that identify as nonwhite or female.
	Candidate GPA	The percentage of candidates who had a specific undergraduate GPA or higher upon entry into the program.
	Candidate Employment	The percentage of candidates who currently work in an Illinois public school, an Illinois high-needs public school, or elsewhere at the time of acceptance into the program. Public school data will be disaggregated by region. Data to Be Reported by the EPP: Each EPP will report if each candidate has employment experience in a non-public or out-of-state school for the past five years. ISBE will provide public school experience.
	Candidate Professional Experience	The percentage of completers who have two, three, four, or five or more years of professional experience at the time of acceptance into the program, compared to statewide averages. Data to Be Reported by the EPP: Each EPP will report the number of years of teaching or school support personnel experience each completer has in non-public and out-ofstate schools for the past five years (based on the candidate's acceptance date). ISBE will provide public school experience.

Domain 1:

Candidate Selection

Program Selection and Enrollment

Domain	Indicator	Definition
Candidate Selection	Program Selection and Enrollment	Percentages derived from the number of a program divided by the total number of program number of enrolled applicants divided by the total number of applicants. Data to Be Reported by the EPP: Each EPP will report the number of accepted candidates and the number of accepted candidates in preparation programs for the past five years and enrollment numbers.
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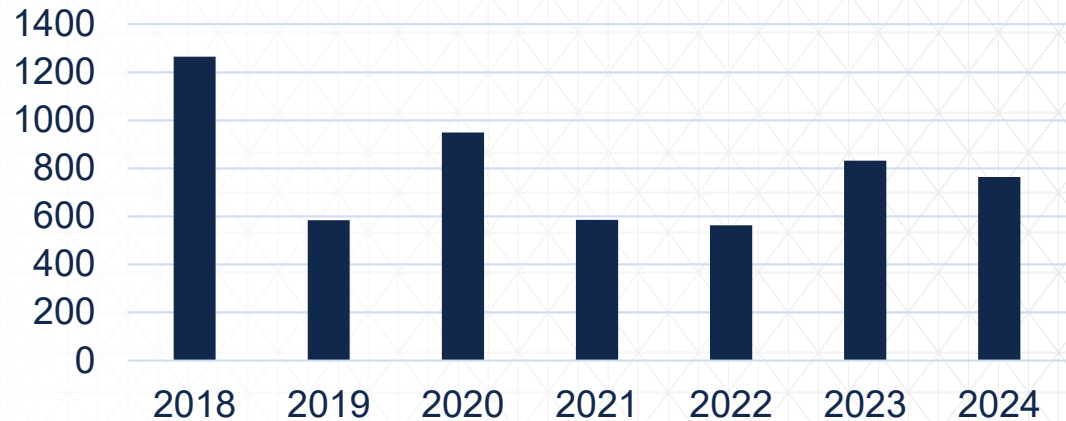
We do not have selection data. We will show enrollment numbers only.

Domain 1:

Candidate Selection

Program Selection and Enrollment

Number of first enrolled principal candidates per year



- There are 5,568 total candidates enrolled in a principal program in various forms of completion.
- This graph shows candidates who were first enrolled in 2018-2024. (Twenty-six candidates were first enrolled in earlier years.) *First enrollment* indicates the first year that candidates were reported in data. Different programs have different rules around reporting new candidates (e.g., upon program enrollment or upon advancement to candidacy).
- Trends are different across institutions, again likely due to different reporting rules in APR. ISBE has a system that flags for inconsistencies in data, and we cross-checked our findings with that analysis.

Note: Twelve candidates were enrolled in two different principal programs during 2018-2014.

