



Illinois State Board of Education

Partnership for Educator
Preparation

Meeting #11

September 5, 2018

Today's Agenda

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1	Welcome, objectives and agenda	30 min
2	ISBE mission, vision and goals	5 min
3	Statewide pilot data review	95 min
	<i>Data collected in year 1</i>	
	<i>Trends in data collection</i>	
	<i>Statewide pilot year 2 updates</i>	
4	Principal Prep Landscape Scan	50 min
	<i>Setting the stage</i>	
	<i>Illinois context</i>	
	<i>National Landscape and Context</i>	
	Closing and Exit Survey	--



Today's meeting will focus on initiatives that support ISBE and the ongoing work of the committee

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Participants will:

- Review data collected in the Statewide Data Pilot, discuss trends in EPP performance and hear about improvements for year 2
- Learn about the proposed process to expand PEP purview to include data and transparency measures for principal preparation statewide

Norms

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- 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

Welcome new members

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Quick round-robin!

Committee members to share:

- Name
- Institution or professional affiliation

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ISBE: Vision, Mission and Goals

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VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE: Vision, Mission, and Goals

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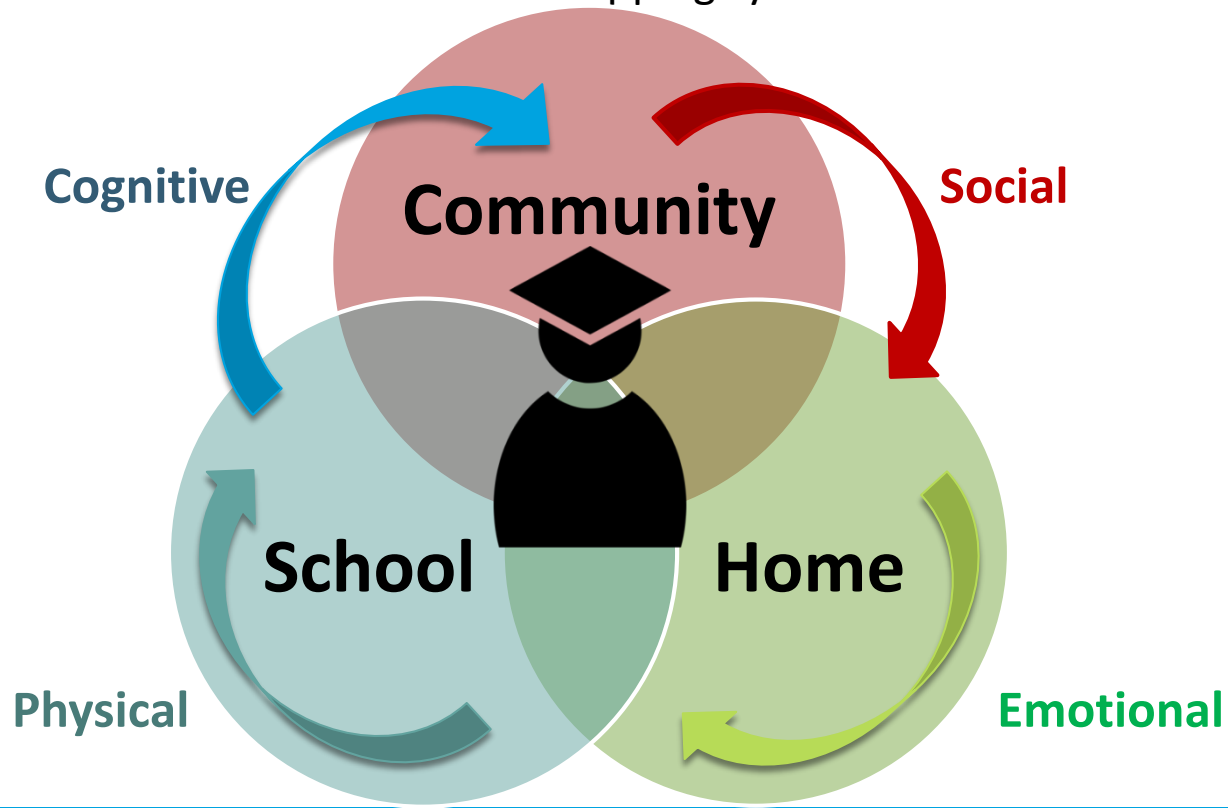
GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping systems



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ISBE envisions an annual program reporting system that is:



Informative



Equitable



Restorative

ISBE has a goal of long term transparency as one outcome of the data reporting system

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Informative

By 2020, program reports generated by the statewide data and accountability system will be available publicly for use by teacher candidates, parents and programs.



