Illinois State Board of Education (ISBE)
2019 Completer's Survey Data

The Illinois State Board of Education (ISBE) is continuing its effort to strengthen data collection, sharing, and reporting on educator preparation programs. In order to advance the work of educator preparation programs statewide, the Partnership for Educator Preparation (PEP), a steering committee consisting of a diverse team of stakeholders representing the state, will continue to provide input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The goal of this system is to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide.

Completer's survey responders include candidates that were in completed program status for an initial teaching PEL and applied for their license.

All survey responses were self-reported; responses with invalid data were removed.

Please send any questions to Dr. Christy Borders at christy.borders@illinoisstate.edu.

Academic Background
License

	Count	% Total
Please select the category that best describes the teacher preparation that led to your first teaching license.		
Public College or University	791	98%
Alternative/lateral entry (serving as a classroom teacher while completing initial licensure/credential requirements	9	1%
Teach for America	4	0%
Grand Total	**804**	**100%**

	Count	% Total
Please select the category that best describes the teacher preparation that led to your first teaching license.		
Undergraduate degree program	795	99%
Licensure/certificate only program (completed before beginning teaching)	6	1%
Graduate degree program (e.g. MAT or M.Ed)	3	0%
Grand Total	**804**	**100%**

	Count	% Total
What type of program did you recently complete at an Illinois institution of higher education?		
Teaching (i.e. elementary, secondary, early childhood etc.)	802	100%
Grand Total	**802**	**100%**

	Count	% Total
Are you applying for your first teaching Professional Educator License (PEL) in IL?	**804**	**100%**
Yes	804	100%
Grand Total	**804**	**100%**

	Count	% Total
Prior to applying for your teaching license, had you ever worked as a paraprofessional or substitute teacher?		
No	728	91%
Yes	76	9%
Grand Total	**804**	**100%**

Academic Background
Requirements

	Count	% Total
In fulfilling your requirements to become a teacher did you:		
Attend a college/university full-time	777	97%
Attend a college/university a mix of full and part-time	22	3%
Attend a college/university part-time	5	1%
Grand Total	**804**	**100%**

	Count	% Total
In fulfilling your requirements to become a teacher (excluding all field experiences and student teaching) did you:		
Complete your teacher preparation coursework with a mixture of face-to-face and online classes	526	65%
Complete all your teacher preparation coursework in a face-to-face setting	277	34%
Complete all your teacher preparation coursework in an online setting	1	0%
Grand Total	**804**	**100%**

Student Teaching

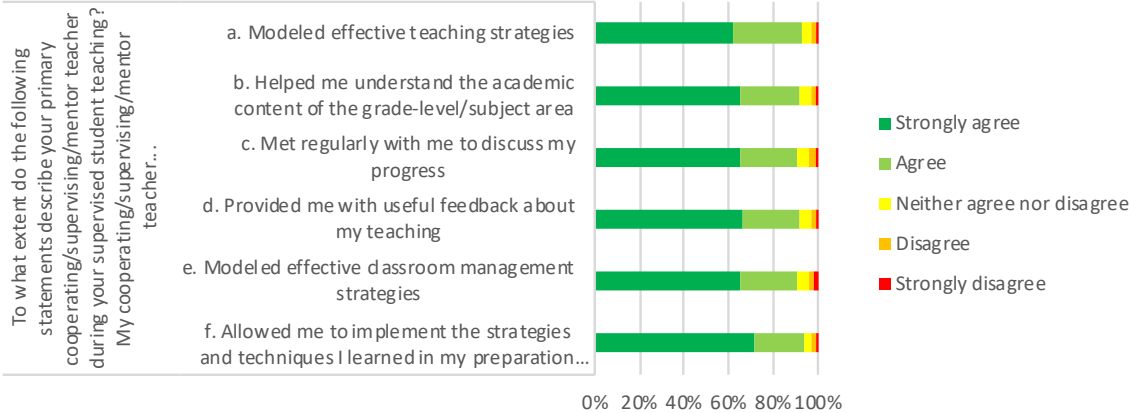|	Count	% Total
At what grade level(s) did you have your supervised primary student teaching experience? Select all that apply.		
Pre-k	20	1%
K	124	5%
1	165	7%
2	157	7%
3	157	7%
4	138	6%
5	154	7%
6	126	5%
7	131	6%
8	129	5%
9	240	10%
10	280	12%
11	275	12%
12	268	11%
Grand Total	**2364**	**100%**

