

Illinois State Board of Education (ISBE) PEP Report on Impact on K12 Students

The Illinois State Board of Education (ISBE) Partnership for Educator Preparation (PEP) launched a 2-year pilot inclusive of all 59 Illinois institutions. In June 2018, they released the Statewide Pilot Year 1 report, which includes an area that addresses the demonstrated teaching skills of our completers and our graduates (now teachers) impact on their K12 students based on their teacher evaluations.

It should be noted that a limitation of this measurement is that it combines Demonstrated Teaching Skills (i.e., Teaching Effectiveness) and Impact on K12 Students (i.e., Impact on Student Learning and Development).

These teacher evaluations consist of (a) student growth, which must comprise at least 30% of a teacher's evaluation, and (b) professional practice. The following tables display results from the most recent evaluations from our 2015, 2016, and 2017 undergraduate (Table 1) and graduate completers (Table 2) in their first three years of teaching in the aggregate and disaggregated by program.

Table 1: Undergraduate Completers - Demonstrated Teaching Skill/Impact on K12 Students

	Excellent	Proficient	Needs Improvement	Unsatisfactory
2015; N= 70	N = 15; 21.4%	N=45; 64.3%	N = 9; 12.86%	N=1; 1.43%
Elementary Education	N=8; 16%	N=70; 35%	N=12; 6%	N=1; 2%
Physical Education	N=3; 33.33%	N=4; 44.44%	N=2; 22.22%	N=0; 0%
Special Education (LBS I)	N=3; 42.86%	N=3; 42.86%	N=1; 14.29%	N=0; 0%
Early Childhood Education	N=1; 25.0%	N=3; 75.0%	N=0; 0%	N=0; 0%
2016; N= 71	N=12; 16.9%	N=49; 69.01%	N=10; 14.1%	N=0; 0%
Elementary Education	N=6; 13.95%	N=29; 67.44%	N=8; 18.6%	N=0; 0%
Physical Education	N=3; 27.27%	N=6; 54.55%	N=2; 18.18%	N=0; 0%

Special Education (LBS I)	N=0; 0%	N=9; 100%	N=0; 0%	N=0; 0%
Early Childhood Education	N=2; 50.0%	N=2; 50.0%	N=0; 0%	N=0; 0%
English Language Arts	N=1; 25.0%	N=3; 75.0%	N=0; 0%	N=0; 0%
2017; N= 34	N=4; 11.76%	N=25; 73.5%	N=4; 11.76%	N=1; 2.94%
Elementary Education	N= 1; 5.26%	N= 14; 73.68%	N= 4; 21.05%	N=0; 0%
Physical Education	N= 2; 28.57%	N= 4; 57.14%	N=0; 0%	N= 1; 14.29%
Special Education (LBS I)	N= 1; 16.67%	N= 5; 83.33%	N=0; 0%	N=0; 0%
Music Education	N=0; 0%	N=1; 100.0%	N=0; 0%	N=0; 0%
Early Childhood Education	N=0; 0%	N=1; 100.0%	N=0; 0%	N=0; 0%

Table 2: Graduate Completers - Demonstrated Teaching Skill/Impact on K12 Students

	Excellent	Proficient	Needs Improvement	Unsatisfactory
2015; N= 14	N = 6; 42.86%	N=7; 50.0%	N = 1; 7.14%	N=0; 0%
Behavior Intervention Specialist (LBS II)	N=1; 33.33%	N=2; 66.67%	N=0; 0%	N=0; 0%
Curriculum Adaptation Specialist (LBS II)	N=1; 33.33%	N=2; 66.67%	N=0; 0%	N=0; 0%
Special Education (LBS I)	N=1; 50.0%	N=0; 0%	N=1; 50.0%	N=0; 0%
Early	N=1; 100%	N=0; 0%	N=0; 0%	N=0; 0%

Childhood Education				
Elementary Education	N=0; 0%	N=1; 100%	N=0; 0%	N=0; 0%
Reading Specialist	N=2; 50.0%	N=2; 50.0%	N=0; 0%	N=0; 0%
2016; N= 12	N = 7; 58.33%	N=5; 41.67%	N=0; 0%	N=0; 0%
Behavior Intervention Specialist (LBS II)	N=1; 50.0%	N=1; 50.0%	N=0; 0%	N=0; 0%
Special Education (LBS I)	N=1; 50.0%	N=1; 50.0%	N=0; 0%	N=0; 0%
Curriculum Adaptation Specialist (LBS II)	N=1; 50.0%	N=1; 50.0%	N=0; 0%	N=0; 0%
Reading Specialist	N=4; 66.67%	N=2; 33.33%	N=0; 0%	N=0; 0%
2017; N= 5	N = 4; 80.0%	N=1; 20.0%	N=0; 0%	N=0; 0%
Behavior Intervention Specialist (LBS II)	N=1; 100%	N=0; 0%	N=0; 0%	N=0; 0%
Special Education (LBS I)	N=1; 50.0%	N=1; 50.0%	N=0; 0%	N=0; 0%
Curriculum Adaptation Specialist (LBS II)	N=1; 100%	N=0; 0%	N=0; 0%	N=0; 0%
Reading Specialist	N=1; 100%	N=0; 0%	N=0; 0%	N=0; 0%