Partnership for Educator Preparation (PEP)

September 17, 2019
Illinois State University Alumni Center
## Agenda

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Welcome and Introductions

POLL

WHO IS IN THE ROOM?
The Partnership for Educator Preparation began in 2016. How long have you been involved in this work?

Go to Menti.com to vote!

Use Code: 16 59 17
PEP Pilot Wrap-Up
2016-2019
Illinois students—particularly students of color who live in poverty—do not consistently have access to well-prepared teachers.

Context

- Educator preparation programs in Illinois have not consistently been held to a high standard, and existing accountability has been focused on compliance, not program improvement. Data is not used thoughtfully across all programs to improve performance.
- ISBE has not provided support to educator preparation programs, especially those that struggle to perform. The state has also not historically recognized exemplary performance.
- The federal government, as well as leading states, have taken steps to drive transformative accountability and program improvement structures for educator preparation programs.
In light of this, the Illinois State Board of Education has articulated a deep commitment to ensuring all students have exemplary teachers

**Partnership for Educator Preparation Vision**

- New Illinois teachers must be prepared to teach effectively on Day 1, and all Illinois students must have access to strong teachers so they can be college and career ready
- Preparing teachers well is a joint responsibility of a diverse set of stakeholders in Illinois
- ISBE is firmly committed to ensuring that the systems that support the preparation and growth of teachers are high quality, and lead to continuous improvement
With help from Teacher Preparation Analytics (TPA), PEP identified 18 research-based indicators:

### Candidate Selection Profile
- Academic Strength
- Teaching Promise
- Candidate/Completer Diversity

### Performance as Classroom Teachers
- Impact on K-12 Students
- Demonstrated Teaching Skill
- K-12 Student Perceptions of Teachers

### Knowledge and Skills for Teaching
- Mastery of Teaching Subjects
- Subject-Specific Pedagogical Knowledge
- General Teaching Skill
- New Completer Rating of Program
- Novice Teacher Rating of Program
- Principal/Supervisor Rating of Program

### Contribution to State Needs
- Entry into Teaching
- Persistence in Teaching
- Placement in High-Needs Schools
- Persistence in High-Needs Schools
- Completers in High-Needs Subjects
- Minority Completers
The PEP Steering Committee was developed in 2016 to guide ISBE toward this vision.

**PEP Steering Committee Goals**

- Advise ISBE on what and how data should be shared for increased transparency.
- Develop a stronger system of accountability and continuous improvement.
- Inform the selection and development of a new program improvement process for educator and principal preparation programs.
PEP Steering Committee began in Summer 2016

The PEP Steering Committee has met regularly to guide and advise ISBE throughout the process.
In 2019, the PEP Steering Committee is meeting at strategic intervals to support ISBE through full implementation.

**Spring (Virtual)**
PEP Meeting to:
- Discuss Principal guide
- Review some of the accountability structure
- Provide recommendations on communications
- Discuss potential future research

**Late Summer (F2F)**
PEP Meeting to:
- Review 2020 IPP continuous improvement and accountability system with contextual data

**Winter (Virtual)**
PEP Meeting to:
- Review draft public reports
- Provide recommendations on communications and messaging

ISBE releases reports to programs
ISBE prepares the system for full implementation in 2020

Data collection window

Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec
---|---|---|---|---|---|---|---|---|---

Whole Child • Whole School • Whole Community
In 2019, the PEP Steering Committee is meeting at strategic intervals to support ISBE through full implementation.

**Data collection window**
- ISBE releases reports to programs
- ISBE prepares the system for full implementation in 2020

**Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec**

**FINAL PILOT YEAR-2019**

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Whole Child • Whole School • Whole Community

Illinois State Board of Education
Partnership for Educator Preparation
Transition to Full Implementation
2020 and beyond
As we transition to Full Implementation our focus pivots to:

- Continuous Improvement and Accountability System
  - Thresholds
    - Minimum Standard
    - State Targets
  - Weights
    - Domain Points
    - Indicator Points
  - Tiers
    - Low Performing
    - Developing
    - Satisfactory
    - Exemplary

- Illinois Preparation Profile
  - Statewide Report
  - Institution Report
  - Program Report
ISBE plans to release reports at varying grain sizes to meet the needs of various audiences.

**Public Reports**
- Statewide Report
- IHE Report
- Program Report

**Potential Audiences**
- Teacher Candidates
- Parents
- School and District Staff
- Policymakers
- Media
Annual Program Report
Continuous Improvement and Accountability System

APR Sub-Committee

Dr. Christy Borders
APR Subcommittee Membership

- Christy Borders-ISU
- Tim Duggan-NEIU
- Robert Muller/Pamela Jessee-NLU
- Barbara O’Donnell-SIUE
- Tom Philion-Roosevelt
- Mindy Sjoblom-Relay
- Jennifer Smith-Teacher
- Brad White- IL Researcher
- Michael Allen-National Researcher
- Felipe Perez-CPS
- Ann Chan-U46
APR Subcommittee

- Goal of the APR Subcommittee
- Value of Perspectives
  - IHE (Small/Large)
  - District
  - Researcher
- Process to make recommendations
  - How are the recommendations unique to Illinois context?
- Where is the work NOW?
2020 proposed public report release


January  February  March  April  May  June  July  August  September  October  November  December

2020

2020 reports will include past five years of data (14-15 through 18-19). The design is in development but may include:
- Tier at each domain
- Classification of each program or each IHE

Programs that have a low n-size, are discontinued or are recently approved may not receive a report.