	Count	% Total
In what subject area(s) did you have your supervised primary student teaching experience? Select all that apply.		
Elementary grades (multiple subjects)	354	28%
English/Language Arts	175	14%
Mathematics	165	13%
Social Science (e.g. history, political science)	163	13%
Science	136	11%
Other	108	9%
Health and Physical Education	58	5%
Music	42	3%
Art	28	2%
Foreign Languages	15	1%
Grand Total	**1244**	**100%**

Student Teaching
Cooperating Teacher

Count

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Grand Total
To what extent do the following statements describe your primary cooperating/supervising/mentor teacher during your supervised student teaching? My cooperating/supervising/mentor teacher...						
a. Modeled effective teaching strategies	502	241	39	12	9	803
b. Helped me understand the academic content of the grade-level/subject area	521	221	39	16	7	804
c. Met regularly with me to discuss my progress	526	204	46	21	7	804
d. Provided me with useful feedback about my teaching	530	204	45	15	10	804
e. Modeled effective classroom management strategies	522	209	44	18	11	804
f. Allowed me to implement the strategies and techniques I learned in my preparation courses	578	181	26	9	10	804

% Total

|	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Grand Total
To what extent do the following statements describe your primary cooperating/supervising/mentor teacher during your supervised student teaching? My cooperating/supervising/mentor teacher...						
a. Modeled effective teaching strategies	63%	30%	5%	1%	1.1%	100%
b. Helped me understand the academic content of the grade-level/subject area	65%	27%	5%	2%	0.9%	100%
c. Met regularly with me to discuss my progress	65%	25%	6%	3%	0.9%	100%
d. Provided me with useful feedback about my teaching	66%	25%	6%	2%	1.2%	100%
e. Modeled effective classroom management strategies	65%	26%	5%	2%	1.4%	100%
f. Allowed me to implement the strategies and techniques I learned in my preparation courses	72%	23%	3%	1%	1.2%	100%

Academic Background
Preparation

Count	Very Well	Well	Somewhat Well	Not Well	Not Addressed	Grand Total
How well did your teacher preparation program prepare you to:						
a. Collaborate with colleagues to improve student learning	510	264	27	3		804
b. Set challenging and appropriate goals for student learning and performance	509	266	26	3		804
c. Empower students to become self-directed and productive learners	494	270	35	5		804
d. Maintain discipline and an orderly, purposeful learning environment	430	278	84	10	2	804
e. Work with parents and families to better understand students and to support their learning	327	293	145	33	6	804
f. Develop positive and supportive relationships with students	569	208	23	4		804
g. Create an environment of high expectations for all students	542	237	20	5		804
h. Teach in ways that support English Language Learners	366	249	139	44	6	804
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	443	292	59	9	1	804
j. Teach in ways that support students with special needs-exceptional children	386	268	116	31	3	804
k. Teach in ways that support academically gifted students	301	292	154	47	10	804
l. Develop a classroom environment that promotes respect and group responsiblity	529	249	24	2		804
m. Demonstrate knowledge of the subject matter you teach	534	233	33	4		804
n. Teach the concepts, knowledge, and skills of your discipline	543	231	28	2		804
o. Align instruction with state standards	581	201	19	2	1	804
p. Relate classroom teaching to the real world	501	257	42	4		804
q. Use knowledge of student learning and curriculum to plan instruction	520	249	31	4		804
r. Develop lessons that build on students' experiences, interests, and abilities	540	231	29	3	1	804
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	508	252	38	6		804
t. Provide purposeful feedback to students to guide their learning	496	263	37	7	1	804
u. Differentiate instruction based on student needs	501	253	43	6	1	804
v. Use technology in the classroom to improve learning outcomes	460	271	65	8		804
w. Help students think critically and solve problems	479	281	40	4		804
x. Develop students' questioning and discussion skills	460	281	62	1		804
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	478	262	59	4	1	804
z. Adapt practice based on research and student performance data	452	278	68	5	1	804

