

Illinois Educator Preparation Profile (IEPP) Advisory Group

Meeting 13
September 9, 2026

Welcome! As you join us today...

- Provide the following information in the chat:
 - Name, entity, and role
 - On a scale of 1 to 5 (fully recharged), how recharged do you feel after the recent Labor Day long weekend?

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 12 activities and *Performance* domain initial recommendations
- Dive into IWERC data on the *Contribution to State Need* domain for teaching and school support personnel
- Breakout groups to start conversations around the *Contribution to State Needs* domain
- Preparation for meeting 14
- Closing

Meeting 12 Review

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Breakouts to finish *Performance* domain initial recommendations

- The Administrative group stayed in their breakout the whole meeting

IWERC data presentation

- Reviewed *Candidate Selection and Completion* historical APR **teaching and school support personnel data** (2018–2024) that included findings on the following indicators:
 - Candidate enrollment level setting
 - Candidate entry GPA
 - Diverse candidates (race/ethnicity, Pell grant eligibility, first-generation status)
 - Diverse completers (race/ethnicity, Pell grant eligibility, first-generation status)

Breakout group discussions

- Groups revisited *Candidate Selection and Completion* initial recommendations after reviewing the IWERC data on that domain

Domain: Performance as Classroom Teachers

Initial Recommendations

Teacher Preparation Indicators and Performance Measures	School Support Personnel	Teaching
Demonstrated Teaching Skill: % of completers scoring “proficient” or “excellent” on their overall performance evaluations.	The team is not ready to remove this indicator just yet, but we need to pause on this indicator until we get more information about SSP evaluation practices statewide. Because evaluation of SSP is a local decision, there are significant inconsistencies within and across districts in how SSP are evaluated (for example, their rubric may or may not be adapted for their role).	Revise – standardize core elements for performance eval across state; align measure with teaching standards/competencies across preservice and inservice; measure specific elements of teaching performance rather than only an overall rating. Alternative recommendation – Remove until sufficient standardization exists.

Domain: Performance as School Leaders Initial Recommendations

Principal Preparation Indicators and Performance Measures (Pilot) – Administrative	Administrative (Superintendent, CSBO, Teacher Leader, Special Education Director)
Demonstrated Leadership Skill: % of principals scoring “proficient” or “excellent” on their overall performance evaluations.	Remove. Currently, there is not a consistent, valid educator evaluation to measure this for administrative roles. Would think about if there is a valid tool that reflects key administrative areas/standards; then would reconsider.
Superintendent Satisfaction Survey: * Index score that measures how well superintendents feel new principals were prepared for the principal role.	Revise. Retitle direct supervisor survey. The person who has best view of a person is the direct supervisor, so more reliable data. Include instead of “prepared” think about duties and skills. Should occur the year you come out of program. This is also CAEP aligned and would help fill a need for accreditation data that is currently hard to collect.
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).	Remove. Put to side, as it doesn’t feel in right place and parts of this are already covered. Would like to know more about history of this indicator to make a final recommendation.
Not a current indicator, but could be considered	360-degree assessment/feedback 5Essentials survey data

