

Driving Towards Program Improvement:
Informing Illinois Teacher Preparation Accountability Structure

**Partnership for Educator Preparation (PEP)
Steering Committee Meeting #1
May 23, 2016 1:00pm-4:00pm
Meeting Minutes**

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

Welcome and Setting the Stage

Speaker: Jason Helfer, ISBE

• **ISBE welcomed the team and introduced them to the work ahead.**

- Identified the goal of the committee is to:
 - Advise ISBE on what and how data should be best shared for increased transparency
 - Develop stronger program improvement system
 - Inform the selection and development of a new program improvement and accountability process for educator preparation programs

Introductions

Speaker: All

• **Attendees shared their name, role, organization, where they live and why they are interested or excited to engage in this work.**

- Participants expressed excitement to work with the committee, move the work forward to achieve a strong revised system, and ensure that new teachers are feeling confident and effective in the classroom.

Day One Preview

Facilitator: Thalia Nawi, Education First

• **EdFirst provided a list of norms to guide the work ahead.**

What Program Improvement and Accountability Look Like in Illinois

Speaker: Jason Helfer, ISBE; Michael Allen, TPA

• **ISBE provided a review of the current accountability and program improvement in Illinois.**

- Indicated that currently 57 EPPs offer approved teacher prep programs; with over 950 programs; and that data provided could be improved
- Added additional context around the proposed rules and regulations in IL

• **Committee members also contributed a series of topics to keep in mind with the new regulations, and additional questions, including:**

- Considering the cost of surveys

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- Including evidence of teacher candidate effectiveness
- Considering whether teachers teach at hard to staff schools or subjects
- How to ensure mentor teachers feel supported with teacher candidates
- Adding more coursework around literacy
- **TPA provided context for a revised accountability and program improvement system.**
 - Some best practices by states include:
 - Typically begin with indicators and practices that have broad consensus
 - Use a lower-stakes approach in response to low program scores
 - Use caution when weighting indicators or rating programs
 - Employ information-rich measures
 - Create a buzz and widespread expectation for regular reporting
 - Committee members shared states that have had useful accountability processes that IL might learn from, including TN.

Key Considerations for Statewide Accountability System
Facilitator: Michael Allen, TPA

- **TPA provides the group with a list of 12 key considerations in four categories of a statewide accountability system based on TPA research**
 - Candidate Selection Profile: 1. Academic Strength; 2. Teaching Promise; 3. Candidate/Completer Diversity
 - Knowledge and Skills for Teaching: 4. Content Knowledge; 5. Pedagogical Content Knowledge; 6. Teaching Skill; 7. Completer Rating of Program
 - Performance as Classroom Teachers: 8. Impact on K-12 Student Learning; 9. Demonstrated Teaching Skill; 10. K-12 Student Perceptions
 - Contribution to State Needs: 11. Entry/Persistence in Teaching; 12. Placement/Persistence in High-Need Subjects/Schools
- **Committee members also contributed a series of things to keep in mind with the revised indicators, and additional questions:**
 - Being sure to triangulate completer surveys with supervisor rating and other data points
 - Concern if there is a difference between indicators for secondary and elementary programs
 - Balancing between outcome based and continuous improvement
 - Being explicit about the risk for each indicator, unintended consequences
 - Need to understand the risks to standardization
 - Concern about candidate selectivity measures

Identifying Signature Elements
Facilitator: Thalia Nawi and John Luczak, Education First

- **Committee members engaged in small and large group conversations to begin to narrow down a list of indicators to move forward with in IL.**
- **Committee members raised other considerations and comments:**
 - Clarification about the goal of each of the measures, and how the information will be used or shared
 - Question about whether accountability and continuous improvement systems should be the same or different
 - Need better partnerships between K-12 and higher education, where the district becomes a consumer

Wrap Up and Next Steps
Facilitator: John Luczak, Education First

- Participants will reflect on progress made over the course of the day, provide feedback on the steering committee structure and be informed of next steps.

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