



# Supporting Illinois teacher preparation programs:

## Exploring the Illinois Educator Preparation Profiles (IEPP)

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### Speakers :

- *Mariana Barragan Torres and Meg Bates, IWERC (Illinois Workforce & Education Research Collaborative)*
- *Emily Fox, ISBE (Illinois State Board of Education)*
- *Jim O'Connor, Advance Illinois*
- *Michelle Stacy, Blackburn College*
- *Bilge Cerezci, National Louis University*
- *Kathleen Briseño, Concordia University Chicago*

January 19, 2023

Organized by:



# Today's focus: Teacher preparation

An effective, diverse teacher workforce is critical to the success of Illinois students.

Teacher preparation programs have a key role—along with school leaders and broader political and economic forces—in creating that workforce.



# Goal of the IEPP (Illinois Educator Preparation Profiles)

“The goal of this new system is to ensure all new Illinois teachers are learner-ready on day one in the classroom, and data is used as a tool for accountability, continuous improvement and transparency to strengthen teacher preparation statewide in the long term.” (ISBE website, 2023)

<https://apps.isbe.net/epp/public#/>

# Goal of the IEPP (Illinois Educator Preparation Profiles)

“The goal of this new system is to ensure all new Illinois teachers are learner-ready on day one in the classroom, and data is used as a tool for accountability, continuous improvement and transparency to strengthen teacher preparation statewide in the long term.” (ISBE website, 2023)

A good system for reporting on programs can:

- identify important statewide strengths and weaknesses,
- support program improvement, and
- help prospective teachers find a good match.

Making the IEPP fair, accurate, and useful matters.

# Key Context

Funded by The Joyce Foundation

Completed in parallel with ISBE's own IEPP improvement efforts

- Internal presentations, feedback, and advisory group participation

Discussed in advance with IWERC's teacher education advisory group, ISBE, and other stakeholders

Offered chance to review to all teacher education advisory group members, as well as government and policy groups

Reviewed by 13 individuals, representative of:

- Teacher education (7)
- Policy groups (6)

Used a “soft launch” process; revision history is recorded transparently

# Key Context

## How can these findings be used?

IWERC has been working with the Illinois State Board of Education to use these findings as part of its **ongoing improvement of the IEPP**, which involves multiple stakeholders and advisory groups.

In addition, findings may be used to:

- Allow teacher preparation programs to **examine and improve their performance** in light of statewide strengths and weaknesses.
- Consider what additional data are needed to best **measure the influence of teacher preparation programs** on teacher and student success.
- Determine whether, when, and how the IEPP (and similar systems) can serve dual roles of providing **transparency** and **accountability** regarding teacher preparation.



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## How should these findings NOT be used?

Given the idiosyncratic and aggregated nature of these data, IWERC cautions that these findings should **NOT** be used to:

- **Rank or compare Illinois teacher preparation programs.** The nature of the data, along with institutional differences, simply do not allow such comparisons.
- **Interpret what factors do and do not matter for teacher success.** These data allow us to examine aggregated program-level correlations between indicators, but they are not granular enough to allow interpretation about what factors lead to growth and effectiveness in teaching.

## Overview of the presentation

- Presentation of findings
- How is ISBE using findings to improve the IEPP?
- What are the policy implications for these findings?
- Teacher Educators Panel
  - Michelle Stacy, Blackburn College
  - Bilge Cerezci, National Louis University
  - Kathleen Briseño, Concordia University Chicago





## Presentation of Findings

**Mariana Barragan Torres, PhD**  
**Research Specialist, IWERC**

# The IEPP

Program-level data

4 domains and 11  
indicators

❖ Data for SY20 and  
SY21 → first two  
cohorts

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Program-level data

4 domains and 11  
indicators

Scores assigned based  
on % of  
students/candidates

Data collected using APR,  
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# The IEPP

Program-level data

4 domains and 11 indicators

Scores assigned based on % of students/candidates

Data collected using APR, survey of candidates upon licensure, administrative records

State minimum varies by indicator

Business rules for data inclusion: 10+ candidates and 10+ completers; not discontinued; 3+ years of data; ECE only in 2021

❖ Data for SY20 and SY21 → first two cohorts

# Domains and indicators in the IEPP

Candidate Selection and Completion	Knowledge and Skills for Teaching	Performance as Classroom Teachers	Contribution to State Needs
1.Entry GPA (% above 3.0) 2.Candidate race/ethnicity (% people of color) 3.Diverse completers (% of diverse candidates who complete: includes first-generation, Pell grant recipient, race/ethnicity)	4. Mastery of teaching (% passed content exam in any number of attempts) 5.General teaching skill (% passed edTPA) 6. Completer survey (index of how well completers evaluate their program)	7.Demonstrated teaching skills (% of completers scoring proficient or excellent on their performance evaluations)	9.Placement (% of teachers working full-time in Illinois schools)* 10. Persistence (% of teachers who continue working for 3+ years) 11. Placement in high needs-schools (% teaching in HNS) 12. Persistence in high needs-schools (% teaching in HNS for 3+ years)

\*In 2020, only public schools were considered; starting in 2021 all schools in Illinois are considered

