



# Illinois State Board of Education

## Partnership for Educator Preparation Summer Webinar

June 27, 2017

**Welcome! As  
you join,  
please put  
your name,  
organization  
and any fun  
summer plans  
you have in  
the chat log!**

## Today's Objectives

Participants will:

- Revisit mini-pilot goals and discuss learnings from the mini-pilot
- Provide feedback and suggestions for implementation of the statewide pilot
- Review existing candidate, completer and supervisor surveys, and make suggestions for improvement and refinement
- Discuss data definitions work and mock reports
- Discuss updates on data diagnostic pilot

- 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

## Today's Agenda

- |          |   |        |
|----------|---|--------|
| <b>1</b> | Welcome and Agenda Review                 | 5 min  |
| <b>2</b> | Look Back on Mini-Pilot                   | 15 min |
| <b>3</b> | Feedback on Statewide Pilot Plan          | 20 min |
| <b>4</b> | Feedback on Surveys                       | 20 min |
| <b>5</b> | Discuss Data Definitions and Mock Reports | 15 min |
| <b>6</b> | Data Diagnostic Pilot                     | 10 min |
| <b>7</b> | Closing                                   | 5 min  |

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## Year 1 Mini-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

## Mini-Pilot, By the Numbers

- 42 Institutions applied
- 36 Institutions submitted mini-pilot data (76% of IL teacher candidates)
- 8272 Records
- 116 Programs (most common listed below)
  - Elementary Education: 29 programs
  - Special Education: 16 programs
  - Secondary Mathematics 11 programs
- 5,314 Completers reported

## ISBE's Role and Reflections from the Mini-Pilot

**Institutions collect data via different, sometimes unaligned systems**

**Institutions are eager to look at longitudinal data, but don't have resources**

**Different data definitions across institutions presented challenges**

**Data quality issues persisted across institutions**

### Group Discussion

**10 minutes**

What surprises you?

How can these lessons apply to the larger, statewide pilot?



## Today's Agenda

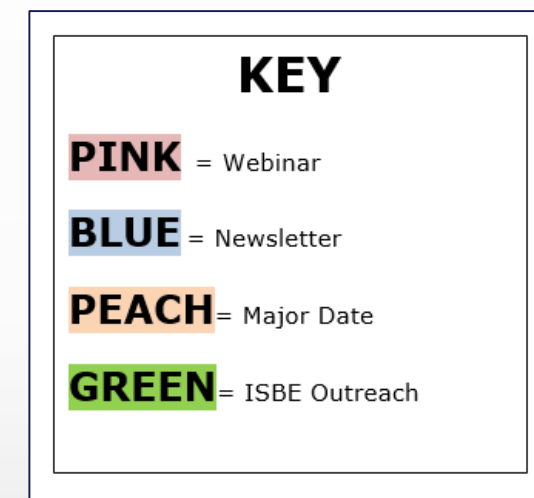
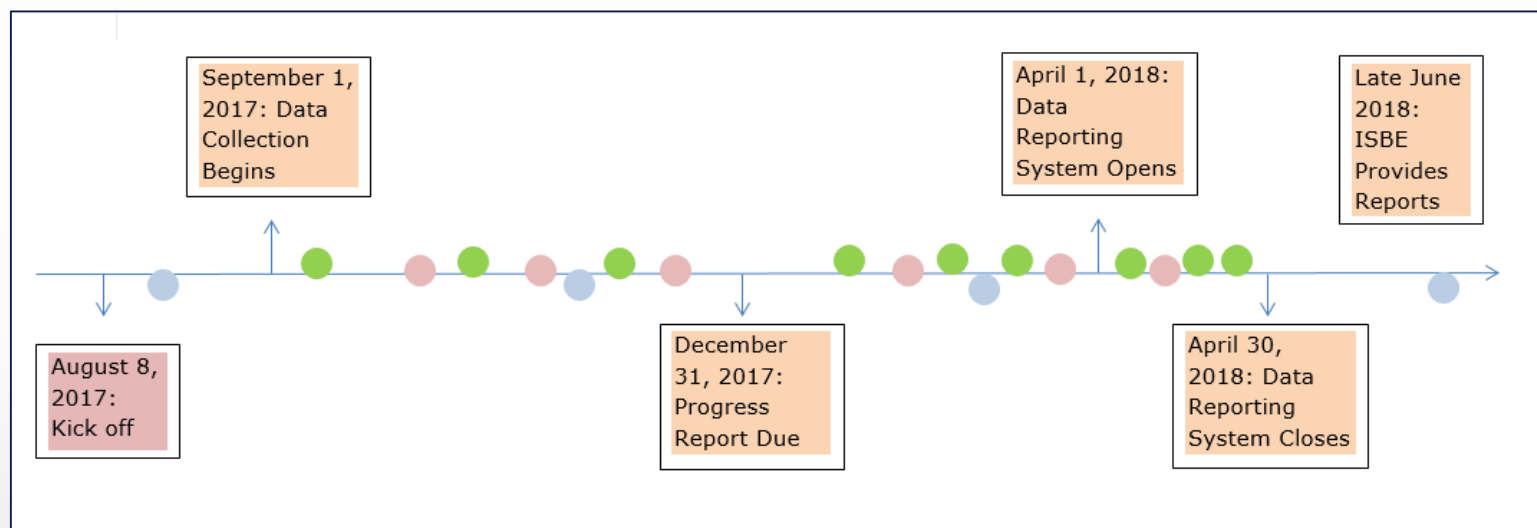
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## Goals of the Statewide Pilot

- 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.**

## Proposed ISBE Supports Throughout the Year



In the chat log, please vote!