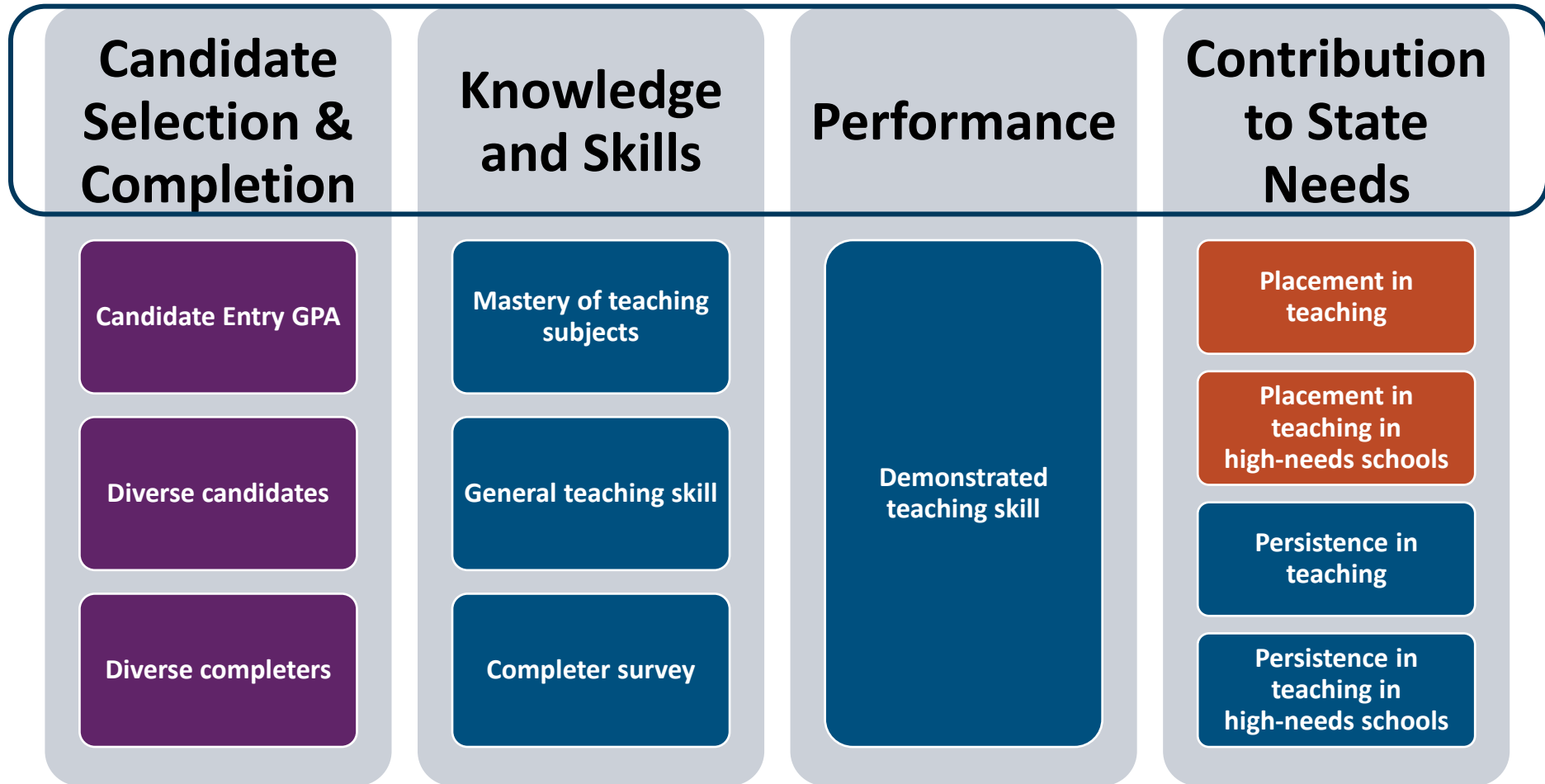
*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Group Norms

- Start and end on time
- Be present and actively engaged throughout the meeting
- Complete the pre-work to the best of your ability
- Share your own opinion and be open and respectful of everyone's opinions
- Challenge your own thinking
- Be equal parts critical and generative towards a consensus

IWERC Data Presentation

Context Setting – Teaching and School Support Data



Domain 4 – Teachers and support personnel Contribution to state needs: Placement

Meeting 13. September 9, 2026.



College of Education

Key takeaways

What can we learn from placement and placement in high-needs schools



College of Education

Domain 4



Contribution to State Needs	25	Placement in Teaching	The percentage of completers who begin working as a full-time teacher in an Illinois public school, nonpublic school, or early learning center within two years of completing the program.	25%	6.25	67%	100%
		Placement in Teaching in High-Needs Schools	The percentage of completers who begin working as a full-time teacher in a high-needs Illinois public school within two years of completing the program.	25%	6.25	33%	67%
		Persistence in Teaching	The percentage of completers who continue working in an Illinois public school, nonpublic school, or early learning center for three or more consecutive years.	25%	6.25	33%	67%
		Persistence in Teaching in High-Needs Schools	The percentage of completers who continue working in a high-needs Illinois public school for three or more consecutive years.	25%	6.25	33%	67%



Key takeaways: Teacher candidates



Ever placement rates are high at 78%.	•Ever placement rates decrease by completion year, likely an indication of lower immediate placement rates (54%).
There was large variation in placement rates across programs and across race/ethnicity.	•Completers of special education-related programs have the highest observed ever placement rates (86%), whereas completers of social sciences programs have the lowest (71%). •Black or African American and Hispanic or Latino completers have the highest placement rates (81% and 84%, respectively).
Immediate placement rates follow the same patterns as ever placement.	
Ever placement in high-needs schools was high (81%).	•Completers of early childhood education programs saw the highest placement rates in high-needs schools (89%). •Nearly all (96%) Black or African American completers were placed at least once in a high-needs school. •First-generation college students and Pell-grant eligible completers also had a higher placement rate in high-needs schools than their counterparts.
Most completers of teacher programs were placed as teachers/instructional staff (78%) or as special education teachers/instructional staff (27%).	•Of those who did not: early childhood education and social science completers had higher rates of paraprofessional placements. •Specialists had higher rates of placements as administrators or specialists with a specific endorsement.

Ever placement rate: Percentage of candidates who have been placed in any position at any time after completion.

Immediate placement rate: Percentage of candidates who have been placed in any position the year of program completion or the year immediately after.



Key takeaways: Support personnel candidates



Ever placement rate was 72% for support personnel completers.