# Three Sections of Analysis



## Indicators Analysis

Across programs, institutions and by subject



## Institutions-Outcomes Relationships

Size, type, location



## Technical Analysis

Consistency of data



# Three Sections of Analysis

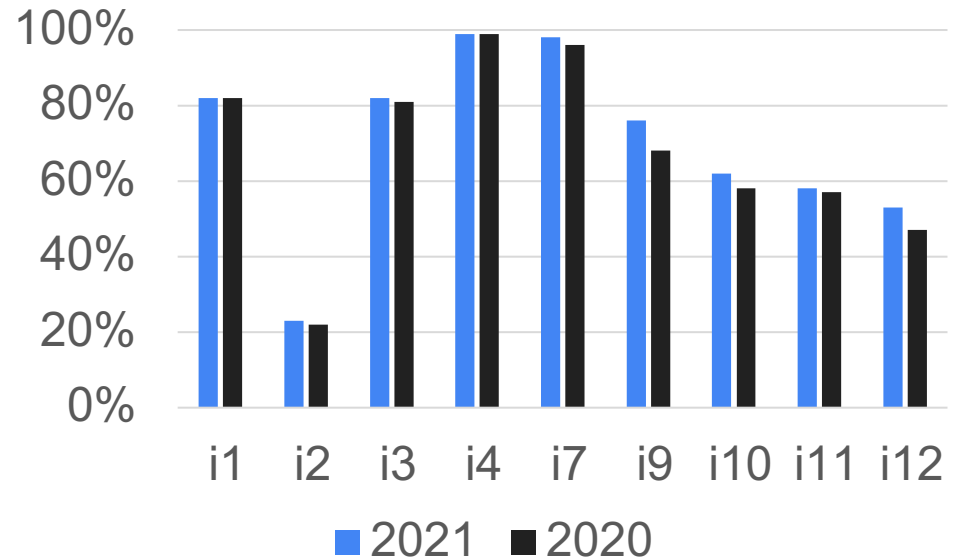


Technical  
Analysis

Consistency of  
data

# Key findings: Indicators Analysis

Average IEPP indicator  
scores by institution



# Domains and indicators in the IEPP

Candidate  
Selection and  
Completion

1.Entry GPA (%  
above 3.0)

# Domains and indicators in the IEPP

Candidate Selection and Completion	Knowledge and Skills for Teaching
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## Technical Analysis Takeaways

- ❖ High performance on several indicators (especially content area exams, edTPA, and classroom evaluations) means:
  - most programs will receive high ratings on the IEPP, and
  - it is difficult to distinguish programs
- ❖ Some definitions (“diverse,” “teacher candidate”) could benefit from clarification
- ❖ Including details on some indicators could help distinguish programs
  - ❖ Example: number of attempts needed to pass content area exams



