



Illinois State Board of Education

Partnership for Educator
Preparation

Meeting #12

November 7, 2018

If you are joining by phone and computer, please **link your phone number and video**. You can do so by going to “Audio Options,” choosing “Telephone Audio,” and following the directions in the pop up box.

Today's Agenda

2

1	Welcome, objectives and agenda	5 min
2	Annual Program Reporting System Subcommittee Recommendations	65 min
3	Principal Preparation Subcommittee Recommendations	65 min
4	ISBE Updates	10 min
	Closing and Exit Survey	--

Today's meeting will focus on review and recommendations for EPP and PPP APRS initiatives

3

Participants will:

- Review and discuss the proposed APRS comparison groups and ISBE technical assistance touchpoints
- Review and discuss the proposed PPP indicators
- Understand ISBE's statewide initiatives related to educators

Norms

4

- 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
- Add questions to the chat box, when appropriate

ISBE: Vision, Mission and Goals

5

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

6

GOALS

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

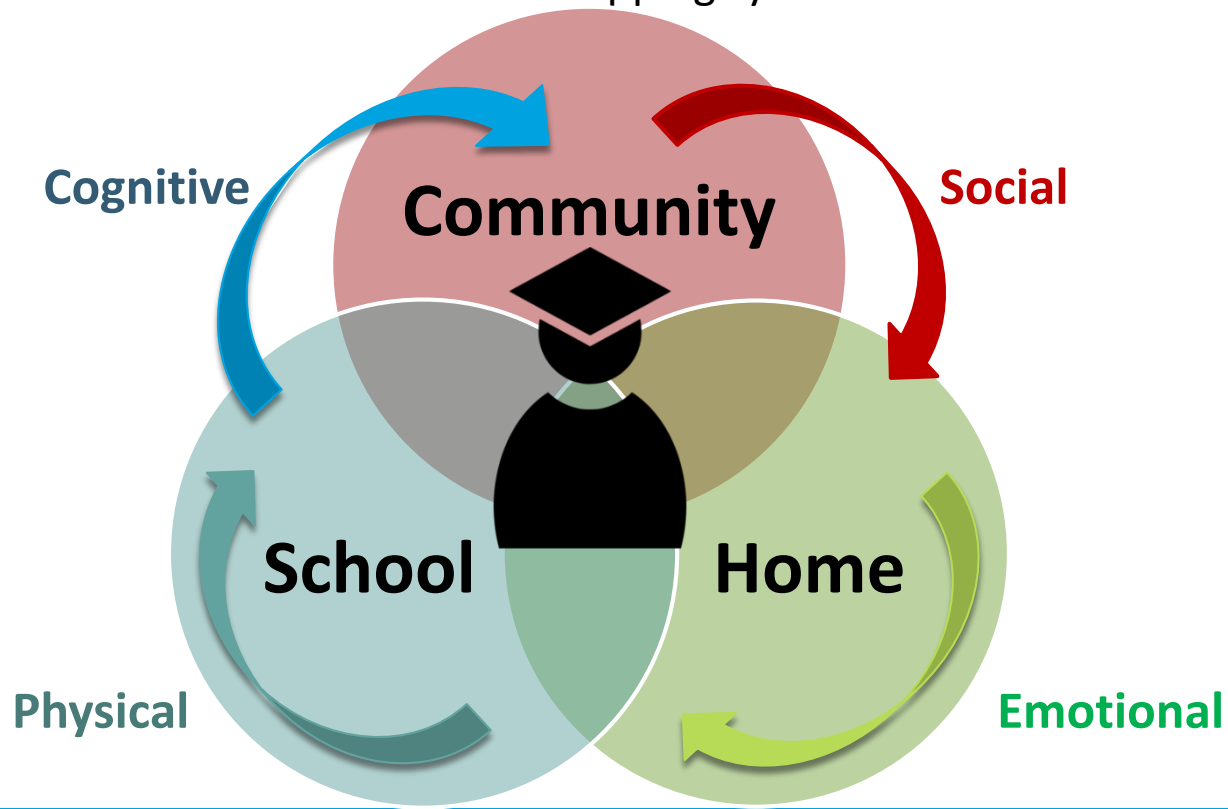
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate 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

7

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



Today's Agenda

8

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The Annual Program Reporting System that ISBE is building, with the support of the PEP committee, seeks to serve the following three capacities:

9



Informative



Equitable



Restorative



Two subcommittees have completed significant work since the Committee last convened, which will be the focus of our meeting today

Annual Program Reporting System

APRS Subgroup is discussing the indicators that ISBE collected during the data pilot and developing recommendations for data analysis and accompanying ISBE touchpoints and supports.

