

# Partnership for Educator Preparation

## FREQUENTLY ASKED QUESTIONS

### What is the Partnership for Educator Preparation (PEP)?

The Illinois State Board of Education's (ISBE) Partnership for Educator Preparation (PEP) is a multi-year initiative to further drive continuous improvement in teacher preparation processes within higher education through the use of data, so all new educators are learner-ready on day one in the classroom.

Educator preparation leaders have expressed a desire to know more about how well their graduates do in the classroom and about best practices among teacher preparation institutions, as a means of continuous improvement in their training programs. The PEP is designed to do just that by collecting and sharing data that will help the state and educator preparation programs meet those goals and ensure accountability.

Guided by Illinois educators and policymakers, the PEP uses outcomes-based teacher preparation data systems to help programs identify specific changes needed in order to refine teacher preparedness and contributions to state and local workforce needs, in addition to accountability purposes for ensuring a high standard of preparation statewide.

### What is the goal of the PEP?

ISBE's goal is to ensure every student in the state is supported by highly effective teachers. ISBE, in conjunction with the PEP Steering Committee, has embarked on this significant program to strengthen data collection, sharing and reporting to continuously improve educator preparation programs and better serve our students. The vision for the PEP is for all new educators are learner-ready on day one in the classroom.

### What are the benefits to having such data?

The most fundamental benefit of obtaining this data is it provides institutions with important information about their teacher preparation programs, which helps lead to program improvement. The data collected through the PEP will eventually include information on the teaching performance of preparation program graduates in classrooms across the state and on the placement and retention of graduates in schools and districts, as well. Therefore, a district may be able to see (depending on adequate reporting numbers) how the teachers graduating from the various preparation programs generally compare in terms of their success in the classroom. Using program performance data, a district can work with preparation programs that place significant numbers of teachers to help programs focus more on deficiencies that are prevalent in their completers, and to ensure program completers are prepared specifically to succeed with the students in their district.

### What is the role of the PEP Steering Committee

The PEP Steering Committee members were carefully selected to advise ISBE as it drives toward its vision of ensuring all new educators are learner-ready on day one in the classroom, and to enable the voices of teachers, districts, and preparation programs to support the revision process.

### Who serves on the PEP Steering Committee?

The PEP Steering Committee is comprised of diverse and knowledgeable stakeholders committed to supporting and advancing the PEP process, including deans and faculty from educator preparation programs, district talent and hiring managers, teachers, state level leaders, and researchers. (See following page for Steering Committee list)



**Illinois**  
**State Board of**  
**Education**



## PEP Steering Committee

**Jeremy Babel** – Leyden High School District 212

**Taylor Bauer** – Student Teacher, University of Illinois Springfield

**Stephanie Bernoteit** – Illinois Board of Higher Education

**Christy Borders** – Illinois State University

**John Burkey** – Large Unit District Association

**Siobhan Cafferty** – Loyola University Chicago

**Tim Duggan** – Northeastern Illinois University

**Kiah Duncan** – Harvey School District 152

**Keisa Garrett** – Principal, Mason Clark Middle School, East St. Louis District 189

**Herschel A. Hannah, Jr.** – Bloomington Public School District 87

**Tammy Knippenberg** – Lexington High School District 7

**Kristin Kramer** – Illinois PTA

**Nancy Latham** – University of Illinois Urbana-Champaign

**Matt Lyons** – Chicago Public Schools

**Christian Mahone** – Springfield District 186

**Rob Muller** – National Louis University

**Barbara O'Donnell** – Southern Illinois University Edwardsville

**Diane Rutledge** – Large Unit District Association

**Mindy Sjoblom** – Relay Graduate School of Education

**Jennifer Smith** – Monticello School District 25

**Sara Stoelinga** – University of Chicago

**Steve Tozer** – University of Illinois at Chicago

**Brad White** – Illinois Education Research Council, Southern Illinois University Edwardsville

**Robert Wilhite** – Concordia University

## What is the process and timeline for the PEP?

Key Milestones of the PEP process include:

**August 2016:** The PEP Steering Committee recommends improved data collection system to ISBE for program improvement.

**Fall 2016 – Spring 2017: Mini-Pilot:** 36 educator prep programs at institutions of higher education in Illinois, or 76 percent of teaching candidates in the state, submit applications for initial pilot to test the recommended indicators.

**March 2017: Mini-Pilot:** Participating institutions submit complete educator preparation program data to ISBE.

**September 2017: Mini-Pilot:** Participating institutions receive mini-pilot outcome data reports to be used for continuous improvement purposes for the first time.