<table>
<thead>
<tr>
<th>*Tier</th>
<th>*Classification</th>
<th>% of Points Possible</th>
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<tbody>
<tr>
<td>4</td>
<td>Exemplary</td>
<td>70% -100%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>55%-69%</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>40%-54%</td>
</tr>
<tr>
<td>1</td>
<td>Low Performing</td>
<td>0%-39%</td>
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*Example Only
ISBE has begun developing a report that illustrates the continuous improvement and accountability system, based on PEP feedback and suggestions in 2018.

**Illinois Preparation Profile**

Continuous Improvement and Accountability System

*2020 Technical Specifications*

### Summary Document
- 2020 Indicator Descriptions
- 2025 Collection Progress Indicators
- Program Context
- State Means
Table Discussion

At your table, discuss what you heard from the panel.

Upon review of the state mean of each indicator...Which indicator surprised you the most? Why?

Which indicator may have the most value to:
  • Institutions of Higher Education?
  • Districts?
  • ISBE?

And WHY?

Record Table Discussion [here]
Break
(15 minutes)
Annual Program Reports
ISBE contracted with North Third, an outside consulting firm, to formally gather information from IHEs on their experience with the APR platform.

Representatives from 36 institutions provided feedback via an online survey, focus groups, and 1-on-1 interviews.
This research examined:

Satisfaction - Are the reports meeting users' needs?

Operationalization - How are IHEs using the reports to inform decisions?

User Experience - How readily can users navigate, comprehend, and use the data, content, and visualizations in the report?
Goals of the Research

1. ISBE wants to ensure that the APR reports are relevant and useful for IHEs

2. ISBE intends to utilize the feedback from user research as it continues to plan system improvements
What Did We Hear?

- Users find the reports valuable, report high levels of comfort and familiarity with them, and see them as easy to use.

![Bar Chart](chart.png)

- Familiarity: 76% Most positive, 16% Positive, 8% Negative, 0% Most negative
- Comfort: 66% Positive, 21% Negative, 13% Most negative
- Ease of use: 61% Positive, 21% Negative, 18% Most negative
What Did We Hear?

- The majority of IHEs access all APR reports
What Did We Hear?

- The majority of all IHEs find all APR reports valuable for decision-making
What Did We Hear?

- IHEs report that data management requires effort but has improved year after year
Next Steps

We will be using these recommendations and findings in future APR system roadmapping and planning.

We will share out more detailed results with IHEs.
Panel: Reports

Panelists

- Susan Kramer - Augustana College
- Chandler Kaiden - Illinois State University
- Suzanne Lee - University of IL Urbana Champaign
- Alexandra Whitley - National Louis University
Panel: Reports

Question #1

- In what ways are you using the reports at your institution?
Question #2

- How have the reports been shared within the College of Education for internal decision making? How have the reports been shared outside the College of Education?
Panel: Reports

Question #3

- How have you taken the data reports and created something new? What did you create?
Panel: Reports

Question #4

- What are some overall “wins” at your institution when using these reports and data?
At your table, discuss what you heard from the panel.

10 mins

How are reports shared within your institution?

What did you hear that you could implement at your institution?

What questions do you still have for the panel?

Record Table Discussion [here]
Questions
Research Updates
This indicator is based on recommendations set forth by the PEP committee in Fall 2016 and there is high interest from EPPs in accessing this data about their candidates.

ISBE certainly has an interest in reporting this completer data back to IHEs, especially given its centrality to the PEP reporting system and their utility in improving teacher preparation.
Research: K-12 Impact

- We are currently exploring the availability of the data required and investigating its representativeness, variability, validity, and reliability for use in the Annual Program Report.

- Next, we will also consider various strategies for classifying and displaying data, such as potential cut points or thresholds as well as appropriate comparison groups.

- Once these tasks have been accomplished, the metrics will hopefully be ready to pilot by June 2020. If the pilot is successful and appropriate and useful metrics are identified, they could be included in the APR by 2021.
Principal Indicators Update

- ISBE is committed to ensuring all students are supported by highly prepared and effective school leaders.
- To fulfill that commitment, ISBE has been working with educators throughout our state to create a robust educator preparation data and reporting system through PEP.
- There are two questions that guide our work:
  - How can we prepare future school principals to support student achievement and equity?
  - How well is Illinois meeting school system needs for the next generation of school leaders?
Draft report will soon be receiving feedback from representatives of the Illinois Principals Association and eventually from others through public comment.

Follow progress at ISBE's Principal Preparation page.

Other resources include:

- The Wallace Foundation-Getting Principal Preparation Right
- The Wallace Foundation-Principal Pipelines
2020 Data Collection Updates

We heard you!!!
Full Implementation

- Optional Student Id option (specific to the IHE student ID)
- Status: Include “inactive” option
- Error notifications sent only to the “uploader”

What’s NEW

- ELIS Rostering
  - 18-19 PC candidates will roll into APR as “New” candidates
- Admission tests (ACT, SAT, GRE, MAT)-optional

*Thank you for your prompt attention to the 2019 Data Share Amendments!*
Thank you!!!!

Exit Survey