

CAEP Measure 4

Ability of completers to be hired in education positions for which they have been prepared

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#/>

One 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.

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 as ECE, Drama/Theatre Arts, etc. This additional data will provide programs a better sense of the number candidates hired into teaching positions upon completion. Data includes 2017, 2018, 2019, and 2020 completers.

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	Domain Rating Designation
Agricultural Education	Y	Y	Y	Y	Exemplary
Blind or Visually Impaired	Y	Y	Y	Y	Commendable
Business, Marketing, & Computer	Y	Y	Y	Y	Commendable
Dance Ed	Y	Y	Y	N	Developing
Deaf and Hard of Hearing	Y	Y	Y	Y	Commendable
Drama/Theatre Arts	Y	N	Limited Data Available	Limited Data Available	Need Improvement
Early Childhood Education	Y	Y	Y	Y	Exemplary
Elementary Education	Y	Y	Y	Y	Exemplary
English Language Arts (Secondary)	Y	Y	Y	Y	Commendable
Family and Consumer Sciences	Y	Y	Y	Y	Commendable

Health Education	Y	Y	Y	Y	Commendable
Learning & Behavior Specialists 1	Y	Y	Y	Y	Exemplary
Mathematics (Secondary)	Y	Y	Y	Y	Exemplary
Middle Grade – Language Arts	Y	Y	Y	Y	Exemplary
Middle Grade - Mathematics	Y	Y	Y	Y	Exemplary
Middle Grade – Science	Y	Y	Y	Y	Exemplary
Middle Grade – Social Sciences	Y	Y	Y	Y	Commendable
Music	Y	Y	Y	Y	Commendable
Physical Education	Y	Y	Y	Y	Exemplary
Secondary Science – Biology	Y	Y	Y	Y	Exemplary
Secondary Science - Chemistry	Y	Y	Y	Y	Commendable
Secondary Science – Earth & Space	Y	Y	Y	Y	Commendable
Secondary Science - Physics	Y	Y	Y	Y	Commendable
Social Sciences – Geography	Limited Data Available	Limited Data Available	Limited Data Available	Limited Data Available	No Score
Social Sciences – History	Y	Y	Y	Y	No Score
Technology Education	Y	Y	Y	Y	Commendable
Visual Arts	Y	Y	Y	Y	Commendable
World Language - French	Limited Data Available	Limited Data Available	Limited Data Available	Limited Data Available	No Score
World Language – German	Limited Data Available	Limited Data Available	Limited Data Available	Limited Data Available	No Score
World Language –	Y	Y	Y	Y	Exemplary

Spanish					
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* Data not available –

Source: Illinois State Board of Education (ISBE), Illinois Educator Preparation Profile, Contribution to State Needs; <https://apps.isbe.net/epp/public#/institutions> Retrieved, December 26, 2023.

Limitations and Action Steps

ISU recognizes there are limitations with the employment 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 meet 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.