

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Eight
July 1, 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
 - The advisory group's charge is to provide input on the proposed domains, indicators, and performance measures.
- 2027-2028
 - Technical advisory groups will provide input on weighting and scoring ranges.

Agenda

- Review meeting seven activities
- Dive into IWERC data on licensure acquisition and content tests for principals
- ISBE presentation of the completer survey
- Continue breakout groups for *Knowledge & Skills* domain
- Preparation for meeting nine
- Closing

Meeting Seven Review

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IWERC Data Presentation

- Reviewed *Candidate Completion* historical APR principal data (2018-2024) that included findings on the following indicators:
 - Program completion
 - Diverse completers
 - Variables associated with completion
- Considered why GPA is associated with completion and what was most interesting in relation to the completion data presented

Breakout group discussions

- Groups started initial conversations around the relevancy of indicators for the Knowledge & Skills domain

Context Setting – Principal Data

Candidate Selection	Candidate Completion	Knowledge & 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 on program selection was not presented to the group

IWERC Presentation



College of Education

RECAP: Program Completion and Diverse Completers Indicators

Candidate Completion	Program Completion	The percentage of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.
	Diverse Completers	The percentage of completers of a preparation program who identify as nonwhite or female.
	Licensure Acquisition	The percentage 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. Data to Be Reported by the EPP: Each EPP will provide the name and IEIN of candidates who were previously enrolled and who did not complete the licensure program but still graduated with a degree. Data should be provided for completers who enrolled within the last five years and graduated by August 31, 2025.

RECAP: Program Completion and Diverse Completers Indicators

- About 86% of candidates completed a principal program from SY18 to SY24.
- Controlling for year, race/ethnicity, and institution, we showed a positive and significant relation between:
 - Prior GPA (GPA requested for program admission) and postsecondary GPA (if that prior GPA is from an undergraduate and/or graduate degree) and completion
 - Modality of instruction (face-to-face and blended instruction) and completion
 - Prior experience and years of experience and completion
- Controlling for institution, we saw no significant relation between race/ethnicity of principal candidates and completion.

Domain 2: Candidate Completion

Licensure Acquisition

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We do not have licensure application data, but we are able to see who has completed program requirements except for testing and who has completed program requirements, including testing.

Domain 2: Candidate Completion

Licensure Acquisition

Completion status	N	Percent
Active Enrollment	909	16.3%
New Candidate	707	12.7%
Program Completed	3400	61.1%
Inactive – Leave	27	0.5%
Inactive – Testing	93	1.7%
Withdrawn – Major	25	0.5%
Withdrawn – Unknown	399	7.2%
Withdrawn – Terminate	Less than 10	Less than 0.1%
Withdrawn – Transfer	Less than 10	Less than 0.1%

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16.9% of candidates who have not completed are inactive due to testing.

Have non-completers attempted to pass licensure tests?

	Attempt number										
	1	2	3	4	5	6	7	8	9	10	11
Subtest 1	241	14	1	1							
Subtest 2	229	66	35	18	12	9	5	3	2	2	1

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241 of non-completers (44%) have taken test 1 for licensure, and 93% passed test 1
229 of non-completers (41%) have taken test 2 for licensure, and 62% passed

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241 of non-completers (44%) have taken test 1 for licensure, and 93% passed test 1
229 of non-completers (41%) have taken test 2 for licensure, and 62% passed

Nearly half of non-completers have attempted to pass tests at least once

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Domain 3:

Knowledge and Skills for Leadership

Knowledge and Skills for Leadership	Completer Survey (FUTURE INDICATOR)*	An index score that measures how well completers feel that their program has prepared them as principals upon completion of the program.
	Novice Principal Survey (FUTURE INDICATOR)*	An index score that measures how well completers feel that their program has prepared them as principals after one and three years in the profession.
	Expertise in Instructional Leadership	The percentage of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.

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	Novice Principal Survey (FUTURE INDICATOR)*	An index score that measures how well completers feel that the program has prepared them as principals after one and a half years in the profession.
	Expertise in Instructional Leadership	The percentage of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.

Future indicators

Domain 3:

Knowledge and Skills for Leadership

Expertise in Instructional Leadership

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Domain 3:

Knowledge and Skills for Leadership

Expertise in Instructional Leadership

There are two tests, and both tests have different distributions. As we will show, the subtest 2 (second test) seems to be harder as it is less likely to pass on first attempt.

We do not include candidates marked as active or new.

