

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Five
May 20, 2026

Welcome and Introductions

- ISBE Team
 - Dr. Jason Helfer
 - Dr. Ronda Dawson
 - Crystal Strohkirch
 - Delaney Strukely
- External Partners
 - Meg Bates, IWERC
 - Cheryl Krohn, AIR
 - Riley O'Donnell, AIR
 - Marisa Bier, MSF&W

Advisory Group members, if you have **not joined us before**, please introduce yourselves in the chat!

- Your name
- Your organization

Welcome! As you join us today...

- Please make sure to rename yourself with the following:
 - First name, last initial
 - Entity (if an ed prep program)
 - Role (if practitioner or hiring manager)
- Instructions:
 - In meeting controls toolbar, click **participants**
 - Tap or hover over your name
 - Pop-up box will show and allow you to change name

Framing for Advisory Group Work

- ISBE's Strategic Plan calls for stronger, more aligned assessment and accountability systems
- Strategic Plan Goal 1.4.2 requires new scoring criteria for all educator preparation programs
- IEPP must expand to include all program areas (teachers, support personnel, and administrators)
- Updates improve transparency, usability, and data quality for IEPP users
- Updates should reflect evolving challenges such as teacher shortages and changing workforce needs

Agenda

- Recap meeting four activities
- Breakouts for continued *Candidate Selection & Completion* domain discussion by role (administrative, school support, teaching)
- Preparation for meeting six
- Closing

Meeting Four Recap

Core Values

- The Illinois State Board of Education (ISBE) is committed to a fair and coherent accountability system for institutions with approved educator preparation programs.
- ISBE recognizes and values the professional expertise of educator preparation program faculty and staff and district partners to inform the refining of the Illinois Educator Preparation Profile (IEPP).
- IEPP is designed to support transparency, shared responsibility, and continuous improvement and to ensure that every student in an Illinois public school is supported by highly effective educators.

Advisory Group Charge

- April – December 2026
 - Your charge as an advisory group, is to be focused on providing input on the domains, indicators, and performance measures.
- 2027-2028
 - Technical advisory groups will provide input on weighting and scoring ranges.

Domain: Candidate Selection and Completion

Teacher Preparation Indicators & Performance Measures - Teaching and School Support Using

Candidate Entry GPA: % of candidates who had a GPA of 3.0 or higher prior to entering the institution.

Diverse Candidates: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status).

Diverse Completers: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status) and complete the program within the standard program length.

Domains: Candidate Selection and Candidate Completion

Domain	Principal Preparation Indicators & Performance Measures (Pilot) - Administrative Group Using
Candidate Selection	Program Selection & Enrollment: % of number of applicants accepted into the program/total number of program applicants, and % of number of enrolled applicants/number of accepted applicants.
	Diverse Candidates: % of candidates enrolled in a preparation program that identify as nonwhite or female.
	Candidate GPA: % of candidates who had a specific undergrad GPA or higher upon entry into the program.
	Candidate Employment: % of candidates who currently work in an IL public school, IL high-needs public school, or elsewhere at the time of program acceptance (disaggregated by region).
	Candidate Professional Experience: % of completers who have two to five or more years of professional experience at the time of acceptance into the program, compared to statewide averages.
Candidate Completion	Program Completion: % of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.
	Diverse Completers: % of completers of a preparation program who identify as nonwhite or female.
	Licensure Acquisition: % of completers who apply for and are issued the principal endorsement within one year of program completion, compared to the number of candidates who graduate with a degree but do not earn licensure.

Whole Group Discussion

- Pre-work prompt: In your view as a hiring manager, practitioner, or IHE faculty/leadership, what should be the purpose and use of the **Candidate Selection and Completion Domain** within the IEPP system?
- Themes that came up in responses include:
 - Inclusion of candidate subgroups and disaggregation
 - Insight into program composition for field
 - Rooted in values, purpose, and access to programs
 - Alignment to regulations (e.g., standard length of time)

Pre-Work Recap Candidate Selection & Completion Domain

- Reflection activity for each indicator and performance measure
 - Is this indicator and associated performance measure relevant for the role as currently written? (*highly, somewhat, minimally, not relevant*)
 - Provide explanation for your relevancy selection
 - What indicators might be missing as it relates to Candidate Selection & Completion? What would those indicators tell us about the health of a program?
- Teaching and School Support Personnel – using *teaching* IEPP
- Administrative – using *principal pilot* IEPP

Initial Role Group Recommendation Sample

Indicator: Placement in High-Needs Schools

Recommendation

- Sample: Revise the placement indicator to account for regional labor markets

- Sample: Programs serve different geographic and institutional contexts; a uniform expectation might unfairly disadvantage some programs.