Domain 1:

Candidate Selection

Diverse Candidates

Domain	Indicator	Definition
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	Candidate GPA	The percentage of candidates who had a specific GPA or higher upon entry into the program.
	Candidate Employment	The percentage of candidates who currently work in a public school, an Illinois high-needs public school, or a public school upon acceptance into the program. Public school data will be reported by region. Data to Be Reported by the EPP: Each EPP will report the number of candidates who have employment experience in a non-public or out-of-state school for the past five years. ISBE will provide public school experience.
	Candidate Professional Experience	The percentage of completers who have two, three, four, or five or more years of professional experience at the time of acceptance into the program, compared to statewide averages. Data to Be Reported by the EPP: Each EPP will report the number of years of teaching or school support personnel experience each completer has in non-public and out-of-state schools for the past five years (based on the candidate's acceptance date). ISBE will provide public school experience.

We disaggregated data by race/ethnicity, first generation status, and Pell Grant eligibility.

Domain 1:

Candidate Selection

Diverse Candidates

Pell Grant eligibility

20.6% of candidates were at institutions where Pell Grant eligibility was not reported. 1.4% of candidates were eligible.

First gen status

67.0% of candidates were categorized as “unknown.” Only 5.8% were first generation candidates.

Female

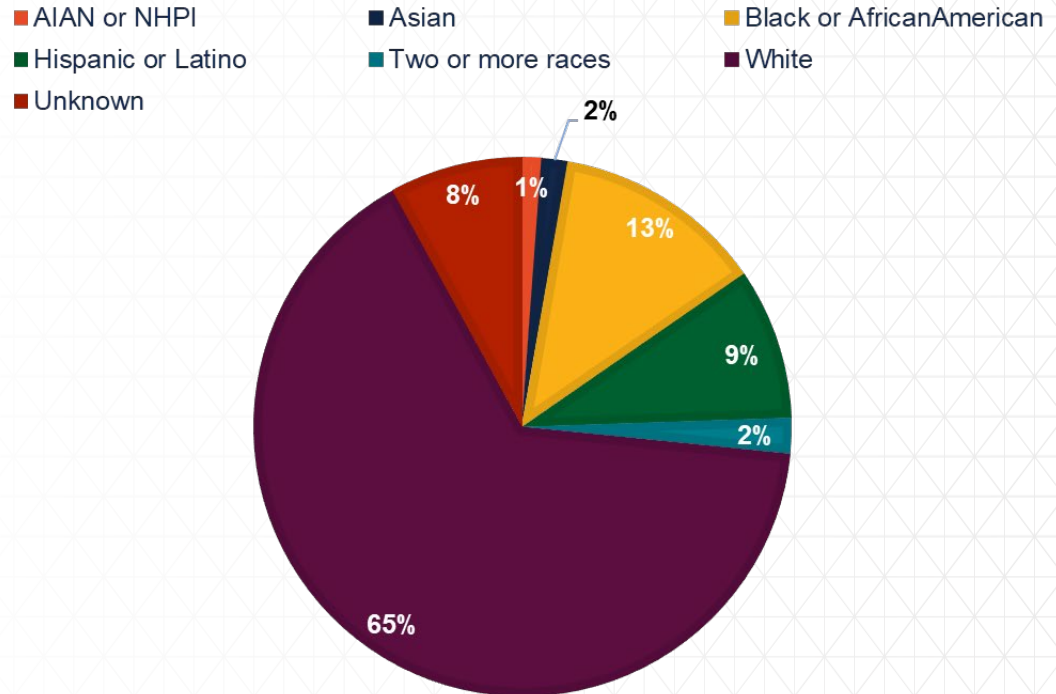
We do not have gender data.

Domain 1:

Candidate Selection

Diverse Candidates

Distribution of Candidates by Race/Ethnicity (2018-2024)



Most candidates are White (65%) and about 8% of candidates have a reported race/ethnicity as unknown.