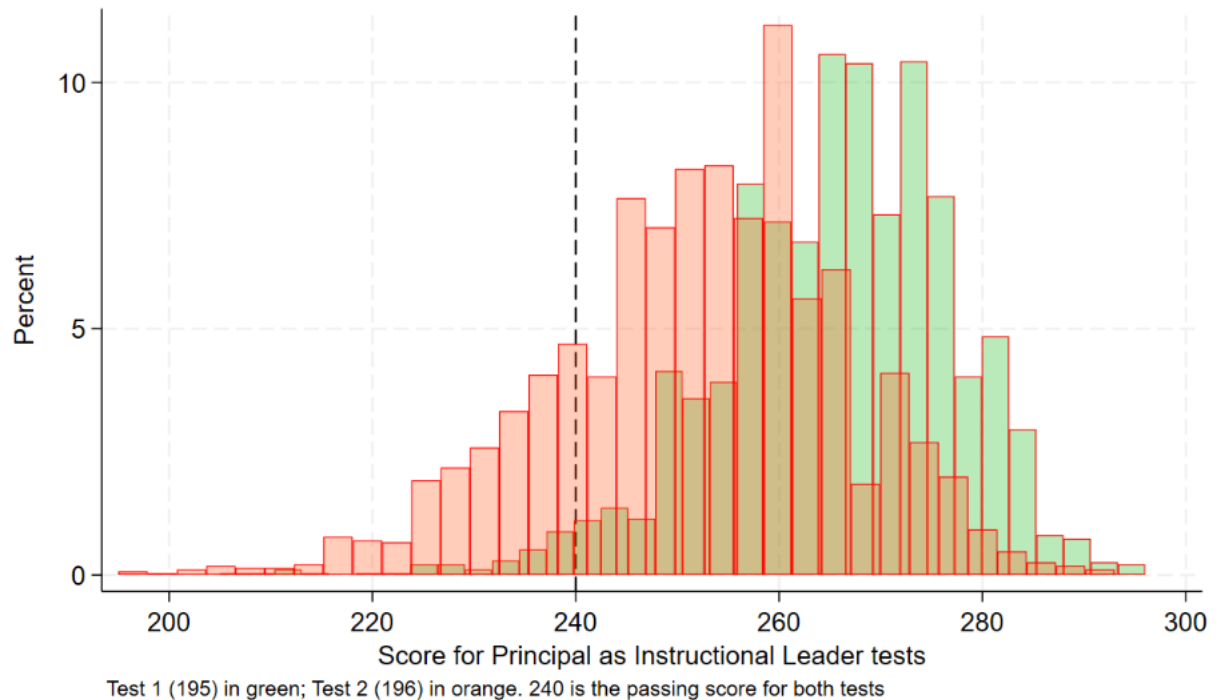
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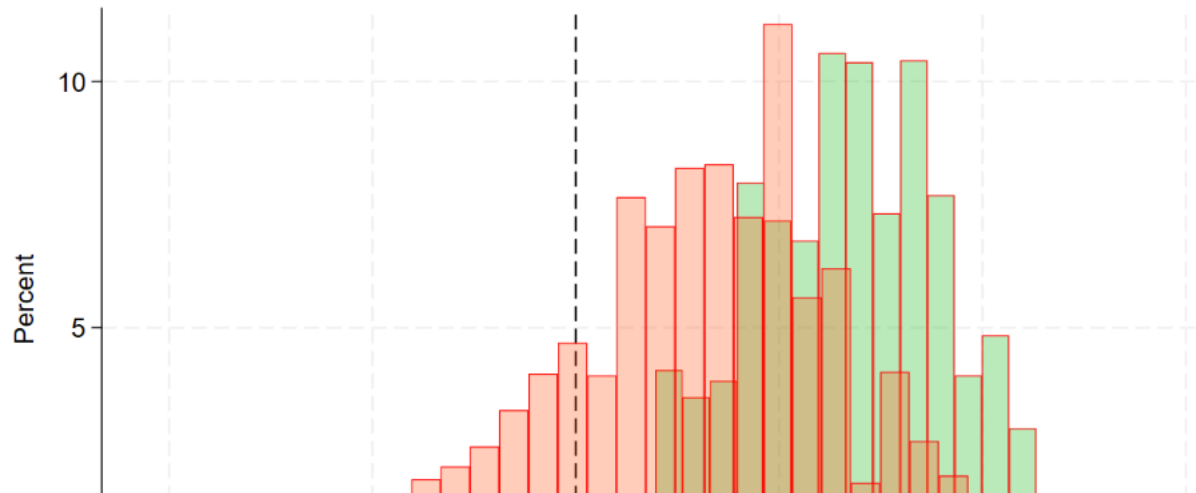
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The average number of attempts for test 1 is 1.03, and for test 2 is 1.27. For principal candidates there were up to 7 attempts to pass test 1 and 11 to pass test 2.

However, N's are different: 5,904 candidates attempted to pass test 1 and 5,432 attempted to pass test 2.