Principal Preparation

The PPP Subgroup is developing draft Principal Prep Program indicators.

Members

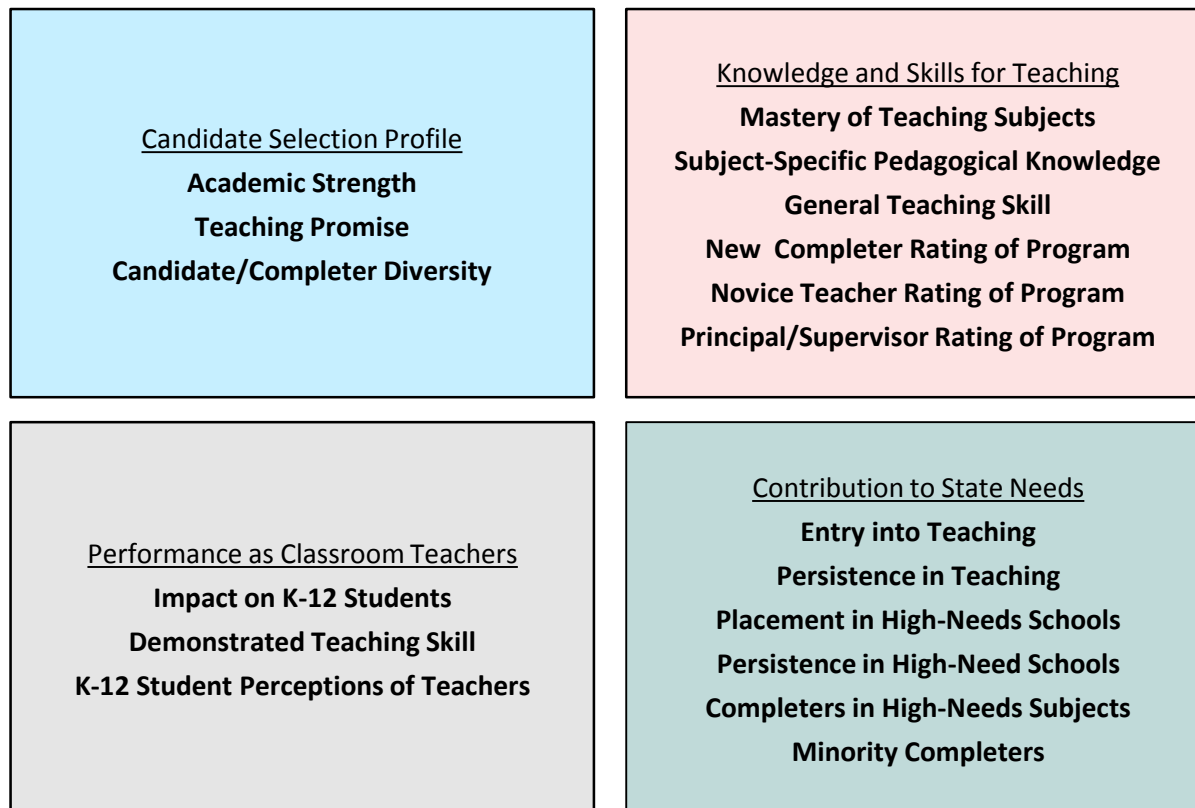
- Christy Borders
- Tim Duggan
- Nancy Latham
- Robert Muller
- Barb O'Donnell
- Felipe Perez
- Tom Phillion
- Jennifer Smith
- Mindy Sjoblom
- Sara Stoelinga
- Brad White

- Christy Borders
- John Burkey
- Siobhan Cafferty
- Kristen Kramer
- Nancy Latham
- Steve Tozer
- Robert Wilhite



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

11



The APRS subcommittee met for with a focus on two key questions:

12

1 Who should ISBE compare EPPs to for each metric?

Should there be an established threshold that EPPs need to meet or should it be normed to other program's performance? If it is normed, who is it normed to?

2 When and how should ISBE provide *initial* technical assistance to programs?

Immediately or after repeated low performance? Should it be a phone call, remediation plan, site visit or some other touchpoint?



