

P-20 Teacher and Leadership Effectiveness Committee  
December 16<sup>th</sup>, 2016  
V-TEL Chicago and Bloomington Locations  
Co-Chairs- Erika Hunt and Audrey Soglin

In Attendance: Andrea Brown (ISBE, retired board member), Pam Reilly (P-20, B-3), Kathy Mannen (IFT), Melissa (NTC), Brad White (SIU), Susan Hilton (IASB), Dawn Green (Palos Heights), Ashley Becker (ICCB), Dilara Sayeed (Golden Apple), Alicia Haller (ISU), Jane Russell (IFT), Jan Fitzsimmons (NCC), Mercedes Gonzalez (Act for Children), Stacy (E4E), Joyce Weiner (Ounce of Prevention), Jim O'Connor (Advance Illinois), Josh Kaufman (Teach Plus), Christina Munoz (Education First), Sam Buck (Governor's Office), Thalia Nawi (Education First), John Luzcak (Education First), Audrey Soglin (IEA), Erika Hunt (ISU), Aimee Galvin (Stand for Children), Dan Harris (INCCRRA), Lynn Gaddis (ILSTOY), Meredith Byers (IEA), Lauren Burdette (Governor's Office), Lisa Hood (ISU), Kimberly Strike (Concordia University), Acasia Wilson-Feinberg (E4E)

Welcome and Introductions

*Illinois Equity Plan and alignment to TLE work:*

Root cause analysis included in ISBE Equity Plan

- Lack of equitable funding formula for local school districts which results in disparities in teacher salaries between districts (funding)
- Lack of continuity in the recruitment and retention of educators
- Lack of awareness of community (practices and values) once in a high needs school district (cultural competency)

ISBE identified four steps to address these areas

1. Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming
2. Utilize current ISBE communications strategies to ensure that districts are aware of how they can use Title II funds to support professional development and programming that would assist teachers in supporting the academic and social and emotional growth of their charges.
3. Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high poverty, and/or high minority districts and ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.
4. Award LEAs grants for a three year period that require: the development of recruitment and retention programming, the use of teacher leaders as instructional leaders within the school, and programming that capitalized on the skills of parents and community members and supports family engagement.

### *Comments and Questions:*

- *ISBE recommendations were somewhat in silos and not inter-connected*
- *ISBE communications are divided by sector and aren't having the reach that was hoped.*
- *There is an ISAC scholarship for minority teachers that are sometimes not fully utilized.*
- *Minority students depend on the ISAC scholarships and when the state budget is not known, these students are anxious about whether funding will come through*
- *It was recommended that governance be addressed because diversity and equity need to be a part of the mission statements*
- *ISBE could offer a progression of certification*
- *Recommendations could encourage the state to focus efforts that would improve recruitment and retention in schools with high percentages of low income students*
- *Recommend that that regional equity be looked at*
- *Regional information would be helpful for recruitment, retention, and succession planning*
- *ROEs should be involved to address regional shortages*
- *Two of ISBE's steps indicate recruitment as a priority; most of our recommendations address teachers who are currently in the field.*
- *Can we embed teacher leadership standards that include equity?*
- *ISBE should look at equity standards for inclusion in the professional development guidelines. Strengthen what we have- additional standards of equity and quality*
- *There is clear alignment between the equity plan strategies and the TLE recommendations. To strengthen this- could we give examples of the types of teacher leadership that would help with equity: like mentoring new teachers in areas of high need, or mentoring teachers of color?*
- *Look for clearer connections between what we are asking for in the residencies and what's in the equity plan*
- *Consider regional equity- rural and suburban areas*
  - *We might add this to, "high-minority, high-poverty and rural"*
  - *This is a place where leadership is needed: not just principals, but superintendents and school boards*
  - *There's a role in ROE's to provide the networking opportunities*
  - *There needs to be incentives for districts to recruit teachers of color*

### *Discussion of TLE Draft Recommendations and Suggested Refinements:*

#### *Professional Development:*

- *Add examples with mentoring, and the additional wording about equity*
- *How do you help low-capacity districts to implement and do something different?*
- *ISBE needs to do something to support districts to understand best practice for PD*
  - *Use of analytics to determine needs across the district.*
- *Clear and rigorous guidance- what does this mean?*