# Three Sections of Analysis

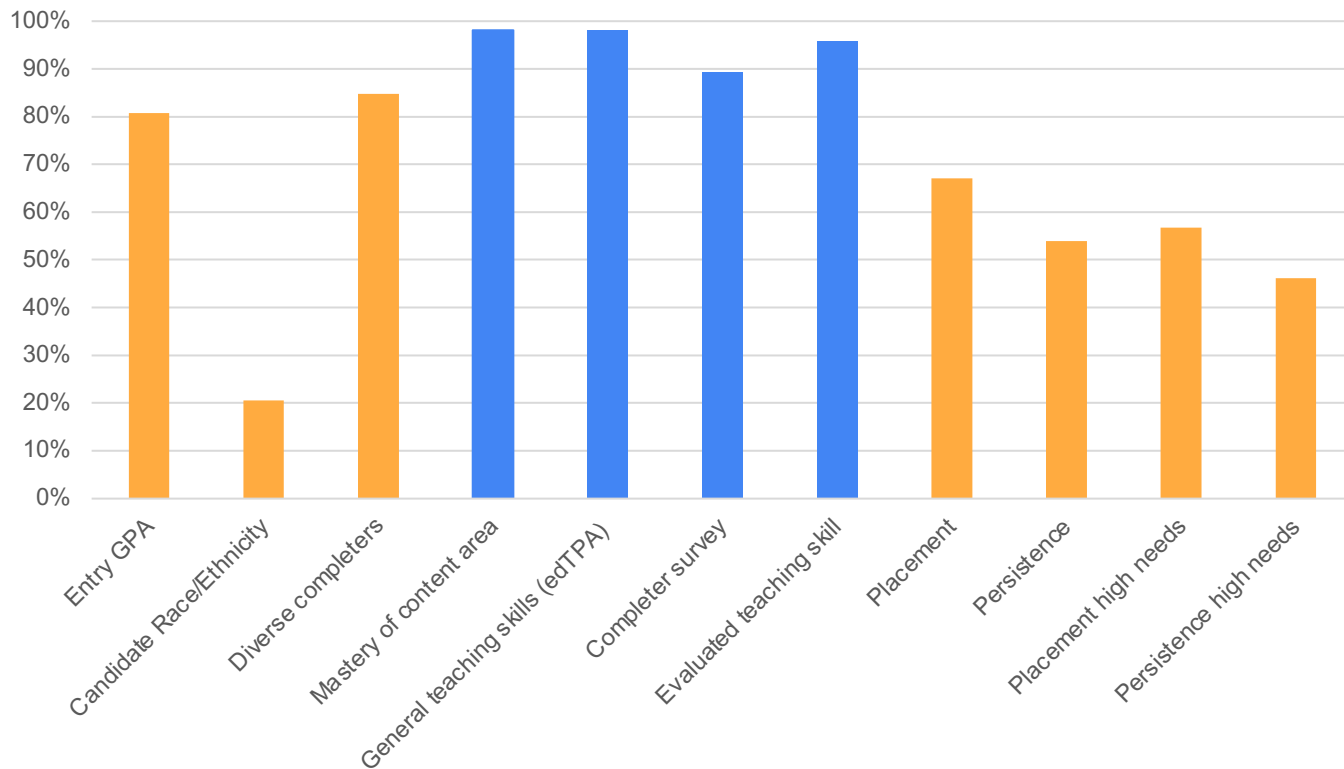


## Indicators Analysis

Across  
programs,  
institutions and  
by subject

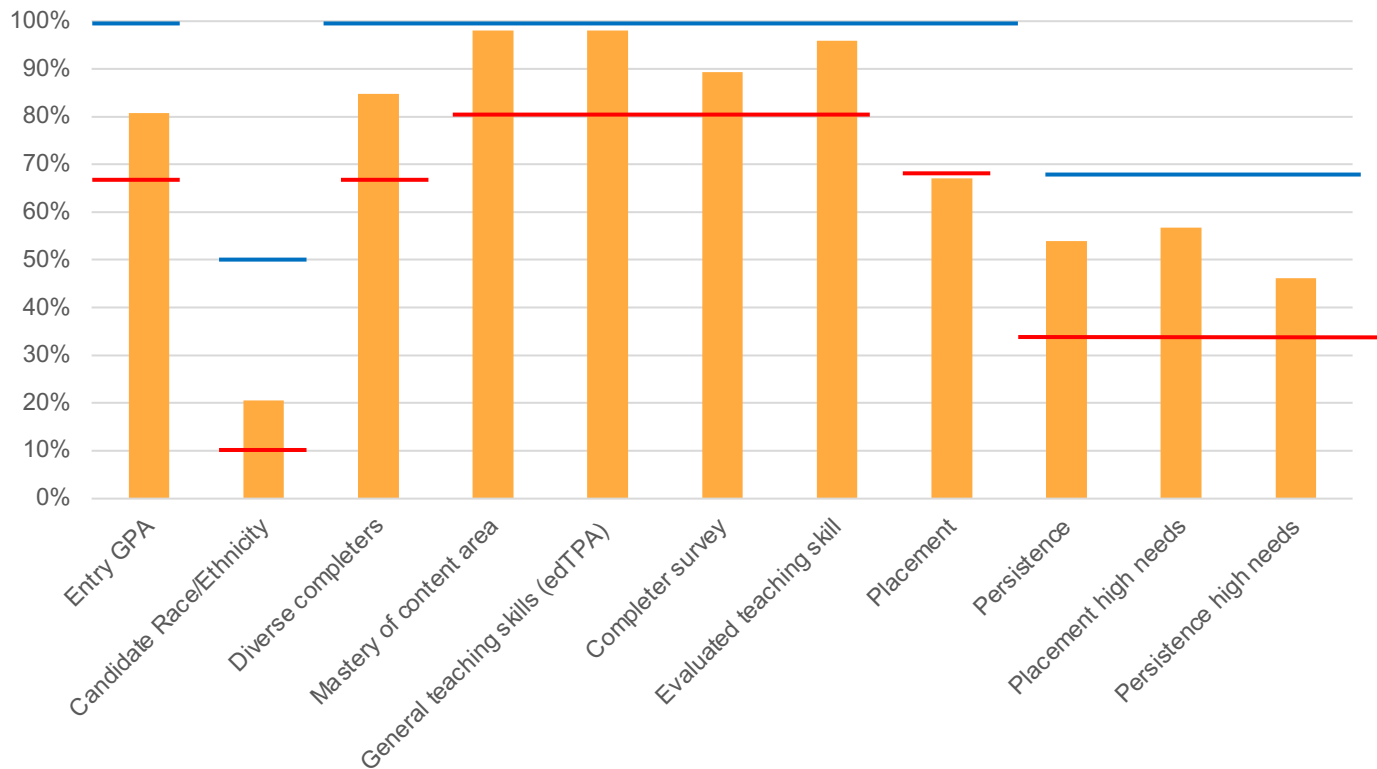
## 2020

### Average of indicator scores across programs

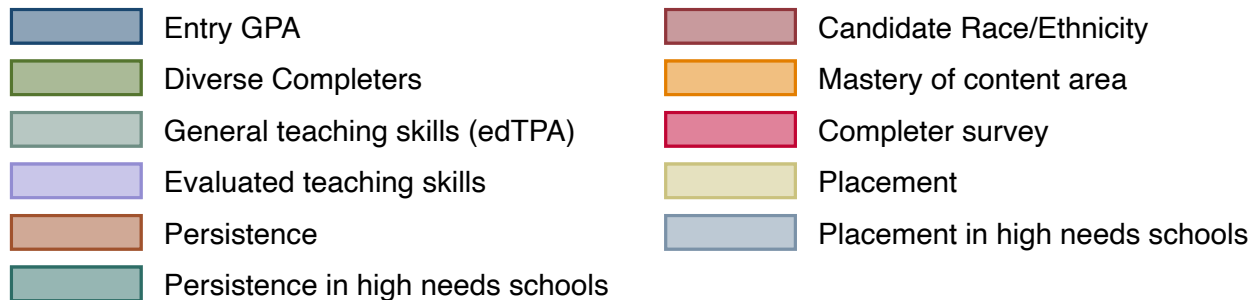
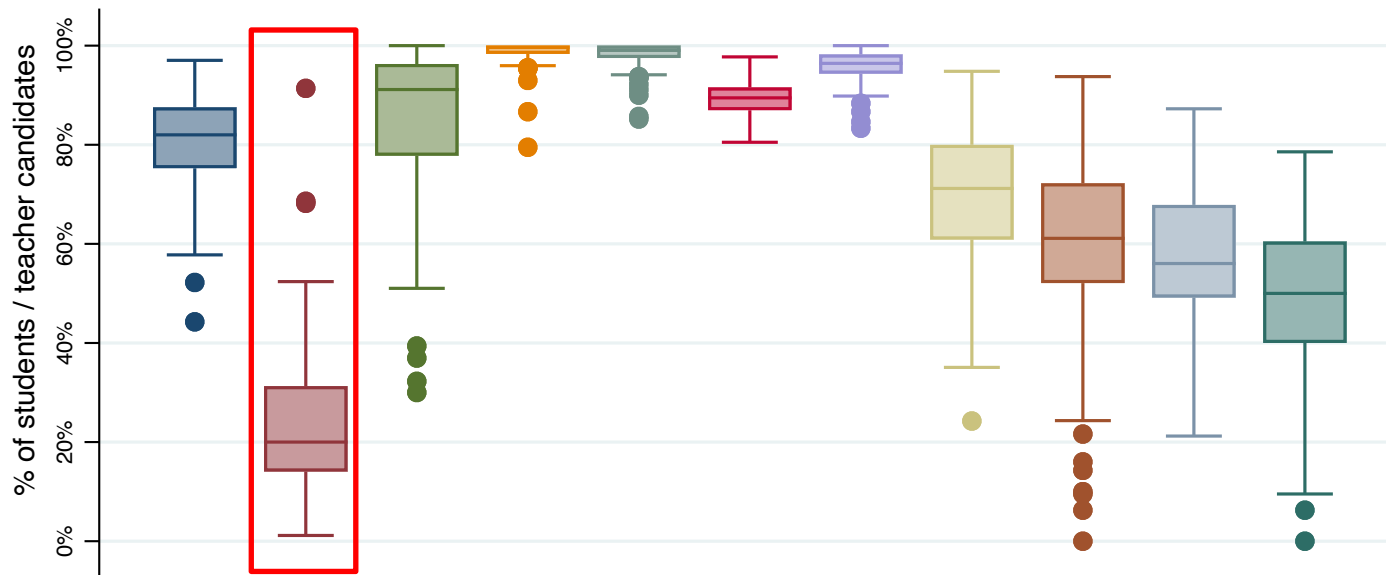


