



Partnership for Educator Preparation Steering Committee Meeting #2

Welcome! We will begin at 9:00 a.m.

June 29, 2016



Welcome

Thank you again for your time, energy and enthusiasm for this work! A special thanks to the subcommittee who invested time over the last month to help inform the content of this meeting.



(Re) Introductions

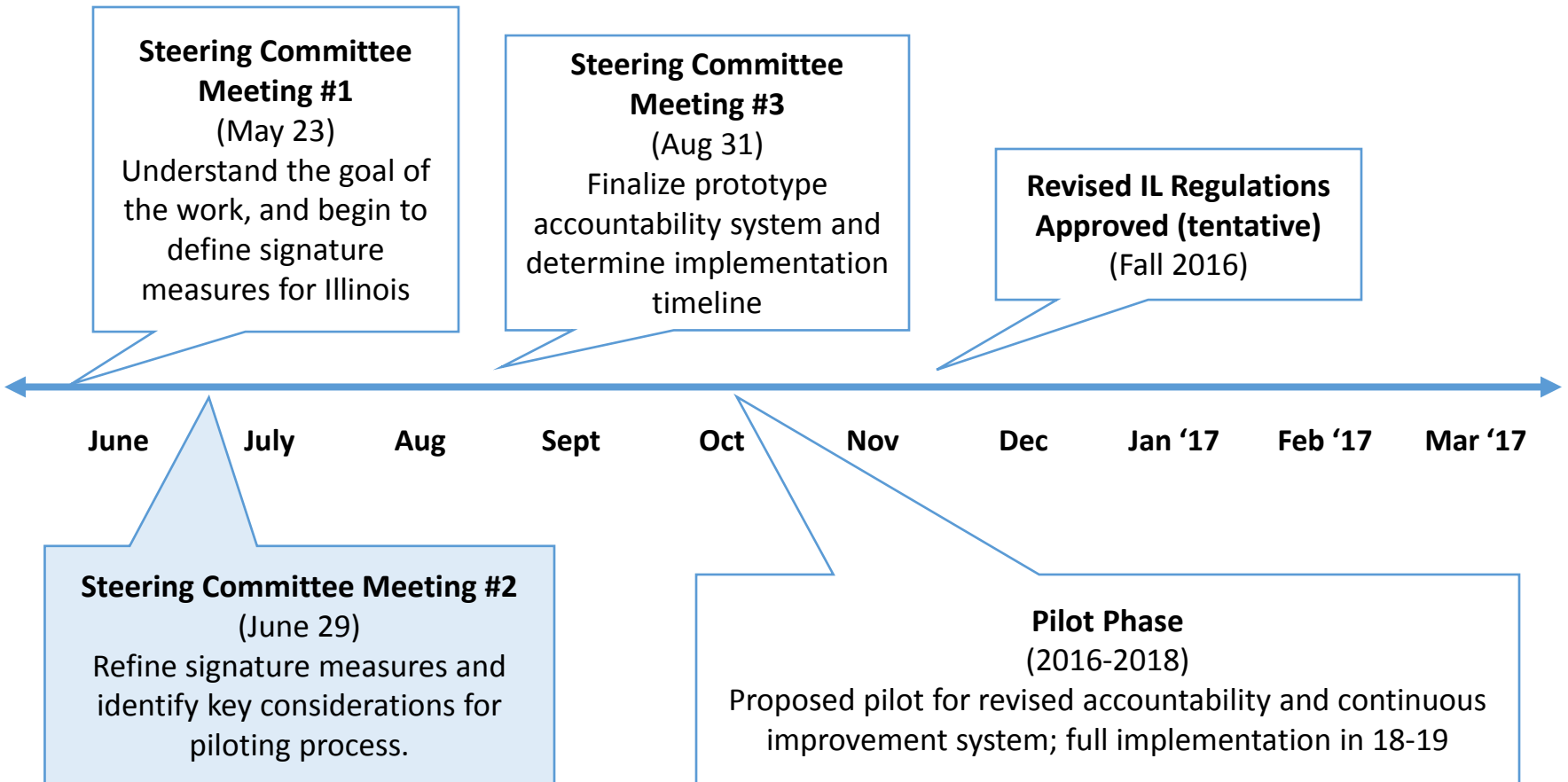
Please indicate your:

- Name
- Role
- Organization
- Summer Plans

A special welcome to our new participants!



