

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Ten
July 29, 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
- 2026-2028
 - Technical advisory groups will provide input on weighting and scoring ranges

Agenda

- Review meeting nine activities
- Dive into IWERC data on *Contribution to State Needs* domain for principals
- Breakout groups for *Performance* domain
- Preparation for meeting eleven
- Closing

Meeting Nine Review

Meeting Nine Review

IWERC Data Presentation

- Reviewed *Performance as School Leaders* historical APR principal data (2018-2024) that included findings on the following indicators:
 - Demonstrated leadership skill indicator

Breakout group discussions

- Groups completed conversations around the relevancy of indicators for the Knowledge and Skills domain and offered initial recommendations

Initial Recommendations: Knowledge & Skills Domain

Teacher Preparation Indicators and Performance Measures	Teaching	School Support Personnel
Mastery of Teaching Subjects: % of candidates who passed the content area exam on any attempt.	Keep the Indicator but revise. Content exam mode beyond multiple choice; account for differences in programs that include teaching content.	Keep this indicator but revise to provide flexibility for the different SSP fields to report on this using their ISBE-approved content exam OR their national licensing exam. Not all fields currently have an ISBE-approved exam.
General Teaching Skill: % of candidates who passed the edTPA exam on any attempt.	Keep the Indicator but revise. Performance assessment viewed as important but writing only is barrier; also needs to be standard practice across programs.	Remove this indicator. None of the SSP fields have a performance-based assessment equivalent to the edTPA exam.
Completer Survey: Index score that measures how well completers believe that their program has prepared them as educators.	Keep the Indicator but revise. Survey is perspective and important for continuous improvement but not measure of program knowledge and skills; add surveys at different stages both in and out of program.	Keep this indicator. The current completer survey questions will need to be revised to be relevant for the SSP fields.
<i>Additional Indicator for Consideration</i>	Competency appraisal that has a statewide standard(s) for clinical practice performance while in program.	None.

Initial Recommendations: Knowledge & Skills Domain

Principal Preparation Indicators and Performance Measures (Pilot)	Administrative
Expertise in Instructional Leadership: % of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.	Finishing during today's meeting.
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.	Keep but revise. Do one administration of the survey but make it required (e.g., required before renewal of license after 5 years, but strongly recommended to complete after year 1). Additionally, the survey should make sense for different administrator programs and be reported out by subcategories (rather than 1 index score).
Completer Survey*: Index score that measures how well completers feel that their program has prepared them as principals upon program completion.	Keep but revise. This adds value for programs. However, it should make sense for different administrator programs and be reported out by subcategories (rather than 1 index score).

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



Educator Evaluation Q&A

ISBE

Evaluation Data Used for APR/IEPP

- **Q:** Does the evaluation data used in the IEPP/APR include detailed evaluation components (e.g., Danielson domains) or only overall ratings?
- **A:** Only overall evaluation ratings are available through EIS. We do not have access to qualitative comments or component-level evaluation data. Available data includes:
 - IEIN
 - Evaluation Type
 - Evaluation Year
 - Employer
 - Unsatisfactory
 - Needs Improvement
 - Proficient
 - Excellent
- As a result, IEPP reporting reflects overall evaluation ratings only.

Evaluations in Illinois

- Illinois uses a four-level summative rating system
 - Excellent
 - Proficient
 - Needs improvement
 - Unsatisfactory
- Illinois Administrative Code does not mandate a specific evaluation tool (Danielson, Marzano, etc.)
- Public Act 104-0020 was signed into law June 30, 2025, and makes student growth components optional in evaluations, effective July 1, 2025.

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 5

IWERC, IEPP Advisory Council. Meeting ten.

July 29, 2026



College of Education

Domain 5: Contribution to state needs



Contribution to State Needs	Placement in Leadership	The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school within a specified number of years of completing the program.
	Placement in Leadership in High-Needs Schools	The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school within a specified number of years of completing the program.
	Persistence in Leadership	The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school for a specified number of consecutive years.
	Persistence in Leadership in High-Needs Schools	The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school for a specified number of consecutive years.



Domain 5: Contribution to state needs



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	Persistence in Leadership	The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school for a specified number of consecutive years.
	Persistence in Leadership in High-Needs Schools	The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school for a specified number of consecutive years.