- Integrate specific examples of what this could look like, perhaps a menu; not prescriptive though
- Could our recommendations be adding what's in those guidelines?
- Add a recommendation about transparency or the use of funding
  - More tracking and monitoring (SEA driven) for how these dollars are spent to increase transparency
  - Need to weigh what this means in terms of compliance- ISBE wants to be mindful of over-reporting
- Collaboration between LEAs and teachers- ISBE could guide districts on how to do this, potentially through guidance document
- Add a definition of "teacher-led"- Teachers have voice of what their needs are. Footnote about teachers leading PD, but also teacher voice in planning the PD.
  - What type of support, a possible webinar that reminds all stakeholders that this collaboration has to occur. Collaborate with Roger/IES
  - Also want to be clear that PD is not exclusively teacher-led. Teacher-led AND administrator embedded- want to unpack this a bit more.
- Concern about the phrasing about "developing resources"

### *Leadership*

- How do ensure that not just high-capacity districts have the access to this pilot grant funding?
  - Ensure that the grants don't leave winners and losers.
  - Implementation bullets 1 and 2- need to ensure that this isn't just a compliance exercise
- Change the term leader leadership, and replace with Distributed Leadership?
  - Distributed leadership is a process. Maybe use Leadership Team Development or Leadership Team for Professional Learning.
    - Leadership team as teachers, principals, Aps. Building leadership, district leaders.
    - On #2- "introduce pilot program to seed distributive leadership development and more innovative approaches to developing school leadership teams." We want to note that leadership team means different things to different districts.
- Examples of what this looks like- we don't need to list all of the possible roles. This is where we might plug in (paragraph description) of the guidelines that could be included (developed by Lynn and Debbie; slide 27).
  - Note for CM- add potential guidelines for pilot programs that were discussed. Update language to Leadership Team.
  - Leadership team pilot guidelines will be developed and shared with the TLE team.

### *Teacher Preparation*

- Traditional definition is that residency is post-bachelor. Even if we stick with this definition, it would be useful to elevate the importance of rich, clinical experiences.
- There have been some shifts in traditional teacher preparation that accounts for yearlong clinical experiences. Can we think about this as something that could be done in multiple ways?
- It can get more complicated in pre-bachelor; there are examples at Loyola. Maybe open it to all types of programs (undergrad, alternative, etc.) Open it up as long as it meets all of the other guidelines. The Key phrase is intense clinical experience.
- If we tie this to a master's degree, we have to add something about placement. We need to make sure that principals aren't overlooking teachers because of this.
  - Perhaps it's Master's in a specific content area- can the masters be in a content area instead of a Master of Arts in Teaching. Add this in with asterisk, where available.
  - This could take the emphasis away from the clinical experience.
- Guidance and high standards for mentors- if we could reference the work that's already been done in this area.
- Add this to looking ahead: Licensure for out-of-state teachers; could we suggest exploring this because it links back to the equity plan and teacher preparation.
- Page 5, first bullet. For promoting equity- could we add a recommendations about adding that the applicant could be LEA, ROE, consortia of schools, etc.? Add this to the parentheses as an allowable approach. Don't include the term professional organization.
- Sub-committee discussed principal and teacher training.
  - Top of page 3- support for leaders who are supporting residency models
- Do we need to narrow guidelines for IHE's?
  - Members voiced support for alignment to higher Ed.
- Encourage ISBE to seek additional funds that could be part of this braiding
  - Add this to implication for implementation
- Define what we mean by competitive process- Audrey will draft and send this out.
  - Is it possible to provide a planning grant? And if awarded, ISBE then could provide TA.
- Last bullet in first section, could make the connection to equity/rural
  - Mentor teacher, extended time and sensitive to local needs are important
- Teacher prep addresses measuring effectiveness- will want to make sure we address these in the other recommendation sections

## Next Steps:

Alicia Haller and Lynn Gaddis will revise the “leadership” section of the TLE memo that they put together including:

- Adding a definition of school leaders
- Explanation of the development of Professional Learning Leadership Teams to help lead pilot programs if similar leadership teams don’t already exist at the school
- Add the seven guidelines for high-quality leadership pilot programs

Education First will finalize the TLE Draft Memo for the P-20 Council. It will send this memo out for one additional review from our committee members for feedback by the first week in January.

The next P-20 Council meeting will be held on January 11<sup>th</sup> in Chicago and Springfield.

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