

Illinois Educator Preparation Profile (IEPP) Advisory Group

Meeting 12
August 26, 2026

Welcome! As you join us today...

- Provide the following information in the chat:
 - Name, entity, and role
 - A hobby or interest that you have

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
 - The advisory group's charge is to provide input on the proposed domains, indicators, and performance measures
- 2026–2028
 - Technical advisory groups will provide input on weighting and scoring ranges

Agenda

- Review meeting 11 activities
- Breakout groups for *Performance* domain
- Dive into IWERC data on *Candidate Selection and Completion* domain for teaching and school support personnel
- Breakout groups to revisit *Candidate Selection and Completion* domain initial recommendations
- Preparation for meeting 13
- Closing

Meeting 11 Review

Meeting 11 Review

IWERC data presentation

- Reviewed *Contribution to State Needs* historical APR principal data (2018–2024) that included findings on the following indicators:
 - Placement in leadership in high-needs schools
 - Persistence in leadership
 - Persistence in leadership in high-needs schools

Breakout group discussions

- Groups continued conversations around the relevancy of indicators for the *Performance* domain and initial recommendations

Breakout Groups

Finish Initial Recommendations for the Performance Domain

Domain: Performance as Classroom Teachers/ School Leaders

Teacher Preparation Indicators and Performance Measures – SSP and Teaching	Principal Preparation Indicators and Performance Measures (Pilot) – Administrative
Demonstrated Teaching Skill: % of completers scoring “proficient” or “excellent” on their overall performance evaluations.	Demonstrated Leadership Skill: % of principals scoring “proficient” or “excellent” on their overall performance evaluations.
	Superintendent Satisfaction Survey: * Index score that measures how well superintendents feel new principals were prepared for the principal role.
	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 and superintendent satisfaction surveys).

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

Breakout Rooms

- Finish *initial* recommendations.
 - Include a rationale and any evidence for the decision.
- Consider *what is missing* in the domain.
- 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.