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Today's Agenda

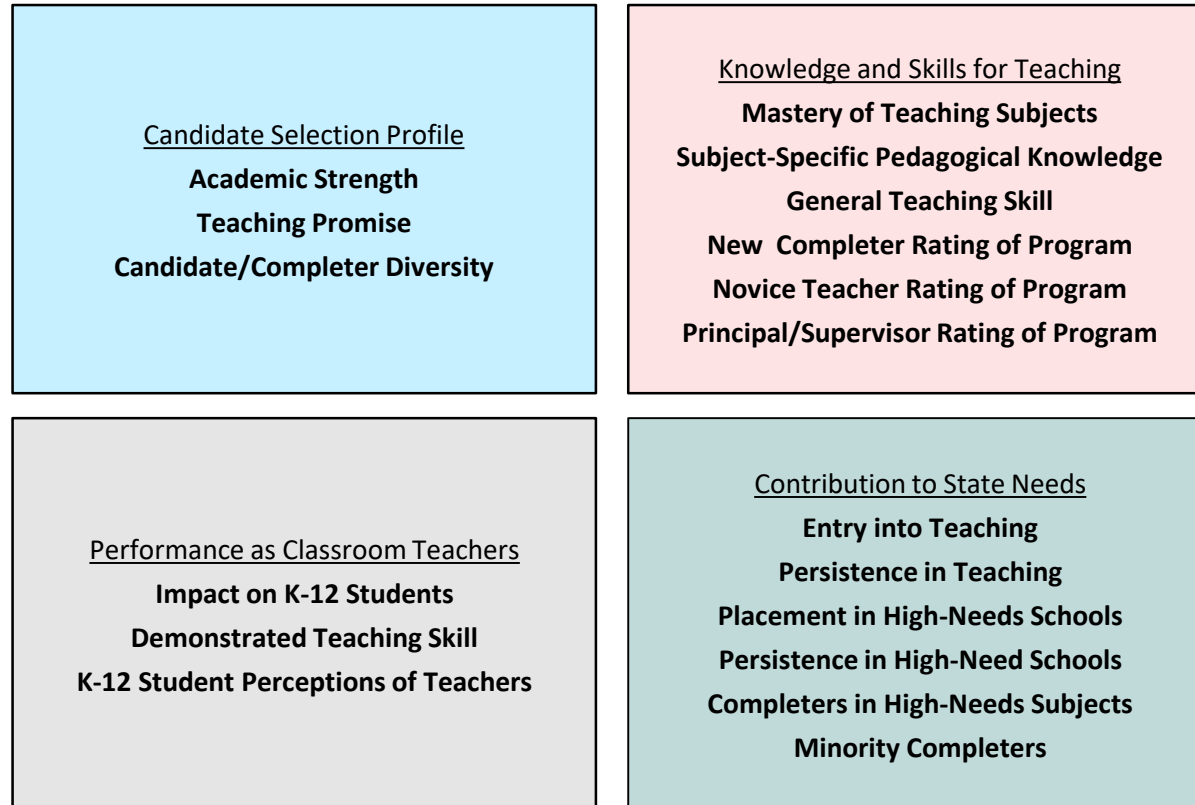
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The PEP Committee recommended that ISBE collect data on the following 18 indicators through a statewide pilot

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Through the mini pilot and statewide pilot, the agency identified indicators where data was not available or could not be collected. As we review the data that ISBE was able to collect, consider:

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How should the ISBE prioritize the indicators that are not currently collected?

Use the sticky notes at your table to record reactions and questions as the ISBE team presents the data collected



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ISBE collected the following data for indicators of Candidate Selection Profile

Candidate Selection Profile		
Academic Strength	Average GPA of candidates for most recent coursework prior to program entry, whether high school or college (2-yr. or 4-yr).	Collected
	Overall entering cohort average percentile score in the national distribution on standardized entrance tests required by the IHE or EPP (SAT, ACT, GRE, MAT, and Praxis I)	Collected
Teaching Promise	TBD	Data Not Available
Candidate/Completer Diversity	Percentage of an entering cohort, by racial/ethnic, socioeconomic, and first-language sub-groups, that completes the program within one year of main cohort.	Collected

ISBE collected the following data for indicators of Knowledge and Skills for Teaching

Knowledge and Skills for Teaching		
Mastery of Teaching Subjects	Average percentile rank of program completers'/candidates' scores on the Illinois Content Area Tests compared to all test takers in the state in a given year, standardized by assessment.	Collected
	Percentage of program completers/candidates scoring below the 33rd percentile and above the 67th percentile statewide.	Collected
Subject-Specific Pedagogical Knowledge	TBD	Data Not Available
General Teaching Skill	Average edTPA percentile rank of program candidates' scores on the edTPA compared to all test takers nationally in a given year.	Collected
	Percentage of program candidates scoring below the 33rd and above the 67th percentile nationally.	Collected

ISBE collected the following data for indicators of Knowledge and Skills for Teaching

Knowledge and Skills for Teaching		
New Completer Rating of Program	Standardized scores, by program domain or component, of state-developed survey of program candidates' ratings of program effectiveness.	Collected
Novice Teacher Rating of Program	Standardized scores, by program domain or component, of state-developed survey of novice teachers' ratings of program effectiveness.	Data Not Available
Principal/Supervisor Rating of Program	TBD	Data Not Available

ISBE collected the following data for indicators of Performance as Classroom Teachers

Performance as Classroom Teachers		
Impact on K-12 Students	Average teacher-level growth score of program completers in the cohort based on K-12 student growth measures and standardized by subject assessment.	Collected
	Percentage of completers in the cohort scoring below the 33rd and above the 67th percentile statewide.	Collected
Demonstrated Teaching Skill	Average standardized score of program completers on state-approved observation assessment of novice teachers' skill	Collected
	Percentage of program completers scoring below the 33rd and above the 67th percentile statewide.	Collected
K-12 Student Perceptions of Teachers	TBD	Data Not Available