Domain 5: Placement



- Placement is an outcome we considered only for candidates who completed the program (N=3,400).
- Two key outcomes for placement in an IL public school
 - Ever placed
 - Placed in *any* position
 - Placed in a *specific* position
 - Immediately placed

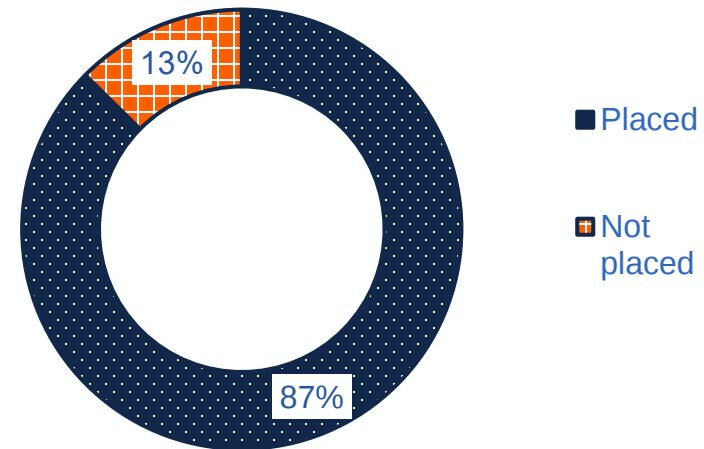


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Distribution of Ever Placed Candidates



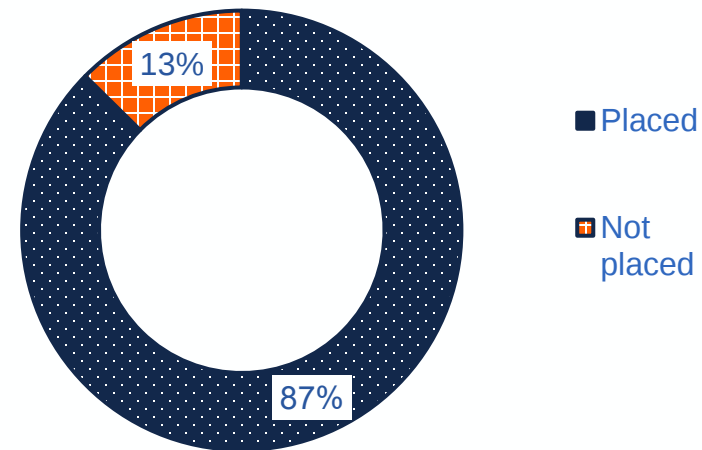
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87% of all principal program completers were placed in any position at any time AFTER completion. Placement rates across completion years were quite stable, peaking at 93% in SY19.

Distribution of Ever Placed Candidates

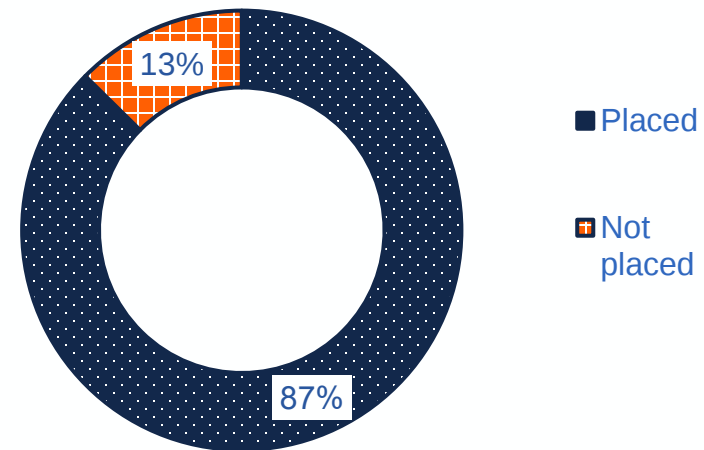


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Distribution of Ever Placed Candidates



Placement rates varied across institutions, some with a 100% placement rate and others with a 44% placement rate.



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 - Placed in a *specific* position
 - Immediately placed



Which administrative positions require a principal endorsement?