Domain 1:

Candidate Selection

Diverse Candidates

	2018	2019	2020	2021	2022	2023	2024
AIAN or NHPI	2%	Less than 1%	Less than 1%	2%	Less than 1%	Less than 1%	Less than 1%
Asian	2%	2%	1%	2%	Less than 1%	2%	2%
Black or African American	9%	13%	15%	10%	13%	16%	14%
Hispanic or Latino	7%	8%	9%	9%	11%	11%	9%
Two or more races	2%	Less than 1%	3%	2%	2%	2%	2%
White	74%	72%	68%	69%	61%	57%	54%
Unknown	3%	3%	5%	5%	12%	11%	19%

The number of Black and Hispanic or Latino candidates increased from 2018 to 2024 though it varies by institution.

Groups with fewer than 10 candidates per year have been marked as “less than 1%.”

Domain 1:

Candidate Selection

Candidate GPA

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	Candidate Professional Experience	The percentage of completers who have two, three, four, or five or more years of professional experience at the time of acceptance into the program, compared to statewide averages. Data to Be Reported by the EPP: Each EPP will report the number of years of teaching or school support personnel experience each completer has in non-public and out-ofstate schools for the past five years (based on the candidate's acceptance date). ISBE will provide public school experience.

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Candidate Selection

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We found notable differences in prior GPA between high school, postsecondary, or another “prior” GPA.

Domain 1:

Candidate Selection

Candidate GPA

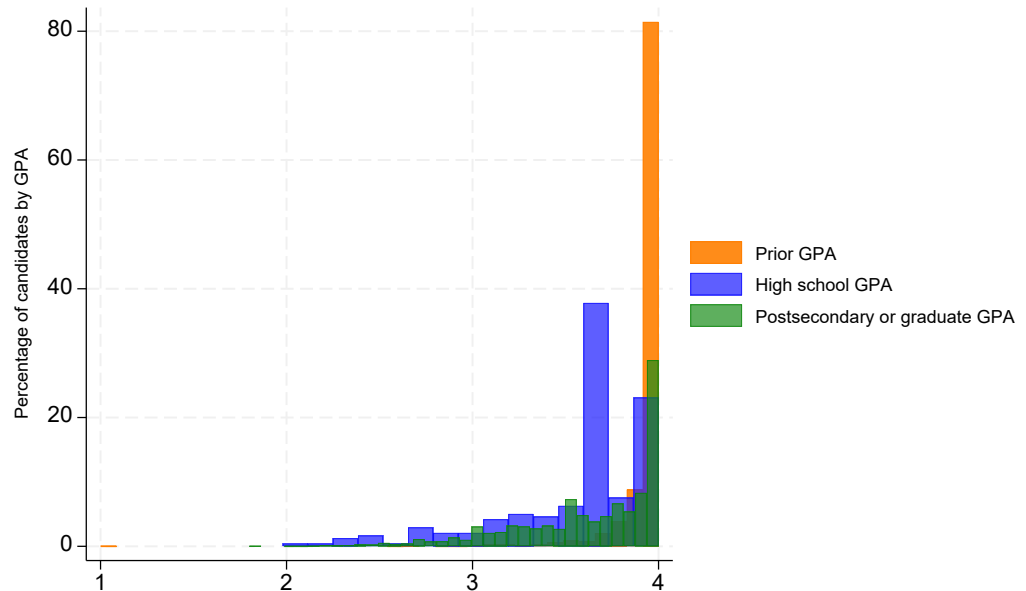
Domain	Indicator	Definition		
		Percentages derived from the number of applicants accepted into the program divided by the total number of program applicants, and the number of enrolled applicants divided by the number of accepted applicants.		
	Program Selection and			
	priorgpa	highschool...	postseco...	P will provide the number of candidates for its principal ars. ISBE will supply
184	4	3.35	3.88	
257	3.9	4	3.9	a preparation program that
321	4	3.33	3.33	
338	3.7	4	3.71	specific undergraduate GPA
381	3.9	3.47	3.9	ntly work in an Illinois public ol, or else
668	4	3.5	3.74	ool data v
897	4	3.43	3.07	P will rep lic or out ic school
908	4	2.73	4	
921	4	3.75	3.68	two, three the time of acceptance into rages.
949	4	3.37	3.59	P will report the number of
		years of teaching or school support personnel experience each completer has in non-public and out-of-state schools for the past five years (based on the candidate's acceptance date). ISBE will provide public school experience.		