Where We Are in the Process



Today's Agenda

Driving Towards Program Improvement:
Informing Illinois Teacher Preparation Accountability Structure

PEP Steering Committee Meeting #2
June 29, 2016 9:00am-12:00pm

Participant Agenda

Objectives
Participants will:

- Discuss the proposed pilot structure and proposed ISBE rules
- Achieve consensus on draft indicators and measures for EPP accountability and improvement
- Surface risks and mitigations for each indicator

Agenda

9:00 – 9:20 am	<p>Welcome (Education First)</p> <p><u>Objective:</u> Participants will be welcomed back, engage in introductions, review norms and the agenda for the day.</p>
9:20 – 9:40 am	<p>Pilot Discussion and Rules Update (ISBE)</p> <p><u>Objective:</u> Participants will discuss the structure of the multi-year pilot. ISBE will update participants on the status of the proposed rules.</p>
9:40 – 10:45 am	<p>Coming to Consensus on Signature Indicators and Measures (All)</p> <p><u>Objective:</u> Participants will achieve consensus around draft indicators and measures for EPP accountability and improvement. Participants will surface risks and mitigations for each indicator.</p> <ul style="list-style-type: none"> ▪ Academic Strength Indicators ▪ Knowledge and Skills for Teaching Indicators
10:45 – 10:55 am	<p>Break</p>

Please take
out the
**participant
agenda** 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



Agenda

- 1 Welcome
- 2 Pilot Discussion and Rules Update
- 3 Coming to Consensus on Signature Indicators and Measures
- 4 Break
- 5 Coming to Consensus on Signature Indicators and Measures (cont.)
- 6 Reflections and Wrap Up



Pilot Strawman

Pre-Pilot Phase (Spring) EPP summative and formative report piloted by 3-5 EPPs that represent diverse programs.

General Pilot: EPP summative and formative report substitute for annual program report across IL

Full Implementation of EPP summative and formative report across IL; including consequences

SY 16-17

SY 17-18

SY 18-19

Pair discussion: What questions or concerns do you have about this process?
Whole group discussion: What reflections did you have with your partner?
How would you make this strawman stronger?



ISBE Regulations

- Current phase of the process
- Opportunities and intersections with our work on the PEP steering committee



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Consensus on Indicators and Measures

Since May 23

To prepare for today's meeting, subcommittee members

- Reviewed program improvement and accountability systems from other states
- Convened three times to discuss state exemplars and potential indicators
- Engaged in a voting and consensus process to recommend indicators and measures to this steering committee

Today

Building off of this work, steering committee members will:

- Understand subcommittee recommendations for EPP formative and summative reports
- Vote on indicators to move forward with
- Surface risks and mitigation strategies
- Suggest any additional indicators needed in Illinois



Framing

- The subcommittee engaged in substantive conversations on the indicators they will present today, and are looking forward to hearing input from the full steering committee.
 - Subcommittee members volunteered to present subsections of indicators, and will summarize the pros, cons and key questions on all of the indicators within a subsection prior to a group vote.
 - The subcommittee's recommendation on whether the indicator should be included in the summative report, formative report, both reports or neither report will be indicated at the top right of each indicator slide.
- Please note that decisions made today aren't binding and will be revisited in August.
 - Indicators selected will be part of the piloting process, and input will be taken after each pilot round to ensure indicator usefulness and fairness.



Two Proposed Reports

- **EPP Summative Report** (public-facing, includes descriptive data and program scores against a target)
 - Primary Use: Program Accountability
 - Secondary Use: Program Improvement, Inform K-12 Hiring Managers and Prospective Students
- **EPP Formative Report** (EPP-facing and confidential)
 - Primary Use: Program Improvement
 - Secondary Use: Testing indicators/measures for future public-facing reports

Consensus Process



Present: Subcommittee members will present a set of recommended indicators, measures, risks and mitigation strategies.



Clarifying Questions: Steering committee members will ask clarifying questions of the subcommittee.

VOTE



Discussion: Steering committee members who blocked consensus raise concerns, and propose mitigation strategies.



Voting Options

Green

I'm on board with this indicator and set of measures.

Yellow

I can live with this indicator and set of measures, but have a few questions about their usefulness or efficacy. I'm excited to move forward and learn from the pilot.

Red

I have serious reservations about using this indicator or set of measures, and have some alternate solutions and/or mitigation strategies I'd like to discuss with the group.