EPP Indicator Status Update

13

The list of indicators for discussion today is still being refined, as the APRS subcommittee recommended additional refinements and discussion on select data elements in three indicator quadrants:

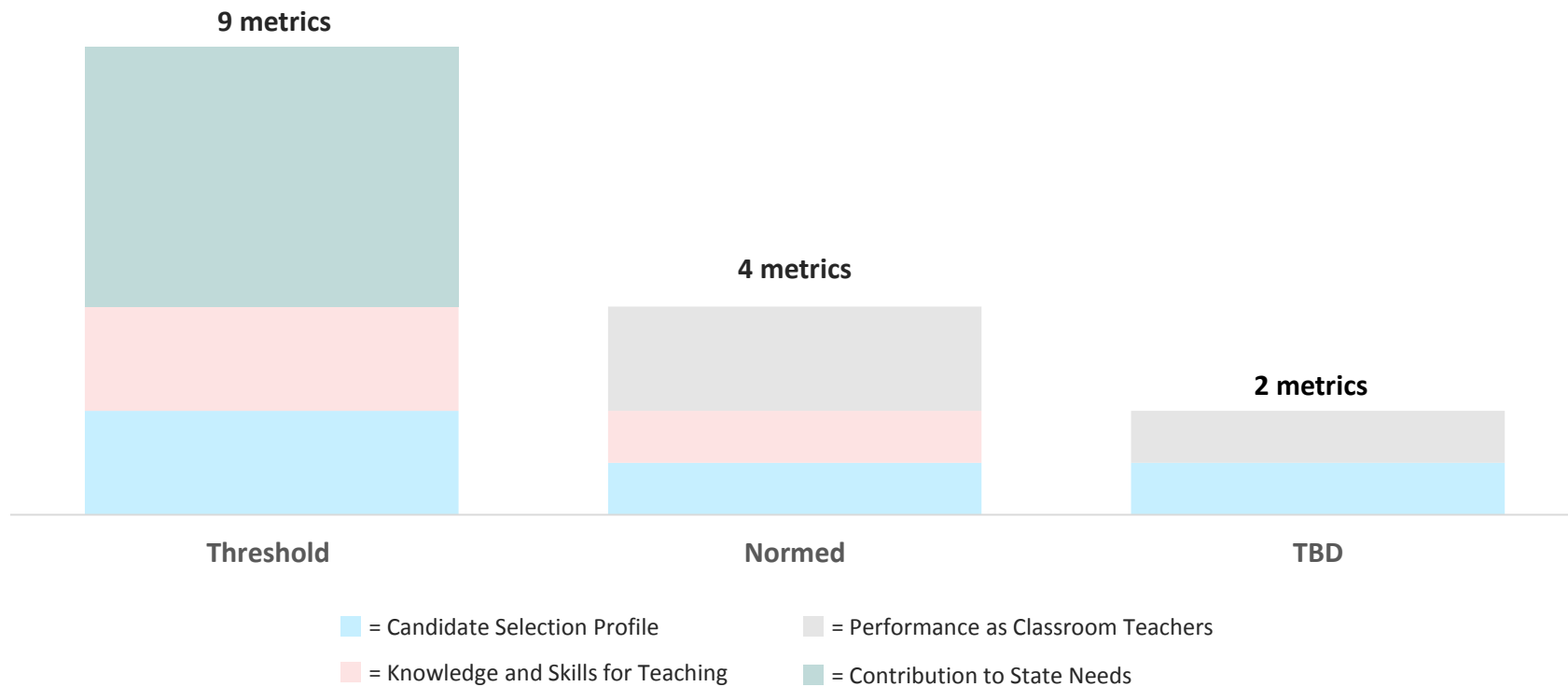
- Candidate Selection
- Knowledge and Skills for Teaching
- Performance as Classroom Teachers

ISBE may also add or modify indicators in the future as the work of the APRS moves forward in response to EPPs, accreditation needs and other factors.

Summary of APRS Recommendations

1

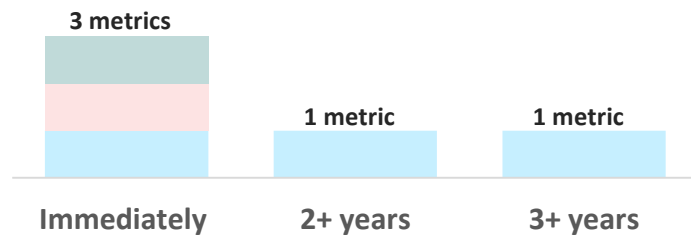
What is the comparison data set for each metric?