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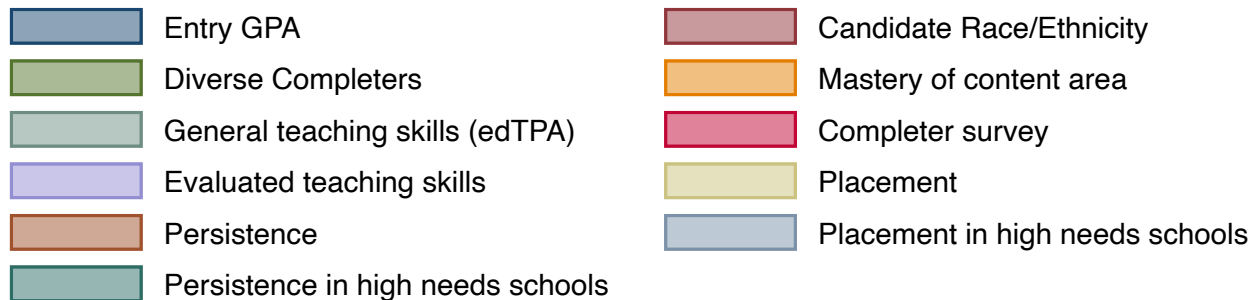
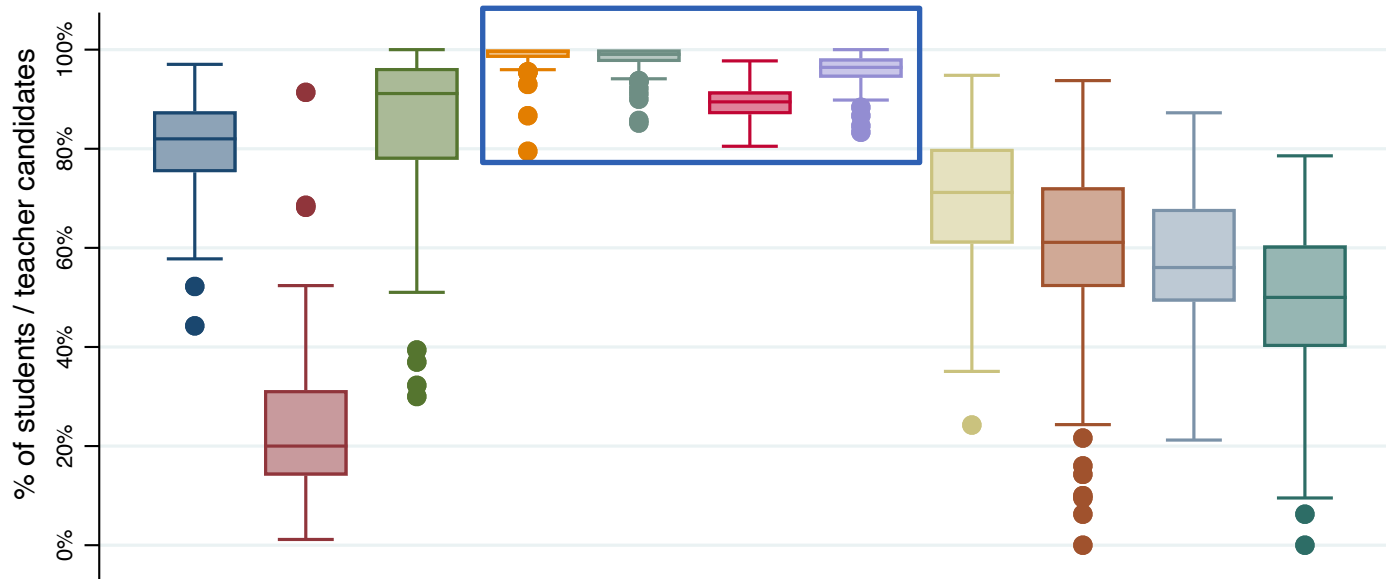
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## Distribution of 2020 IEPP Indicator Scores Across all PROGRAMS

