

P-20 Teacher and Leadership Effectiveness Committee  
December 1<sup>st</sup>, 2016  
V-TEL Chicago and Bloomington Locations  
Co-Chairs- Erika Hunt and Audrey Soglin

In Attendance: Audrey Soglin (IEA), Erika Hunt (ISU), Natasha Allan (ICCB), Kelli Appel (ISU), Stephanie Bernoteit (IBHE), Meredith Byers (IEA), Joe Fatheree (Unit #40, ILSTOY), Lynn Gaddis (ILSTOY, ITLN), Dawn Green (Palos Heights #128), Lisa Hood (ISU), Stacey Jones-Bock (ISU), Deb Kasperski (NBRC, ISU), Cynthia Lund (IFT), Pam Reilly (B-3, ILSTOY, P-20), Amanda Winters (IBHE), Aimee Galvan (Stand for Children), Jane Russell (IFT), Jan Fitzsimmons (Center for Success), John Luczak (Education First), Mercedes Gonzalez (Il. Action for Children), Melissa McClaire Gary (New Teacher Center), David Osta (CEC), Alicia Haller (CSEP), Jim O-Connor (Advance Illinois), Josh Kaufmann (Teach Plus), Acasia Wilson-Feinberg (E4E), Dilara Sayeed (Golden Apple), Joyce Weiner (Ounce of Prevention), Sam Buck (Governor's Office), Dan Cullen (IBHE), Christian Rivara (Plainfield Dist.), Dean Halverson (WIU), Stacy Moore (E4E), Alicia McCray (Governor's State University), Judy Hackett (NSSEO), Renee Zdych (Governor's State), Cristina Munoz (Education First), Teri Talan (McCormick Center), Sessy Nyman (Illinois Action for Children), Kimberly Strike (Concordia)

Welcome and Introductions

Erika Hunt and Audrey Soglin gave an overview of the P-20 TLE's work with Education First on providing ESSA recommendations to the Governor's Office. We have been collaborating with ISBE, the other P-20 subcommittees and Education First to provide feedback with connections between the subcommittees and coordinating committees that are made up of the chairs of the P-20 subcommittees. We have been looking at this through the P-20 lens looking at pre-school through adulthood education when giving feedback. Education First has been coordinating the efforts of this P-20 collaboration.

Meeting Objectives

- Discuss and solidify TLE recommendations
- Discuss points of intersection and coordination
- Discuss alignment of recommendations to the equity plan

Overview of Work to Date on ESSA

- Committee met to identify opportunities within ESSA and identify areas to explore further
- Two subcommittees were formed:
  1. Teacher Preparation Innovations
  2. Professional Development and Leadership

### Subcommittee Process

Each subcommittee met virtually and in-person several times during October and November and developed an initial set of recommendations to improve the ESSA plan, focusing on teacher preparation, professional development and teacher and administration leadership opportunities.

Sub-committees identified additional interests beyond ESSA plan recommendations requested by ISBE.

- Implementation support- ongoing approach to sharing tools, resources and capacity.
- Programmatic and implementation details- specific approaches required to implement recommendations
- ISBE plan recommendations- suggestions to improve ISBE's draft ESSA plan of supporting excellent educators

### Teacher Preparation Innovations Updates:

The subcommittee proposed four recommendations:

1. ISBE should support residency models
2. ISBE's role should be to manage a competitive grant process to braid together state set-asides and LEA funds to support integrated teacher residency models: teacher residencies, school administrator support and teacher leadership. This connected model supports a clinically rich, locally sensitive LEA-EPP partnership to build instructional capacity in high needs areas/fields.

