

CAEP Measure 2
Satisfaction of employers and stakeholder involvement
R4.2, R5.3

The Illinois Educator Preparation Profile is a continuous improvement and accountability system created by the Illinois State Board of Education (ISBE) to promote and strengthen teacher preparation programs in the state of Illinois. Data is gathered from programs, completers, and Illinois public school districts then shared with the public on ISBE’s webpage <https://apps.isbe.net/epp/public/>

Satisfaction of Employers

One of the four domains in the IEPP is Performance as Classroom Teachers. Currently, there is one indicator for the domain: Demonstrated Teaching Skills. Data is gathered from Illinois public school districts that submit performance evaluation scores consisting of observations and student growth measures. Ratings are based upon the percentage of completers who received a score of “proficient” or “excellent” on their overall performance evaluation. Performance evaluations can provide EPPs insight on the satisfaction of employers with the completers working in their schools.

ISBE plans to report on two additional indicators for this domain, Impact on K-12 Students (English language arts and mathematics, grades 3-8) and K-12 Perceptions of Teachers, which Illinois State University will review for program improvement.

The chart below lists the Performance as Classroom Teachers ratings received by the teacher education programs. Ratings of “Exemplary” and “Commendable” met or earned points above the state’s minimum threshold for this indicator. Data is based upon the 2020-2021 Academic Year.

Initial Level Programs

Teacher Prep Program	Performance as Classroom Teachers – State Rating	Teacher Prep Program	Performance as Classroom Teachers – State Rating
Agricultural Education	Exemplary	Health Education	Exemplary
Blind or Visually Impaired	Exemplary	Learning & Behavior Specialists 1	Exemplary
Business, Marketing, & Computer	Exemplary	Mathematics (Secondary)	Exemplary
Dance Ed	Exemplary	Middle Grade (LA, MAT, SCI, SS)	Exemplary
Deaf and Hard of Hearing	Exemplary	Music	Exemplary
Drama/Theatre Arts	No Score**	Physical Education	Exemplary
Early Childhood Education	Exemplary	Secondary Sci (Bio, Chem, ESSE, Phy)	Exemplary
Elementary Education	Exemplary	Social Science (Geo, His)	Exemplary
English Language Arts (Secondary)	Exemplary	Technology Education	Exemplary
Family and Consumer Sciences	Exemplary	Visual Arts	Exemplary

Source: Illinois State Board of Education (ISBE), Illinois Educator Preparation Profile, Performance as Classroom Teachers, Demonstrated Teaching Skills; <https://apps.isbe.net/epp/public#/institutions> Retrieved, November 3, 2022.

**No score denotes too small of n to rate programs.

However, ISU recognizes the limitations of having one data set to determine the satisfaction of employers and stakeholder involvement. ISU is determining other possible sources of data to use for this measure.

Employment Milestones

Another of the four domains on the IEPP is Contribution to State Needs. EPPs are rated on four indicators within this domain:

Placement in Teaching and **Placement in High-Needs Schools (HSN)** =how many completers are able to obtain full-time employment in Illinois public schools within 2 years after completion

Persistence in Teaching and **Persistence in Teaching in High Needs Schools** = completers who remained in an Illinois public school for three or more years.

As of 12/7/2020, the IEPP ratings is based upon data reported by public schools only. However, ISBE is working towards gathering data from non-public Illinois Schools and community-based organizations which will positively impact many programs such ECE, Drama/Theatre Arts, etc. This additional data will provide programs a better sense of how many candidates are being hired into teaching positions upon completion.

Teacher Prep Program	Placement in Teaching – Met State Min Standard	Placement in HNS- Met State Min Standard	Persistence in Teaching Met State Min Standard	Persistence in HNS Met State Min Standard	Overall Rating Designation
Agricultural Education	Y	Y	Y	Y	Not Available
Blind or Visually Impaired	N	Y	Y	Y	Not Available
Business, Marketing, & Computer	N	Y	Y	Y	Not Available
Dance Ed	N	Y	N	N	Not Available
Deaf and Hard of Hearing	N	Y	Y	Y	Not Available
Drama/Theatre Arts	N	N	Y	N	Not Available
Early Childhood Education	N	Y	Y	Y	Not Available
Elementary Education	N	Y	Y	Y	Not Available
English Language Arts (Secondary)	N	Y	Y	Y	Not Available
Family and Consumer Sciences	Y	Y	Y	Y	Not Available
Foreign Language - French	N	N	N	N	Not Available
Foreign Language - German	N	N	N	N	Not Available

Foreign Language - Spanish	N	Y	Y	Y	Not Available
General Science (Middle Grade)	N	Y	N	N	Not Available
Health Education	N	N	Y	N	Not Available
Language Arts (Middle School)	N	Y	N	N	Not Available
Learning & Behavior Specialists 1	Y	Y	Y	Y	Not Available
Mathematics (Secondary)	N	Y	Y	Y	Not Available
Mathematics (Middle Grade)	N	Y	N	N	Not Available
Music	N	Y	Y	Y	Not Available
Physical Education	N	Y	Y	Y	Not Available
Science – Biology	Y	Y	Y	Y	Not Available
Science – Chemistry	N	Y	Y	Y	Not Available
Science – Earth and Space Science	N	Y	Y	Y	Not Available
Science – Physics	N	Y	Y	Y	Not Available
Social Science – Geography	N	Y	Y	Y	Not Available
Social Science – History	N	Y	Y	Y	Not Available
Social Science (Middle Grade)	N	Y	N	N	Not Available
Technology Education	N	Y	Y	Y	Not Available
Visual Arts	N	Y	Y	Y	Not Available

Source: Illinois State Board of Education (ISBE), Annual Program Report – Dec 14, 2021, Contribution to State Needs

Limitations and Action Steps

ISU recognizes there are limitations with the employment milestone data provided by the state. One limitation is the data does not include completers who have moved to other states and obtained full-time employment at schools within those states. Some of our programs, such as Elementary Education or Deaf/Hard of Hearing, send student teachers to San Antonio or state residential schools where candidates may choose to relocate after program completion. Many of our candidates will marry shortly after graduation and relocate to another state due to the spouse's place of employment. Another limitation is hiring data is based upon the position filled and not the area of Professional Educator License (PEL) for the candidate. Many candidates complete endorsement requirements prior to program completion, thus when they receive their PEL, they also receive their endorsements. The middle level program requires its candidates to complete two of the four licensure areas. Thus, if a candidate secures a job in the endorsement area, the hiring data would go to the endorsement program and not the primary program the candidate completed. Example – A health education completer also has an endorsement in PE and is hired for PE position. ISBE receives the data about the PE position and will enter that data for PE – not health although the candidate's primary license is in health. A completer from the Middle Level Programs will have two licenses such as Math and Science. The candidate obtains full-time employment as a science teacher. The hiring data reported will be based upon the middle grade science position, thus impacting middle grade mathematics negatively. As a result of these limitations, some programs may follow-up with their candidates or implement other methods of tracking completer employment data.