Partnership for Educator Preparation

Meeting #5

April 20, 2017
Participants will:

- Revisit pilot goals and update on pilot progress
- Understand and generate solutions to challenges with pilot data collection
- Discuss data diagnostic with UPD
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
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<tr>
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<th>Today’s Agenda</th>
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• Prepare Teachers to be Learner Ready on Day 1

• Continuous Program Improvement
  • Shift from compliance based to a management tool
  • Not something you “give” to the state and never use
  • Empowered to know how your program is doing and how it can improve

• Enable State to Provide Support for Programs

• Recognition for Exemplary Performance
Goals of the Statewide Pilot

• Test and provide input to ISBE on proposed indicators and measures
• Streamline data collection and transfer between EPPs and ISBE
• Gather data to test benchmarks and inform appropriate weights and measures for the final system
• Identify and address program performance trends in advance of full system implementation
• Support EPPs to collaborate with one another around accountability and develop continuous program improvement systems

The statewide pilot period will be essential for refining the system and establishing benchmarks and thresholds.
Discussion of CAEP, Title II Regulations and Higher Education Bill

5 minutes  ISBE Framing and Update

5 minutes  Q&A
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Year 1 Pilot Timeline

November 10- December 7:  Gather phase 1 of data; send to ISBE
December 7: Meeting in Bloomington
December 8-February 15:  Gather phase 2 of data
February 15-March 1: Complete data collection; report to ISBE
April 19: Meeting in Bloomington
Objectives:
- Revisit the vision and intent of the pilot
- Discuss the rationale behind key indicators used in the pilot
- Reflect on data collection, and how data can be used for program improvement
- Learn about national and state updates
- Understand next steps for the pilot

Takeaways
### Overview of Key Pilot Updates

| Dean’s Steering Committee | Data Sharing Agreements | Data Collection Barriers | Role of K-12 Data Systems |

With a partner, discuss the following questions:

- What surprises you?
- What additional questions do you have?

**10 minutes**
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Overview of Data Analysis

- Incomplete Data IEIN numbers
- Incomplete Data Test Scores
- Late Data Submissions
- Unexpected Data
- Timely Corrections
- Race/Ethnicity
For Pilot Participants also in PEP: What have you learned in the process so far? What challenges have emerged?
In small groups, discuss:

- What themes did you hear across challenges discussed?
- What recommendations do you have for ISBE and programs in the second year of the pilot?
- What systems or processes should be in place to support efficient data collection and analysis?

Share out suggestions from your small group
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Agenda

• Teacher Preparation Data Model Background
• IL EPP Data Diagnostic Project
• Discussion Questions
- Relevant data exists across multiple systems and organizations.

- Data may exist across systems such as HR, LMS, SIS, Observation/Evaluation systems, Survey Tools, and custom-designed systems.

- Data reside within a Teacher Preparation Program, State Education Agency and/or Local Education Agency.

- The objective of this project is to allow for this data to be easily accessible for analysis within an institution for the purposes of continuous improvement.
Ed-Fi TPP Extensions

K-12

- Academic Honors and Records
- Accountability Ratings
- Accounts
- Addresses
- Assessments
- Attendance
- Bell Schedules
- Bilingual Programs
- Budgets
- Career Technical Educational Programs
- Class Ranking
- Cohorts
- Credits
- Currencies
- Disabilities
- Discipline Actions

- Organizations
- GPA
- Grades
- Learning Objectives
- Learning Styles
- Objective Assessments
- Parents
- Payroll
- Post-Secondary Events
- Program Participation
- Recognition
- Reports Cards
- Schools
- Sessions
- Staff
- Students
- Credentials

Teacher Preparation

- Pre-Service: Program Assessments Certification Dispositions Observations Completion Faculty GPA Credits
- In-Service: Placement Certification Student Growth Dispositions Observations Subjects Teaching Evaluation Rating Observations School Type

CEDS Content Areas

- Early Learning
- Post-Secondary
States and Districts Licensed
as of 1/31/2017
IL EPP Data Diagnostic
Project Approach
Define an implementation plan for a state level system using the Teacher Preparation Data Model (TPDM) that IL EPPs and ISBE can contribute to and report from to analyze data for program improvement and annual program reporting that addresses the following:

- Develop efficiencies in the exchange of data between EPPs and ISBE for annual ISBE and CAEP reporting.
- Enable institutions to see their data with other IL institutions and in-service teacher data.
- Identify what indicators are useful and actionable for program improvement.
- Consider the needs of multiple stakeholders, including EPPs, ISBE, hiring managers, and the public.
- Identify challenges and recommendations around organizations contributing data.
IL EPP Data Diagnostic Project Overview

Project Planning & Kick-off Apr 2017
Select 8 TPPs to participate in Data Diagnostic Apr 2017
Stakeholder Engagement & Data System Scan Apr-May 2017
Data Analysis & Diagnostic Jun 2017
Findings & Solution Recommendations Jul 2017
Key Questions
1. Which IL indicators are highest priority to support program improvement?

2. Once the Teacher Preparation Data Model (TPDM) Operational Data Store (ODS) is fully functioning, what is the benefit to: EPPs, hiring managers, public, ISBE?

3. How can this resource be used to support program improvement?
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• Next steps

• Please fill out your exit slips before you leave!