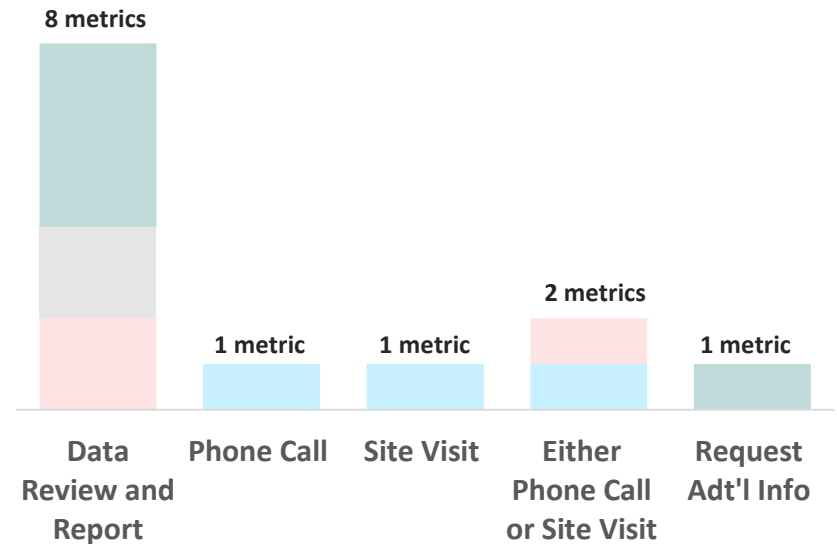
The next step for this work will commence with a review the subcommittee recommendations in aggregate to refine the prototype APRS

2

When should ISBE initiate contact or technical assistance?



What contact or technical assistance should ISBE offer to programs?



■ = Candidate Selection Profile
 ■ = Knowledge and Skills for Teaching

■ = Performance as Classroom Teachers
 ■ = Contribution to State Needs

We will move into breakout groups to discuss and react to the draft APRS system. Clarifying questions?

Annual Program Reporting System Subcommittee Recommendations Fall 2018

Indicator	Report Level	Performance Metrics	Who will the EPP be compared to?	Reported for Continuous Improvement	Triggers a TA touchpoint from ISBE	When should ISBE initiate contact or TA with the EPP?	First TA touchpoint
Academic Strength	EPP & Program	Average GPA of candidates for most recent coursework prior to program entry, whether high school or college (2-yr. or 4-yr).	Threshold – Average GPA at or above 3.0 at the subprogram level	X	X	After two consecutive years of low performance correlated with other outcomes (e.g. program completion)	Phone call to discuss correlation with other outcomes and look at data at the individual performance tier.
	EPP & Program	Overall average percentile score for the entering cohort on standardized entrance tests required by the IHE or EPP (SAT, ACT, GRE, MAT, and Praxis I)	TBD – ISBE will continue to review and discuss this metric				
Candidate/Completer	EPP & Program	Percentage of an entering cohort, by racial/ethnic, socioeconomic (Pell	Threshold – Above, equal to or above the	X	X	Three consecutive	On-site visit with ISBE and expert (another peer who has



In small groups, discuss for 20 minutes:

17



Reactions to the recommendations?

Does the timing and approach to initial interventions seem appropriate?

Each breakout room will have **at least one member of the APRS subcommittee** to answer any questions you may still have and document your reflections on the proposed recommendations.



Illinois
State Board of
Education

Whole Child • Whole School • Whole Community

15 min

Whole Group Discussion

18

Next steps for EPP APRS system

19

Annual Program Reporting System

- In early 2019, the PEP Steering Committee will review a comprehensive process for the reporting and intervention process for programs.

Today's Agenda

20

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The Principal Preparation Subcommittee has been working towards the following outcomes:

Produce **guidance and recommendations** to the PEP committee that includes:

- A **recommended set of metrics** to support principal preparation program continuous improvement, with accountability (i.e., what should be measured? what indicates a strong program?)
- **Guidance on the use of metrics** for principal preparation program improvement (i.e., how should data be used by the programs and the state?)

The Principal Preparation subcommittee work is guided by the following parameters:

1. We are focusing on **principal-related metrics for now**, though we recognized that principal preparation programs support many types of educational leaders.
2. We are considering metrics that can be used for **continuous improvement and accountability**, and we will categorize the metrics accordingly.
3. We are putting forward metrics that are **real and ideal**, recognizing some will require additional development and may require partnership to administer.
4. We are developing metrics that are **categorically aligned with the teacher preparation metrics**, and draw upon the teacher preparation system. While we are striving for parallelism with teacher preparation, we recognize significant work of teacher prep and that principals' roles and responsibilities, and that there are fundamental differences between teacher and principal preparation metrics based upon differences in the professional work of these educators.
5. We recognize that **not all programs have capacity to collect all data**, and metrics communication is intended to encourage programmatic investments in data collection and use capacity.

