



Partnership for Educator Preparation Steering Committee Meeting #1

Welcome! We will begin at 1:00 p.m.

May 23, 2016



Agenda

- 1** Welcome and Setting the Stage
- 2** Introductions
- 3** Steering Committee #1 Preview
- 4** What Program Improvement and Accountability Look Like in Illinois
- 5** Considerations for a Statewide Accountability System
- 6** Identifying Signature Measures
- 7** Reflection and Wrap Up



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Welcome

Thank you for your time, energy and enthusiasm for this work!
We are excited about the collective brainpower of this committee and looking forward to working with you.



Significance of this Committee

- 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 many stakeholders in Illinois, many of whom are represented here
- 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

This committee, comprised of diverse, knowledgeable and thoughtful stakeholders, is critical to ensuring that the revised systems are effective and support the success of teachers and students in Illinois.



Role of the Steering Committee



Advise ISBE on what and how data should be best shared for increased transparency



Develop a stronger program improvement system



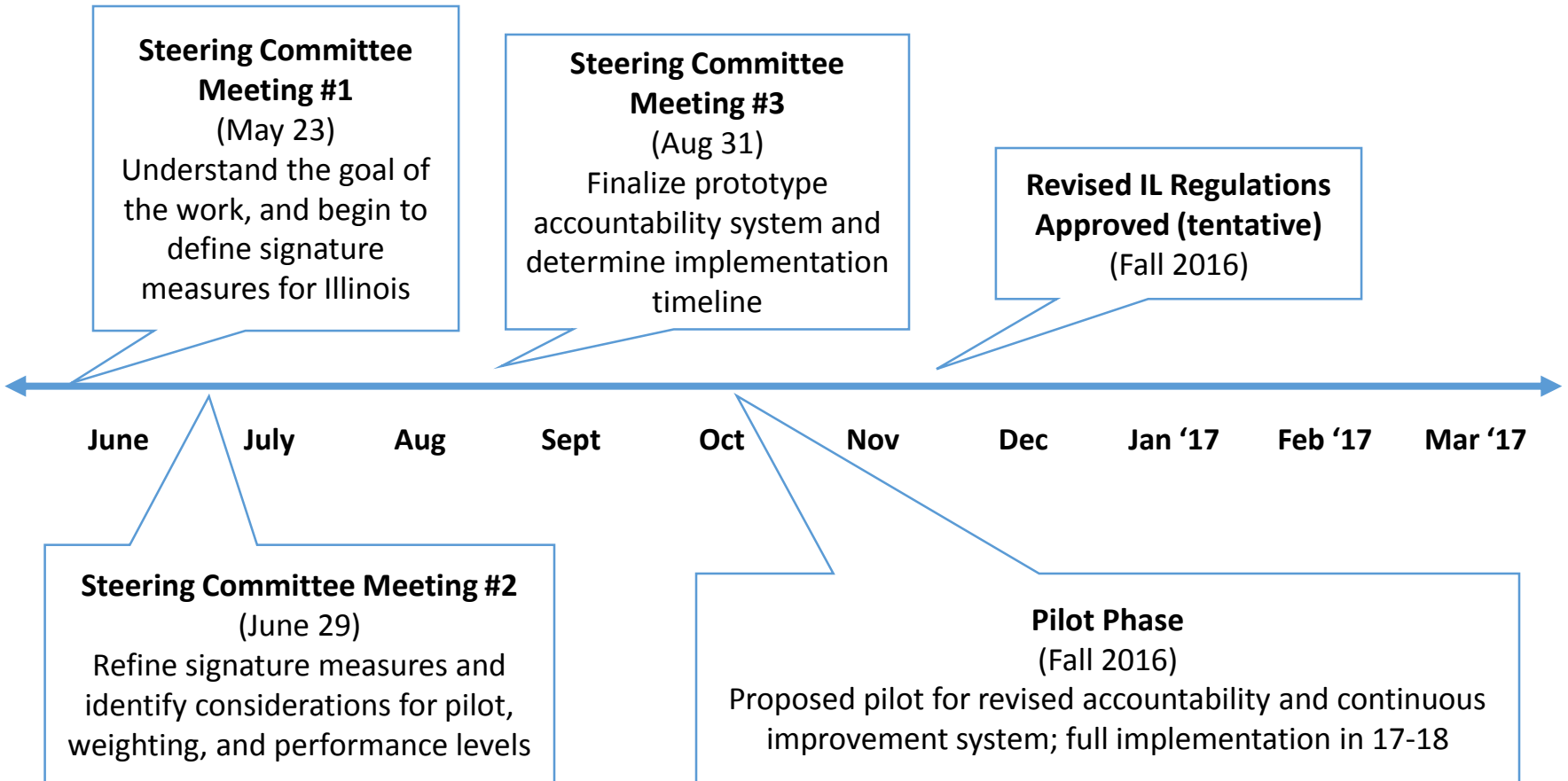
Inform the selection and development of a new program improvement process for educator preparation programs