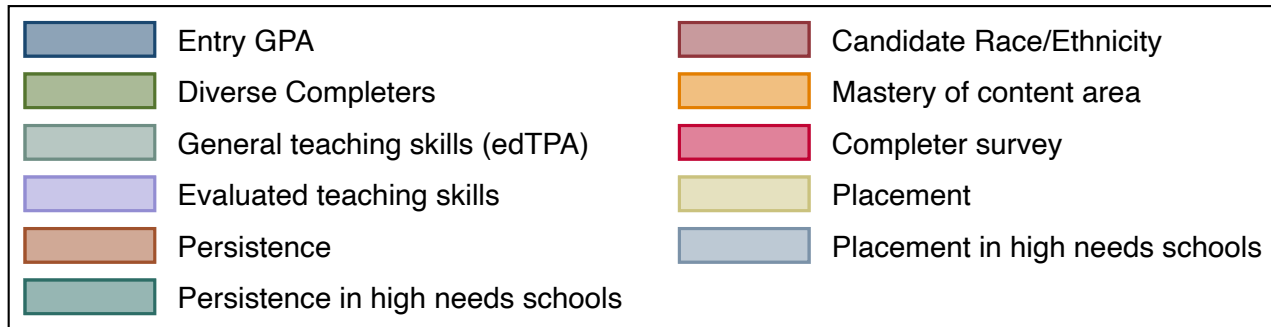
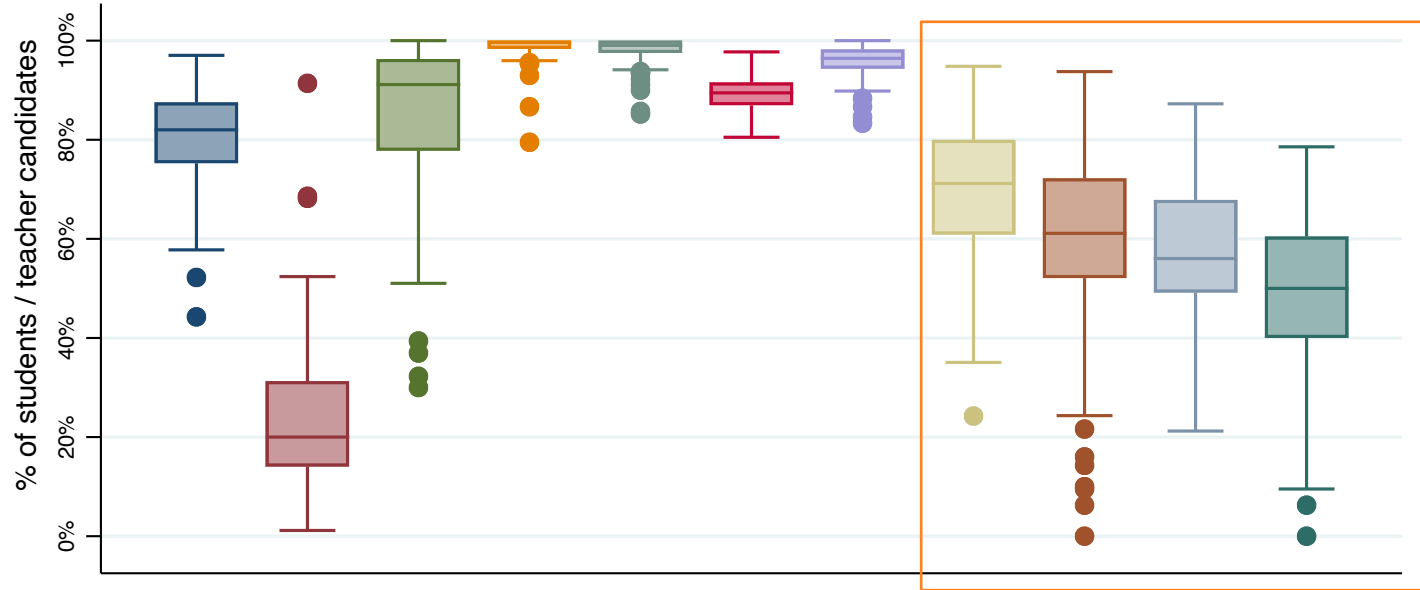


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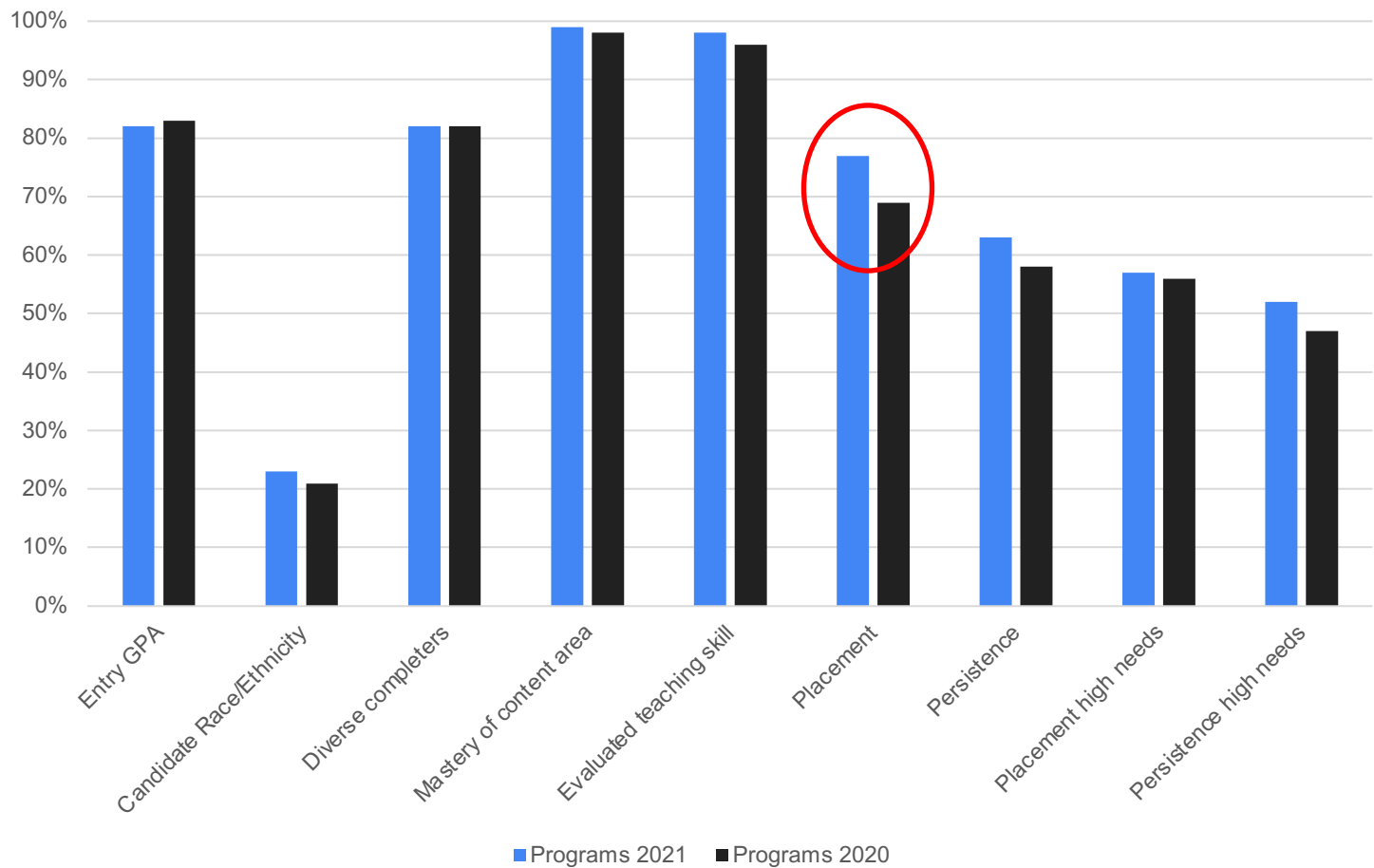