Let's take a look at the first three attempts:

Domain 3:

Knowledge and Skills for Leadership

Expertise in Instructional Leadership

Test	Number of candidates on attempt 1	Passing rate attempt 1	Number of candidates on attempt 2	Passing rate attempt 2	Number of candidates on attempt 3	Passing rate attempt 3
ICTS – Principal subtest 1 (195)	3063	97%	72	72%	12	50%
ICTS – Principal subtest 2 (196)	2795	82%	452	59%	160	44%

Notes: Averages across years seem constant; there is large variation in passing rates on first attempt across institutions ranging from 53% to 100%, depending on test.

What about the rest of the attempts?

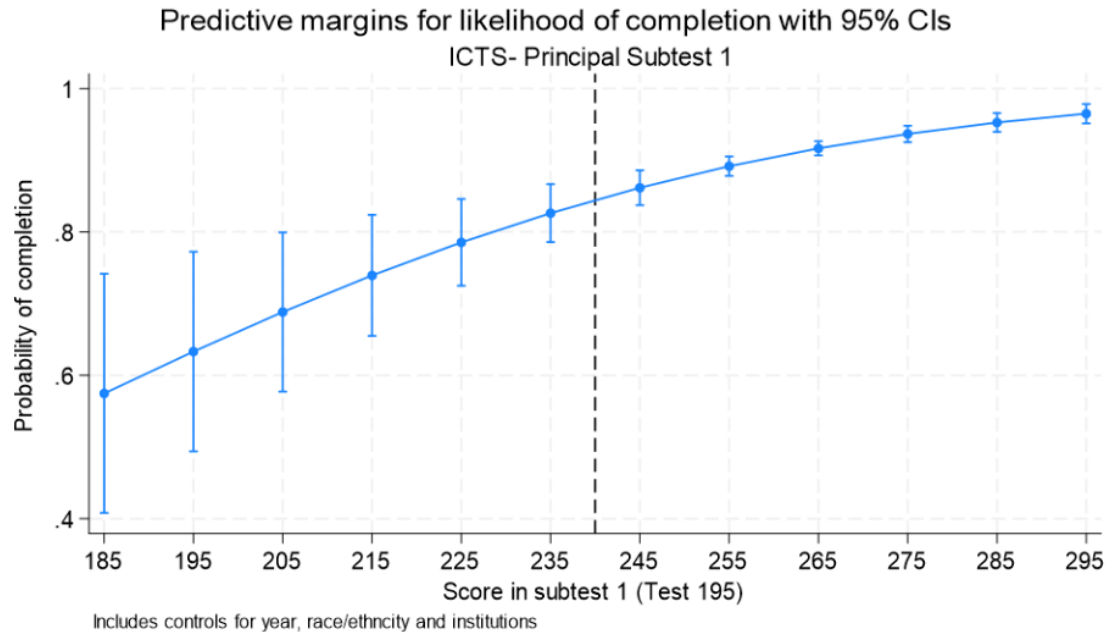
Domain 3:

Knowledge and Skills for Leadership

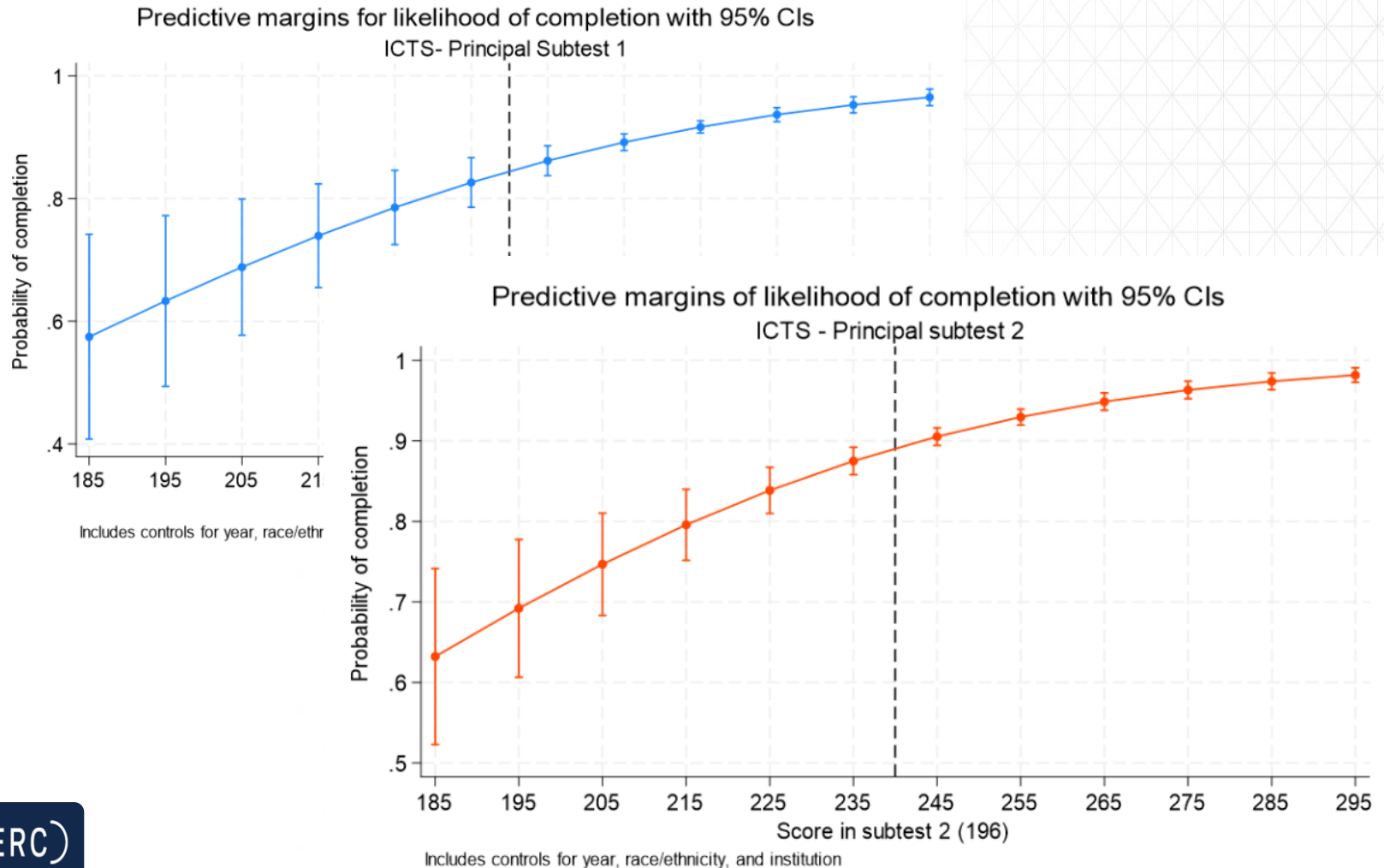
Expertise in Instructional Leadership

	Attempt number							
	4	5	6	7	8	9	10	11
Pass rate - test 1	33%	25%	100%	100%	N/A	N/A	N/A	N/A
Pass rate - test 2	42%	43%	29%	55%	25%	100%	50%	0%
Number of total candidates in attempt (includes both tests)	77	39	19	12	4	2	2	1

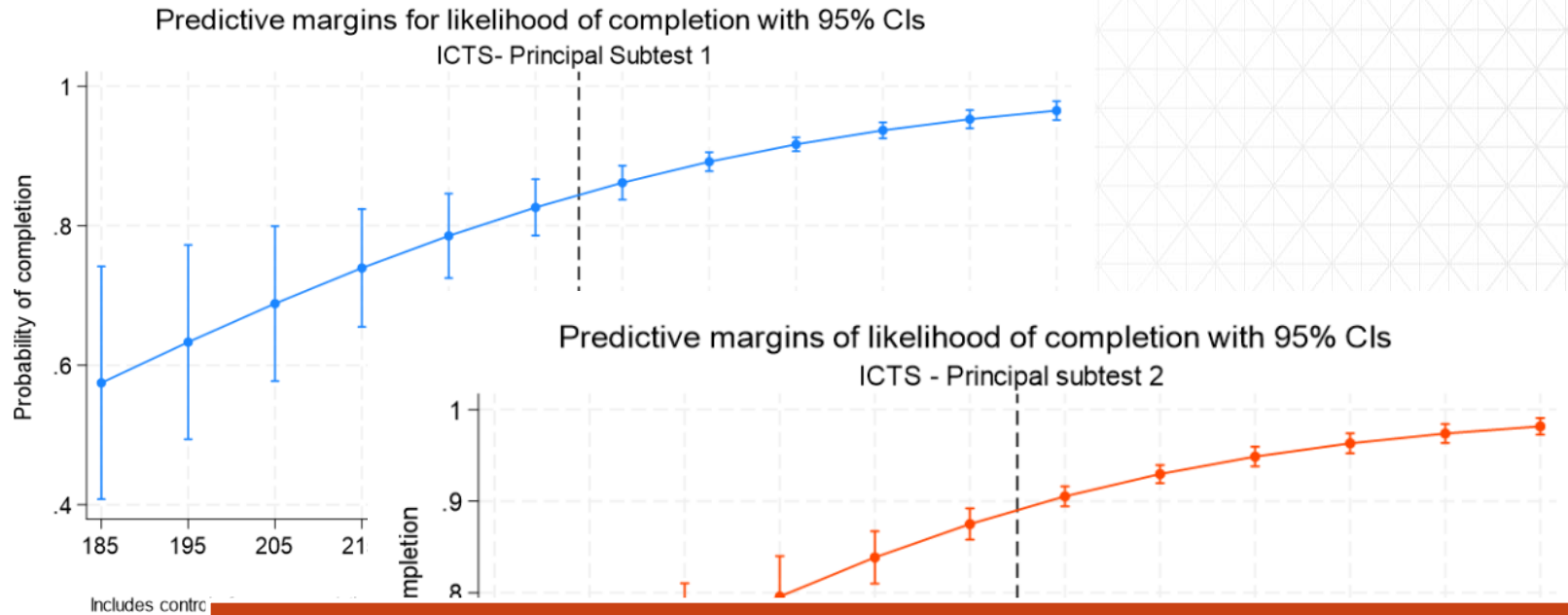
Is passing the test on the first attempt associated with completion?