The Steering Committee will not be focused on:

- Creating a system that focuses on making comparisons between programs
- Focusing on program strategies or program improvement details



Timeline





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Introductions

Please indicate your:

- Name
- Role
- Organization
- Where you live
- Why you are interested or excited to engage in this work



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Today's Agenda

Driving Towards Program Improvement:
Informing Illinois Teacher Preparation Accountability Structure

Steering Committee Meeting #1
May 23, 2016 1:00pm-4:00pm

PEP Participant Agenda

Objectives

Participants will:

- Be introduced to the goal of the work and its importance for Illinois
- Understand ISBE's current accountability structure, and key innovative opportunities for change
- Identify signature elements of a revised Illinois accountability structure
- Provide meeting feedback and commit to next steps

Attendees

- Illinois State Board of Education
- Education First
- Teacher Preparation Analytics
- ~20 diverse Illinois stakeholders, including teacher preparation and district leaders, teachers, and researchers

Agenda

1:00 – 1:15 pm

Welcome and Setting the Stage (Jason)

Objectives: Participants will be introduced to the context, purpose, goals and arc across the steering committee meetings. Participants will learn of the primary focus on program improvement.

Please take out the participant agenda from your folder so we can review it together.



Norms

- Push and probe each other's thinking respectfully
- Seek to understand context and look for general principles that apply
- Name the perspective you bring
- Equity of voice
- Openly share resources and ideas
- Low tech, high engagement
- Step out as needed
- Add questions to parking lot, when appropriate

Are there other norms we should add to the list?



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Illinois: Current Status



- **57 EPPs** offer approved teacher prep programs
- **Individual programs submit annual reports for continued approval with the following information:**
 1. Completer pass rate on content knowledge licensure exam
 2. Completer pass rate on edTPA (beginning October 2016)
 3. Summary data about faculty, candidates, program structure
- **EPPs reapproved every four years by ISBE based on meeting NCATE standards**
 - 23 EPPs NCATE accredited (several expired)



Additional Statewide Context

Proposed rule changes to IL's Administrative code have already been submitted and are open to public comment. If approved, these changes will go into effect Fall 2016.

In summary, these proposed changes ask programs to include the following in their annual report:

- **Impact Measures**

- Student learning and development in the prekindergarten through grade 12 setting
- Observations of teaching effectiveness
- Employer satisfaction
- Completer satisfaction (i.e., completer survey results)

- **Outcome Measures**

- Completer rate
- Graduation rate
- Licensure rate
- Employment rate (in a position for which licensure is sought.)
- Completer effectiveness (based on performance evaluations)



Small Group Discussion



In groups of three, please discuss the following:

What are 2-3 challenges with the current system?



National Context



- Movement towards continuous improvement
- Annual accountability reports more central
- Targets individual licensure/certification programs
- Transparent, comparable, quantifiable measures of program performance
- Focuses on candidate and completer outcomes



Exemplary Practice in Other States

- Convey to EPPs that they and the state are partners in a continuous improvement process
- Support EPPs in effective use of accountability data for improvement
- Involve a broad group of stakeholders in vetting the indicators and key parameters of the accountability system
- Proceed with resolve but caution to gain support and avoid polarization
 - Begin with indicators and practices that have broad consensus
 - Begin with a lower-stakes approach in response to low program scores
 - Use caution if weighting indicators or rating programs
- Employ information-rich measures
- Create a buzz and widespread expectation for the annual report card



Whole Group Brainstorm

What **strong state practices** have you heard about (related to program improvement and accountability) that you think IL should consider?



Agenda

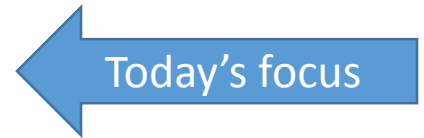
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Considerations for a Statewide System



- Goals for the system
- **Indicators and measures**
- Performance benchmarks
- Weighting indicators, performance levels for programs
- Basis for program review and intervention
- Pilot development and implementation timelines
- Nature of annual report and public access
- Annual reporting and CAEP/multi-year approval
- System evaluation and improvement process





Four Categories of Measures

Candidate Selection Profile

Knowledge and Skills for Teaching

Performance as Classroom Teachers

Contribution to State Needs



12 Suggested Performance Indicators

Candidate Selection Profile

Academic Strength

Teaching Promise

Candidate/Completer Diversity

Knowledge and Skills for Teaching

Content Knowledge

Pedagogical Content Knowledge

Teaching Skill

Completer Rating of Program

Performance as Classroom Teachers

Impact on K-12 Student Learning

Demonstrated Teaching Skill

K-12 Student Perceptions

Contribution to State Needs

Entry/Persistence in Teaching

**Placement/Persistence in High-Need
Subjects/Schools**



Measures that Are Likely To Provide Actionable Data

Less Likely to Provide Actionable Data	More Likely to Provide Actionable Data
Percentage of candidates and of completers by race/ethnicity	Admitted cohort completion % by race/ethnicity/at-risk
Assessment Pass Rate	Assessment mean and % in top and bottom third of distribution
Principal's rating of program preparation based on survey of new teacher performance	Supervisor's assessment of new teacher practice based on multiple observations



Q&A

What clarifying questions do you have about any of the measures?