ISBE collected the following data for indicators of Contribution to State Needs

Contribution to State Needs		
Entry into Teaching	Percentage of completers who find full-time employment in teaching or other educational roles within two years of program completion.	Collected
Persistence in Teaching	Percentage of those completers who found employment (f.t. or p.t.) in teaching or other educational roles and who remain in education in years three, four, and five after program completion.	Collected
Placement in High-Needs Schools	Number and percentage of completers who find employment in teaching or other educational roles in high-need schools within five years of completion.	Collected
Persistence in High-Needs Schools	Percentage of completers who remain in teaching or other educational roles in high-need schools in years three, four, and five after program completion.	Collected
Completers in High-Needs Subjects	Number of and percentage of all EPP completers who obtain certification in all federal- and state-identified shortage subjects.	Collected
Minority Completers	TBD	Data Not Available



Small Group Activity: How should ISBE prioritize the indicators that we do not currently have data for?

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10 min

In a small group (3-4 participants), please rank the order in which ISBE should prioritize development of tools for indicators where we do not currently have data. Use the space provided to capture your rationale.

Teaching Promise	Data Not Available
Subject-Specific Pedagogical Knowledge	Data Not Available
Novice Teacher Rating of Program	Data Not Available
Principal/Supervisor Rating of Program	Data Not Available
K-12 Student Perceptions of Teachers	Data Not Available
Minority Completers	Data Not Available

10 min

Share out with the whole group



Today's Agenda

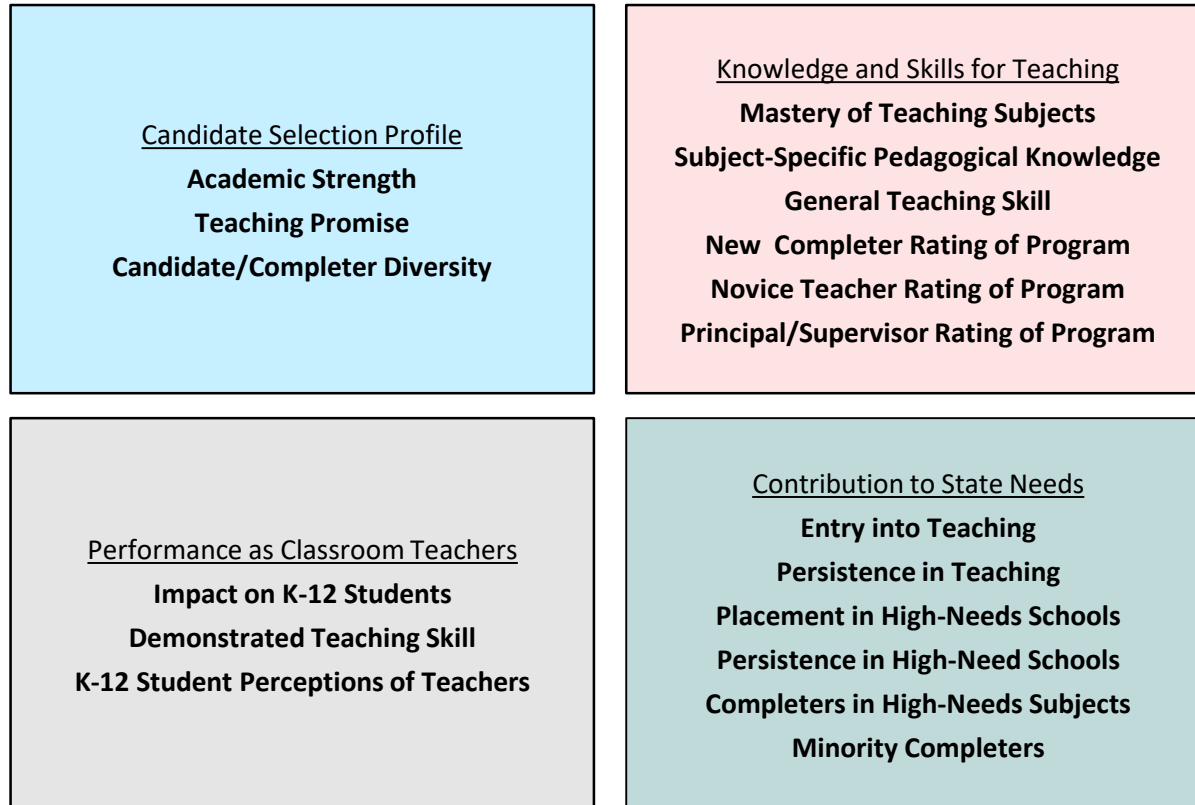
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Now, we will review the key data trends from the data collected in Year 1 of the statewide pilot