Academic Background
Preparation

| % Total	Very Well	Well	Somewhat Well	Not Well	Not Addressed	Grand Total
How well did your teacher preparation program prepare you to:						
a. Collaborate with colleagues to improve student learning	63%	33%	3%	0%	0.0%	100%
b. Set challenging and appropriate goals for student learning and performance	63%	33%	3%	0%	0.0%	100%
c. Empower students to become self-directed and productive learners	61%	34%	4%	1%	0.0%	100%
d. Maintain discipline and an orderly, purposeful learning environment	53%	35%	10%	1%	0.2%	100%
e. Work with parents and families to better understand students and to support their learning	41%	36%	18%	4%	0.7%	100%
f. Develop positive and supportive relationships with students	71%	26%	3%	0%	0.0%	100%
g. Create an environment of high expectations for all students	67%	29%	2%	1%	0.0%	100%
h. Teach in ways that support English Language Learners	46%	31%	17%	5%	0.7%	100%
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	55%	36%	7%	1%	0.1%	100%
j. Teach in ways that support students with special needs-exceptional children	48%	33%	14%	4%	0.4%	100%
k. Teach in ways that support academically gifted students	37%	36%	19%	6%	1.2%	100%
l. Develop a classroom environment that promotes respect and group responsiblity	66%	31%	3%	0%	0.0%	100%
m. Demonstrate knowledge of the subject matter you teach	66%	29%	4%	0%	0.0%	100%
n. Teach the concepts, knowledge, and skills of your discipline	68%	29%	3%	0%	0.0%	100%
o. Align instruction with state standards	72%	25%	2%	0%	0.1%	100%
p. Relate classroom teaching to the real world	62%	32%	5%	0%	0.0%	100%
q. Use knowledge of student learning and curriculum to plan instruction	65%	31%	4%	0%	0.0%	100%
r. Develop lessons that build on students' experiences, interests, and abilities	67%	29%	4%	0%	0.1%	100%
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	63%	31%	5%	1%	0.0%	100%
t. Provide purposeful feedback to students to guide their learning	62%	33%	5%	1%	0.1%	100%
u. Differentiate instruction based on student needs	62%	31%	5%	1%	0.1%	100%
v. Use technology in the classroom to improve learning outcomes	57%	34%	8%	1%	0.0%	100%
w. Help students think critically and solve problems	60%	35%	5%	0%	0.0%	100%
x. Develop students' questioning and discussion skills	57%	35%	8%	0%	0.0%	100%
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	59%	33%	7%	0%	0.1%	100%
z. Adapt practice based on research and student performance data	56%	35%	8%	1%	0.1%	100%
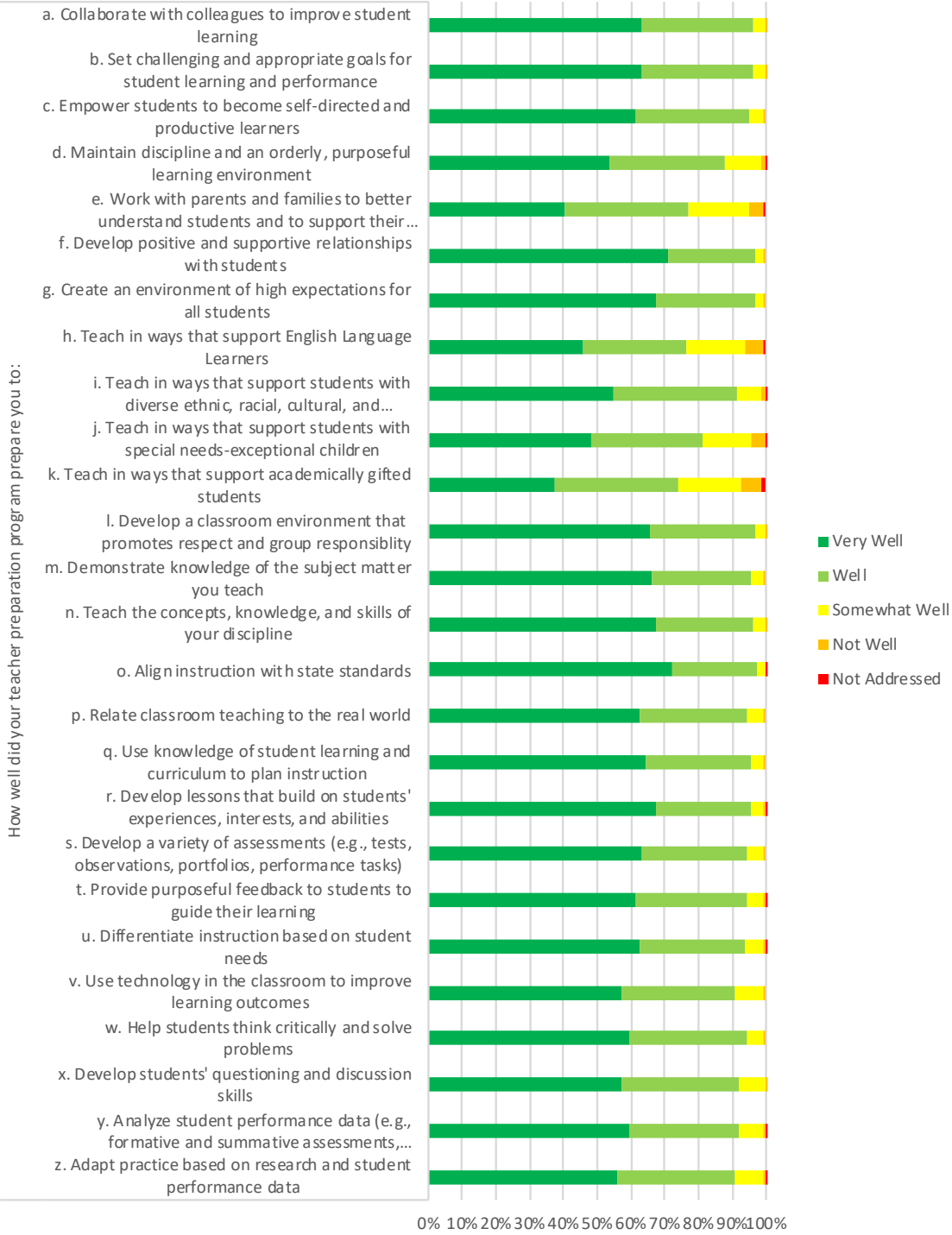
Teacher Preparation Quality
Value of the following aspects

