

Annual Program Report

Peer Review Training

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide.

Purpose of Peer Review

- To identify “red flags” in programs.
- To recommend that the State Educator Preparation and Licensure Board take a closer look at the program or unit.

Process for Peer Review

- Work in small groups
- Use the rubric to determine strengths and weaknesses of programs.
- Make comments that are specific in nature
- Record findings on the form that is provided on jump drives
- Turn jump drives in at end of review process

The Rubric

- Determine if the program being reviewed is Acceptable or Unacceptable based on the specifics in each section of the rubric
- The Rubric is divided into the following sub-sections:
 - Diversity
 - Faculty
 - Faculty Qualifications
 - Content Test
 - APT
 - Assessment of Content
 - Instructional Planning
 - Clinical Practice
 - Impact on Student Learning
 - Dispositions
 - Program Changes

Diversity

○ **Unacceptable**

The program has not made efforts to assure that candidates engage in professional education experiences with candidates and students from a broad range of diverse (e.g. ethnic/racial, gender, language, socioeconomic, special education/gifted and talented) groups.

○ **Acceptable**

The program has made efforts to assure that candidates engage in professional education experiences with candidates and students from a broad range of diverse (e.g. ethnic/racial, gender, language, socioeconomic, special education/gifted and talented) groups.

RATIONALE:

Diversity

- **Unacceptable**

The program has not made efforts to assure that candidates interact with institutions and school faculty from a broad range of diverse groups.

- **Acceptable**

The program has made efforts to assure that candidates interact with institutions and school faculty from a broad range of diverse groups.

RATIONALE:

Faculty

- **Unacceptable**

The program does not present the ratio of full time faculty to adjunct faculty and/or the ratio is not reasonably balanced between full time and adjunct instructors within the program.

- **Acceptable**

The program presents data providing the ratio of full time faculty to adjunct faculty and/or the ratio is reasonably balanced between full time and adjunct faculty.

RATIONALE:

Faculty Qualifications

- **Unacceptable**

The majority of professional education faculty have not earned doctorates or expertise that qualify them for their assignments.

- **Acceptable**

Professional education faculty have earned doctorates or expertise that qualify them for their assignments.

RATIONALE:

Content Test

Number of Candidates who tested				
Pass Rate %				
Is the Pass Rate below 80%	YES		NO	
Are the subscores below 240?	YES		NO	

Content Test

If the Pass rate is below 80% or subscores below 240, then compare test Scores from previous year APR for those scores that fall below standard.

(Increase is + and Decrease is -)

	Previous	Current	Compare (+/-)
Total Test			
Subscores			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Content Test

- **Unacceptable**

The program does not consider the possible relationship between low subs-scores and experiences provided throughout the program to prepare teacher candidates with necessary content knowledge.

- **Acceptable**

The program considers the possible relationship between low subs-scores and experiences provided throughout the program to prepare teacher candidates with the necessary content knowledge.

RATIONALE: Please note if N<10

Content Test

- **Unacceptable**

The program does not provide a plan as to how the program assists teacher candidates in the continuous development of their content knowledge.

- **Acceptable**

The program provides a plan as to how the program assists teacher candidates in the continuous development of their content knowledge.

RATIONALE: Please note if N<10

APT

Number of Candidates who tested				
Pass Rate %				
Is the Pass Rate below 80%	YES		NO	
Are the subscores below 240?	YES		NO	

APT

- If the Pass rate is below 80% or subscores below 240, then compare test scores from previous year APR for those scores that fall below standard. .

(Increase is + and Decrease is -)

	Previous	Current	Compare (+/-)
Total Test			
Subscores			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

APT

○ **Unacceptable**

The program does not consider the possible relationship between low subs-scores and experiences provided throughout the program to prepare teacher candidates with the necessary elements assessed in the APT (assessment, planning and delivery of instruction, managing the learning environment, professionalism, language arts, and educational technology).