**Fall 2017 – Spring 2018: Statewide Pilot – Year One:** All Illinois institutions with educator preparation programs participate in Year One of two-year statewide pilot.

**Fall 2018 – Spring 2019: Statewide Pilot – Year Two:** All Illinois institutions with educator, administrator, and school support preparation programs participate in Year Two of statewide pilot.

**Fall 2019 – Spring 2020: Implementation:** ISBE replaces current annual reporting with the new system and shares results with educator preparation programs.

## What is the PEP Mini-Pilot and who participated?

Thirty-six institutions of higher education with teacher preparation programs volunteered to participate in a Mini-Pilot, which took place November 2016 to May 2017. Programs reported data for up to three preparation programs during the Mini-Pilot. Throughout the collection period, PEP committee members, ISBE staff and pilot participants met and collaborated through in-person meetings, email, and via webinars to review and discuss data elements, challenges and possibilities for improving data collection and reporting processes.

In September 2017, participating institutions receive reports based on their submission. Depending on the data submitted, each institution is able to review the data submitted in many forms, including tables, charts, and maps. Reports were organized according to four performance indicators: candidate selection and completion, knowledge and skills for teaching, performance as classroom teachers, and contribution to state needs. (See following page for Mini-Pilot participant list)

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## Mini-Pilot Participants

Augustana College	Illinois Wesleyan University	Northern Illinois University
Benedictine University	Judson University	Northwestern University
Blackburn College	Lake Forest College	Relay Graduate School of Education
Bradley University	Lewis University	Rockford University
Chicago State University	Loyola University	Roosevelt University
Concordia University	MacMurray College	Southern Illinois University Carbondale
DePaul University	McKendree University	Southern Illinois University Edwardsville
Dominican University	Monmouth College	St. Xavier University
Elmhurst College	National-Louis University	Trinity International University
Greenville University	North Central College	University of St. Francis
Illinois College	North Park University	Western Illinois University
Illinois State University	Northeastern Illinois University	Wheaton College

## Are there external partners involved?

ISBE engaged two main partners in the work of organizing the PEP and developing the new improvement system: Education First and TPA (Teacher Preparation Analytics).

Education First is a seasoned team of trusted national education consultants and their work has supported the ISBE process to identify and invite the PEP stakeholders; design and facilitate the PEP Steering Committee meetings; and to design and support the preliminary data pilot.

TPA is a team of experts with experience leading educator preparation programs (EPPs). Their work has supported ISBE and the PEP to select key teacher preparation metrics; to develop data requirements; and to recommend teacher preparation accountability system elements.

ISBE also partnered with UPD Consulting, a management consultancy with a focus on implementation and performance management within public sector institutions, to investigate a technical solution to support the PEP process. UPD worked with ISBE, seven EPPs, and two districts to gather information on data systems, sources, and processes for each institution pertaining to the PEP data elements.

Lastly, the Joyce Foundation and Advance Illinois have also provided support to this project. Both the Joyce Foundation and Advance Illinois have long worked in the teacher quality space, hoping to ensure the state's teacher corps is highly trained and supported. The two groups are especially focused on ensuring Illinois state has an ample supply of highly effective teachers to work in low-income and high-minority schools.

## Does the PEP only cover teaching programs, or are the participants broader than that?

As of the 2018-2019 school year, the PEP includes a total of 57 teaching programs and principal preparation programs within institutions of higher education.

## How is the data being collected from the participating institutions?

Data is currently submitted via a data template, which ISBE shares with all teaching programs to fill out. To assist institutions, ISBE also provides a data dictionary providing definitions and parameters for each entry and section of the data template. ISBE will provide some of the data elements for each program.

## **How is the data shared with ISBE going to be used? Can unsatisfactory data shared by the institutions be used against them in any way?**

All data shared will simply be used as reference to inform the PEP process for building a mechanism for continuous improvement. Furthermore, the PEP team hopes the identifying and sharing of data will help participating institutions identify their own gaps and room for improvement.

## **Will participating institutions of higher education have access to view other participating institutions' data?**

Data outcome reports through the Mini-Pilot and full pilots will only be shared with each participating institution. A public report is tentatively planned for release at the completion of the PEP piloting process.

## **What is the proposed end result of the PEP?**

Following the execution of the two-year statewide pilot, ISBE will replace its current annual data reporting by institutions of higher education with the new system developed through the PEP process and will share the results with each educator preparation program in the state. Armed with additional data, EPPs will be much more able to improve their educator preparation programs for current and future candidates and subsequently improve outcomes for students.

## **CONNECT WITH US**

### **For more information, please contact:**

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[www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx](http://www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx)



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