Principal Preparation Program Subgroup: Framework

Candidate Selection and Completion

Knowledge and Skills for Leading

Performance as School Leader

Contribution to State Needs



The subcommittee reviewed all of the indicators focusing on two key questions:

24

1

What data should ISBE collect from PPPs to move forward goals of publicly transparent, actionable data for programs and the state?

2

Which metrics should be reported for continuous improvement and which should result in communication or technical assistance from ISBE?



Principal Preparation Program Subgroup: Draft metrics

Category	Metric	Continuous Improvement	Accountability
Candidate selection and completion	Program applicant geographic employment location of the school and district within the state and by student demographics profile	X	
	Program candidate geographic employment location of the school and district within the state and by student demographics profile	X	X
	Measure of applicant and candidate principal leadership potential	X	
	Applicant and candidate recommendations from employers	X	
	Applicant teaching and other educational experience	X	
	Candidate-teaching and other educational experience	X	X
	Average grade point for applicants and candidates prior to entry into the program	X	
	Program selection rate by subgroup and selection status	X	X
	Program selection rate by subgroup	X	
	Program matriculation rate by subgroup	X	

Note: In the coming weeks, the subcommittee will discuss which metrics will be publicly reported



Principal Preparation Program Subgroup: Draft metrics

Category	Metric	Continuous Improvement	Accountability
Knowledge and skills for leading	Job placement rates as principal or other educator after 1, 2, 3, 4 and beyond four years of graduation	X	X
	Alumni perceptions of program quality and training adequacy	X	
	Program graduation rate by subgroup	X	X
	Program evidence of alignment with national/state standards for principals	X	
Performance as a school leader	Program alumni leadership effectiveness ratings from performance evaluations and/or based upon employer satisfaction ratings	X	X
	Improvement of teacher effectiveness in schools hiring alumni as principal	X	

Note: In the coming weeks, the subcommittee will discuss which metrics will be publicly reported



Principal Preparation Program Subgroup: Draft metrics

Category	Metric	Continuous Improvement	Accountability
Contribution to the state	Program applicant race/ethnicity, gender, years in profession (as educator), position, highest degree earned, and endorsements	X	X
	Program candidate race/ethnicity, gender, years in profession (as educator), position, highest degree earned and endorsements	X	X
	Number or percentage of alumni who find employment as a principal (or other type of administrator) in high-need schools within three years after completion	X	X
	Program licensure rates displayed by the number and percentage of candidates passing exams and receiving licensure	X	X
	Job retention rates, as principal or other educator after 1, 2, 3, 4 and beyond four years of graduation	X	X
	Student performance by subgroup for schools hiring program graduates as principals	X	X

Note: In the coming weeks, the subcommittee will discuss which metrics will be publicly reported



In small groups, discuss for 20 minutes:

28



Reactions to initial recommendations:

- Will these provide **clear, actionable** data for programs to use for continuous improvement?
- Are there **additional data** that can or should be requested for the purposes of
 - continuous improvement
 - accountability

What other recommendations or questions do you have?

Each breakout room will have **members of the PPP subgroup** to answer any questions you may still have and document your reflections on the proposed recommendations.

15 min

Whole Group Discussion

29

PPP subcommittee progress and timeline:

	Timeline	Date
✓	Develop initial draft of indicators	Sep 9, 2018
✓	Map initial indicators with ISBE data	Oct 23, 2018
	Receive feedback from PEP committee	Nov 7, 2018
	Develop second draft of the metrics, incorporating PEP feedback	Nov 13, 2018
	Draft recommendations and guidance document for PEP committee review	Dec 5, 2018



Next steps for PPP APRS system

31

Principal Preparation

- Over the next month, the subcommittee revise the indicators and develop recommendations for reporting.
- The PEP Committee will review final recommendations during the December meeting.

Mark your calendars: Our next meeting will be December 5

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32

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ISBE Updates

33

Statewide EPP
Meeting

Teach IL

Diverse and
Learner-Ready
Teacher
Network

CCSSO Teacher
Preparation
Data Network



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34

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Thank you!

Please complete your exit slip before you log off.