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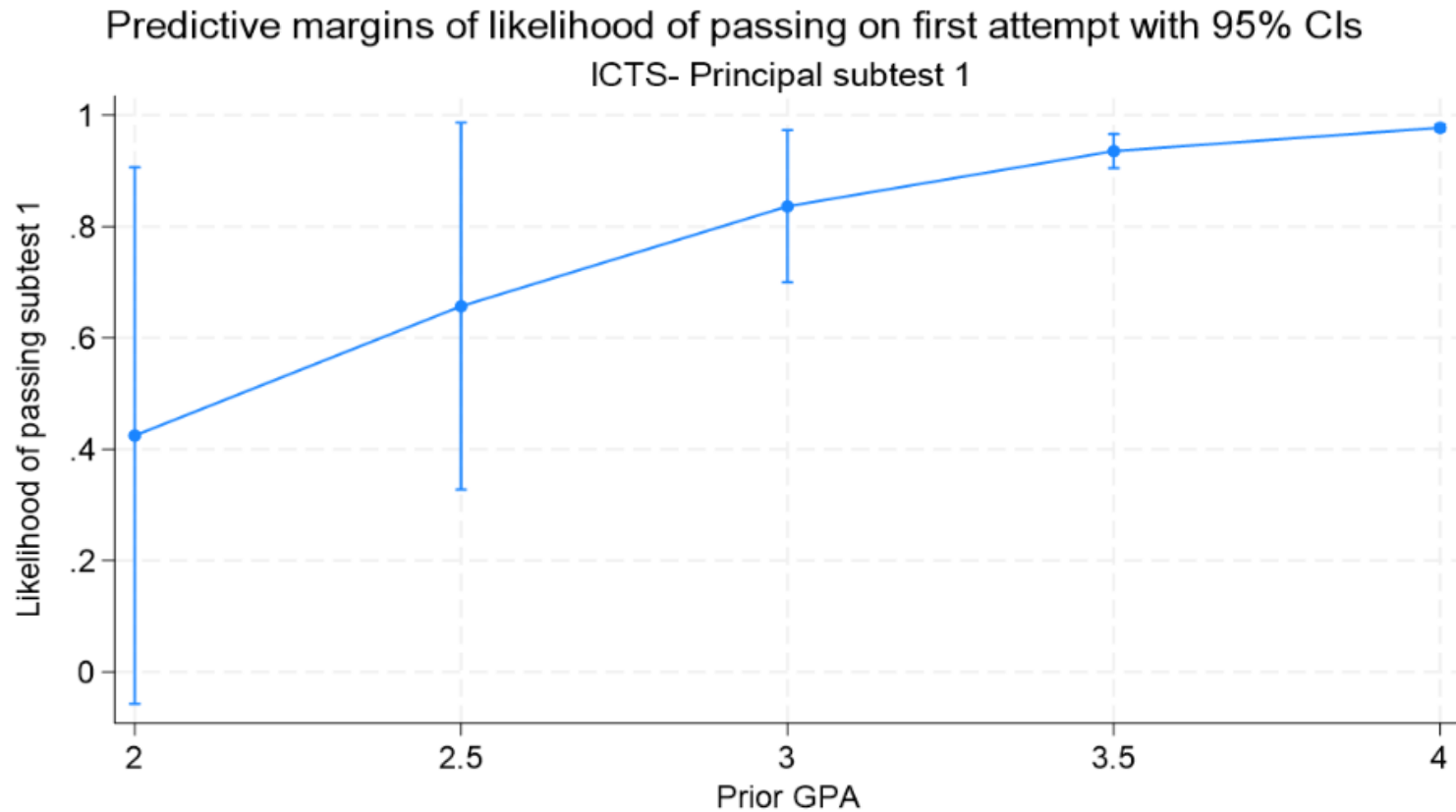


Yes, for both tests. With each additional point higher in scores, the likelihood of completion increases by 0.23% for both tests.

