

## Recommended Indicators and Measures for the Illinois Teacher Preparation Program Performance Improvement and Accountability System

Performance Indicators	Performance Measures	Report Level	Supporting Guide Reference Pages
<b>CANDIDATE SELECTION AND COMPLETION</b>			Guide: p. 5
<b>Academic Strength</b>	<ol style="list-style-type: none"> <li>1. Average GPA of candidates for most recent coursework prior to program entry, whether high school or college (2-yr. or 4-yr).</li> <li>2. Overall entering cohort average percentile score in the national distribution on standardized entrance tests required by the IHE or EPP: the SAT, ACT, GRE, MAT, and Illinois Basic Skills Test.</li> </ol>	EPP	Guide: pp. 8-10
	<ol style="list-style-type: none"> <li>1. Entering program cohort average percentile score in the national distribution on standardized entrance tests required by the IHE or EPP: the SAT, ACT, GRE, MAT, and Illinois Basic Skills Test.</li> <li>2. GPA of program completers in their subject major compared to all university students in the same major.</li> </ol>	Program	Guide: pp. 8-10
<b>Teaching Promise</b>	TBD		Guide: pp. 10-11
<b>Candidate/Completer Diversity</b>	1. Percentage and number of candidates in the entering cohort that has most recently completed the program, by racial/ethnic, socioeconomic, and first-language subgroups, that complete the program within one year of main body of the cohort.	EPP, Program	Guide: pp. 11-12
	1. Difference between percentage of racial/ethnic, low-income, and first-language subgroups enrolled in teacher education vs. percentages of those subgroups in the entire campus student population.	EPP	Guide: pp. 11-12
<b>KNOWLEDGE AND SKILLS FOR TEACHING</b>			Guide pp. 5-6
<b>Mastery of Teaching Subjects</b>	<ol style="list-style-type: none"> <li>1. Percentage of teacher candidates in the most recent completer cohort who passed the Illinois Content Area Tests [on the first or second try].</li> <li>2. Mean CAT test score of most recent completer cohort.</li> <li>3. Percentage of candidates in most recent completer cohort scoring below the 33<sup>rd</sup> percentile and above the 67<sup>th</sup> percentile statewide on the CAT.</li> </ol>	Program	Guide: pp. 12-14
<b>Subject-Specific Pedagogical Knowledge</b>	TBD		Guide: p. 14
<b>General Teaching Skill</b>	<ol style="list-style-type: none"> <li>1. Percentage of teacher candidates in the most recent completer cohort who passed the edTPA.</li> <li>2. Percentage of teacher candidates in the most recent completer cohort who scored at the Mastery level on the edTPA.</li> <li>3. Mean edTPA test score of most recent completer cohort.</li> <li>4. Percentage of candidates in most recent completer cohort scoring below the 33<sup>rd</sup> percentile and above the 67<sup>th</sup> percentile statewide on the edTPA.</li> </ol>	Program	Guide: pp. 14-15