Candidate Profile Indicators

Academic Strength



SUBCOMMITTEE ANALYSIS

How would this be measured?	<ol style="list-style-type: none"> 1. Overall cohort average of 3.0 GPA in coursework most immediately preceding program admission for entrants in all programs in an EPP during a given academic year 2. Average percentile rank of completers' GPA in their major among all students in the same major at the university 3. Overall entering cohort average percentile score, in the national distribution, on the SAT, ACT, GRE, or MAT [relative to whichever test(s) are required by the EPP] for the EPP as a whole and for individual certification area and % of candidates whose scores are in the upper and lower thirds of the distribution
Pros of using this indicator	<ol style="list-style-type: none"> a. Gives important information to the public who want to know the profile of entrants into teaching b. Enables EPPs to track differences in outcomes (program completion, program satisfaction, classroom performance) in relation to academic strength indicators
Cons of using this indicator	<ol style="list-style-type: none"> a. Concern that it will penalize programs that have more open admissions policies b. Can be a controversial indicator
Additional Thoughts	<ol style="list-style-type: none"> a. Measures should compare EPP or individual program performance to that of other EPPs in the state, EPPs with similar populations, and to the national distribution on nationally normed assessments

Key Questions for Committee

- a. Do we need this if there is a strong exit exam?
- b. How should we compile a program score if entrants have assessments administered at different times in students' careers?
- c. Should this be an EPP-wide or individual program measure?

Teaching Promise



SUBCOMMITTEE ANALYSIS

How would this be measured?	1. Percent of candidates whose score on a rigorous and validated “fitness for teaching” assessment demonstrates strong promise for teaching
Pros of using this indicator	<ul style="list-style-type: none"> a. Information about teaching promise or fitness for teaching could be important diagnostically to help candidates succeed b. Conveys sense that not all are cut out for teaching and that programs are selective in whom they admit c. National interest exists around a shared assessment of fitness for teaching, and IL could be a leader on this front
Cons of using this indicator	a. No valid and reliable assessments readily available, except possibly one used on a voluntary basis in Missouri
Additional Thoughts	a. Delay implementation of this indicator until more valid and reliable assessments are available

Key Questions for Committee

- a. Is this something a group of EPPs would be interested in piloting?
- b. Would we use a common tool across the state or will programs determine this individually?

Candidate/ Completer Diversity

Subcommittee Recommendation

Summative
Formative

SUBCOMMITTEE ANALYSIS

How would this be measured?	<ol style="list-style-type: none"> 1. Compare #/% of completers – disaggregated by race/ethnicity, gender, SES – to #/% admitted, by cohort 2. Compare extent to which population of candidates in an EPP reflects diversity of larger student population on same campus 3. Describe number and % of admitted students and completers by race/ethnicity, age and gender
Pros of using this indicator	<ol style="list-style-type: none"> a. Good indication of how successful programs are with recruiting and supporting different populations of students
Cons of using this indicator	<ol style="list-style-type: none"> a. Could unintentionally “ding” programs that are more expensive, and aren’t able to attract minority or low-income candidates
Additional Thoughts	<ol style="list-style-type: none"> a. Consider tracking indicator over time, instead of using snapshots b. Create goals around growth or improvement to account for different starting places, locations, missions and types of institutions

Key Questions for Committee

- a. Should this be summative or formative at first (and moved to the summative report further down the road?)
- b. What does it mean to be “good at this”? Should programs set their own goals or should there be a threshold set based on existing data that leads to improvement (e.g. “no more than 15% disparity in completion rates for any subgroup”)?
- c. Should this be an EPP-wide measure or an individual program measure?

Coming to Consensus
Candidate Profile Indicators

Academic Strength

Teaching Promise

Candidate/Completer Diversity



Knowledge and Skills for Teaching Indicators

Content Knowledge



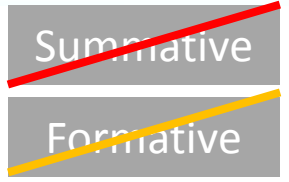
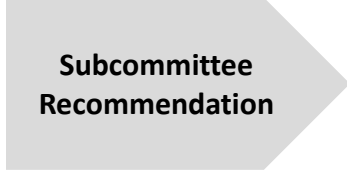
SUBCOMMITTEE ANALYSIS

How would this be measured?	<ol style="list-style-type: none"> 1. Average percentile rank of program completers' scores on Illinois content licensure exams compared to all test-takers in the state in a given year, standardized by assessment 2. Distribution statistics, e.g., percentage of program completers scoring in the upper and lower thirds of the statewide distribution
Pros of using this indicator	<ol style="list-style-type: none"> a. If program average and distribution scores are used (instead of pass rate), there is research evidence to back this up as a valid indicator
Cons of using this indicator	<ol style="list-style-type: none"> a. EPPs that don't teach content (usually the responsibility of arts and sciences) may not feel accountable for candidates' content knowledge

Key Questions for Committee

- a. Is Illinois at a disadvantage using its own content knowledge assessment that cannot provide ready comparisons of Illinois candidates and teacher candidates nationally (as Praxis II test takers could be)?
- b. Are EPPs responsible for graduating completers who demonstrate strong content knowledge – however they acquire it?