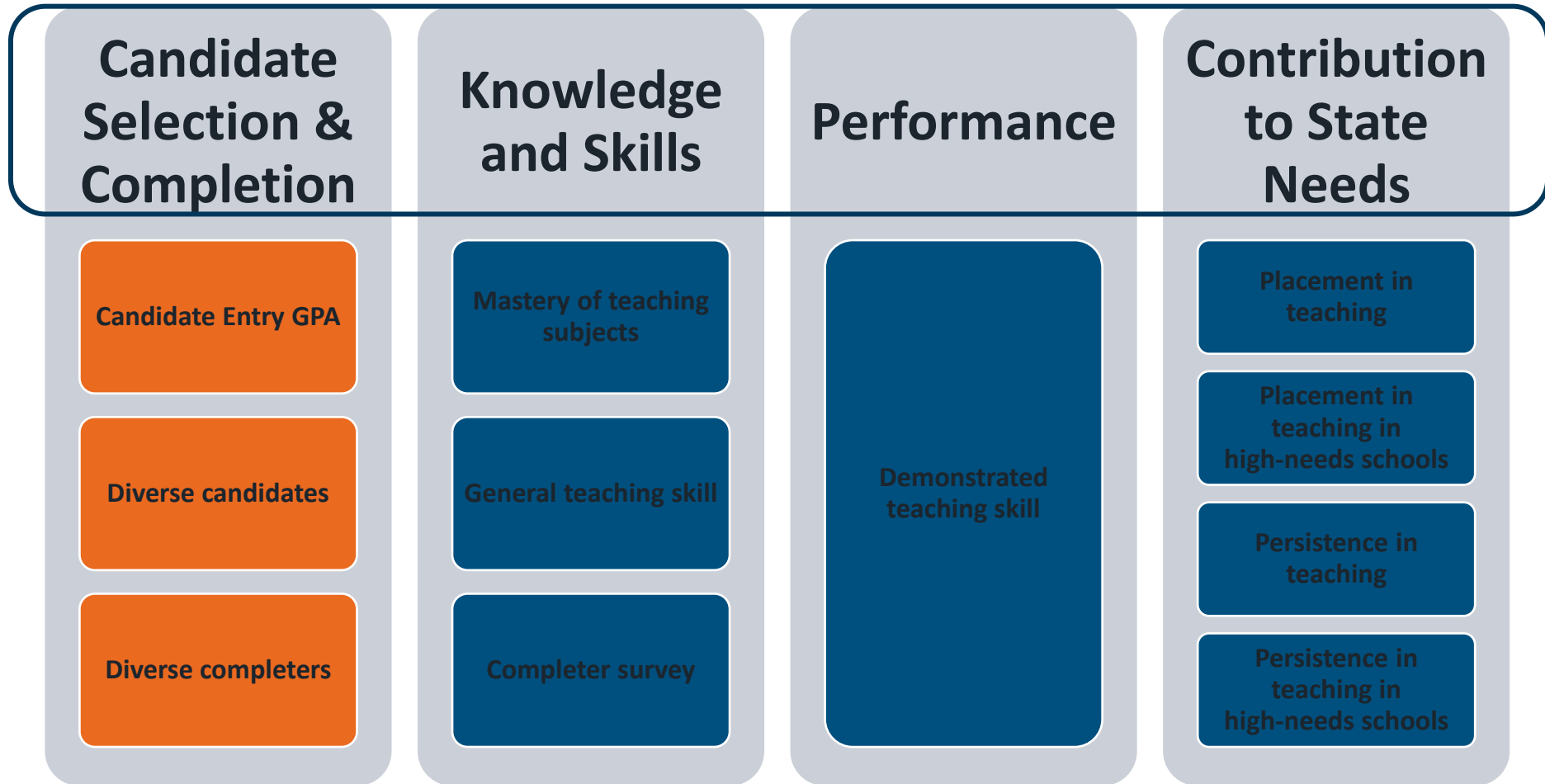
IWERC Data Presentation

Context Setting – Principal Data *Completed*

Candidate Selection	Candidate Completion	Knowledge and Skills	Performance as School Leaders	Contribution to State Needs
Program selection* and enrollment	Program completion	Completer survey*	Demonstrated leadership skill	Placement in leadership
Diverse candidates				Placement in leadership in high-needs schools
Candidate GPA	Diverse completers	Novice principal survey*	Superintendent satisfaction survey*	Persistence in leadership
Candidate employment				Persistence in leadership in high-needs schools
Candidate professional experience	Licensure acquisition	Expertise in instructional leadership	Workforce preparation and impact*	

*Data with an asterisk were not presented to the group due to availability.

Context Setting – Teaching and School Support Data



*Data with an asterisk were not presented to the group due to availability.

Domain 1: Teachers and Support Personnel

Meeting twelve. August 26, 2026.