- A** ➤ These supports sound perfect!
- B** ➤ ISBE should provide more supports

- C** ➤ ISBE should provide fewer supports
- D** ➤ I have a new/different idea ISBE should consider!

# Proposed Statewide Pilot Timeline

August 8: Kick-off Webinar

September 1: Data Collection Begins

December 31: Mid-term Progress Report Due to ISBE

April 1-April 30: Report Data to ISBE

June 30: ISBE Provides Reports to EPPs

## Group Input

6 minutes

What questions or concerns do you have about this timeline?

What suggestions do you have for ISBE?

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- **Current status**
  - ISBE is looking to revise its current completer survey (sent out as pre-reading) to efficiently and effectively provide data on completer preparedness. The state has regulations, pending approval, that will require the survey for all completers.
- **ISBE's vision for statewide surveys**
  - ISBE seeks to develop a streamlined system of surveys statewide, and to avoid duplication of efforts with existing surveys, e.g. Teacher Graduate Assessment.
  - ISBE also seeks to learn from other administered surveys.

**Today, we'll have small group discussions that center around revising the current IL completer survey, and surfacing PEP's recommendations for survey alignment statewide. In coming weeks, we'd like to also convene a small subset of PEP members to engage more deeply on IL surveys.**

## Small Group Survey Feedback

**In your breakout group, please discuss and scribe in the Google Doc:**

10 minutes

What are the strengths of the completer survey? Why?

What parts of this survey could be modified? How?

How could ISBE streamline and align surveys statewide? When should surveys be administered to ensure high response rates?

What are 2-4 ways prep programs could use survey results for continuous improvement?

**Together as a large group, we'll discuss:**

10 minutes

Your synthesized feedback on the survey, recommendations for ISBE to streamline surveys statewide and 2-4 uses of surveys for prep programs.

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- ISBE seeks to mitigate challenges around data by providing more clarity on and refining key data definitions, including, but not limited to:
  - N-size
  - Low-income status
  - Projected years to complete
  - GPA
  - Entering and completer cohort
  - Date of enrollment
- Both ISBE and UPD have engaged in conversations with EPPs and key experts to begin refining the definitions. We will be asking a small group of PEP representatives to come together to discuss these questions.

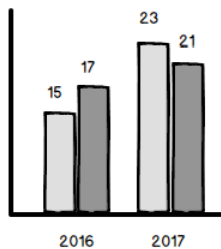
## We've begun to develop mock reports for program data



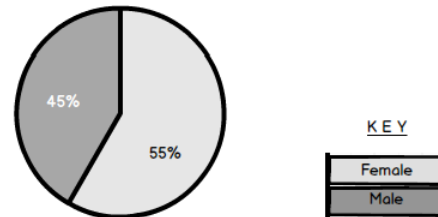
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Education

### COMPLETER CHARACTERISTICS

NUMBER OF COMPLETERS



PERCENT OF TOTAL STATE COMPLETERS



ENROLLMENT BY ETHNICITY



7 minutes

What initial feedback or recommendations do you have for ISBE as it develops these reports?

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- **ISBE Data Diagnostic Completed May 22-23**

- LEA Information
- PK-12 Demographics
- Teacher Evaluation / Observation
- PK-12 Student Achievement / Assessment
- Program Graduate Credential
- Program Graduate Placement
- Surveys

- **EPP Data Diagnostic Completed June 20-22**

- Program Information
- Teacher Candidate / Applicant Demographics
- Teacher Candidate Fieldwork Placement
- Surveys
- Teacher Candidate / Applicant Performance
- Program Graduate Placement

### Participating Institutions

- Roosevelt University
- Lake Forest College
- Illinois State University
- Bradley University
- Southern Illinois University – Carbondale
- Chicago State University
- Relay Graduate School of Education

## Initial Findings: ISBE/Overall

- **ISBE has a good technical infrastructure in place for K-12 data** that can be leveraged for EPP program data.
- **ISBE maintains a lot of data on K-12 schools, teachers, and students** that can contribute to program data reports. EPP data elements can be expanded to include some additional data from ISBE to improve the analysis capabilities.
- **There is good alignment with CAEP requirements** through the EPP data collection process, particularly in regards to surveys and program completer data.

## Initial Findings: EPPs

- **Key modifications would improve the level of effort needed to submit data**, e.g. better access to assessment data from Pearson, reviewing requirements for GPA submissions, better access to ACT/SAT scores (particularly for retakes), and clearer definitions on data elements
- **Disparate data systems create huge challenges for EPPs** when trying to gather and submit program level data. EPPs are concerned with the resources needed to submit data for all programs.
- **Some EPPs already have their own surveys**, and there should be an effort to reduce the duplication of efforts for surveys.
- **EPPs are anxious to obtain data from the PEP reports**, particularly for program completers.

1. Are these findings representative of the challenges and process opportunities for your program in submitting program data?
2. Are there other major challenges that your program has faced in pulling and submitting program data?
3. Are there any other outcomes or questions that you would like the data to address?

- Interviews with 2 districts focused on data contributed to ISBE and feedback on data and reporting needs from district perspective.
- Complete and review recommendations and proposed implementation plan.



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## Next Steps

- Thank you so much for your time and guidance today!
- We need your help! If you're interested in working with us further on either of the two areas below, please put your name in the chat log.
  - A. Refining IL survey tools
  - B. Refining data definitions