

Partnership for Educator Preparation

CONTINUOUS IMPROVEMENT: Data for ensuring effective teachers

Fall 2017 Progress Report

VISION OF THE PARTNERSHIP FOR EDUCATOR PREPARATION:

All new educators are learner-ready on day one in the classroom.

The Illinois State Board of Education's (ISBE) goal is to ensure every student in the state is supported by highly effective teachers. ISBE, in conjunction with the Partnership for Educator Preparation (PEP) Steering Committee, has made significant progress to date in the process of strengthening data collection, as well as sharing and reporting, to continuously improve educator preparation programs.

KEY ACHIEVEMENTS AND PROGRESS TO DATE

Since May 2016 when the PEP Steering Committee recommended an improved data collection system to ISBE for program improvement, the following key milestones have been achieved:

PEP MINI-PILOT:

Starting in fall 2016, 36 educator preparation programs (EPPs) -- representing 76 percent of teaching candidates in the state -- submitted applications to receive additional outcome data about their candidates and help ISBE refine its related data systems through the PEP Mini-Pilot. This level of interest demonstrates Illinois institutions want access to more program graduate data and are committed to working with ISBE in strengthening overall data systems.

"We look forward to using all data collected to make improvements."

- IHE Mini-Pilot Participant, 2017

Between November 2016 and September 2017, the EPPs at each participating institution of higher education reported data for up to three preparation programs. 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.

MINI-PILOT DATA REPORTS:

In September 2017, each participating institution received detailed data reports from ISBE based on the information submitted. Each institution is now able to review the data through their new reports, including tables, charts and maps. The Center for Educator Effectiveness also worked in collaboration with Data Analysts and IT experts in creating a guide document to assist programs in viewing and analyzing the data submitted.

The reports are separated according to **four performance indicators** to provide further flexibility in the analysis and usability of the findings:

1. Candidate selection and completion
2. Knowledge and skills for teaching
3. Performance as classroom teachers
4. Contribution to state needs



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MINI-PILOT PARTICIPANT SURVEY FINDINGS:

A survey was distributed to the 36 participating institutions to generate feedback and learnings from the Mini-Pilot process in October 2017.

Key Highlights:

.....
2/3 of institutions
responded
.....

- **100%** of participants want to use the data for IHE performance and **95%** believe it will increase teaching candidate success
- **84%** of IHEs would like more webinars/trainings and **56%** would like to collaborate with similar size institutions
- Most data was collected by **Licensure Officers, Research** and **Assessment Coordinators** at IHEs

“What did you learn by participating in the Mini-Pilot?” A selection of takeaways from institutional participants:

“We can change data collection systems to increase the likelihood we make informed decisions.”

“We need a more systematic way to collect and share data.”

“New processes have been put in place to begin collecting data.”

“ISBE was helpful in displaying the data and other pertinent information.”

MINI-PILOT PARTICIPANTS:



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



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UPD CONSULTING REPORT:

Having established a framework for PEP data and measures, ISBE partnered with UPD Consulting to investigate a solution to improve the ways in which EPPs both submit and receive data with the end goal of program improvement.

To inform this process, UPD worked with ISBE, seven EPPs (out of 20 interested programs), and two districts to dive deep into information on data systems, sources, and processes for each institution pertaining to the PEP data elements. This assessment included two on-site sessions in Bloomington and Chicago along with virtual meetings with team members attending one of these sessions.

The UPD team identified the presence of strong infrastructure and processes to build upon for PEP, along with opportunities to develop efficiencies in the data gathering and submission process.

UPD's Key Observations:



STRENGTHS

- ISBE has a strong internal system for K-12 data, and highly-skilled technical personnel to develop and maintain systems in support of PEP.
- ISBE's staff support of the data submission process has been valuable to EPPs, along with the opportunities to provide feedback on PEP data elements and processes.

OPPORTUNITY AREAS

- EPPs work across several internal and external systems to gather data needed for ISBE reporting, and many have limited data analyst resources to support the process. Understanding pulling and compiling this data for the Mini-Pilot was mainly a manual exercise, it resulted in quality issues and fixes needed by ISBE or EPPs to make it usable.
- EPPs identified challenges with certain data elements that they do not currently collect, are not applicable to their programs, and/or are gathered from systems external to the EPP.

LOOKING AHEAD

- There is an opportunity to expand upon the PEP data ISBE provides to ease the EPP reporting process and provide additional analysis and views of the data.
- EPP staff are looking forward to obtaining data from PEP reports, particularly on program completers' employment, longevity, and performance and see a value to including this in existing program data review processes.

Based on information gathered from the data diagnostic, ISBE is both refining the PEP data dictionary and reporting processes and will determine the technical solution for the 2017-18 statewide pilot for the submission and reporting of PEP data.



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STATE SPOTLIGHT

In April 2017, Illinois was selected as one of six states featured in the report: *Getting to Better Prep: A State Guide for Teacher Preparation Data Systems* published by TNTP. This report offered state leaders and policy makers a resource to help states in planning and implementing new data systems on teacher preparation providers based on best practices and new strategies developed by Illinois and the other five leading states.

“...[Illinois is] on track for meeting their key milestones as a result of the thoughtful design of their plan and publicly committing to key dates so their team and all the stakeholders involved would be jointly accountable to the milestones.”

- TNTP, 2017

UPCOMING MILESTONES



Fall 2017 - Spring 2018

Statewide Pilot - Year One:

All 59 Illinois institutions (both traditional and alternative) with educator preparation programs participate in Year One of two-year statewide pilot



Fall 2018 - Spring 2019

Statewide Pilot - Year Two:

All 59 Illinois institutions with educator 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. Release of data important for external stakeholders to be made public in 2020.



For more information, please contact:

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www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx



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