Group Discussion

Which of these twelve measures do you find strong? Which do you have concerns about and why?

What other measures would you add to the list?



Break

We will re-start at 3:08 p.m.



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Framing

- This exercise is a brainstorm, and will not result in binding decisions
- Consider measures that might not necessarily be useful for you, but may be useful for another stakeholder to improve their work
- Further into committee work we will discuss how to test these measures, (e.g. through piloting) to ensure they are strong and support program improvement

Identifying Signature Measures

Goal: Get early agreement on what we can and identify trickier issues we need to return to.



Brainstorm: Follow the lead of your facilitator to first, come up with a draft list of 4-5 signature measures, second, share with a partner, and third, share with your whole group. Try to consolidate and reconcile lists where possible.



Share and Align: Share your location's list with the other, and reconcile into an overall list of signature measures.



Key Concerns and Questions: Raise key concerns and questions that this process has surfaced for you.

Identifying Signature Measures

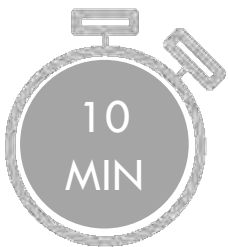
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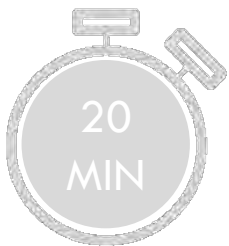
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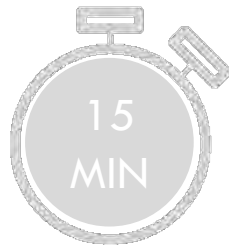
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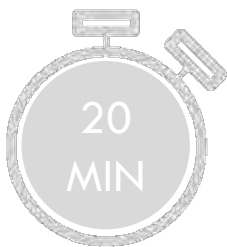
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Questions

- How will this be used?
 - Define early
 - Who will it be shared with, and does the who make a difference in what is shared?
- How do we ensure quality of data?
- What is ISBE's best role? K-12 sector responsibility? EPP responsibility?
- What is the role of CAEP? How will this be different?

- 5Es (?) - how to think through where we want to be in a few years?
- The accountability structure should be both useful and painless- but it may not be the same as a continuous process.
- Think through how this affects both teacher candidates and K-12 students.



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Communication About PEP FAQ

- Where can others learn more? To join a listserv for the ISBE newsletters:
 - cdimmitt@isbe.net (Higher Ed Newsletter)
 - kreller@isbe.net (K-12 Newsletter)
- What do I tell others about PEP?
- Who do I reach out to with questions?
 - Contact Emily Fox, efox@isbe.net
- Are there opportunities for public comment?



Reflection and Wrap-Up

1- Next meeting is Wednesday, June 29 from 9-12

- **Chicago:** 100 W Randolph St #14-300 (14th floor VTEL)
- **Springfield:** 100 N 1st St (3rd floor VTEL)

2 - Please complete the evaluation form in your folder.

Questions? Reach out to Emily Fox at efox@isbe.net



Thank you!



Composition of the Steering Committee

- **Amee Adkins**, Illinois State University
- **Brian Durham**, Illinois Community College Board
- **Herschel A. Hannah, Jr.**, Bloomington Public School District 87
- **Devon Horton**, East St. Louis School District 189
- **Kimber Larson**, Yorkville CUSD 115
- **Matt Lyons**, Chicago Public Schools
- **Melanie Meidel**, School District U-46
- **Rob Muller**, National Louis University
- **Barbara O'Donnell**, Southern Illinois University Edwardsville
- **Ngozi Onuora**, Millikin University
- **Terri Pigott**, Loyola University
- **Matt Rodriguez**, Illinois PTA
- **Chris Roegge**, University of Illinois
- **Diane Rutledge**, Large Unit District Association
- **Mindy Sjoblom**, Relay Graduate School of Education
- **Jennifer Smith**, Monticello CUSD 25
- **Sara Stoelinga**, University of Chicago
- **Kim Thomas**, Woodruff Career and Technical Center
- **Brad White**, Illinois Education Research Council