- Section 1.705 of Part 1 of the Illinois Administrative Code details staff qualifications required for each role.
- Positions that require an administrative/principal endorsement are the following:
 - Principal
 - Assistant Principal
 - Administrative position with a principal endorsement



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- Positions that require an administrative/principal endorsement are the following:
 - Principal
 - Assistant Principal
 - Administrative position with a principal endorsement

General Administrative Roles

- Assistant/Associate District Superintendent
- Supervisory Dean
- Student Dean
- General Administrator or General Supervisor
- Department Chair
- Supervisor of One, or More Than One, School Support Personnel
- Head of General Education

Specialized Administrative Roles

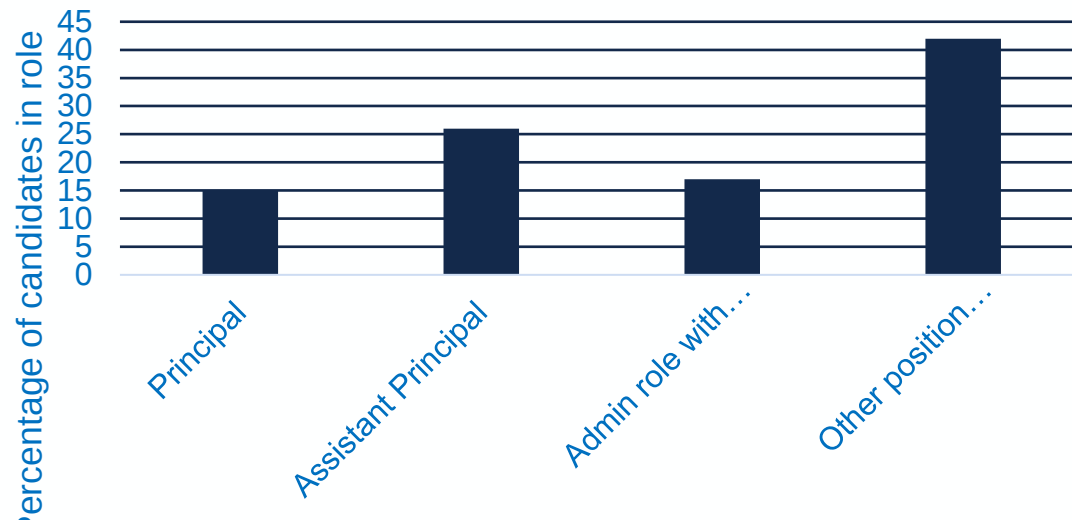
- Director of Area Vocational Center
- Supervisor of One, or More than One, Field in Career and Technical Education
- Administrator in a Bilingual Education Program
- Dean of Students
- Special Education Supervisor



Not everyone who was placed after completion was placed in a principal endorsed position



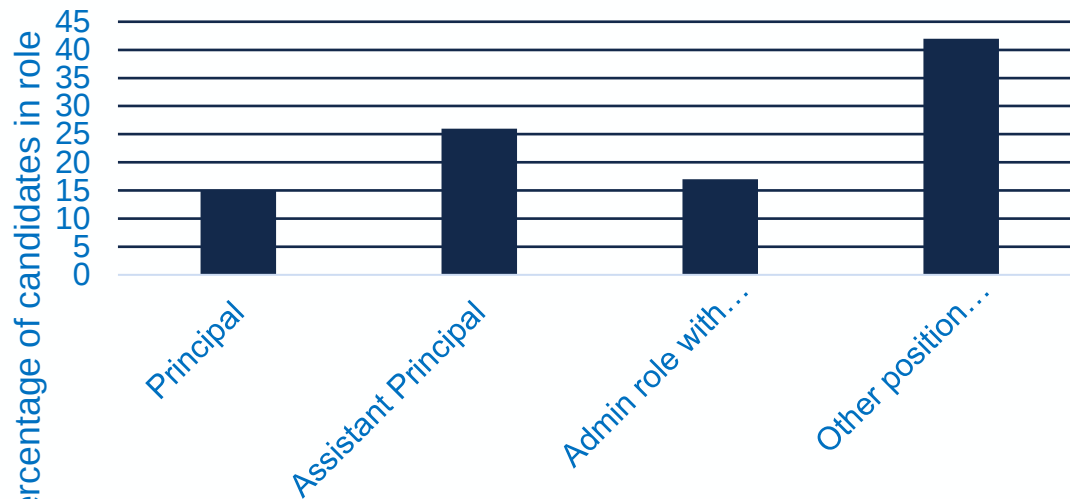
Percentage of principal candidates in each type of placement after completion



Not everyone who was placed after completion was placed in a principal endorsed position



Percentage of principal candidates in each type of placement after completion



Placement rates in a principal-endorsed position also varied across institution, ranging from 40% to 100%.



