

# **Illinois Educator Preparation Profiles (IEPP) Advisory Group**

Meeting Nine  
July 15, 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

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- 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

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- 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

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- Review meeting eight activities
- Dive into IWERC data on *Performance as School Leaders* for principals
- Continue breakout groups for *Knowledge and Skills* domain
- Preparation for meeting ten
- Closing

# Meeting Eight Review

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## IWERC Data Presentation

- Reviewed *Candidate Completion & Knowledge and Skills for Leadership* historical APR principal data (2018-2024) that included findings on the following indicators:
  - Licensure acquisition
  - Program completion
  - Expertise in instructional leadership

## Teacher Completer Survey Overview

- ISBE shared the history of and current information about the survey

## Breakout group discussions

- Groups continued initial conversations around the relevancy of indicators for the Knowledge and Skills domain and started initial recommendation conversations

# Context Setting – Principal Data

| 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

# Analysis of principal candidate data: Domain 4

*IWERC, IEPP Advisory Council. Meeting nine.*

*July 15, 2026*



**College of Education**

## Domain 4: Performance as School Leaders

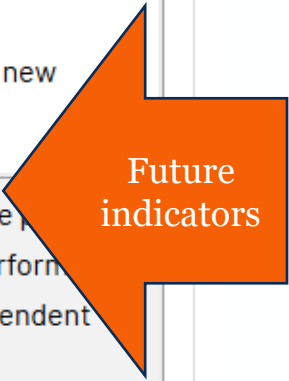


|                               |                                                        |                                                                                                                                                                                                                                        |
|-------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance as School Leaders | Demonstrated Leadership Skill                          | The percentage of principals scoring "proficient" or "excellent" on their overall performance evaluations.                                                                                                                             |
|                               | Superintendent Satisfaction Survey (FUTURE INDICATOR)* | An index score that measures how well superintendents feel new principals were prepared for the principal role.                                                                                                                        |
|                               | Workforce Preparation and Impact                       | An 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). |

## Domain 4: Performance as School Leaders



|                               |                                                        |                                                                                                                                                                                                                                        |
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Future indicators

## Domain 4: Performance as School Leaders

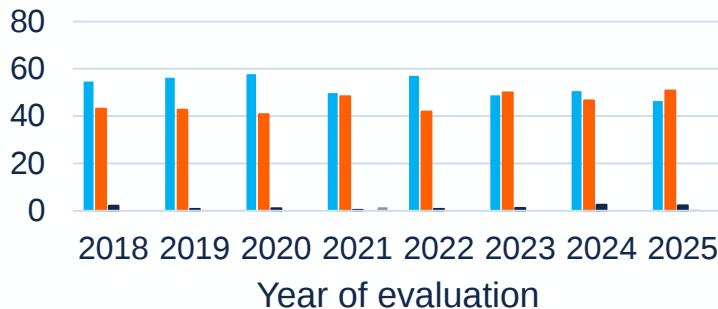


|                               |                                                        |                                                                                                                                                                                                                                        |
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# Demonstrated Leadership Skill

Distribution of evaluations per year for principal candidates who were placed after completion of program

Percentage of evaluations in each category



■ Excellent ■ Proficient  
■ Needs improvement ■ Unsatisfactory  
■ Null/NA



We considered all candidates who completed their principal preparation program (N=3,400) AND who were placed in any position (2,971).



Four possible categories of evaluation:

Excellent  
Proficient  
Needs improvement  
Unsatisfactory

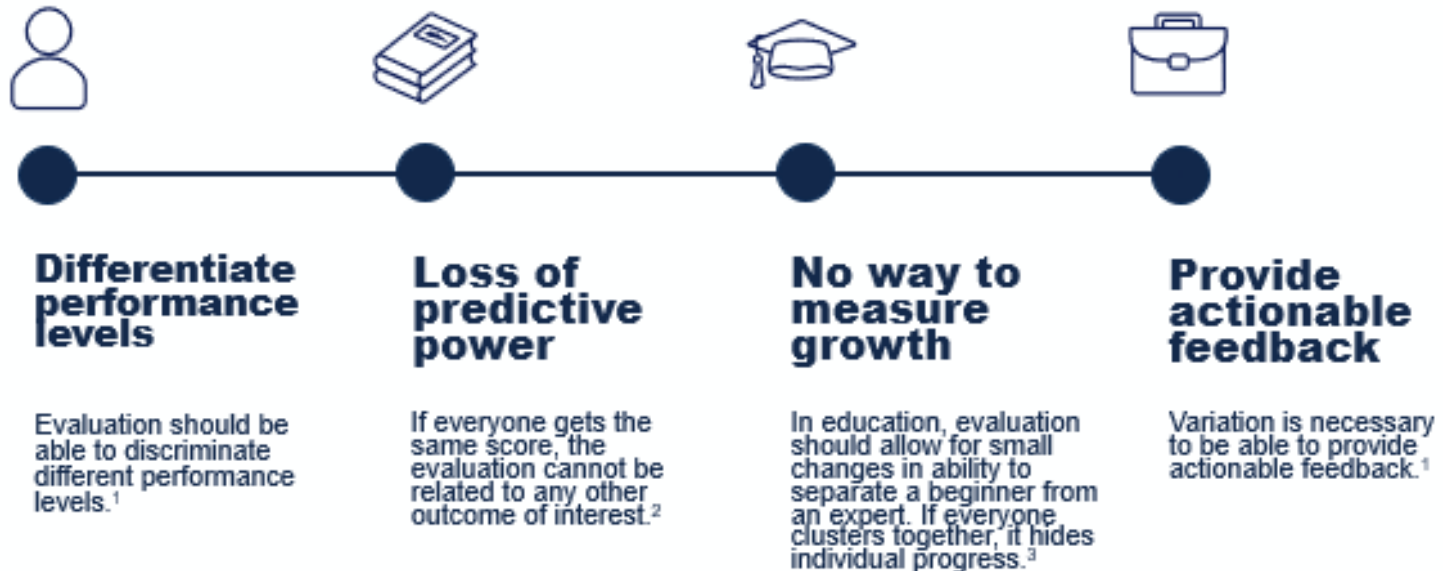


Nearly everyone (98.3%) who received at least one evaluation was evaluated as Excellent or Proficient.



Not all candidates were placed as principals, assistant principals, or another administrator position requiring a principal endorsement. When we disaggregate these roles, the percentage of ratings of excellent and proficient remains consistent.

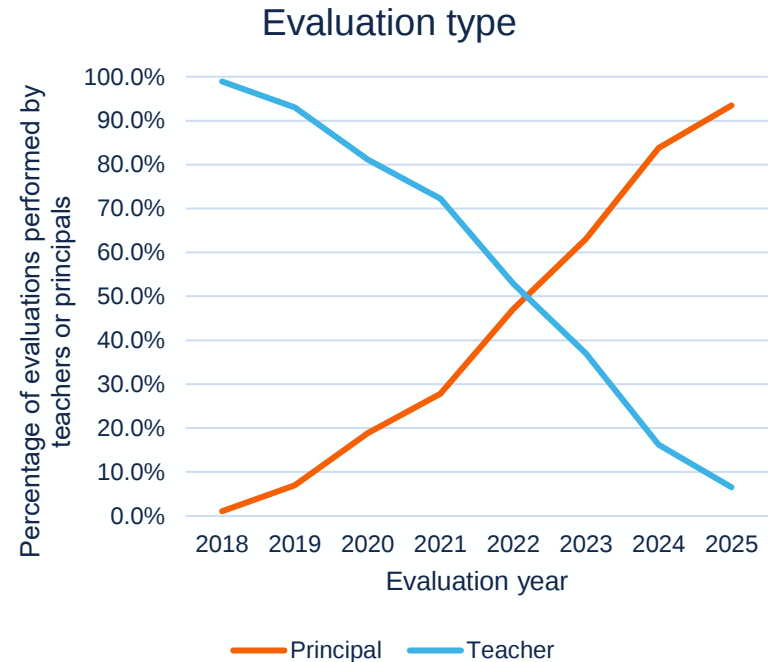
# Why is variation important?



References: 1. Dine & DeLisser (2022). 2. Hallgren (2018). 3. Pearson.

# Demonstrated Leadership Skill

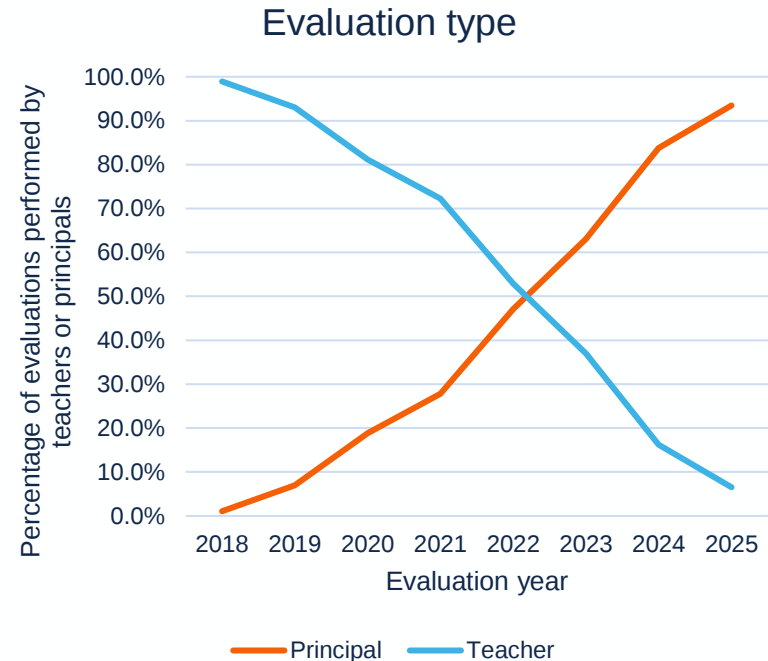
- The role of the “evaluator” is also important.
  - Illinois law codified act 105 ILCS 5/24A-15(c) states that the evaluation of a principal or assistant principal must be conducted by a superintendent or someone with an active principal endorsement or general administrative endorsement.