Pedagogical Content Knowledge



SUBCOMMITTEE ANALYSIS

How would this be measured?	1. Performance of candidates on a rigorous, validated assessment of pedagogical content knowledge (a.k.a. content knowledge for teaching (CKT))
Pros of using this indicator	<ul style="list-style-type: none"> a. There is good evidence that strong content knowledge for teaching (CKT) is a vital component of effective teaching b. EdTPA and other “authentic assessments” of teaching skill assess only a narrow band of CKT and thus provide little evidence that program completers can be effective in teaching the broad range of their subject matter c. Could be a leading state for this work
Cons of using this indicator	<ul style="list-style-type: none"> a. It would require another assessment (only just now becoming available) that would have cost implications for teacher candidates and states [unless a CKT test can be demonstrated to obviate the need for a stand-alone content knowledge assessment]
Additional Thoughts	<ul style="list-style-type: none"> a. Consider taking no action on this indicator at this time, but revisit in future years

Key Questions for Committee

- a. Would it yield valuable information for either accountability or program improvement?
- b. Are there a few EPPs that would be willing to pilot this or engage in statewide work on this?

Teaching Skill



SUBCOMMITTEE ANALYSIS

How would this be measured?	<ul style="list-style-type: none"> a. Average edTPA percentile rank of program completers' scores on the edTPA compared to all test-takers nationally in a given year b. Distribution statistics, e.g., the percentage of program candidates who score in the upper and lower thirds of the national distribution of edTPA test takers
Pros of using this indicator	<ul style="list-style-type: none"> a. We will have much better evidence of teacher candidate's knowledge and skills for teaching before recommending licensure b. Recent research (Goldhaber) confirms validity of edTPA scores (but not just the passing bar) as a predictor of effective teaching
Cons of using this indicator	n/a

Key Questions for Committee

- a. Is edTPA a sufficient indicator of candidates' teaching skill?

Completer Rating of Program



SUBCOMMITTEE ANALYSIS

How would this be measured?	1. Survey of novice teachers regarding their perceptions of the effectiveness of their educator preparation program in preparing them for teaching, specifically the current assignment for which they were prepared. Surveys would be administered to completing candidates and to new teachers in at least first two years of teaching
Pros of using this indicator	<ul style="list-style-type: none"> a. ISBE has a candidate survey underway, correlated to licensure b. Public universities already use this indicator, and find it useful c. Would know what 'primary customers', i.e. candidate completers, think about their teacher prep programs
Cons of using this indicator	<ul style="list-style-type: none"> a. Current response rates have been low b. Difficult to get results for individual programs due to disaggregation challenges c. Frequently very little difference in the scores on such surveys between programs and EPPs, greater difference is often within programs
Additional Thoughts	<ul style="list-style-type: none"> a. Start with formative, consider including in summative after a few years of formative data

Key Questions for Committee

- a. How expensive would this be to do statewide?
- b. Can ISBE connect licensure renewal and PD credit with survey completion in order to increase response rate of teachers?
- c. Is this as useful as employment and persistence data?



Coming to Consensus Performance As Classroom Teachers Indicators

Content Knowledge

Pedagogical Content Knowledge

Teaching Skill

Completer Rating of Program



Agenda

- 1 Welcome
- 2 Pilot Discussion and Rules Update
- 3 Coming to Consensus on Signature Indicators and Measures
- 4 Break
- 5 Coming to Consensus on Signature Indicators and Measures (cont.)
- 6 Reflections and Wrap Up



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Performance As Classroom Teachers Indicators

Impact on K-12 Students



SUBCOMMITTEE ANALYSIS

How would this be measured?	<ol style="list-style-type: none"> 1. Provider median student growth percentiles (SGP) for teachers in their first three years of teaching 2. Distribution of the percentage of program completers in the top and bottom thirds of the statewide distribution
Pros of using this indicator	<ol style="list-style-type: none"> a. SGP is already a part of some teacher evaluation systems, so it is readily available b. Despite problems and controversy surrounding student impact measures, they are an extremely important indicator because they capture exactly what we would hope to know about our teachers and they provide a key anchor point for the whole accountability system. Everything else is a proxy measure. c. As a measure of the mean performance of multiple teachers, student impact measures are more stable than as measures of an individual teacher's performance
Cons of using this indicator	<ol style="list-style-type: none"> a. Can be a very controversial measure, especially value-added measures b. May not provide strong differentiation between programs except at the extremes (which by itself is valuable)

Key Questions for Committee

- a. Does Illinois have adequate data to support this indicator as an individual program measure in multiple subjects?
- b. Should novice teachers' SGP scores be compared with all teacher or all novice teachers (or both)?