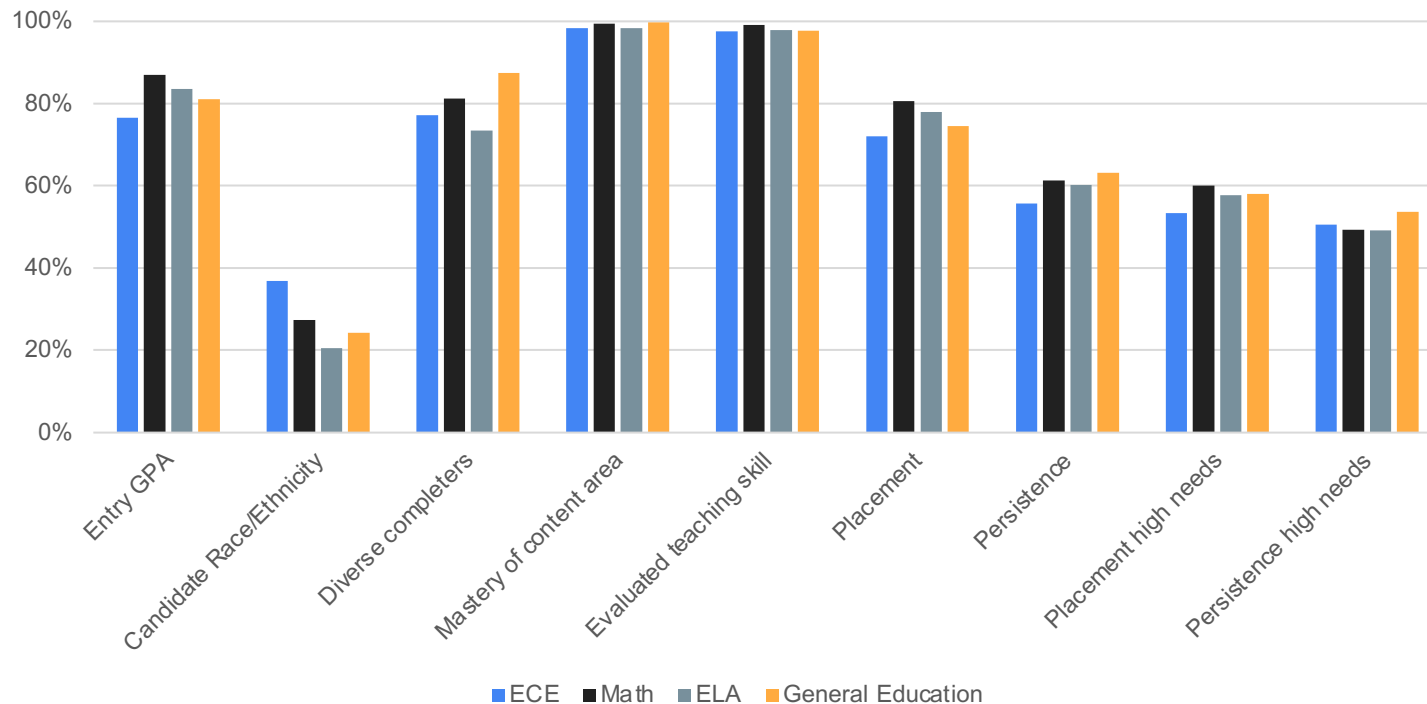
## Distribution of 2020 IEPP Indicator Scores Across all PROGRAMS



## Average Scores Across Programs



## 2021 average indicator scores Selected subjects



## Indicator Analysis Takeaways

- ❖ Overall, the state's TPPs perform well for candidates on:
  - ❖ Entry GPA
  - ❖ Passing content area exams
  - ❖ Passing edTPA exams
  - ❖ Classroom evaluations
- ❖ TPPs perform better on candidate placement in schools when private schools are included
- ❖ TPPs could improve on recruiting candidates of color
- ❖ Some subject areas outscore others on indicators

*Examples:* Math ed is higher on entry GPA; ECE is higher on candidate racial/ethnic diversity