Count	Very valuable	Valuable	Somewhat valuable	Not very valuable	Not at all valuable	Grand Total
How valuable were the following aspects of your teacher preparation program?						
a. Coursework	311	394	87	10	2	804
b. Instructors of your classes	477	279	42	3	3	804
c. Field experiences	587	171	35	8	3	804
d. Student Teaching	721	74	7	2		804

% Total	Very valuable	Valuable	Somewhat valuable	Not very valuable	Not at all valuable	Grand Total
How valuable were the following aspects of your teacher preparation program?						
a. Coursework	39%	49%	11%	1%	0.2%	100%
b. Instructors of your classes	59%	35%	5%	0%	0.4%	100%
c. Field experiences	73%	21%	4%	1%	0.4%	100%
d. Student Teaching	90%	9%	1%	0%	0.0%	100%
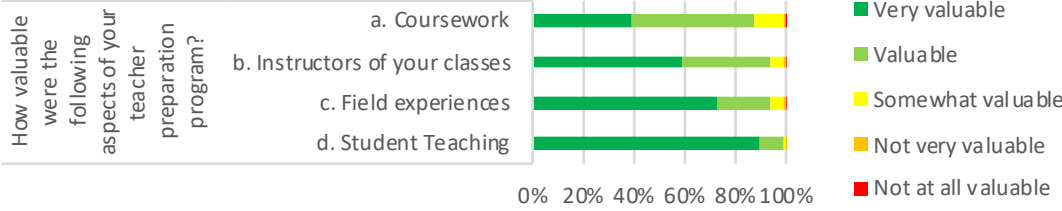
Teacher Preparation Quality
Quality Improvement