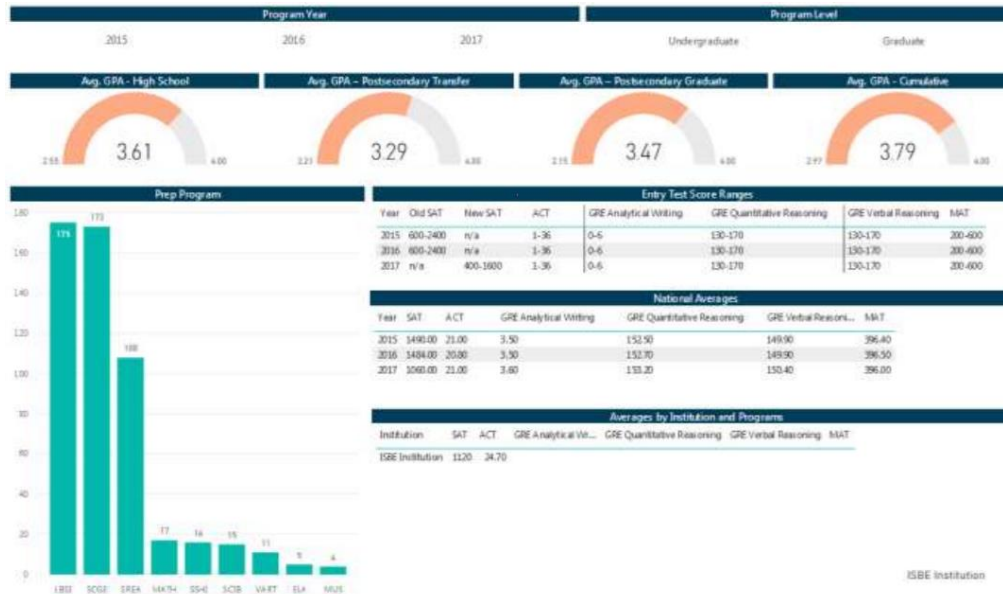
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All programs received a report with their program data

10 min

Independently, review the report using the link provided and note your high level reactions and questions



10 min

Share your high level reactions with the group

ISBE will use these data to help shape decisions about how to differentiate program performance

**The APRS
Subcommittee will...**

Review the data and working collaboratively to recommend a process for comparison, benchmarking, support and technical assistance

ISBE will...

Evaluate trends that the year 1 pilot generated

The APRS subcommittee will meet to develop a response system that answers key questions about EPPs

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Example of Questions that the APRS will aim to answer:

Academic Strength

Is there a difference in performance in the K-12 classroom between completers who entered or left the program with different levels of academic strength?

Mastery of Teaching Subjects

Are there correlations between candidate/ completer scores on their licensure assessments of content knowledge and their scores on other program performance system measures?

Impact on K-12 Students

Are there significant differences between subgroups of program completers in their measured impact on their K-12 students?

Entry into Teaching

Are there contextual factors (e.g., EPP mission, geographic location) that likely account for any notable differences between the entry rate into Illinois public schools of recent completers from this program and that of recent completers from other programs?

5 min

Q & A



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ISBE has developed a query builder tool that can be used to analyze the data

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Currently

ISBE is piloting and refining the tool

Pending interest and resources

ISBE plans to share the tool with EPPs in October

5 min

Q & A

Whole Group Discussion:

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What is especially noteworthy about these data trends?

Is there anything concerning about these data trends?

What are the implications for the field?

5 min

Discuss your reflections with a partner

10 min

Whole group discussion



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Statewide pilot year 2: updates

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**Alignment to
National
Accreditation**

**Other
Changes**

Statewide pilot year 2: updates

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Alignment to
National
Accreditation

Other
Changes

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ISBE is embarking on this principal preparation effort to complement work in teacher preparation

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Welcome principal preparation expert Matthew Clifford!

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Dr. Matthew Clifford is a **Principal Researcher at AIR** focused on the improvement of school leadership as a means of improving instructional quality and student achievement.

Matt will be supporting the work of the principal preparation subcommittee as they determine what recommendations to provide ISBE



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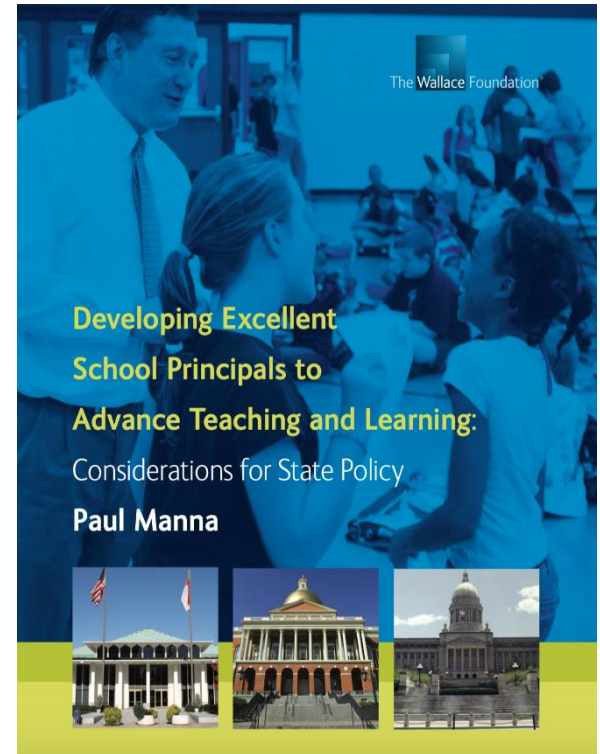
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Historically, Illinois has been at the forefront of policy efforts to support principal preparation program innovation

Illinois policy changes have focused on:

- Increasing data transparency and consistency
- Supporting program changes, particularly in principal internships/residency
- Focusing on principal candidate coursework quality, with emphasis on scope, sequence and national standards alignment
- Encouraging partnerships for continuous program improvement



Efforts between 2000-2008 resulted in significant changes that increased the focus on post-graduation outcomes

2001

Illinois Consortium for Education Leadership recommends revisions to principal preparation program quality indicators.