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Domain 1:

Candidate Selection

Candidate GPA



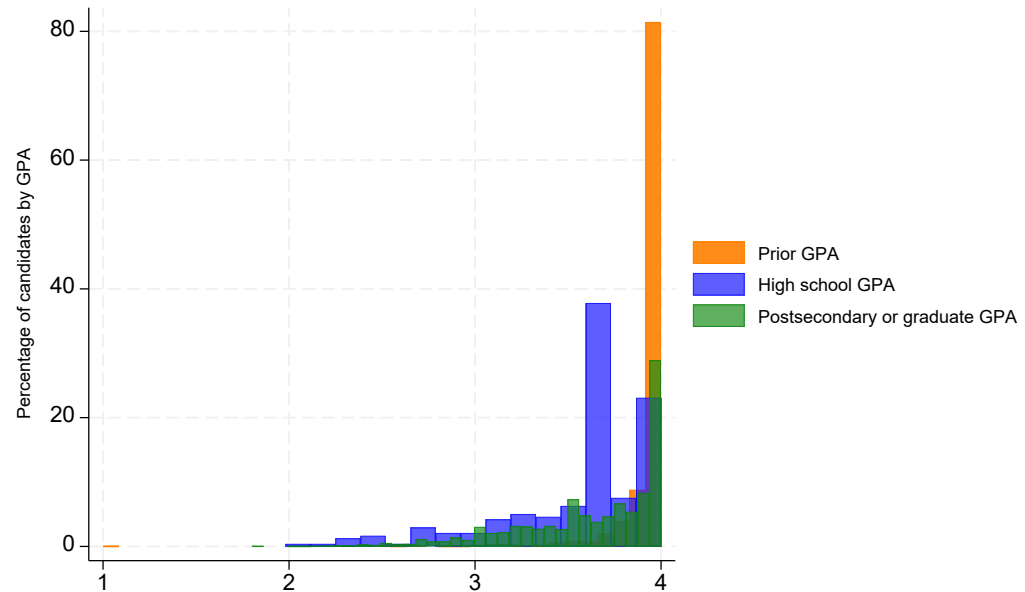
Out of 5,568 candidates:

- 3,894 have prior GPA. Average of 3.94.
- 238 have high school GPA. Average of 3.57.
- 3,824 have postsecondary or graduate GPA. Average of 3.62.

Domain 1:

Candidate Selection

Candidate GPA



- Out of 5,560 candidates, we have:
- 3,894 have a high school GPA
 - 238 have a postsecondary or graduate GPA
 - 3,824 have a prior GPA
- Different GPAs may measure different things: When we analyze how GPA relates to completion, placement, and licensure test scores, we will explore these differences further. We also will look at how their predictive power changes across dimensions.

Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience

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Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience

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	Candidate Professional Experience	The percentage of candidates who have completed more than two years of teaching in a public school. Data to Be Reported by the EPP: Each EPP will report the number of candidates who have completed more than two years of teaching in a public school for the past five years (based on the last five years of public school employment).

Professional experience variables were developed from employment information reported in the IEPP. If a candidate did not have employment data, they were not included in this analysis: These candidates could be unemployed or could be teaching in a non-public or out-of-state school.