# Demonstrated Leadership Skill

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Trends are improving: In SY25, 94% of principals or assistant principals were rated by non-teachers.



# Breakout Groups

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# Domain: Knowledge and Skills

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

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- 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.
- Develop role group *initial* recommendations.

# 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

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# Journey & Process for the Next Few Meetings

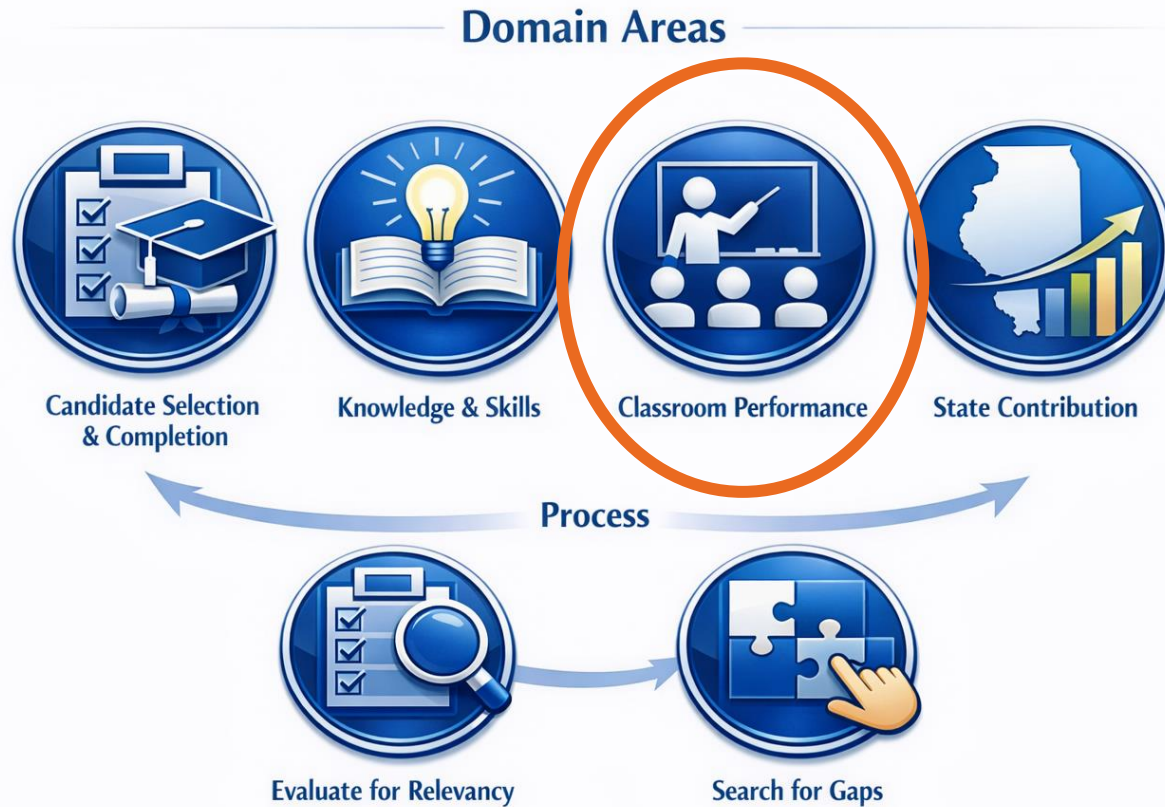


Image created by Microsoft Copilot

# Domain: Performance as Classroom Teachers/ School Leaders

| Teacher Preparation Indicators & Performance Measures - SSP & Teaching                                                            | Principal Preparation Indicators & Performance Measures (Pilot) - Administrative                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrated Teaching Skill:</b> % of completers scoring “proficient” or “excellent” on their overall performance evaluations. | <b>Demonstrated Leadership Skill:</b> % of principals scoring “proficient” or “excellent” on their overall performance evaluations.                                                                                                                                        |
|                                                                                                                                   | <b>Superintendent Satisfaction Survey*:</b> Index score that measures how well superintendents feel new principals were prepared for the principal role.                                                                                                                   |
|                                                                                                                                   | <b>Workforce Preparation and Impact:</b> Index score that measures the correlation between novice principal satisfaction, position retention, school retention, and job performance (as identified through performance evaluations & superintendent satisfaction surveys). |

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# 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 29, 2026, from 3:30-5:00 (don't forget to join by Zoom)

Thank you