- Rates were higher for completers of School Nurse (81%) and School Social Worker (82%) programs.
- Only half of completers of Speech Language Pathology programs were ever placed.
- Placement rates decrease by completion year, likely indicating lower immediate placement.

Immediate placement rate was smaller (52%) but it follows the same patterns as ever placement findings.

79% of support personnel completers were placed in high-needs schools at least once.

- Completers of School Counselor and School Social Worker programs have slightly higher placement rates in high-needs schools (81%).
- Completers of School Psychologist programs have the lowest (70%).
- Black or African American support personnel completers had the highest placement rates in high-needs schools (93%), followed by Hispanic or Latino completers (87%).

90% of support personnel program completers were placed in support personnel positions.

- The second most common placement for support personnel completers was as administrators or directors (12%).
- Completers of School Nurse, School Psychologist and School Social Worker programs were often placed as administrators or directors.
- Completers of Speech and Language Pathologist and School Counselor programs were sometimes placed as special education teachers/instructional staff.
- Completers of School Counselor programs were sometimes placed as teachers or instructional staff.
- Black or African American completers were more often placed as administrators and directors than any other race/ethnicity group.



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Questions?



Breakout Groups

Domain: Contribution to State Needs

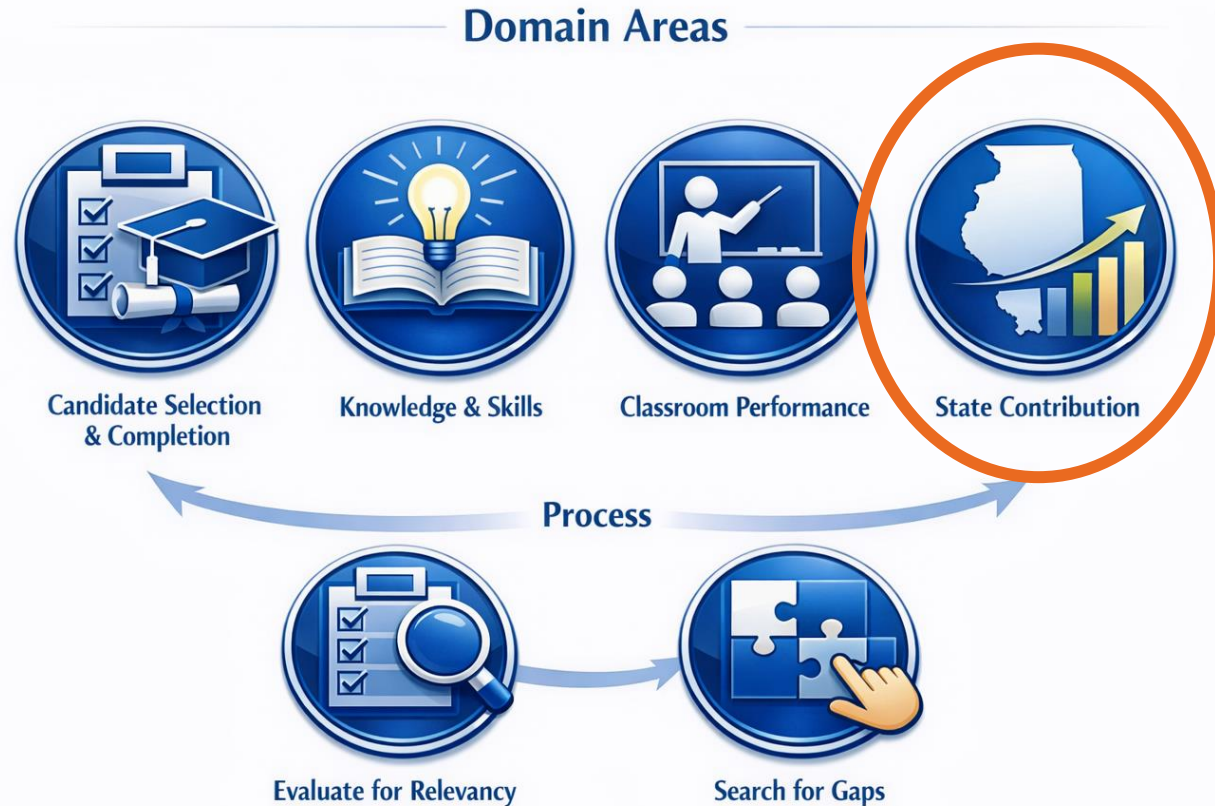
Teacher Preparation Indicators & Performance Measures	Principal Preparation Indicators & Performance Measures (Pilot)
Placement in Teaching: % of completers who begin working as a full-time teacher in an IL public school or begin working in a non-public or early learning setting, within two years of 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.

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

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.

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 23, from 3:30–5:00 p.m. CT (don't forget to join by Zoom)

Thank you