2004

Illinois Consortium for Education Leadership and Illinois State University's Center on the Study of Education Policy (CSEP) publishes recommendations for principal preparation program policy improvements, which includes improvement of data systems and accountability.

2005

Illinois Board of Higher Education creates the Commission on School Leader Preparation to examine improvements in principal preparation.

2006

Illinois Board of Higher Education publishes the "School Leader Preparation: A Blueprint for Change" report, which includes recommendations for program quality, improved feedback to districts and programs, and changes to program accountability and candidate certification.

2007

A task force is established by the Illinois State Board of Education, Illinois Board of Higher Education and the governor's office to recommend policy changes, per House Joint Resolution 66.

2008

The Illinois School Leader Task Force recommends principal preparation program redesign options, changes in principal preparation program accreditation, and increased focus on post-graduation outcomes. All programs commenced redesign process.



Since then, efforts have focused on implementing the systemic changes

2010

PA 096-0903 is signed into law, which requires changes to program accreditation and principal certification.

2011

Illinois State Board of Education issues administrative rules on PA 096-0903.

2014

Illinois State Board of Education revises rules on program accreditation and requires all programs be approved under the new rules. The Illinois School leadership Advisory Council develops plans for new rule implementation. Consortia of principal preparation programs and districts begin working to improve principal preparation and practicum experiences.

2015

The Partnership for Educator Preparation (PEP) examines educator preparation program accountability, beginning with a focus on teacher preparation.

2017

PEP recommends educator preparation programs participate in an annual review, with a proposed rule change. PEP also recommends a series of process quality and outcomes (e.g., licensure rate, employment rate) measures and benchmarks. ISBE launches an annual review pilot to examine implementation of rule changes in teacher preparation program contexts. The Illinois Partnership and University of Illinois-Chicago receive national recognition for strong principal preparation program design work and impact evidence.



This committee will focus on recommending further refinements to the system over the next few months

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	Aug	Sept	Oct	Nov	Dec
Understand principal preparation landscape					
Develop initial draft of PPP indicators					
Refine draft indicators with stakeholder feedback					
Develop sample accountability process					
Develop recommendations for PEP committee review					
Submit final recommendations to ISBE					

Reflections on ISBE's Principal Preparation initiative

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What excites you about this work?

Cautions and anticipated challenges?

5 min

Discuss your reflections with a partner

10 min

Share out with the whole group

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Principals are an essential component of the educational ecosystem because they influence student achievement,...



Student achievement has been considered an important principal effectiveness outcome.⁷ We located 12 highly-cited studies estimating principal effects on student performance.⁸ Results from the review indicate that:

- Principal leadership is second to classroom teaching as a school-level influence on student performance.⁹
- Estimates of influence on student achievement vary, suggesting principal practice quality is important.
- Three studies suggest that principal impact may be higher in turnaround schools.¹⁰



Set the tone for staff culture,...



Teacher workforce decisions within a school are considered by researchers as measures of principal influence. Studies show principals affect the following:¹¹

- Teacher commitment to the school and to the profession
- Teacher sense of trust in school administration
- Strong working conditions and school culture
- School-level change and continuous improvement
- Teacher and student sense of school safety
- Teacher retention
- Teacher ownership of curriculum/instruction
- Teacher recruitment
- Teacher access to professional development

The researchers of national studies have shown a statistically significant, positive association between principals and teacher practice, teachers' sense of school culture and other factors.

...And determine the pace of change of schools



School culture, curriculum and instructional programs, and school improvement are also considered by researchers as an area of principal influence.¹²

Researchers are increasingly citing the need to improve principal preparation programs

Research by AASA, UCEA, ACTE and AIR point to consensus and support for principal preparation program improvement.¹⁴