○ **Acceptable**

The program considers the possible relationship between low subs-scores and experiences provided throughout the program to prepare teacher candidates with the necessary elements assessed in the APT (assessment, planning and delivery of instruction, managing the learning environment, professionalism, language arts and educational technology).

APT

- **Unacceptable**

The program does not provide a plan as to how the program assists teacher candidates in the continuous development of their knowledge of professional teaching.

- **Acceptable**

The program provides a plan as to how the program assists teacher candidates in the continuous development of their knowledge of professional teaching.

RATIONALE: Please note if N<10

Assessment of Content

○ **Unacceptable**

The program does not provide sufficient context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for program change.

AND/OR

The program does not provide data for the assessment.

○ **Acceptable**

The program provides detailed context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for planning or a description of the assessment, the related rubric, a data table and a narrative of what the data tells you.

RATIONALE:

Assessment of Instructional Planning

○ **Unacceptable**

The program does not provide sufficient context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for program change.

AND/OR

The program does not provide data for the assessment.

○ **Acceptable**

The program provides detailed context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for planning or a description of the assessment, the related rubric, a data table and a narrative of what the data tells you.

RATIONALE:

Assessment of Clinical Practice

○ **Unacceptable**

The program does not provide sufficient context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for program change.

AND/OR

The program does not provide data for the assessment.

○ **Acceptable**

The program provides detailed context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for planning or a description of the assessment, the related rubric, a data table and a narrative of what the data tells you.

RATIONALE:

Assessment of Impact on Student Learning

○ **Unacceptable**

The program does not provide sufficient context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for program change.

AND/OR

The program does not provide data for the assessment.

○ **Acceptable**

The program provides detailed context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for planning or a description of the assessment, the related rubric, a data table and a narrative of what the data tells you.

RATIONALE:

Assessment of Dispositions

○ **Unacceptable**

The program does not provide sufficient context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for program change.

AND/OR

The program does not provide data for the assessment.

○ **Acceptable**

The program provides detailed context regarding the description of the assessment, when it is used, scores (mean and range) and how the information from the data is used for planning or a description of the assessment, the related rubric, a data table and a narrative of what the data tells you.

RATIONALE:

Program Changes

- **Unacceptable**

The program does not provide information on program changes based upon the data.

- **Acceptable**

The program provides information on program changes based upon the data.

RATIONALE:

Red Flags Identified by Review Team

- Diversity
- Faculty
- Faculty Qualifications
- Content Test
- APT
- Assessment of Content
- Assessment of Instructional Planning
- Assessment of Clinical Practice
- Assessment of Impact on Student Learning
- Assessment of Dispositions

Confidentiality

- **Members of the Illinois State Board of Education Program Review Panels are reminded that confidentiality is an integral part of the review process. The panels must have access to sensitive information in order to conduct a review of the programs that are part of the professional education unit. Panelists must protect the confidentiality of this information.**
- **Unless indicated otherwise, all review materials and all discussions related to the review of programs are confidential.**
- **Please remember that confidentiality has no expiration date—it lasts forever.**

Adapted from the confidentiality statement for on-site reviewers that adapted from the Handbook of Board of Examiners Teams, NCATE, 1994.

Conflicts of Interest

You will be asked to record with which Institutions you have a conflict of interest.

Conflict of Interest will apply if you answer yes to any of the following statements:

- Yes No You attend(ed) the institution.
- Yes No A member of your immediate family attends(ed) the institution.
- Yes No You have applied for a job at the institution.
- Yes No You were or are employed by the institution.
- Yes No You serve on any of the Institution's Boards or Advisory Council(s).
- Yes No You served as a Review team member or observer during a Review.

Contact Information

Educator and School Development

Illinois State Board of Education

<http://www.isbe.net/esd/default.htm>

Phone: 217-782-2948

Vicki Phillips

vphillip@isbe.net

Phyliss Jones

pjones@isbe.net

Diane Lacopo

dlacopo@isbe.net

Kellee Sullivan

ksulliva@isbe.net

Henri Fonville

hfonvill@isbe.net

Email Henri Fonville verifying that you completed this training with “4the kids!” in the subject line