Demonstrated Teaching Skill



SUBCOMMITTEE ANALYSIS

<p>How would this be measured?</p>	<ol style="list-style-type: none"> 1. Mean teacher scores from classroom observation protocols, and percentage in highest and lowest third of the distribution statewide 2. Principal surveys of teacher practice for teachers in the first three years in the classroom 3. Proportion of program completers who receive ratings at all levels on their overall evaluation (which incorporates classroom performance and student growth based upon multiple measures)
<p>Pros of using this indicator</p>	<ol style="list-style-type: none"> a. Classroom observation data can be very reliable – and even more so as an average of multiple teachers’ scores b. Classroom observation is generally a less controversial measure than student impact
<p>Cons of using this indicator</p>	<ol style="list-style-type: none"> a. Concerns about burden of principal surveys b. Concerns about reliability of observations, i.e. lack of training, heavy principal turnover c. Some states using annual teacher evaluations have found they don’t differentiate between performance of different programs
<p>Additional Thoughts</p>	<ol style="list-style-type: none"> a. There is general consensus across the subcommittee that an indicator based upon a rigorous observation protocol is the most reliable indicator of program completer performance and can be used as a measure for both program improvement and accountability b. There is less confidence in the value and reliability of principal surveys of teachers

<p>Key Questions for Committee</p>	<ol style="list-style-type: none"> a. Should we use only classroom observation or also overall teacher evaluation scores for program performance evaluation? Teacher unions in some states prohibit this. b. If student growth score is a part of overall teacher evaluation, doesn’t it become redundant to use it as part of this score and independently?
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Entry into Teaching



SUBCOMMITTEE ANALYSIS

How would this be measured?	<ol style="list-style-type: none"> 1. Rate at which program graduates begin working in public education in state within one year of graduation. [TPA recommends “by the year following completion” as June completers may not teach until September of following year.] 2. Rate at which program graduates begin teaching in a state public school that has been state-identified as high-need
Pros of using this indicator	<ol style="list-style-type: none"> a. Useful to know if completers take teaching positions upon program completion b. Provides message to programs that they bear some responsibility for appropriate screening of candidates, responsiveness to state teacher needs, and ensuring that candidates have the requisite knowledge, skill, and support to find jobs
Cons of using this indicator	<ol style="list-style-type: none"> a. Hard to track completers going to private schools and/or out of state b. Some EPPs send a higher proportion of completers out of state so that their entry data will be less reliable c. Not clear what responsibility preparation programs have for the entry of their completers into teaching
Additional Thoughts	<ol style="list-style-type: none"> a. With some acknowledgment of different missions and populations served, the general entry indicator might be a reasonable accountability measure b. With respect to teaching in high-need schools, however, this seems much more closely tied to program mission and location and may for that reason be hard to justify as a reasonable and helpful accountability measure c. It is important for state/district officials to know which programs yield higher percentages of completers who teach in high-need schools and as many candidates as possible should be encouraged and prepared to teach in such schools

Key Questions for Committee

- a. Should this be an EPP-level or program level measure – given that ultimately teachers are needed in specific fields?
- b. Can programs be held accountable for improvement over time on these indicators, e.g., 10% over 7 years? Is this a better long term than short term indicator?
- c. Should the second measure be used more formatively, or should it be used for accountability?

K-12 Student Perceptions

Subcommittee Recommendation

~~Summative~~
~~Formative~~

SUBCOMMITTEE ANALYSIS

How would this be measured?	1. K-12 student surveys about completers' or alternate route candidates' teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments
Pros of using this indicator	a. How teachers are perceived by their students is very valuable information b. Some K-12 student surveys have been validated, and can be helpful to triangulate teacher effectiveness
Cons of using this indicator	a. May be costly to use rigorous, validated survey instruments b. Need to avoid teachers influencing their students' responses and to ensure that students are not concerned that criticism of their teachers will be hurtful either to their teachers or themselves
Additional Thoughts	a. There was some clear interest in considering this indicator for adoption. The recommendation for now, however, is to consider doing a small pilot of this indicator at some later date that would hopefully provide enough information on likely costs and potential benefits of using this measure statewide to make a decision about moving forward or abandoning the idea

Key Questions for Committee

- a. What are the costs of adopting these surveys (e.g., Tripod – see <http://tripoded.com/>)
- b. Can high stakes for teachers based on their scores on such surveys be avoided (in order to better ensure validity and prevent anxiety for either teachers or students)?