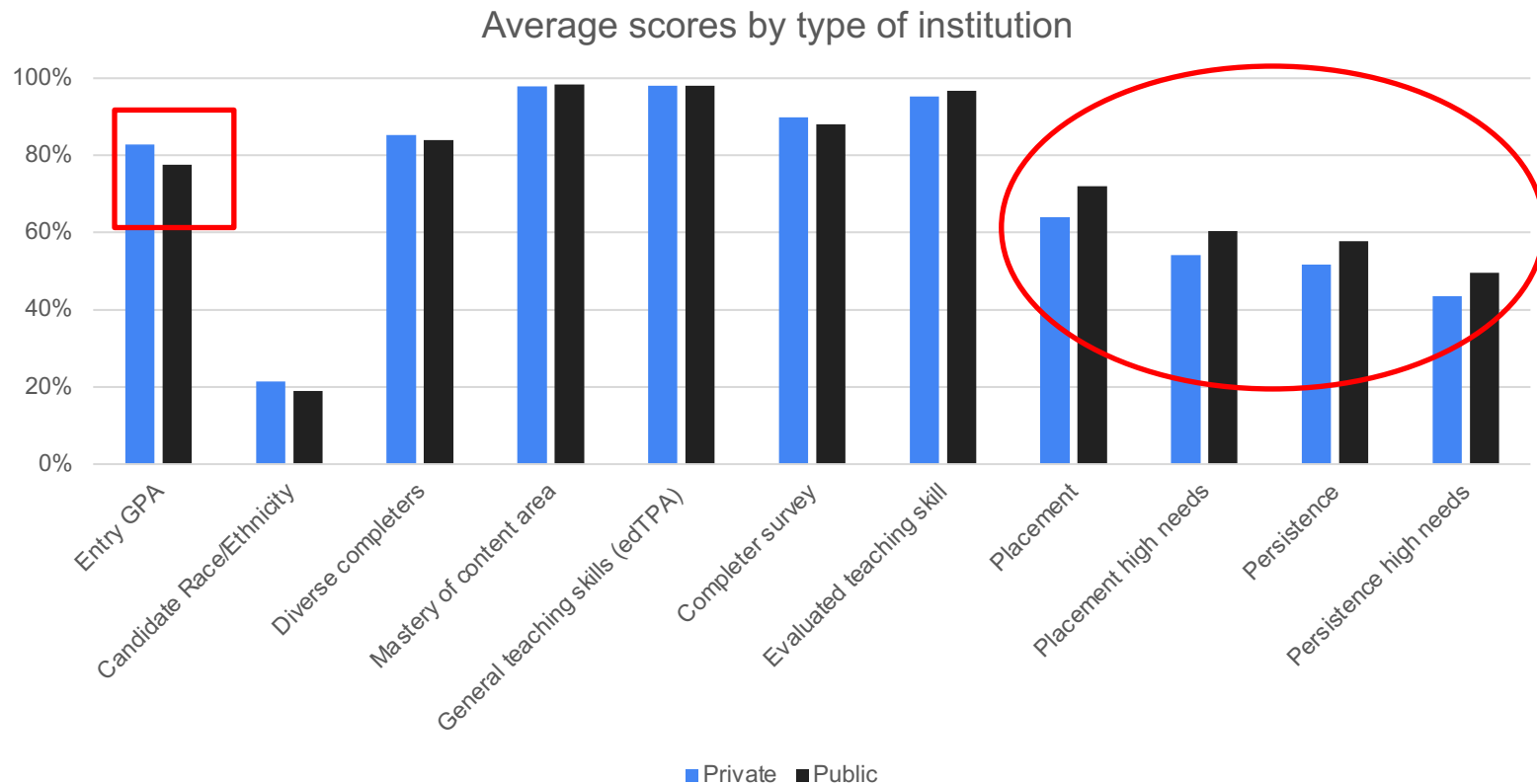
# Three Sections of Analysis



Institutions  
and  
Programs-  
Outcomes  
Relationships

Size, type,  
location

# Average scores by public and private institutions





## Takeaways from final analysis

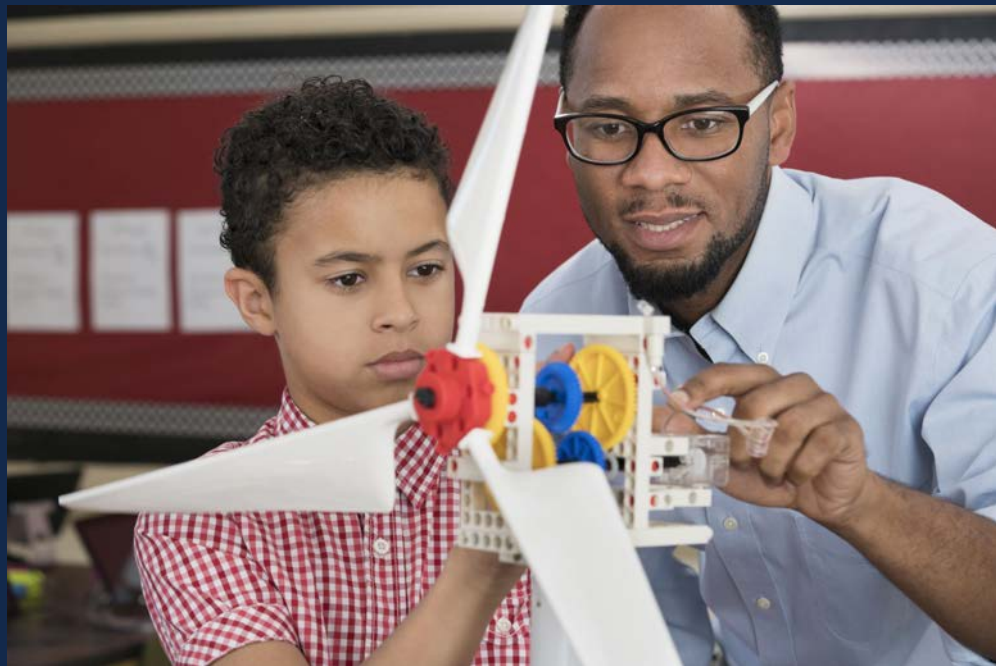
- Very few institutional factors relate to indicator outcomes
- One factor does: Public colleges have lower entry GPA scores than others, but higher placement and persistence outcomes.