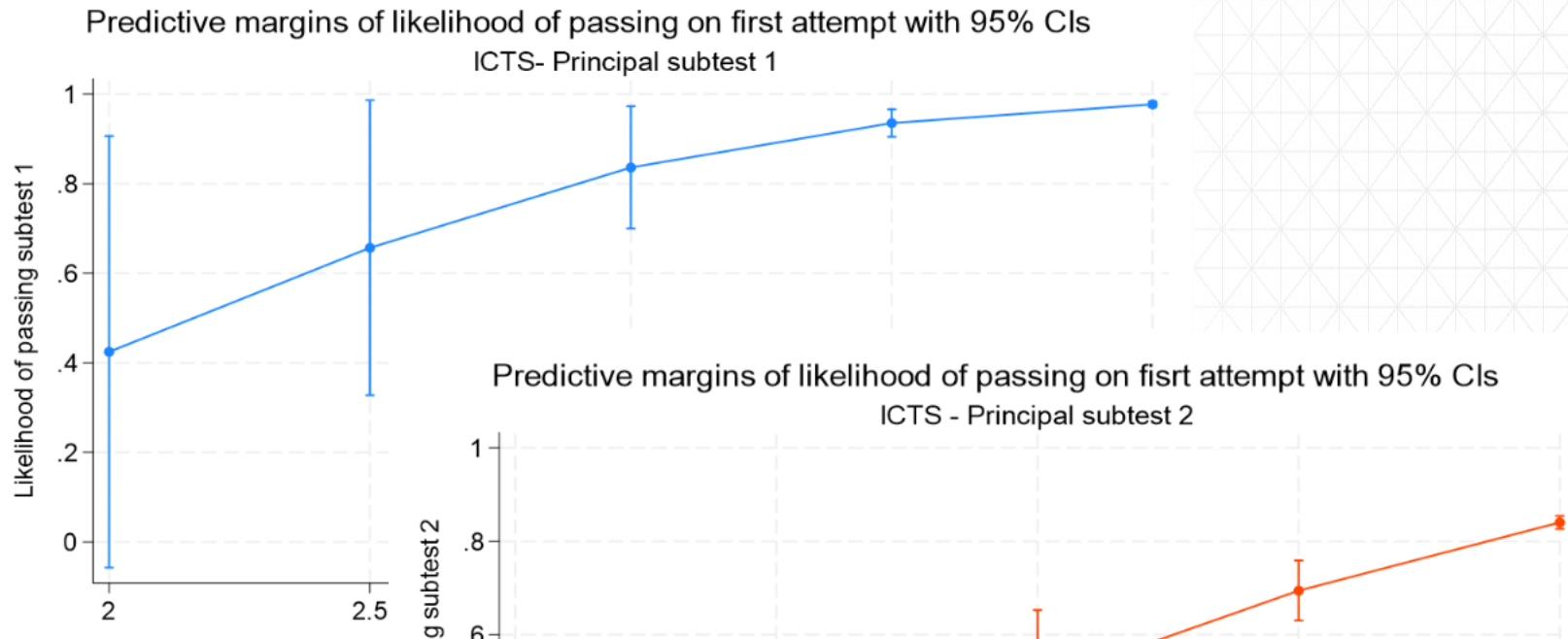
This may seem small but for each additional point it compounds (see graph).

Magnitude was robust to year, race, and institution fixed effects

So, what predicts passing on the first attempt?



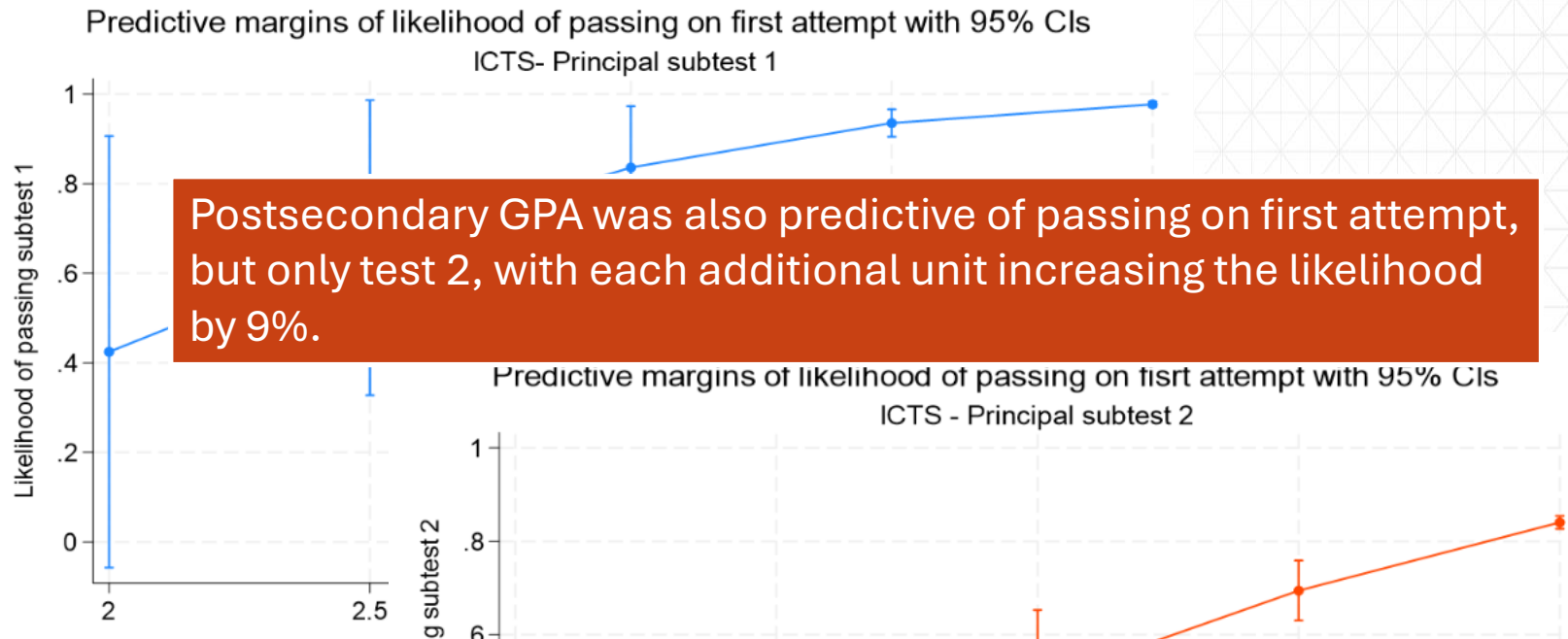
So, what predicts passing on the first attempt?