*Comments and Questions:*

*Will we have a shared definition of residencies?*

*We didn't want to be too prescriptive to allow flexibility for innovation.*

*Will this be a yearly process?*

*Is the idea to focus on one school for a model for others?*

3. To maximize the impact of an Integrated Teacher Residency Model, ISBE should emphasize seven priorities:
  - Support and professional development for mentor teachers and principals
  - Principal leadership as part of the mentorship model
  - Sustainability
  - Selection of and training for high quality mentor teachers
  - Residency via deep, extensive, and supervised clinical practice (at least one full year)
  - Alignment of stakeholder support for the endeavor (including exclusive bargaining representative, superintendent, and school board)

- Sensitivity to the local needs, particularly
  - a) Shortage areas of bilingual
  - b) STEM
  - c) Special Education
  - d) An intent to support the preparation of more teachers of color

*Comments:*

*In selection of and training for high quality mentor teachers, principals should be added.*

*It is difficult to staff schools in rural areas.*

*A consideration of collaboration of rural schools like ROE's to build residency models.*

*Mentor principals who haven't learned about distributed leadership.*

*Add teacher leadership, principals and assistant principals*

*Sensitivity to local needs should be added as a priority*

4. ISBE should consider documentation of school-provider partnerships, LEA commitments, resident commitments and a strong evaluation process during the grant applications process. As ISBE considers grant applications, they should view the following favorably:
  - Documentation: Document school-provider partnership (e.g., selection and recruitment of candidates and mentors, modification of curriculum, development of a sustainable financial model)
  - Resident Commitments: Residents commit to 4-6 years of service in LEA
  - Evaluation Process: ISBE builds in an evaluation process for grantees to derive lessons learned and evidence of strong practice
  - LEA commitments could include:
    - a) LEA to maximize resource leverage
    - b) Release time
    - c) Stipends for mentor and resident, including considerations for housing and childcare costs
    - d) Designated mentor coach to provide PD
    - e) Could be an incentive to rural districts to collaborate
    - f) Induction support and resident commitment
    - g) Demonstrate stakeholder support (exclusive bargaining representative, superintendent, school board, EPP, etc.)
    - h) Address sustainability
    - i) Willing to disseminate experiences/findings/lessons learned
    - j) Addressing pathway to citizenship or changing licensure requirements to enable those without documentation to serve

*Comments:*

*Consider adding higher education to what LEA commitments could include.*

The Teacher Preparation Innovations Committee also considered additional innovations.

- Address the shortage of bilingual teachers
- Increase Educator Diversity
- Teacher leader designation: Create a state-level teacher leader designation for 'cooperating teachers' and job description utilizing the job domains within the Teacher Leader Model Standards.

*Comments:*

*We need to work on common language.*

*Professional Development and Leadership Committee Updates:*

Three recommendations emerged from the sub-committee discussion.

1. ISBE should clarify the vision and processes that support professional development and leadership by implementing a cycle of continuous improvement. The vision and process, which must be supported by adequate funding, should reflect the state's commitment to equity. The proposed process for strengthening professional development and leadership in Illinois:
  - Clarify and confirm vision- ensure the SEA and LEA share a unified vision
  - Develop guidance for Title II application- support districts to submit higher-quality Title II applications
  - Build robust supports- capture best practices across the state to inform current and future support
  - Evaluate effectiveness- collect and share data that is intentionally and effectively used
  - Elevate effective practices- share lessons learned across districts, support organizations and other partners
  - Revisit process and continue to improve- utilize ESSA evaluation cycles to support continuous improvement
2. ISBE should provide clear guidance on elements of quality professional development for teachers and principals. Guidance should be supplemented with resources that support implementation. Guidance for Title II funded PD should meet ESSA requirements:
  - Classroom-focused
  - Collaborative
  - Sustained
  - Data-driven
  - Job-embedded
  - Intensive
  - Personalized
  - Evidence-based

The subcommittee also recommends that sub grant-funded PD meet additional standards of quality:

- Teacher and administrator led

- Administrator embedded
- Supports at-risk or subgroup populations
- Coordinated with teacher and principal evaluation and student data for LEA planning
- 

PD should be grounded in high-quality standards for teachers and principals.