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<b>New Completer Rating of Program</b>	1. Standardized scores, by program domain or component, on state-developed survey of most recent completer cohort's ratings of program effectiveness.	Program	Guide: pp. 15-16
<b>Novice Teacher Rating of Program</b>	1. Standardized scores, by program domain or component, on state-developed survey of novice teachers' ratings of program effectiveness (in year 1 and/or 2 of teaching).	Program	Guide: pp. 16-17
<b>Principal/Supervisor Rating of Program</b>	TBD		Guide: p. 17
<b>PERFORMANCE AS CLASSROOM TEACHERS</b>			Guide p. 6
<b>Impact on K-12 Students</b>	<ol style="list-style-type: none"> <li>1. Average teacher-level growth score of program completers in the second and third most recent completer cohorts based on K-12 student growth measures and standardized by subject assessment.</li> <li>2. Combined cohort average growth score compared to average score for all <u>novice</u> teachers statewide and for <u>all</u> teachers statewide.</li> <li>3. Percentage of completers in the cohort scoring below the 33<sup>rd</sup> and above the 67<sup>th</sup> percentile for all <u>novice</u> teachers statewide and for <u>all</u> teachers statewide.</li> </ol>	Program	Guide: pp. 17-20
<b>Demonstrated Teaching Skill</b>	<ol style="list-style-type: none"> <li>1. Percentage of program completers in the second and third most recent completer cohorts scoring at benchmark levels (e.g., proficient, outstanding) on state-approved observation of teachers' skills</li> <li>2. Average standardized score of program completers in the combined cohort on state-approved observation assessment of novice teachers' skill compare to all <u>novice</u> teachers statewide and <u>all</u> teachers statewide.</li> <li>3. Percentage of program completers scoring below the 33<sup>rd</sup> and above the 67<sup>th</sup> percentile for all <u>novice</u> teachers statewide and <u>all</u> teachers statewide.</li> </ol>	Program	Guide: pp. 20-21
<b>K-12 Student Perceptions of Teachers</b>	TBD		Guide: p. 21
<b>CONTRIBUTION TO STATE NEEDS</b>			Guide pp. 6-7
<b>Entry into Teaching</b>	<ol style="list-style-type: none"> <li>1. Percentage of completers from 2<sup>nd</sup> and 3<sup>rd</sup> most recent completer cohorts who find full-time employment in teaching or other educational roles within two years of program completion.</li> <li>2. Compare percentage for each program to statewide mean average for each certification field and all programs</li> <li>3. Compare EPP-wide percentages statewide.</li> <li>4. Disaggregate EPP-level data by gender and race/ethnicity. <i>[Placement in high-need subjects can be tracked by certification field]</i></li> </ol>	EPP, Program	Guide: pp. 21-22
<b>Persistence in Teaching</b>	<ol style="list-style-type: none"> <li>1. Percentage of completers from fourth most recent completer cohort who remain in teaching or other educational roles for one, two, and three years after initial entry.</li> <li>2. Compare percentage for each program to statewide mean average for each</li> </ol>	EPP, Program	Guide: pp. 22-25



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<p><b>Placement in High-Needs Schools</b></p>	<p>1. Number and percentage of completers from 2<sup>nd</sup> and 3<sup>rd</sup> most recent cohorts who certification field and all programs find employment as teachers or administrators in high-needs schools within two years of completion. 3. Compare EPP-wide percentages statewide. 4. Disaggregate EPP-level data by gender and race/ethnicity. 2. Compare percentage for each program to statewide mean average for each certification field and all programs <i>[Residual high program subjects can be tracked by certification field]</i></p>	<p>EPP, Program</p>	<p>Guide: p. 25</p>
	<p>3. Compare EPP-wide percentages statewide. 4. Disaggregate EPP-level data by gender and race/ethnicity.</p>		
<p><b>Persistence in High-Needs Schools</b></p>	<p>1. Percentage of completers from fourth most recent completer cohort who remain in teaching or administrative roles in high-needs schools for one, two, and three years after initial entry. 2. Compare percentage for each program to statewide mean average for each certification field and all programs. 3. Compare EPP-wide percentages statewide. 4. Disaggregate EPP-level data by gender and race/ethnicity.</p>	<p>EPP, Program</p>	<p>Guide: p. 25</p>
<p><b>Completers in High-Need Subjects</b></p>	<p>1. Number and percentage of all EPP completers who obtain certification in all federal- and state-identified shortage subjects—by high-need subject, compared to the median number and percentage for all EPPs in the state.</p>	<p>EPP</p>	<p>Guide: p. 25-26</p>
<p><b>Minority Completers</b></p>	<p>1. Number and percentage of minority completers, by sub-group, in the most recent completer cohort of each EPP, compared to the median number and percentage for all EPPs in the state</p>	<p>EPP</p>	<p>Guide: p. 26</p>