Prior GPA significantly predicts passing on the first attempt (reminder that prior GPA depends on institution), but even controlling for institution, race/ethnicity, and year, this prediction is robust.

The magnitude is even stronger for test 2. Each additional unit on GPA predicts a higher likelihood of completion by 24%

So, what predicts passing on the first attempt?



Postsecondary GPA was also predictive of passing on first attempt, but only test 2, with each additional unit increasing the likelihood by 9%.

Prior GPA significantly predicts passing on the first attempt (reminder that prior GPA depends on institution), but even controlling for institution, race/ethnicity, and year, this prediction is robust.

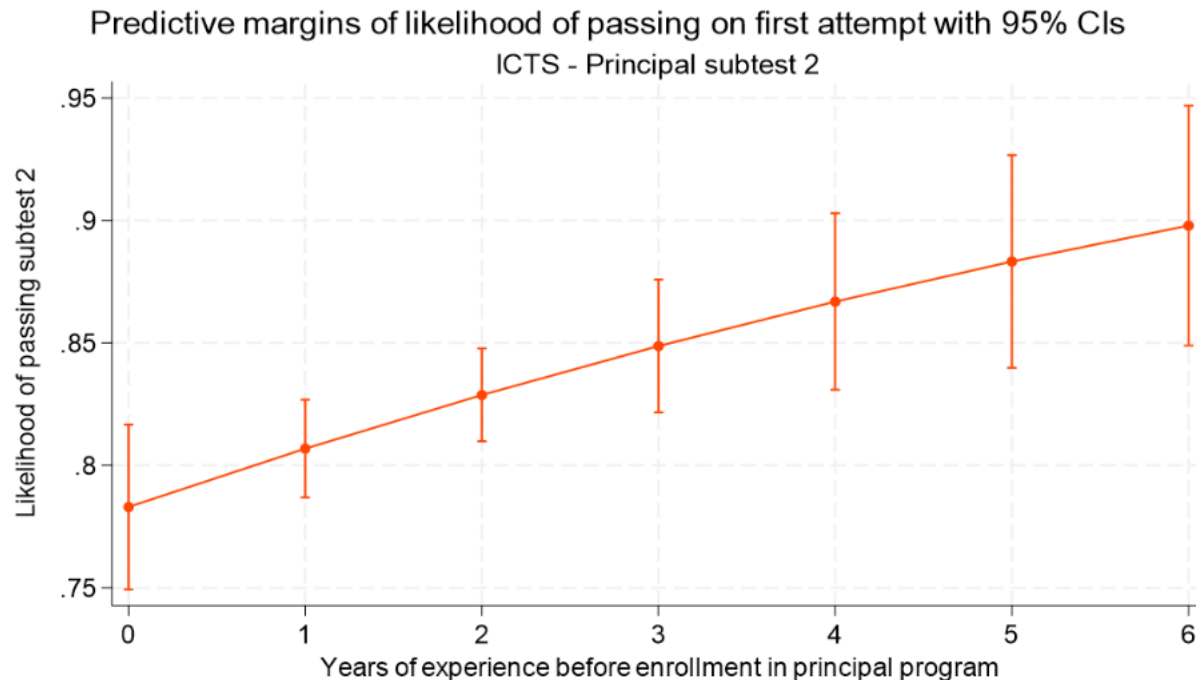
The magnitude is even stronger for test 2. Each additional unit on GPA predicts a higher likelihood of completion of 24%

Is prior experience related to passing tests on first attempt?