Count of Rank	1	2	3	Grand Total
Please select the three items that would have most improved the quality of your teacher preparation.				
a. More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)	117	76	90	283
b. More coaching and feedback during student teaching	56	51	46	153
c. More opportunities to learn about and practice classroom management	178	132	112	422
d. More opportunities to learn about and practice instructional planning	36	31	33	100
e. More opportunities to learn about and develop assessments	40	105	82	227
f. More opportunities to learn about and practice differentiated classroom instruction	61	85	89	235
g. More opportunities to analyze student learning to inform instruction	23	39	49	111
h. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)	197	167	163	527
i. More guidance on task/time management	21	44	79	144
j. Other (please specify	30	8	6	44

Teacher Preparation Quality
Opportunities

Count	Extensive opportunities	Many opportunities	Some opportunities	Few opportunities	No opportunity
In your teacher preparation program, how much opportunity did you have to do the following?					
a. Study stages of child development and learning	157	300	280	62	5
b. Develop strategies for managing student behavior	198	325	228	50	3
c. Develop strategies for establishing classroom procedures	238	347	173	43	3
d. Develop strategies for teaching English Language Learners	177	252	241	108	26
e. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds	254	340	176	30	4
f. Develop strategies for teaching students with special needs	226	226	226	106	20
g. Develop strategies for teaching students who are academically gifted	128	224	253	162	37
h. Develop strategies for teaching students of varying ability	291	361	129	21	2
i. Apply state standards to instruction	520	243	38	2	1
j. Plan units and lessons	515	240	46	3	
k. Create formative and summative student assessments	430	295	74	5	
l. Analyze student assessment data and work to adjust instruction	336	320	132	16	
m. Provide meaningful and specific academic feedback to students	359	326	100	18	1
n. Develop instructional strategies to promote students' critical thinking skills	357	355	81	9	2