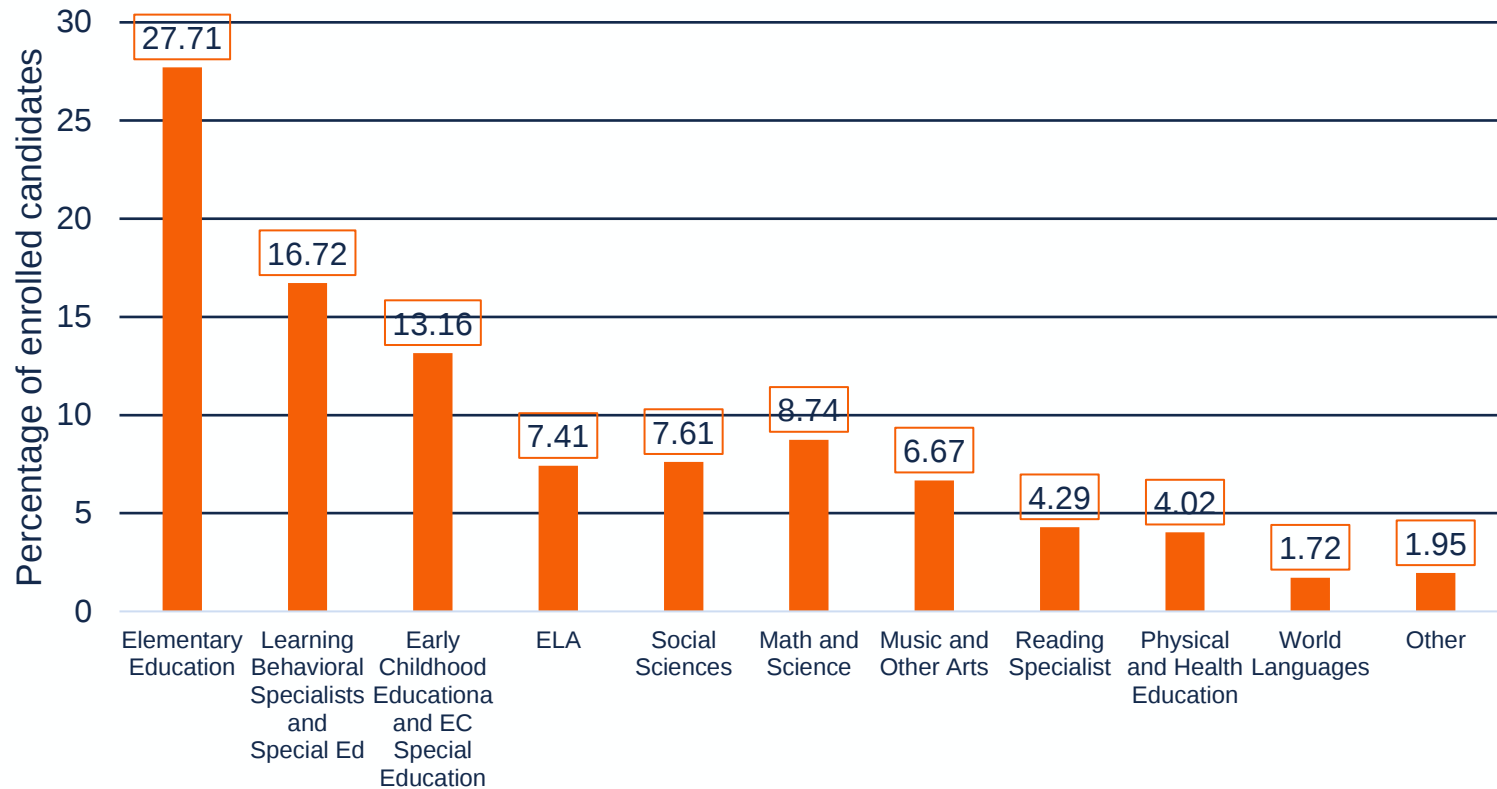


College of Education

Teacher programs – Enrollment



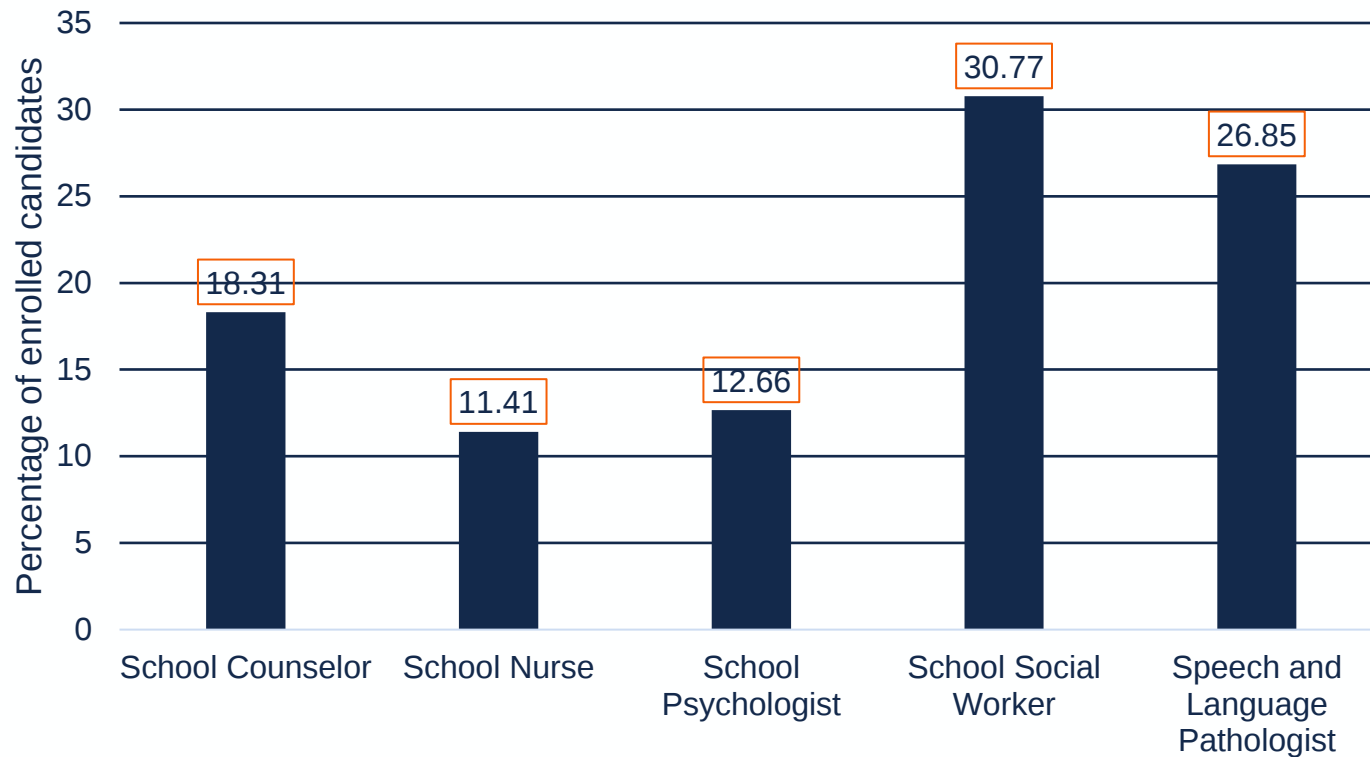
Distribution of enrolled teacher candidates



Support Personnel Programs – Enrollment



Distribution of enrolled support personnel candidates



Key Takeaways

What can we learn from enrollment and completion numbers?



College of Education

Key Takeaways: Teacher Candidates



Candidates' entry GPA is high

- Prior GPA is significantly related to likelihood of completion

Enrollment in teacher preparation programs of students of color is slowly increasing but gaps among programs remain

- Candidates' race/ethnicity is significantly correlated to likelihood of completion

There is large variation in Pell grant eligibility by program

- ECE has highest, whereas Reading Specialist programs have nearly no candidates eligible

Enrollment of first gen students increasing slowly, but data collection of first gen status is fastly improving

- World Languages has highest first gen percentage; Reading Specialists the smallest

Completion rates range between 79% to 86% across programs

- Elementary education has highest; ECE and Reading Specialists the smallest

There is no difference in completion rates between Pell grant eligibility or first gen status or undergraduate vs graduate programs controlling for institution and candidates' race/ethnicity



Key Takeaways: Support Personnel Candidates



All support personnel candidates have very high entry GPA

- Prior GPA is still related to likelihood of completion

There has been a small growth in the enrollment of students of color

- Race/ethnicity is only related to completion for Black or African American candidates

Due to the nature of these programs, less than 2% of candidates were eligible for Pell grants

Very few candidates are first gen students

- School psychologists have highest rate, and school nurses have the least rate
- First gen students have the lowest completion rates

Completion rates vary across programs

- School nurses have the highest completion rates, whereas school counselor programs have, on average, the lowest completion rates



Questions?