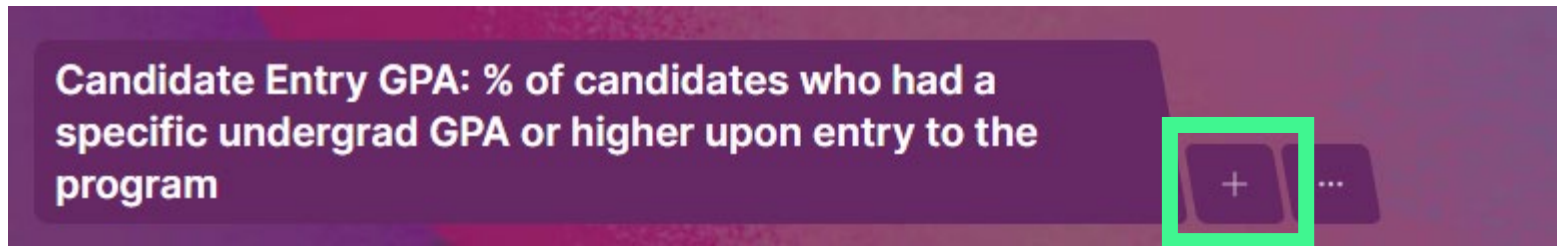
- Sample: IEPP findings show wide variation in how programs perform on placement, especially in high-needs schools; labor market alignment is key goal of the IEPP system.

Breakout Rooms

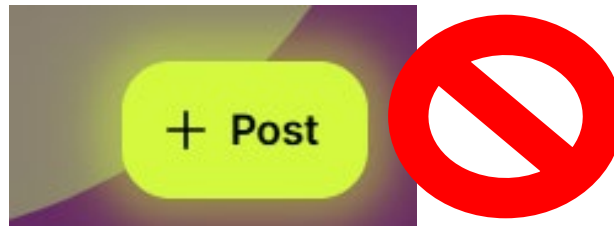
- In your working groups (administrative, school support personnel, and teaching), you will look at the results of the pre-work for your group.
- Your facilitator will guide you to identify and discuss:
 - Strong patterns/themes you see
 - Tensions or disagreements
 - Notable outliers or unique perspectives
 - Missing indicators
- Move on to developing role group initial recommendations.
- Stay focused on one indicator at a time, then move towards overarching themes, etc.

Using Padlet

- There are sections for each of the domain's indicators.
- Add your comments by selecting the '+' next to each indicator's section:

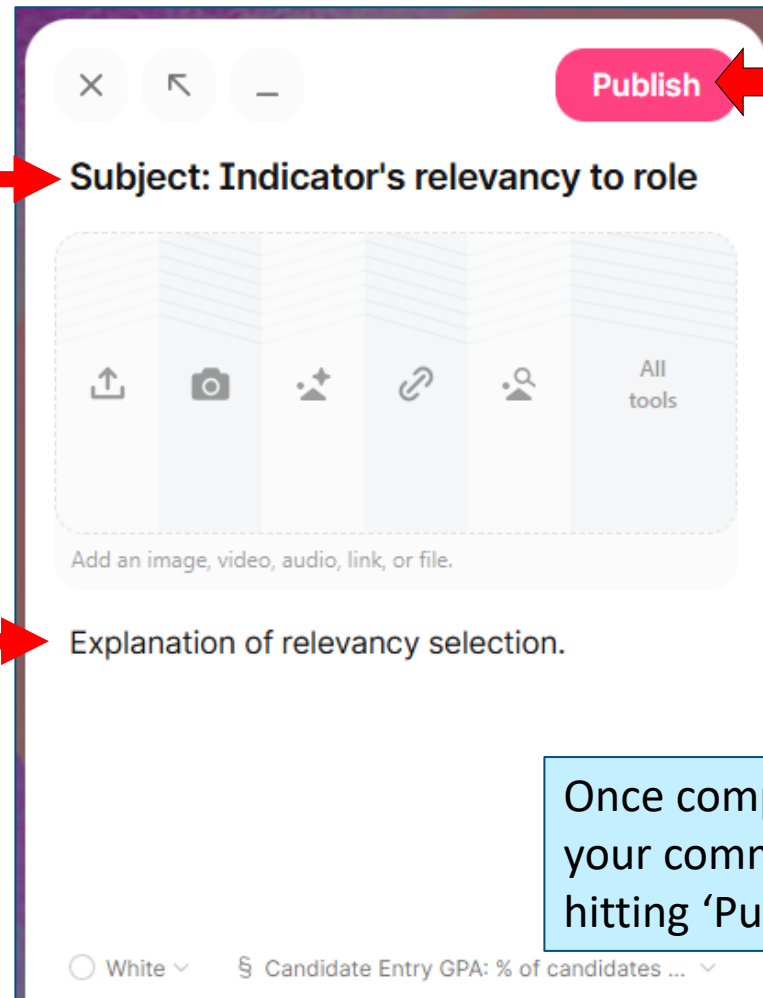


- To ensure comments are posted to the correct indicator's section, do not use the yellow 'Post' button located in the bottom right-hand corner.



Adding Your Comments to Padlet

- Indicate your relevancy selection for each indicator in the **subject line** (Highly relevant; Somewhat relevant; Minimally relevant; Not relevant)
- Add your explanation of relevancy selection in the notes section



The screenshot shows the Padlet interface with a purple border. At the top right is a pink 'Publish' button. Below the top navigation bar (containing close, back, and zoom icons) is the 'Subject: Indicator's relevancy to role' field. Below this is a dashed box containing icons for adding content: an upload arrow, a camera, a video camera, a link, a person, and an 'All tools' button. Below the dashed box is the text 'Add an image, video, audio, link, or file.' Below this is the 'Explanation of relevancy selection.' field. At the bottom, there is a color selection dropdown (currently set to 'White') and a text dropdown (currently set to 'Candidate Entry GPA: % of candidates ...').

Subject: Indicator's relevancy to role

Add an image, video, audio, link, or file.

Explanation of relevancy selection.

White Candidate Entry GPA: % of candidates ...

Once completed, post your comments by hitting 'Publish'

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings



Image created by Microsoft Copilot

Domain: Knowledge and Skills for Teaching/Leadership

Teacher Preparation Indicators & Performance Measures – Used by Teaching & School Support Personnel Groups	Principal Preparation Indicators & Performance Measures (Pilot) – Used by Administrative Group
Mastery of Teaching Subjects: % of candidates who passed the content area exam on any attempt.	Expertise in Instructional Leadership: % of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.
General Teaching Skill: % of candidates who passed the edTPA exam on any attempt.	Novice Principal Survey*: Index score that measures how well completers feel that their program has prepared them as principals after one and three years in the profession.
Completer Survey: Index score that measures how well completers believe that their program has prepared them as educators.	Completer Survey*: Index score that measures how well completers feel that their program has prepared them as principals upon program completion.

*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Pre-Work for Meeting Six

- **Focusing ONLY on the second domain: Knowledge and Skills**
- Start responding to the following questions:
 - 1) In your view as a hiring manager, practitioner, or IHE faculty/leadership, what should be the **purpose and use** of the Knowledge and Skills domain within the IEPP system?
 - 2) Are the current indicators and the associated performance measures **relevant** for the role as currently written?
 - 3) What indicators might be **missing** from the domain that give important information about the role? What are the potentially missing indicators telling us about the health of the program that is not already captured in the framework?

Closing

- The work being completed together will help to shape the future of the IEPP. By the end of 2026, your input will help ISBE to determine scoring criteria for all educator preparation programs.
- Meeting Cadence – every other Wednesday from 3:30-5:00 until December 16, 2026.
- Next Meeting
 - Wednesday, June 3, 2026, from 3:30-5:00 (don't forget to join by Zoom)