*Standards for Teachers and Principals*

- *ISLLC Standards*
- *Illinois Performance Standards for School Leaders*
- *Teacher Leader Model Standards*
- *NSDC Professional Learning Standards*
- *Learning Forward Professional Learning Standards*

*Comments:*

*We need to be explicit that this is in-house professional development and not sending their teachers and administration out for one and done, sit and get PD. Consider seedbed track of growth, innovation zones and cohort models.*

*We need to provide time and resources for school districts.*

*Regional plans for development of quality PD.*

*Look to ELC for spirit and models of PD and TL and how they can use Title I or Title II money- provide guidance documents.*

*Looking at a crosswalk between the TLMS and ISLLC standards there are gap areas where principals need support.*

*Consider PD standards.*

*The standards for teachers and principals listed above are what ISBE should be looking for when approving PD applications.*

*PD is not limited to Title II funds- guidance to districts on how funds can be used.*

3. ISBE should leverage the state set-aside to seed innovative approaches to teacher and principal leadership. ISBE can develop a new opportunity, such as a Teacher and Leadership pilot

- Elevate districts already taking innovative approaches
- Identify districts interested in experimenting with teacher and principal leadership opportunities
- Release guidance for teacher and principal leadership pilot application and participation
- Potential pilot guidelines include:
  - a) Shared decision- making
  - b) Student, educator, and system data
  - c) Opportunities for collaboration
  - d) Clear roles for teachers and principals
  - e) Teacher leader and principal standards
  - f) Leadership development

g) Accessible resources

The sub-committee weighed additional details that will impact implementation, which should continue to be discussed and shared with ISBE as the ESSA plan is finalized and implementation begins.

Professional Development

- How might ISBE utilize existing high-quality PD standards to drive its guidance for districts?
- What level of capacity can ISBE devote to supporting interested districts that require more support to implement PD that meets these new standards?
- What role can lab schools play in providing “real time” training and examples of quality PD?

Teacher and Principal Leadership Pilot

- What are the goals of the pilot program, and how will we know if it is effective?
- How can we ensure the program guidelines reflect adequate training and development for both teachers and principals?
- How will the program guidelines translate into the application process and implementation of the pilot?
- How do we encourage districts to participate in the pilot?

*Comments:*

*Change the words teacher leadership and principal leadership to just school leadership.*

*Provide guidance documents for all different groups.*

*ISBE and all organizations should develop and implement a communication campaign to elevate these districts and the idea of leadership.*

*Additional details – family engagement and community should be added.*

*ISBE should provide a portal of sharing of best practices*

The P-20 Committee was asked by Jason Helfer to look into micro credentialing.

- IBHE is developing quality criteria and draft definitions for micro credentialing for consumer protection and guidance, which is in its draft phase.

*Comments:*

*We need consistency across all agencies.*

*Expand opportunities to others (Teaching Matters, CTQ, NNSTOY) with consumer protection piece.*

*P-20 TLE may want to recommend that ISBE review IBHEs quality criteria for ESSA.*

*Early Childhood Update*

Teri Talen provided a brief update on the Early Learning Council ESSA draft recommendations related to the TLE work.

- PD opportunities, Title I, II, II- joint PD for all stakeholders and coordination of PD opportunities. Aligned PD in best practices.
- Transition Planning
- Building relationships with communities which provides for: Pre-K, K-1, 1-2 etc. transitions
- Improve quality of preparation programs
- Support ELL/Dual Language
- Education First is collaborating with the ELC

*Next Steps:*

- *Where are there overlapping recommendations?*
- *What are areas that the committee would like to bolster in light of today's discussion?*
- *We will give an update to the P-20 Council on Dec. 12<sup>th</sup>.*
- *Review our recommendations with consideration to the alignment to the equity plan. How will the committee help ISBE strengthen the Educator Equity component of the ESSA plan?*
- *Our next meeting is on Dec. 16<sup>th</sup> V-Tel in Bloomington and Chicago.*