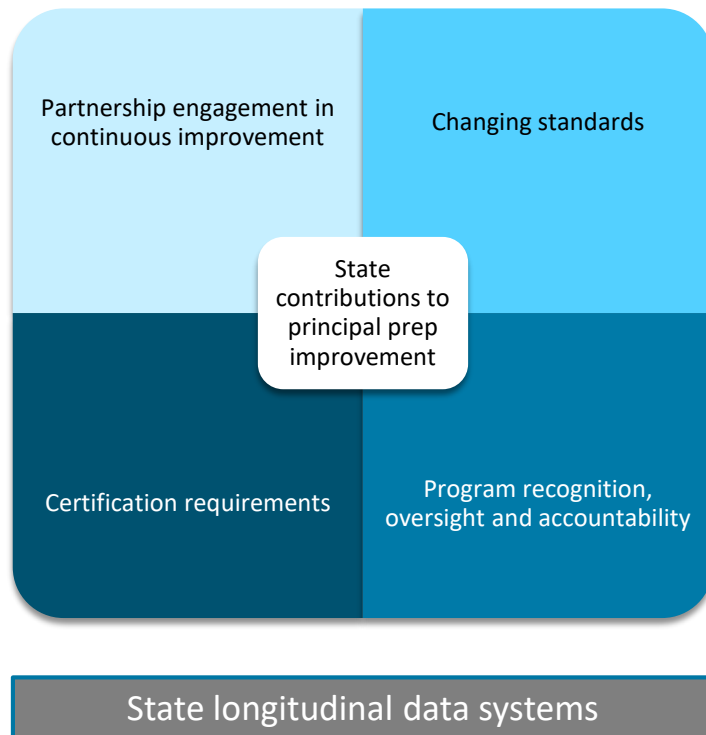
1. District leaders are dissatisfied with new principal preparation.
2. Superintendents and principals view preparation as misaligned with job responsibilities.
3. University faculty have the will to improve.
4. Lasting change can be achieved through partnership.
5. States have authority to press for change, but do not often use the authority.



Improving University Principal Preparation Programs Five Themes From The Field



States are concentrating change efforts into broad categories



Changing standards

- Professional Standards for Education Leaders
- National Education Leadership Standards

Partnership engagement

- Convene principal preparation programs
- Serve as a clearinghouse for information
- Engage in partnership for change

Certification processes

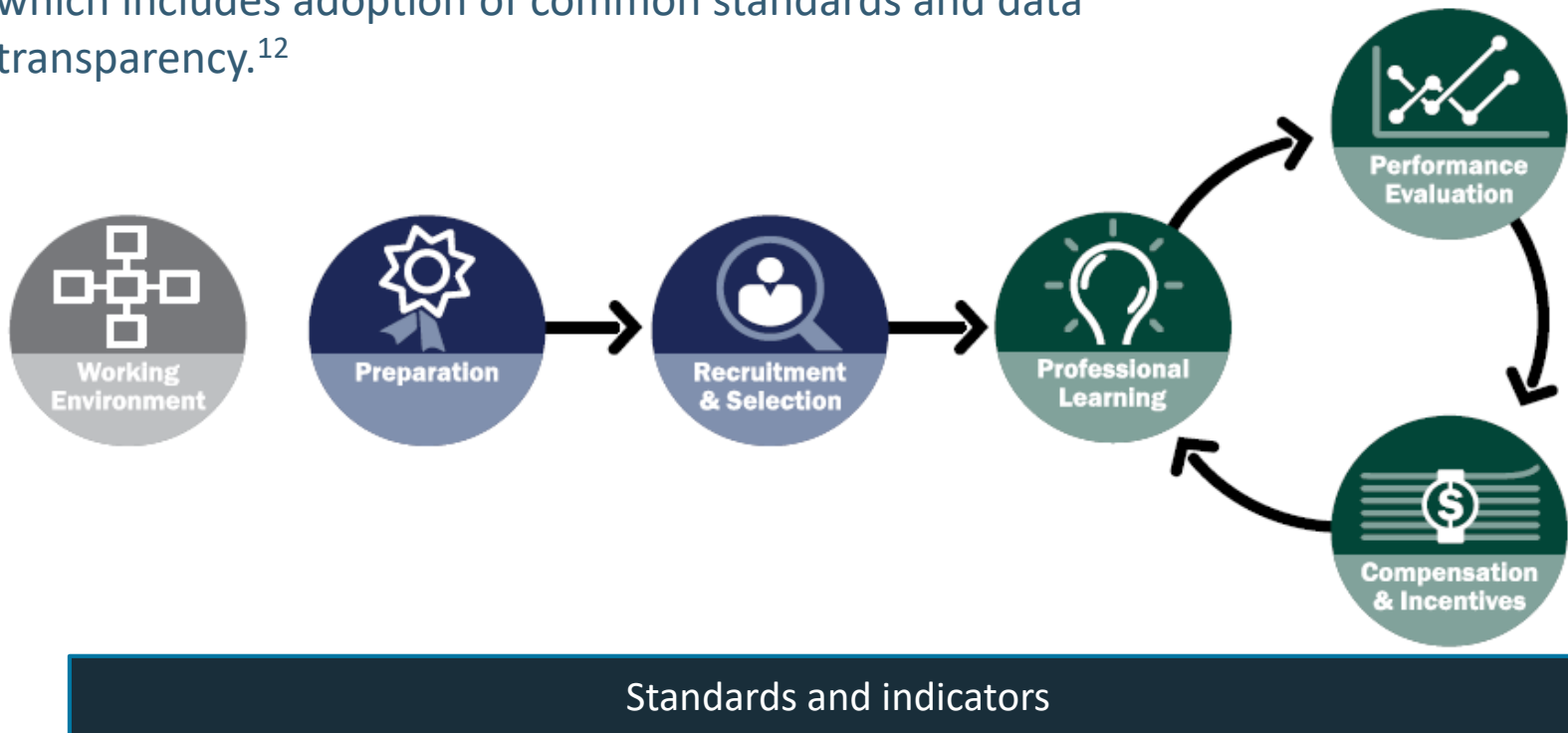
- Change initial certification requirements
- Move toward competency-based system
- Specialize and incentivize certified positions