Menti questions



- www.menti.com
- Code: 5195 3422

Domain 5: Placement



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 - Ever placed
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 - Immediately placed



Domain 5: Placement



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- Two key outcomes for placement in an IL public school
 - Ever placed
 - Placed in *any* position
 - Placed in a *specific* position
 - Immediately placed –
Placements in the same year of program completion or the subsequent year

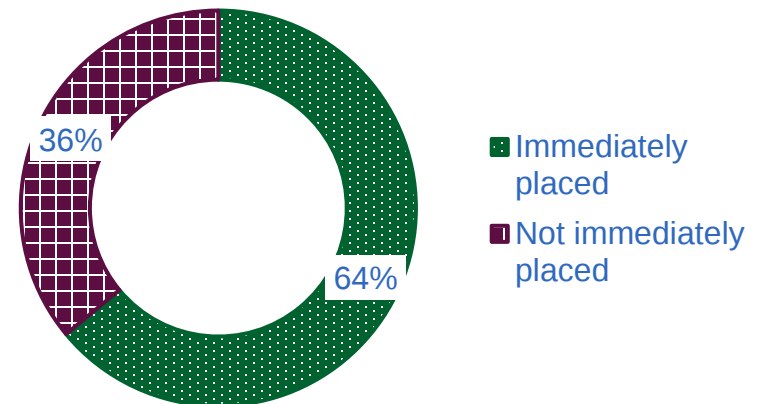


Domain 5: Placement



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- Two key outcomes for placement in an IL public school
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 - Placed in a *specific* position
 - **Immediately placed** – Placements in the same year of program completion or the subsequent year
 - Placed in *any position*

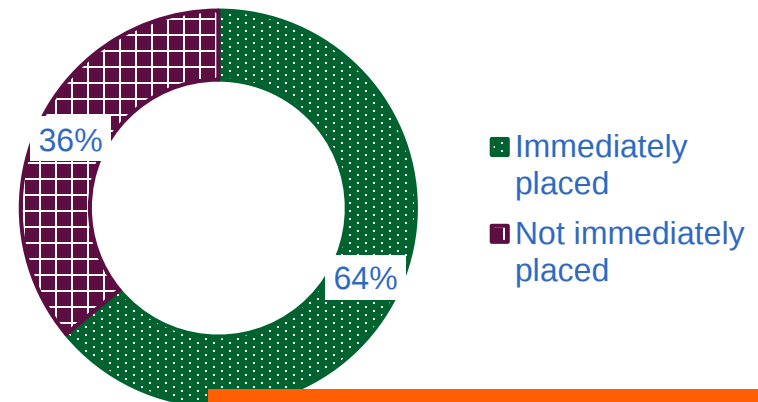
Distribution of Immediately Placed Candidates



Domain 5: Placement

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 - Placed in a *specific* position
 - **Immediately placed** – Placements in the same year of program completion or the subsequent year
 - Placed in *any position*

Distribution of Immediately Placed Candidates

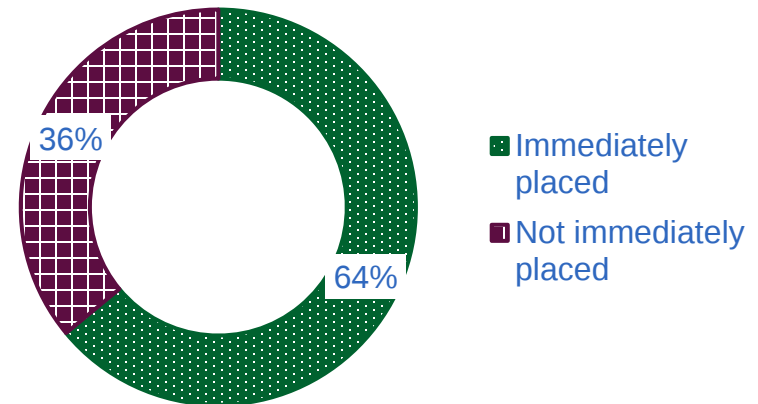


64% of all principal program completers were *immediately placed* in any position. Immediate placement rates across completion years were consistent.

Domain 5: Placement

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- Two key outcomes for placement in an IL public school
 - Ever placed
 - Placed in *any* position
 - Placed in a *specific* position
 - **Immediately placed** – Placements in the same year of program completion or the subsequent year
 - Placed in *any position*

Distribution of Immediately Placed Candidates



Immediate placement rates varied across institutions, some with a 100% placement rate and others with a 39% placement rate.