Coming to Consensus Performance As Classroom Teachers Indicators

Impact on K-12 Students

Demonstrated Teaching Skill

Entry into Teaching

K-12 Student Perceptions



Contribution to State Needs Indicators

Persistence in Teaching

Subcommittee Recommendation

Summative

Formative

SUBCOMMITTEE ANALYSIS

<p>How would this be measured?</p>	<ol style="list-style-type: none"> 1. Rate at which novice teachers return for a second year and third of teaching 2. Difference over a three-year period between the retention rate of a provider’s first-year teachers employed in Illinois public schools and the retention rate of other first-year teachers in the same school 3. Percentage of completers in last 5 completer cohorts who taught 4 out of 5 years in Illinois schools. This allows for a stepping out, e.g., for FMLA
<p>Pros of using this indicator</p>	<ol style="list-style-type: none"> a. Can indicate whether completers from some programs have higher attrition than those in other programs, and help surface some best practices for ensuring teacher retention
<p>Cons of using this indicator</p>	<ol style="list-style-type: none"> a. There are many factors beyond program influence involved in retention, so it may not be a good measure of program performance b. Will be difficult to track persistence of teachers out of state and in private schools

Key Questions for Committee

- a. Should this be EPP-level measure only or also an individual program-level measure?
- b. Does Illinois want a similar measure of retention in high-need schools?
- c. To what extent do EPPs have control over this?

Production of Completers in Shortage Areas

Subcommittee Recommendation

Summative

Formative

SUBCOMMITTEE ANALYSIS

How would this be measured?	1. Number & percent of completers or alternate route candidates, by cohort, employed and persisting in teaching in shortage subjects (e.g. STEM, SPED, ELL) in Illinois schools years 1-5 after program completion or initial alternate route placement
Pros of using this indicator	<ul style="list-style-type: none"> a. It is important to the state to know where teachers in high-need subjects come from – not only information on production but also for retention b. For public EPPs, in particular, it is reasonable for state officials to expect they will address needs in shortage areas
Cons of using this indicator	<ul style="list-style-type: none"> a. There are many factors beyond program influence involved in persistence, so it may be better to focus on entry into a shortage area rather than persistence in a shortage area b. Will be difficult to track entry in a shortage area and persistence for completers teaching out of state or in private schools

Key Questions for Committee

- a. If this is to be a measure for individual subjects, are the n’s large enough to support such a measure? [Could combine cohorts over several years.]

Clinical Experiences



SUBCOMMITTEE ANALYSIS

How will this be measured?	1. Description of clinical experience requirements by institution: number of hours of required field experience and timing of it (mid-year, end of year, full year)
Pros of using this indicator	<ul style="list-style-type: none"> a. Could be a basis for comparing clinical practices across programs, as currently every EPP defines its own scope and sequence of clinical experience b. Clinical preparation is a vitally important component of teacher preparation
Cons of using this indicator	<ul style="list-style-type: none"> a. There is no validated norm for structuring clinical experiences that could be the basis for evaluation of programs, other than a general understanding that length, training of faculty, and scope and sequence need to be adequate b. This indicator flirts with being overly prescriptive about program structure
Additional Thoughts	<ul style="list-style-type: none"> a. This can be included as public facing piece of information but not used for accountability. The structure of clinical programs is a vitally important consideration, and deficient clinical preparation would ideally manifest in low outcomes on other performance measures.

Key Questions for Committee

- a. How should this information be reported, if at all?



Coming to Consensus Contribution to State Needs Indicators

Persistence in Teaching

Production of Completers in
Shortage Areas

Clinical Experiences



Other Indicators

- Before we close, are there any other essential indicators that we have missed?



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Preview: What is next?

- Statewide survey ready for dissemination on July 7
 - Please participate, and help disseminate to others
- Draft accountability report and prototype developed
- Subcommittee: may be asked to reconvene as we work to refine the process



Reflection and Wrap-Up

1- Next meeting is Wednesday, August 31 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!