Program recognition, oversight and accountability

- Increase program accountability, adding metrics
- Require evidence of continuous improvement
- Engage more deeply in program oversight, avoiding delegation of authority

States, districts and preparation programs have shared responsibility for preparing and supporting principals

States, districts, and preparation programs are working together to bring greater coherence to principal preparation system support, which includes adoption of common standards and data transparency.¹²



Graphic from George W. Bush Institute, 2016

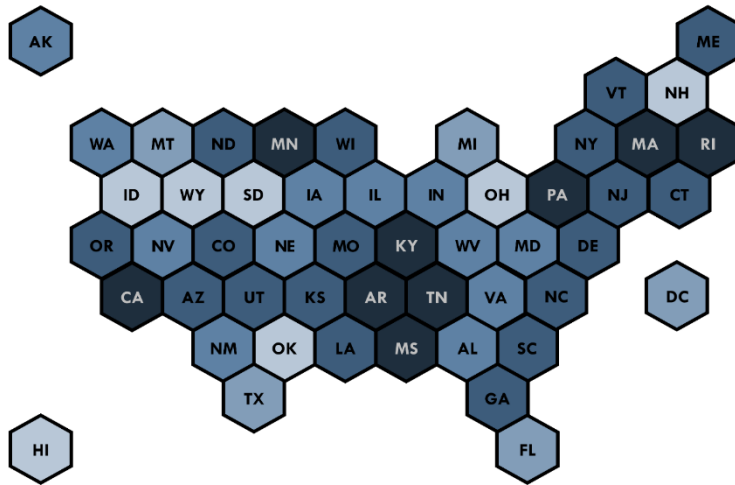


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These efforts have resulted in a wide range of metrics across states

States with Highest Density of Program Approval Metrics



Graphic provided by UCEA (2016)

States with most metrics:¹⁶

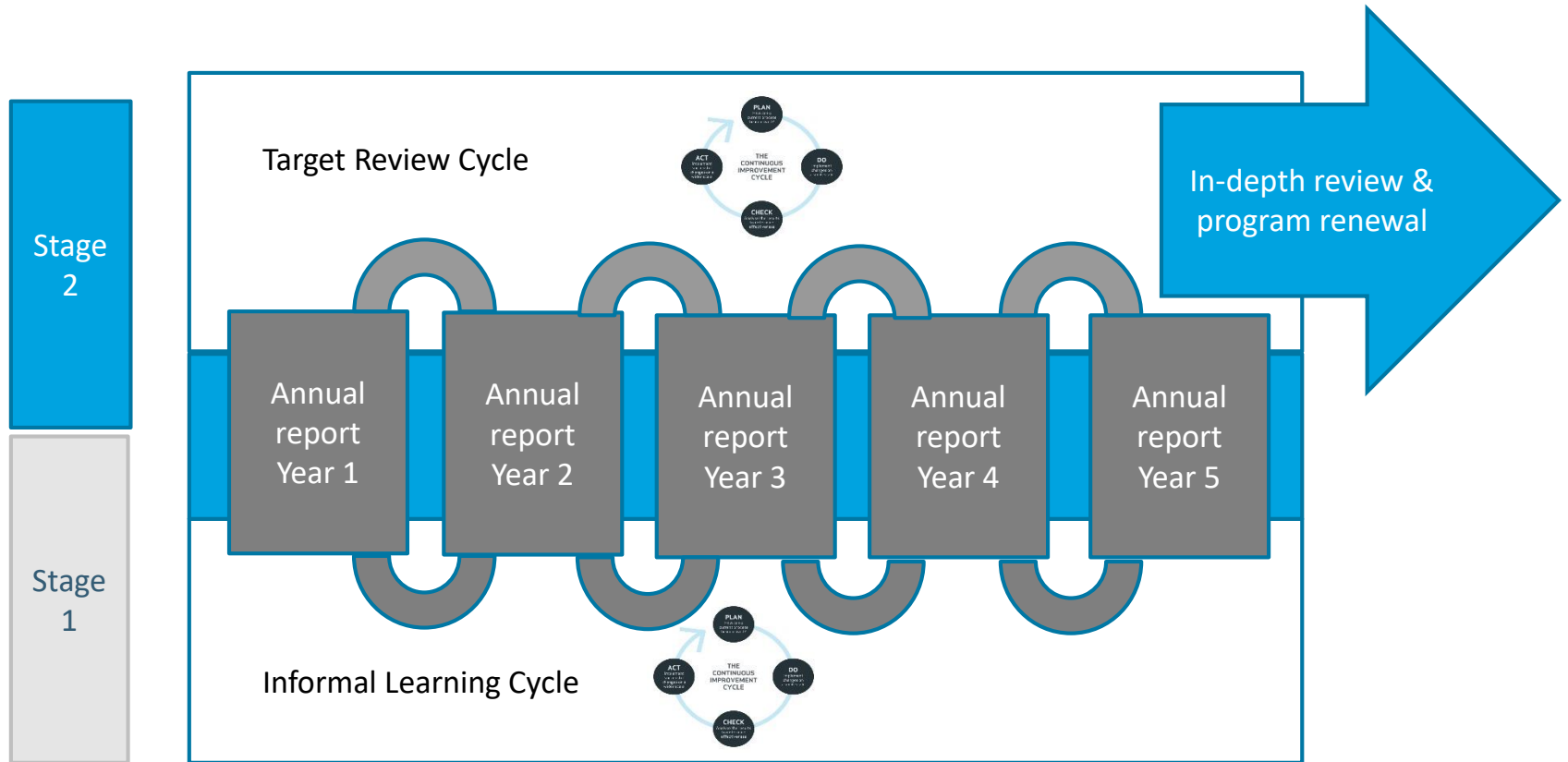
- Arkansas
- California
- Kentucky
- Massachusetts
- Minnesota
- Mississippi
- Pennsylvania
- Tennessee