Domain 5: Placement



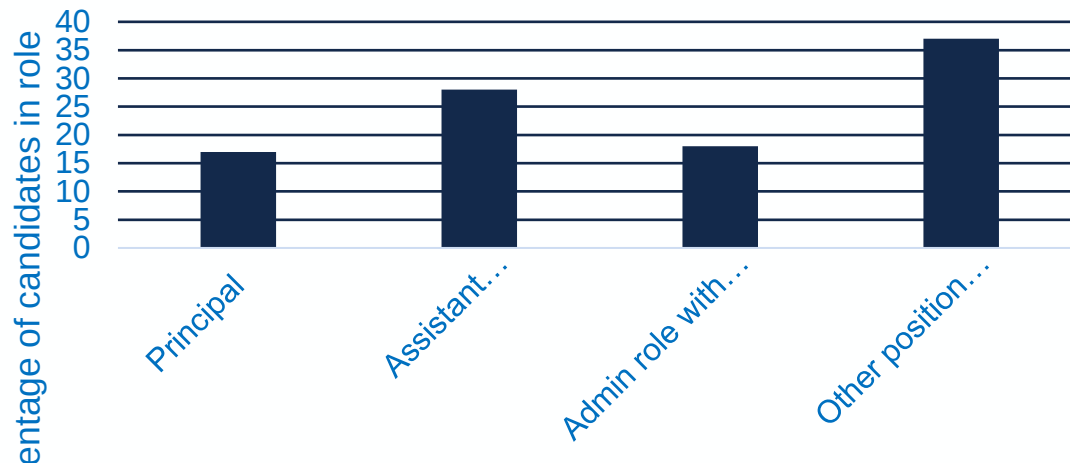
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 - Ever placed
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 - Immediately placed – Placements in the same year of program completion or the subsequent year
 - Placed in *any* position
 - *Placed in a specific position*



Immediately placed candidates had a similar distribution by type of placement



Percentage of principal candidates in each type of placement immediately after completion



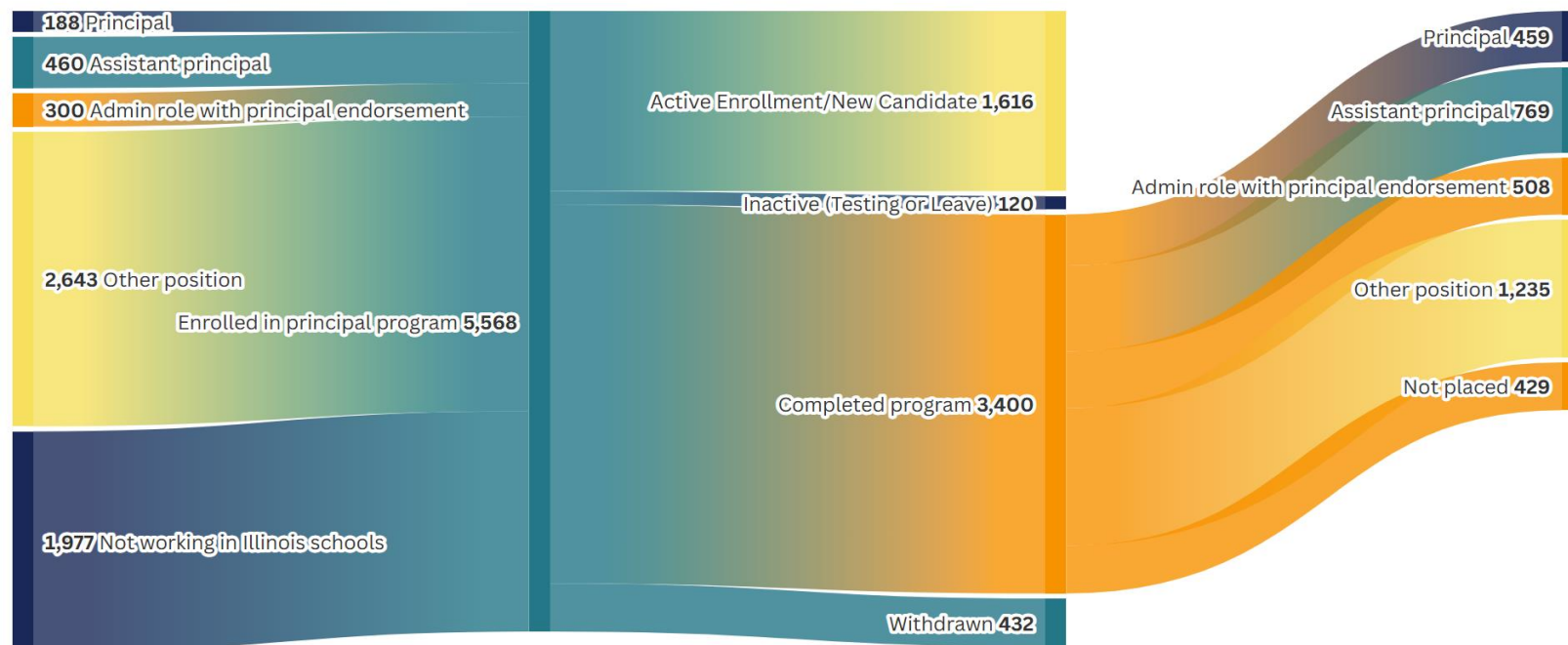
What do candidate trajectories look like?