How is ISBE using findings to improve the IEPP?

Emily Fox, ISBE



What are the policy implications for these findings?

Jim O'Connor, Advance Illinois



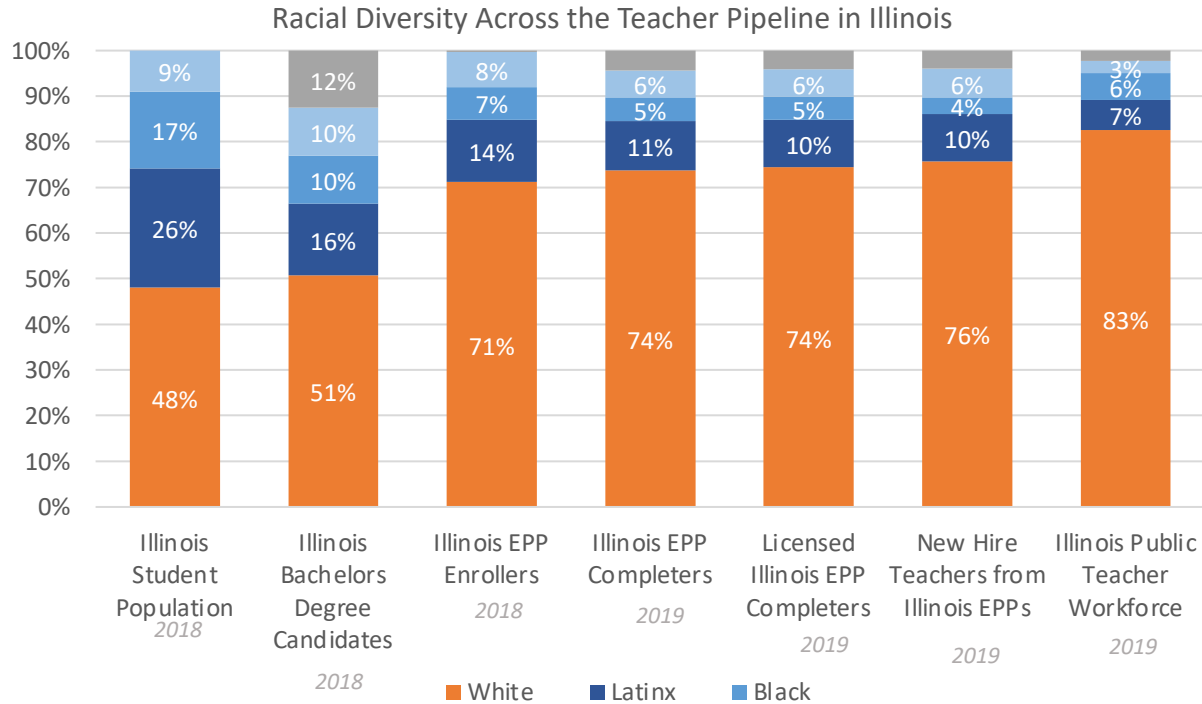
# WHAT ARE THE POLICY IMPLICATIONS OF THE ILLINOIS EDUCATOR PREPARATION PROFILES (IEPP) DATA AND THIS REPORT

January 19, 2023

KNOWLEDGE ABOUT ALL PARTS OF THE EDUCATOR PIPELINE ENABLES US TO  
ADEQUATELY SUPPORT OUR EDUCATORS AND STUDENTS



## WE LOSE DIVERSITY AT EVERY STEP OF THE EDUCATOR PIPELINE IN ILLINOIS



Sources: ISBE Report Card 2018-2019; IBHE Enrollments & Degrees 2018; Title II 2020; ISBE Educator Supply and Demand 2020)

## ILLINOIS IS A LEADER IN CREATING A TEACHER PREPARATION DATA SYSTEM

Domains	Indicators	States Using This Indicator					
		DE	IL	LA*	MA	NJ	RI
<b>Candidate Preparedness</b>	Impact on student learning	✓	✓	✓	✓	✓	✓
	Content knowledge	✓	✓	✓	✓	✓	✓
	Instructional skills (teacher observations)	✓	✓	✓	✓	✓	
	Stakeholder perception data (principal teacher and student surveys)	✓	✓	✓	✓	✓	
<b>Program Selectivity</b>	Admissions criteria	✓	✓	✓	✓		✓
	Diversity of candidates / completers	✓	✓	✓	✓	✓	✓
<b>Meeting Workforce Needs</b>	Placement (including whether it meets shortage areas / matches demand)	✓	✓	✓		✓	
	Retention (in the teaching profession)	✓	✓	✓	✓	✓	✓
<b>EPP Characteristics</b>	Student demographics	✓	✓	✓		✓	✓
	Graduation rate		✓	✓	✓		

*\*Louisiana's system is still in development; they have not yet determined the final set of indicators that may be used to generate accountability data.*

## IEPP INFORMATION...

- Offers EPPs access to outcome data that they can use for improvement
- Enables district hiring managers to set up partnerships with EPPs that meet their needs
- Allows potential teaching candidates to learn about best fit programs
- Enables policy makers to access more current Illinois pipeline data for decision-making

By working with partners to improve its educator preparation data systems, ISBE is modeling the continuous improvement process.





## Panel of Teacher Preparation Programs

Michelle Stacy, Blackburn College  
Bilge Cerezci, National Louis University  
Kathleen Briseño, Concordia University Chicago