College of Education

Breakout Groups

Candidate Selection and Completion Domain Reflection Activity

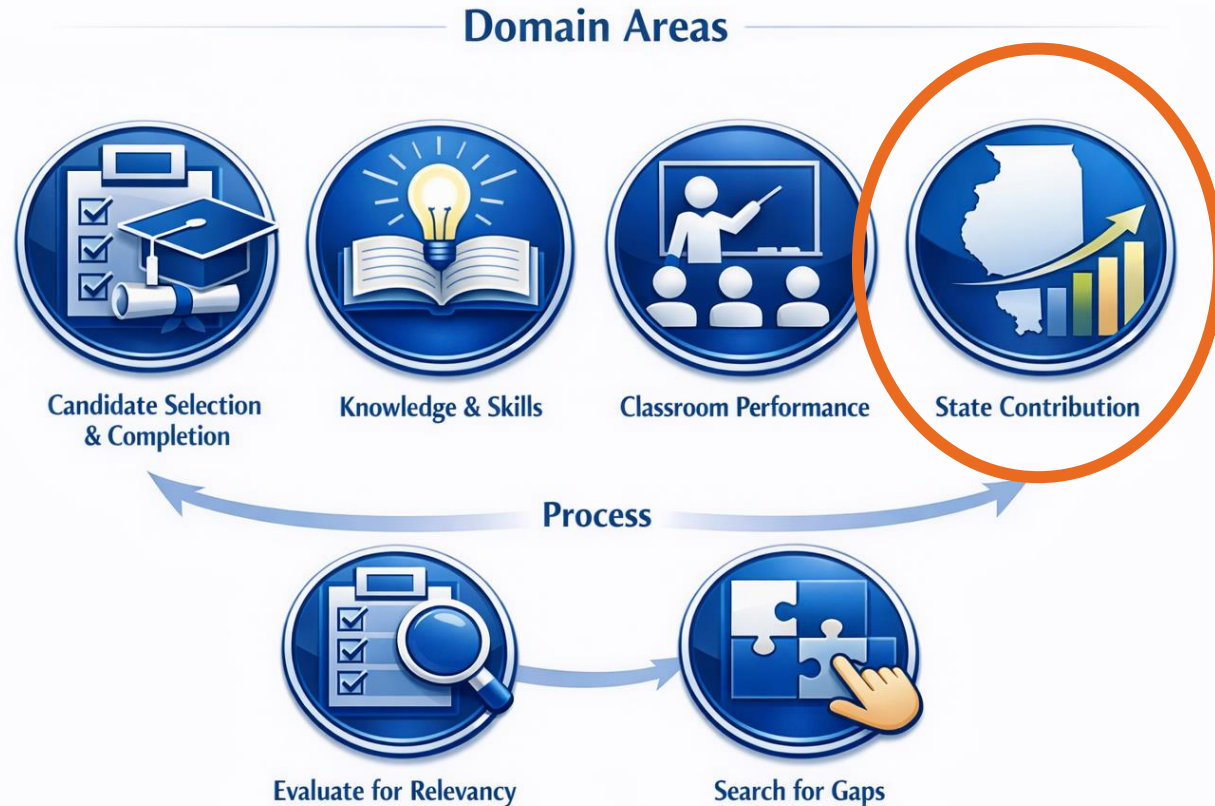
Breakout Group Questions

Thinking about the historical data presented by IWERC, review the initial recommendations for the *Candidate Selection and Completion* domain and consider the following:

- How does this data influence or reinforce your current recommendations for this domain?
 - What implications does this data have for the purpose of the IEPP (continuous improvement, transparency, and accountability)?
- Are there any additional recommendations you would add?
- What questions does this data raise that warrant further exploration or clarification?

Preparing for Upcoming Meetings

Journey and Process for the Next Few Meetings



Note. Image was created with assistance from Microsoft Copilot. AIR project staff carefully reviewed and edited the content for accuracy.

Domain: Contribution to State Needs

Teacher Preparation Indicators & Performance Measures	Principal Preparation Indicators & Performance Measures (Pilot)
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.	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.
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.	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.
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.	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.
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.	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.

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 p.m. CT until December 16, 2026.
- Next meeting:
 - Wednesday, September 9, from 3:30–5:00 p.m. CT (don't forget to join by Zoom)

Thank you