IEPP Principal Candidates Trajectories

Candidates from SY18-SY25

Includes all institutions in Illinois



Menti questions



- www.menti.com
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Breakout Groups

Domain: Performance as Classroom Teachers/ School Leaders

Teacher Preparation Indicators & Performance Measures - SSP & Teaching	Principal Preparation Indicators & 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 & superintendent satisfaction surveys).

*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.
- Begin developing role group *initial* recommendations if there is time.

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings

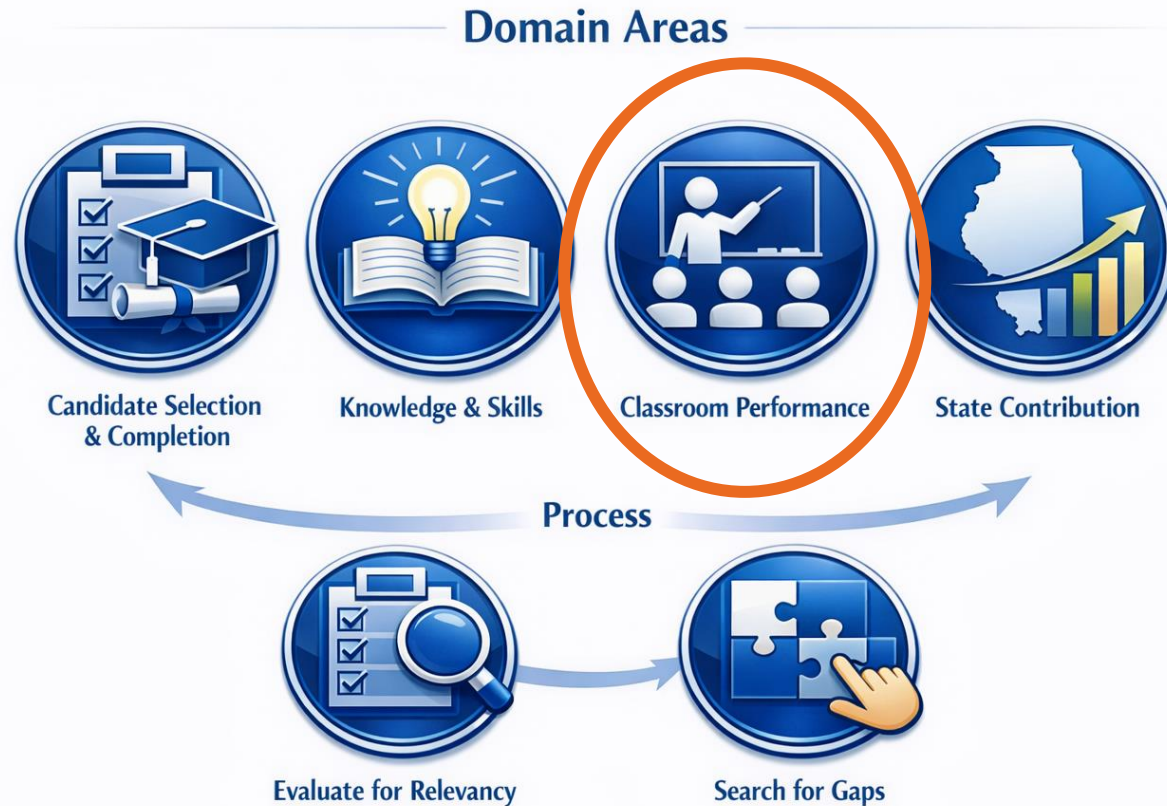


Image created by Microsoft Copilot

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, August 12th from 3:30-5:00 (don't forget to join by Zoom)

Thank you