Teacher Preparation Quality
Opportunities

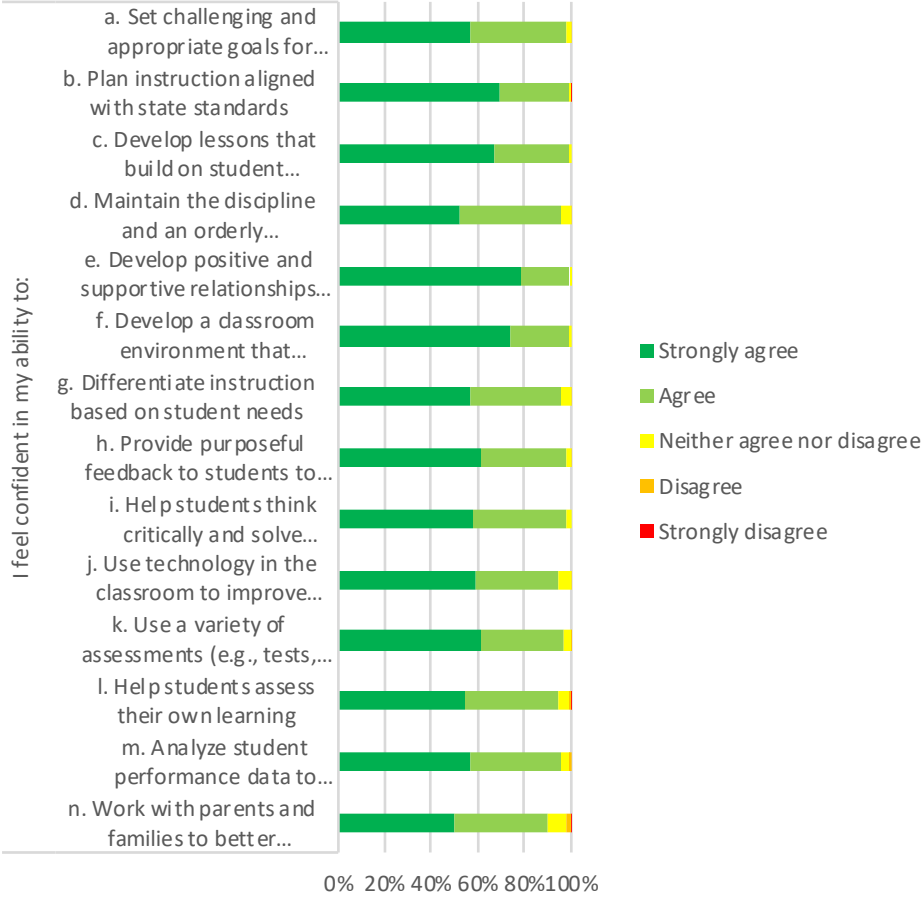| % Total	Extensive opportunities	Many opportunities	Some opportunities	Few opportunities	No opportunity
In your teacher preparation program, how much opportunity did you have to do the following?					
a. Study stages of child development and learning	20%	37%	35%	8%	1%
b. Develop strategies for managing student behavior	25%	40%	28%	6%	0%
c. Develop strategies for establishing classroom procedures	30%	43%	22%	5%	0%
d. Develop strategies for teaching English Language Learners	22%	31%	30%	13%	3%
e. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds	32%	42%	22%	4%	0%
f. Develop strategies for teaching students with special needs	28%	28%	28%	13%	2%
g. Develop strategies for teaching students who are academically gifted	16%	28%	31%	20%	5%
h. Develop strategies for teaching students of varying ability	36%	45%	16%	3%	0%
i. Apply state standards to instruction	65%	30%	5%	0%	0%
j. Plan units and lessons	64%	30%	6%	0%	0%
k. Create formative and summative student assessments	53%	37%	9%	1%	0%
l. Analyze student assessment data and work to adjust instruction	42%	40%	16%	2%	0%
m. Provide meaningful and specific academic feedback to students	45%	41%	12%	2%	0%
n. Develop instructional strategies to promote students' critical thinking skills	44%	44%	10%	1%	0%
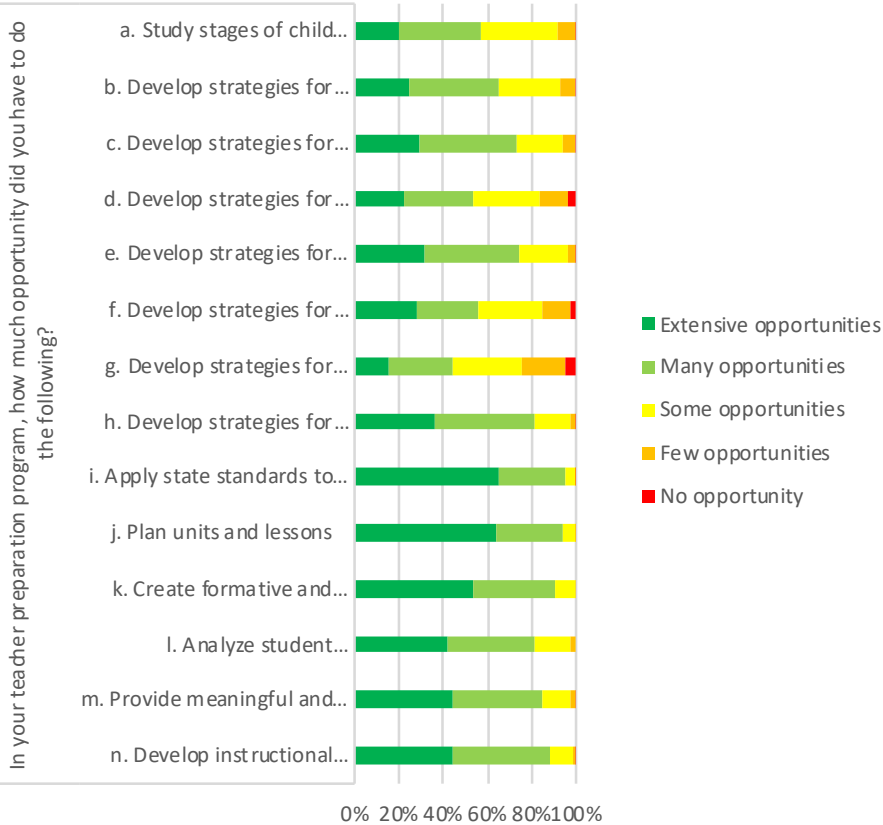
Teacher Preparation Components
Confidence