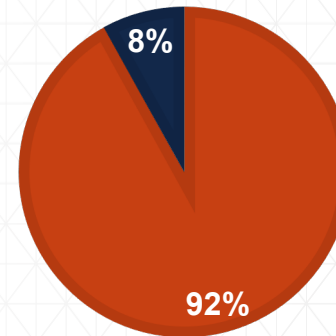
Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience

Candidates With Prior Placement Before Beginning IEPP Principal Program

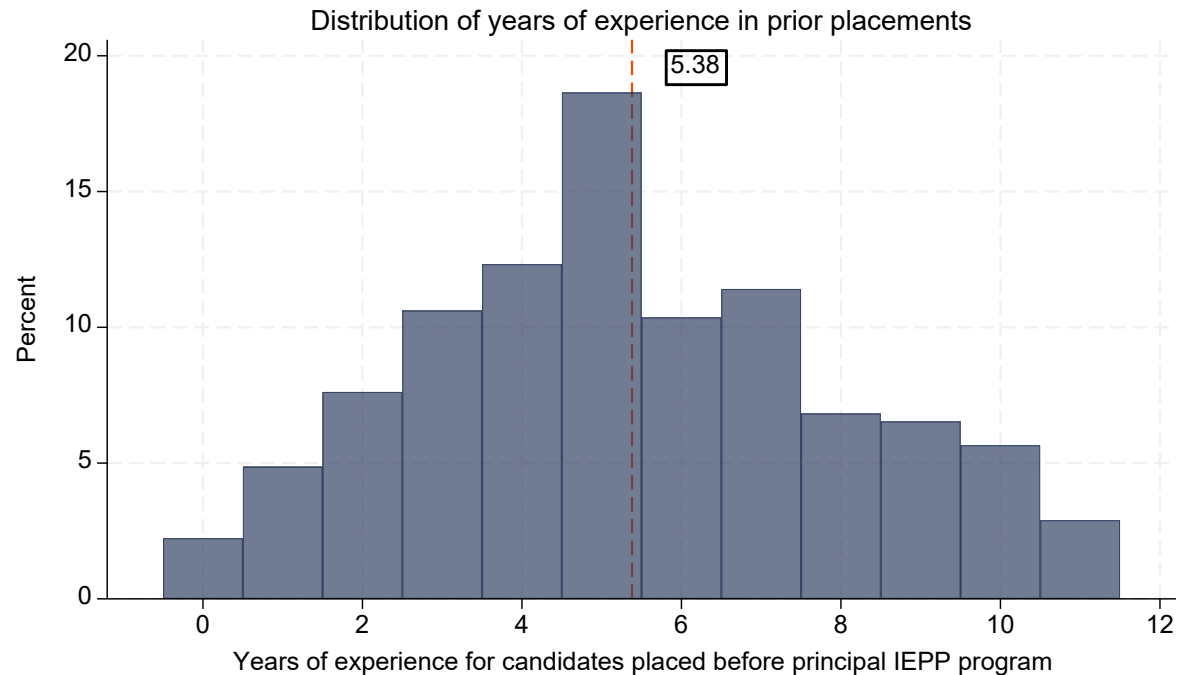
■ Prior placement ■ Not prior placement



Domain 1:

Candidate Selection

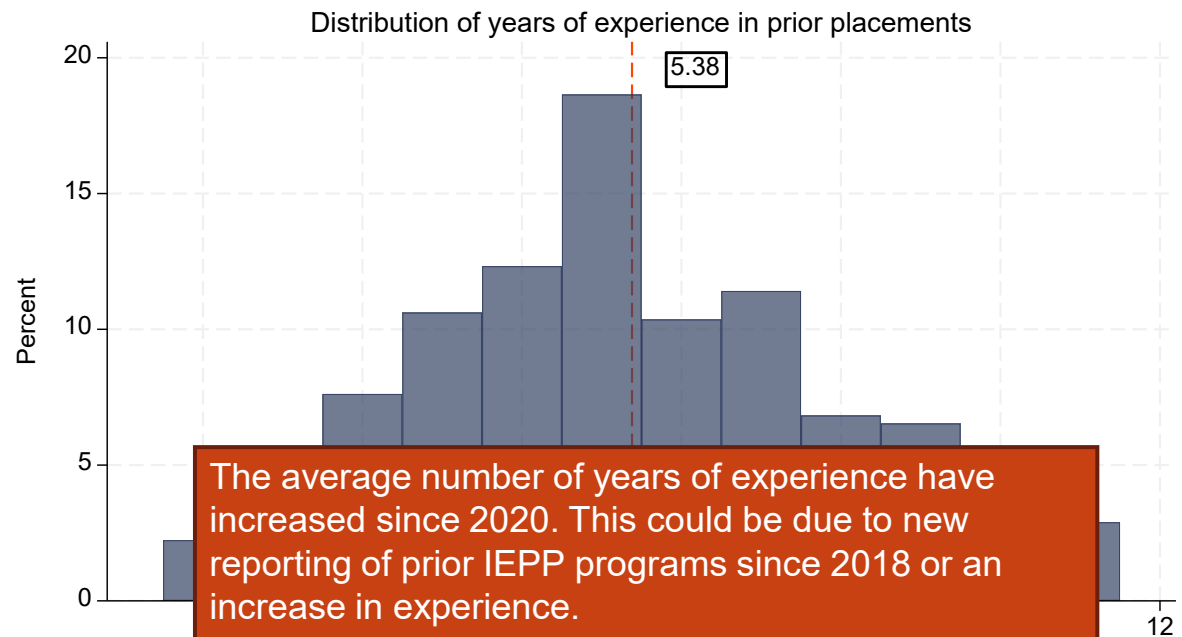
Candidate Employment and Candidate Professional Experience



Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience



The average number of years of experience have increased since 2020. This could be due to new reporting of prior IEPP programs since 2018 or an increase in experience.

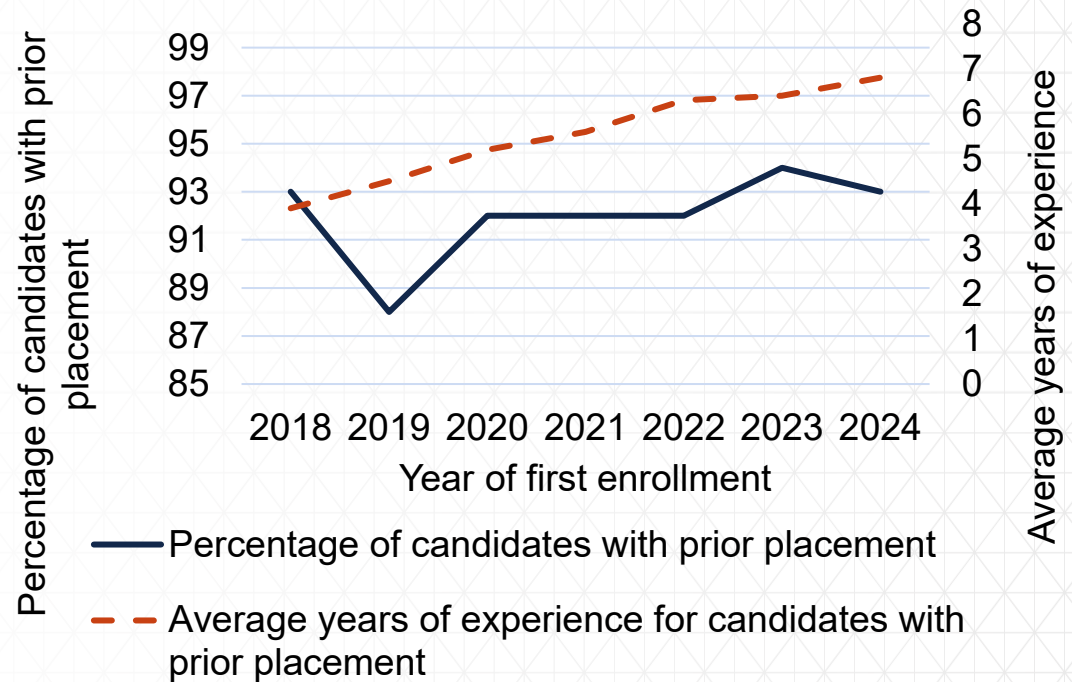
There is large variation across institutions for the prior experience for principal candidates. However, there was no variation across race/ethnicity groups in terms of prior experience.

Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience

Trends in candidate employment and professional experience

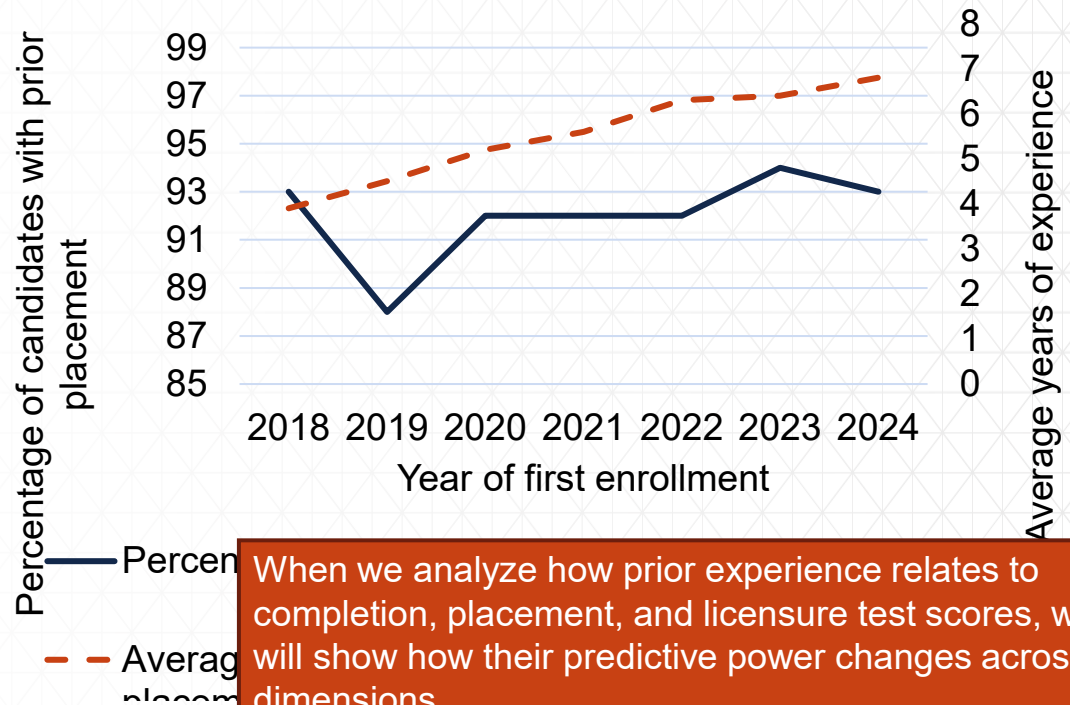


Domain 1:

Candidate Selection

Candidate Employment and Candidate Professional Experience

Trends in candidate employment and professional experience



Discussion

- What questions do you have about the data or findings?
- How might the underlying data be useful for your area (e.g., administrators, support staff, teachers) for:
 - Continuous improvement?
 - Transparency?
 - Accountability?
- How do the findings from this data analysis affirm or challenge your group discussions about Domain 1 indicators?

Breakout Groups

Breakout Rooms

- In your working groups (administrative, school support personnel, and teaching), you will look at the results of the pre-work for your group to:
 - Start or continue developing initial recommendations for this domain

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings



Image created by Microsoft Copilot

Domain: Knowledge and Skills for Teaching/Leadership

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

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

Pre-Work for Meeting Seven

- **Focusing ONLY on the second domain: Knowledge and 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?

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, June 17, 2026, from 3:30-5:00 (don't forget to join by Zoom)