Having a prior placement before enrollment in a principal program was NOT predictive of passing on first attempt.

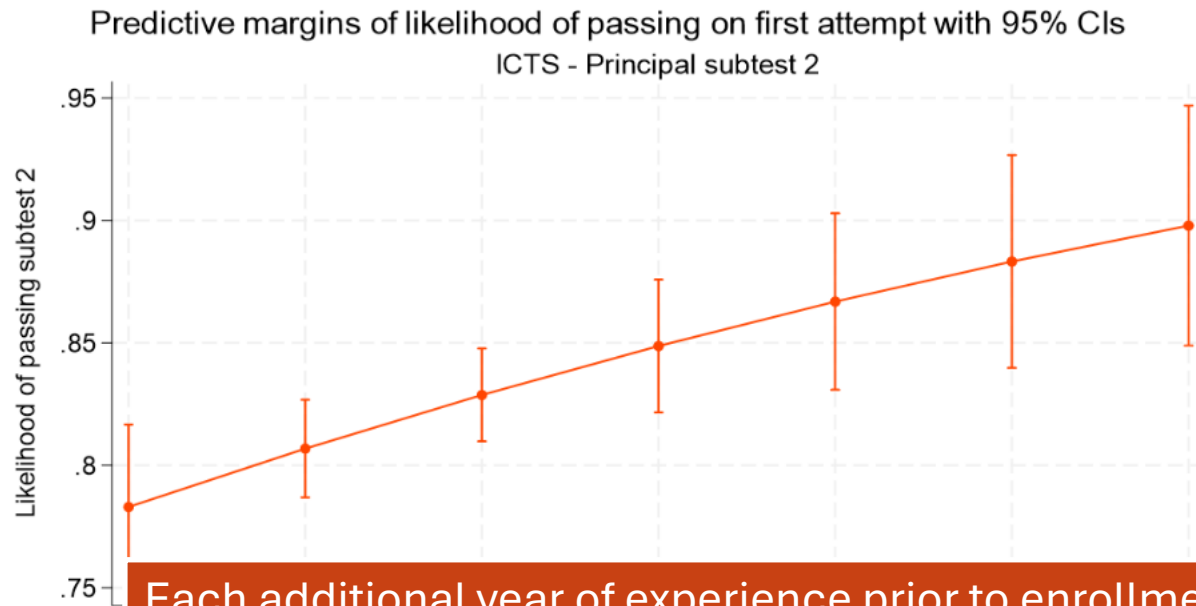
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Having a prior placement before enrollment in a principal program was NOT predictive of passing on first attempt—but years of experience was.



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Having a prior placement before enrollment in a principal program was NOT predictive of passing on first attempt—but years of experience was.



Each additional year of experience prior to enrollment in a principal program increases the likelihood of passing the second subtest on the first attempt by 2%.

There was no significant relation with subtest 1.

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Candidate Completer Survey

ISBE Overview

History of the Teaching Completer Survey

- The completer survey was recommended as a performance indicator on the IEPP by the group Teacher Preparation Analytics (TPA), which was a content expert ISBE partnered with when developing IEPP indicators. TPA conducted research in other states and provided ISBE with survey samples to review.
- The original completer survey was approved by a subgroup of an advisory steering team that was convened to help ISBE develop the IEPP. The advisory group modeled the current completer survey very closely after North Carolina's completer survey.

The Current Teaching Completer Survey

- The original completer survey was revised in 2023 after stakeholders shared concerns about survey length, format, and content.
- The State Educator Preparation and Licensure Board (SEPLB), with training from TeachPlus, provided ISBE with recommendations on how to update the survey.
- ISBE partnered with North Third to update the survey to incorporate SEPLB's recommendations.

The Current Teaching Completer Survey

- Taken at the time of initial licensure, as part of the application process
- Questions aligned to Illinois Administrative Rule and IPES standards
- 15 questions – multiple choice, open ended, and Likert scale
- Currently undergoing revisions, with assistance from MSF&W and stakeholder feedback

Breakout Groups

Domain: Knowledge and Skills

<u>Teacher Preparation Indicators & Performance Measures</u> – Used by <u>Teaching & School Support Personnel Groups</u>	<u>Principal Preparation Indicators & Performance Measures (Pilot)</u> – Used by <u>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.

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 in Padlet.
- 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.
- Only start on developing role group *initial* recommendations once relevancy conversations are complete.

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.

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings



Image created by Microsoft Copilot

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, July 15, 2026, from 3:30-5:00 (don't forget to join by Zoom)

Thank you