States to watch:¹⁷

- California
- Connecticut
- Delaware
- Florida
- Georgia
- Kentucky
- New York
- North Carolina
- Texas
- Virginia

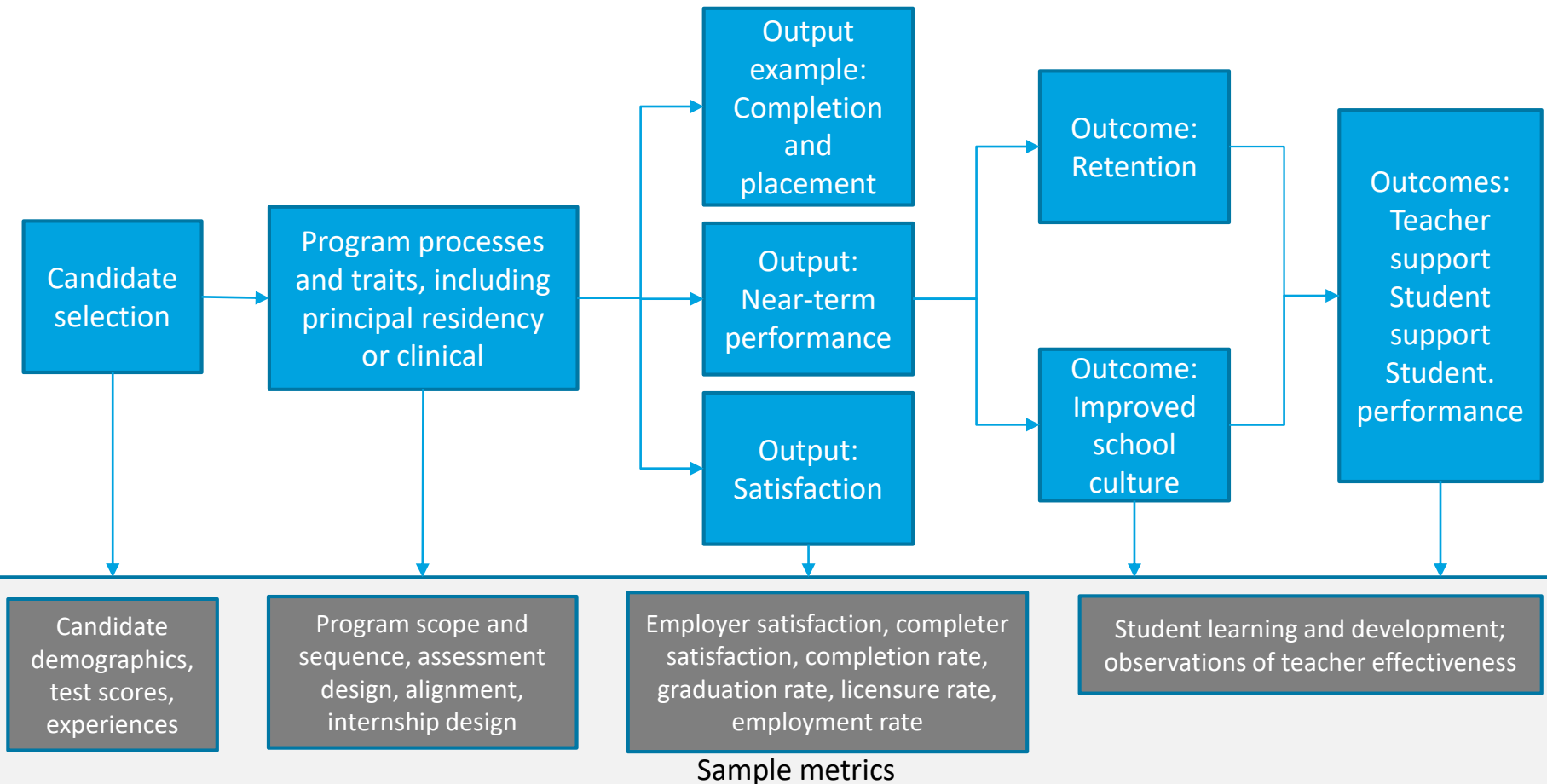
Some states are pursuing changes that directly align with continuous improvement efforts

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Graphic adapted from UCEA and New Leaders' SEP3 Toolkit

Leading states have aligned accountability metrics to the cycle of continuous improvement



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Q & A

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Next Steps

- The next PEP Meeting will be in October

Thank you!

Please complete your exit slip before you leave.