Count	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel confident in my ability to:					
a. Set challenging and appropriate goals for student learning and performance	452	336	14	2	
b. Plan instruction aligned with state standards	552	242	8	1	1
c. Develop lessons that build on student experiences, interests, and abilities	535	258	11		
d. Maintain the discipline and an orderly purposeful learning environment	416	350	36	2	
e. Develop positive and supportive relationships with students	632	167	5		
f. Develop a classroom environment that promotes respect and group responsibility	593	203	8		
g. Differentiate instruction based on student needs	455	316	31	2	
h. Provide purposeful feedback to students to guide their learning	490	292	19	3	
i. Help students think critically and solve problems	464	321	19		
j. Use technology in the classroom to improve learning outcomes	478	284	40	2	
k. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.	495	283	25	1	
l. Help students assess their own learning	436	323	41	3	1
m. Analyze student performance data to improve effectiveness	452	314	33	5	
n. Work with parents and families to better understand and to support their learning	403	320	66	14	1

Teacher Preparation Components
Confidence

% Total	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel confident in my ability to:					
a. Set challenging and appropriate goals for student learning and performance	56%	42%	2%	0%	0%
b. Plan instruction aligned with state standards	69%	30%	1%	0%	0%
c. Develop lessons that build on student experiences, interests, and abilities	67%	32%	1%	0%	0%
d. Maintain the discipline and an orderly purposeful learning environment	52%	44%	4%	0%	0%
e. Develop positive and supportive relationships with students	79%	21%	1%	0%	0%
f. Develop a classroom environment that promotes respect and group responsibility	74%	25%	1%	0%	0%
g. Differentiate instruction based on student needs	57%	39%	4%	0%	0%
h. Provide purposeful feedback to students to guide their learning	61%	36%	2%	0%	0%
i. Help students think critically and solve problems	58%	40%	2%	0%	0%
j. Use technology in the classroom to improve learning outcomes	59%	35%	5%	0%	0%
k. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.	62%	35%	3%	0%	0%
l. Help students assess their own learning	54%	40%	5%	0%	0%
m. Analyze student performance data to improve effectiveness	56%	39%	4%	1%	0%
n. Work with parents and families to better understand and to support their learning	50%	40%	8%	2%	0%

Teaching Practice/Job Satisfaction
Most important to improve your satisfaction

Count of Rank	1	2	3	4	5	(blank)	Grand Total
Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching? Choose the five most important items.							
Administrator support	105	79	59	52	54	4	353
Colleague support	26	55	44	32	34	7	198
Fewer mandated assessments	89	75	86	76	61	13	400
Health and retirement benefits	11	35	21	29	42	6	144
Mentor support	86	41	32	37	29	10	235
More autonomy over instructional decisions	31	35	38	48	38	4	194
Opportunities to assume leadership roles	6	10	18	23	33	8	98
Parental support	30	56	65	88	55	8	302
Professional development	17	31	51	54	67	9	229
Salary	126	79	59	64	119	10	457
Student behavior	44	51	57	64	42	8	266
Student motivation	58	63	68	42	44	16	291
Teaching students with varied abilities	35	30	26	32	38	14	175
Your instructional resources	51	65	69	69	58	16	328
Your overall workload	53	68	72	49	41	12	295
Your teaching assignment	7	7	7	10	7	4	42
Other (please specify)	4	2	2	2	3		13

Teaching Practice/Job Satisfaction
Plans

	Count	% Total
I consider teaching to be my ideal career		
Strongly agree	604	75%
Agree	157	20%
Neither agree nor disagree	20	2%
Disagree	2	0%
Strongly disagree	21	3%
Grand Total	**804**	**100%**

	Count	% Total
How long do you plan on teaching in Illinois?		
1 year	19	2%
2 to 4 years	112	14%
5 to 10 years	150	19%
11 to 20 years	66	8%
More than 20 years	428	53%
Not returning	29	4%