



**Illinois
State Board of
Education**

PARTNERSHIP FOR EDUCATOR PREPARATION

Continuous Improvement: Data for Ensuring Effective Teachers

SPRING 2018 NEWSLETTER

Data Reporting System Opens April 1

The 59 statewide institutions of higher education participating in the ISBE Partnership for Educator Preparation (PEP) are currently in the process of collecting data about their educator preparation programs (EPPs) to share with ISBE starting April 1.

The PEP team within ISBE is finalizing and testing the platform on which each institution will submit its data. Institutions will upload the individual template data, and then will use the institution and program data templates to enter information onto the system. A PEP (in-person) meeting on April 3 in Bloomington will further clarify and support the data collection process to make it as smooth as possible for institutions.

A data collection guide, webinar instructions and data submission templates are accessible on ISBE's PEP website, www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx. Should you have any questions or issues, please feel free to contact the PEP team at pilot@isbe.net.

Year 1 of the PEP Statewide Pilot



Important Dates: Mark Your Calendar

April 1: Data Reporting System Opens

April 3: PEP (In-Person) Meeting

April 30: Reporting System Closes

June 29: ISBE Provides Reports

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.

PEP Participants Convene in Bloomington

Nearly 90 university deans and other college representatives from the PEP-participating institutions came together in Bloomington on February 5. The half-day session at the Illinois State Alumni Center, themed **“Breaking Down Barriers, Building Up Solutions,”** convened the 59 colleges and universities to collaborate with their peers across institutions on common challenges and learned solutions for the PEP data collection process.

Participants started the day by hearing updates and resources available to them to support data organization and reporting within each institution, followed by three rounds of breakout sessions dubbed the “Collaboration Café” where smaller groups tackled topics like how to overcome a lack of internal staff resources, types of partnerships that would help build EPP improvement, finding efficiencies for institutions also going through national accreditation process (CAEP), and more.

The collaborative sessions helped participants make connections with their peers at other institutions, hear about how others are approaching road blocks and how other institutions are overcoming them, and the ISBE PEP team took away new ways in which the agency can support institutions along the way.

One of the immediate follow ups coming out of February 5 is a newly developed directory of PEP participants. ISBE distributed the directory to all PEP institutions in mid-February, encouraging participants to continue to work together and build lasting relationships.



EPP Leaders from Massachusetts, Washington Share Best Practices with PEP

The PEP Steering Committee – a carefully selected group of teachers, district and preparation program representatives leading the PEP process – convened on January 17 to further define goals for the new annual reporting system. To help inform that process and share best practices learned in other states, ISBE hosted virtual presentations by Nicholas Gillon, Program Manager of EPP Effectiveness at the State of Washington Professional Educator Standards Board, and Meagan Comb, Director of Strategic Innovations and New Initiatives at the Massachusetts Department of Elementary and Secondary Education.



Gillon and Comb described their own annual review and reporting systems to the Steering Committee, sharing the various characteristics of success to the Washington and Massachusetts infrastructures and processes, as well as areas for improvement they are each still working toward. Key takeaways from these presentations, as well as best practices learned from other leading states around the country, continue to help shape the PEP process to ensure Illinois’ new data reporting system supports continuous improvement of the state’s teachers.

Illinois University Alumni Focus Groups to Help Determine Key Characteristics for Teacher Readiness, Effectiveness

Teach Plus Teaching Policy Fellows are in the midst of creating a new protocol for determining which skills and competencies EPPs can prioritize in order to maximize teacher readiness and effectiveness. To do so, the Fellows engaged a diverse group of Illinois university alumni from four partner schools in focus groups in February aimed at identifying areas for improvement as teachers move from pre-service training to classroom practice.

Participating schools of education include **Elmhurst College, Illinois State University, Roosevelt University** and **Southern Illinois University-Carbondale**. Through this process, graduates participated in reflective conversations about program improvement as an important component of aligning coursework and training with the real-world demands of schools, students, and administrators.

ISBE expects to have recommendations from the focus groups for each college partner by the end of 2018, and a protocol that any college can use to engage its alumni ready by this summer.

Three IHEs to Participate in Data Collection Subgroup

Roosevelt University, Southern Illinois University at Carbondale, and Illinois State University will pilot a GPA data subgroup for this year's statewide pilot.

Each institution will compile a special subgroup of GPA data. In addition to the cumulative GPA for all secondary education content completers, they will report the average GPA for non-education students in the same content field. The three institutions will have the opportunity to enter the average GPA (upon graduation) for both graduates and undergraduates into the ISBE data collection system when reporting in April.

This effort will allow these institutions to see how their secondary education completers' average GPA compares to the average GPA of the similar content for non-education graduates. For example, Secondary Education History program completer average GPA will be compared to History major graduate average GPA. It is important to note that the information will be reported back as an overall average and not per individual.



ABOUT THE PARTNERSHIP FOR EDUCATOR PREPARATION

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 embarked on a significant program to strengthen data collection, sharing and reporting to continuously improve educator preparation programs and better serve our students.

For more information, please contact:

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



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