

IL P-20 PD and TLL Subcommittee

October 20, 2016

Attendees: Jane Russell, Dawn Green, Lynn Gaddis, Dianna (IL Ed Association), Lisa Hood, Paula Sereleas, Josh Kaufmann, Larry, Alicia Haller, Erika Hunt, Ginger, Stacy, Christian Rivara, Dawn Green, John Luczak, Cristina Munoz, Jan, Amy, Joanie Scritchlow, Kimberly Strike, Pam Reilly

Next Steps

- Erika to pull from the survey to develop guiding principles
- John to follow up with Jason on identifying LEA use of Title II funds (at least from the large districts)
- All review ISBE strategic plan/IL P-20 strategic vision to see connections to PD/TLL recs
- All review DOE equity guidance
- Ed First to identify which competency-based work is happening the state and what competencies are being used
- Ed First, Lynn, Pam will work on fleshing out the key points/principles related to teacher leadership in the state
- Pam to schedule a virtual meeting in early November to review a strawman based on today's meeting and provide feedback
- Pam to confirm webinar on micro-credentialing

Outstanding Questions

- What are other states doing with Title II to address pipelines for areas where there are teacher shortages?
- What groups are already using competencies in the state?

Title II Survey

- It seems like IL is a little unclear about their vision for ESSA. The state has been reluctant to put out their priorities, so we are looking for those clues from the field.
- One of the trends is diversity/bilingual as a trend
- Trends: Teacher evaluation and supports (existing initiative) and bilingual teachers (new initiative)
 - Development of systems or process- folding initiatives into these systems to build capacity
- Do we have a sense of how Title II dollars have been used up to this point?
 - ISBE shared how they used state set-aside funds
 - Teacher evaluation-465
 - College board standards alignment
 - PERA recalibration training
 - (See rest of list in email)
 - Have also asked to analyze and look at the LEA Title II funds

- We might consider using Title II dollars to evaluate the impact of work at the local level (Title II dollar use)
 - People in IL are often still using this for class size reduction, PD, and mentoring/induction of new teachers
- 2-3 opportunities
 - The state-aside (see new ways to do micro credentialing, teacher leader) that would require competitive funding
 - Use Title II based on this formula- choose from this guidance
 - Could provide guidance on how to use PD
 - There is an in-between- providing strong guidance, and during the application process, providing feedback on whether the bar was met
 - We are requiring you to spend money this way

Resource debrief and initial recommendations

USED

- Expanded opportunities for teacher leadership in ESSA; new flexibility on how you can use money that wasn't available before
- There is discretion with the set-aside, but the biggest chunk of dollars is going to LEAs. There is an opportunity with requirements for PD.
- We already have this- if we encourage people to use this with teacher leadership PD- there's nothing to stop folks from continuing to what they've always done
 - You could combine the set-aside with the LEA (incentivize it in a way that isn't ordering folks to do something, but providing the carrot)

CCSSO

- Vision/top priorities isn't really clear in Illinois. Our state's strategic plan might help us clarify the path for where we want to go.
- A vision could help us identify an initiative or recommendation
 - Kentucky has a framework that guides their thinking and decision-making
 - ISBE has indicators that they are benchmarking on- may want to review this
- Also need to consider how we build capacity to implement whatever recommendation we put forth
- How can we look at this more as a PD system, instead of isolated initiatives?
- Also remember that we can consider braided funding- for example, certification dollars that are earmarked for teacher mentoring and support and for the diverse educator pipeline

Chiefs for Change

- Strong emphasis on braiding teacher leadership and teacher-led development

- LA example of mentoring and coaching
- Research base wasn't really evaluative, mostly case study. Did include a study on NAEP data that describes establishing a comprehensive PD system could look like.
 - We could provide recommendations for providing funding to certain things, do they include requirements for what must happen with the funding
- Using evidence-base as a requirement to access funding

RAND

- Describes tiers of evidence for each Title; provided examples of what is required
- State should get tight on what they will accept for Level 4 evidence
 - Recommendation that the state should look at a body of evidence, not simply one research piece to validate a program
- Don't look at models, look at activities. Replicating models with fidelity is challenging; so focus on research-based activities
- Recommended a continuum of support- not separating teacher and leaders in development
 - Also recommended mentoring
 - Against financial incentives, replacing principals, singular studies, class size reduction

Education Counsel and Learning Forward

- The cornerstone is about thinking about our capacity to gain buy-in to a professional learning system
- Highlighted the alignment of resources; how to coordinate and monitor
- Change processes and continuous improvement loops
- Description provided through a few buckets: sustainability, intensity and job-embedded, data-driven

ILSTOY

- The idea of systems is central- PD is just-in-time and job-embedded
- Teacher leadership at the state level; state guidelines for district-planning for Title II funding; state support for districts and schools
- We have to address shared decision-making; the features of quality leadership and professional learning and how to evaluate if they've been successful
- Could consider how we use 5 Essentials to make professional development decisions at the state level
- One recommendation- guidelines for Title II funding plans that district submit
 - How can we share things are going well; let's start to get some firm guidelines

First Five Years

- We have insufficient teacher capacity when it comes to language instruction

- If we see something that addresses the needs we have in the state-dual language- we should consider how to coordinate those efforts
- Change Title II set aside from 5% to 8%; target PD to focus on instruction; IL should apply for literacy application for all program

Teach Plus

- ESSA allocated to “high-quality” support- we haven’t talked about combining systems we already have in place
 - Teacher-led PD can support teachers with evaluation
- Areas of improvement in evaluation is currently unaligned to PD offerings (teachers from Chicago)
- If you’re school is working on X, PD should be aligned to that priority

EdWeek

- Micro-credentialing can work if all stakeholders come to value it. The way that its designed should show teachers’ learning right now
- Teachers could propose their own courses of student based on a district’s broad instructional goals
- The question is what happens when teaching is made micro?

Digital Promise

- Teachers are already learning informally (sometimes outside of the district PD); how can we acknowledge what people are already learning
- 120 micro-credentials on the DP platform; online community of practice
- Question- it is competency-based, need to consider who is defining and evaluating the competency
 - ISBE is focusing on competency-based learning
 - There are several groups in the state already starting this work; who are these groups and what competencies are being used?
 - The state is overhauling their administrator and teacher academies- maybe competencies belong there?
 - Is there a potential opportunity to use this for re-certification instead of “clock hours” of random PD?
 - NNSTOY trainings include competency-based training, follow-up and evidence/portfolios of work
 - Dan Harris- Illinois’ Early Childhood Gateway system is a great model for looking at how to establish a professional development system built off competencies

Initial Recommendations

- Success/data collection/evidence on Title II spending (process)

- High quality PD and supports (What's the role of states, IHEs, ROEs, CECs)
 - Ongoing, job-embedded and research-based
 - Consider the role of teacher evaluation work
 - ELL focus
 - Early learning focus (continuum of learning at key transition points)
 - Teacher-led
 - Team-based
- Teacher leadership
 - Challenge/pilot grant idea (talk to Jason)
 - Evaluation
 - Sharing teacher leader examples from IL districts-guidance and support
 - Principal/admin role
- Micro-credentialing and integration
- Unifying decision (process)
- Principal/admin supports
 - 3% set aside
- ***We will need to ensure that we ground all of these conversations in equity

Process

*This process is encompassed by the equity conversation

1. Higher quality Title II applications
 - a. Clear and useful guidance
2. More robust set of supports
 - a. Capturing current district best practices (there are some best practices can be found in PEAC)
3. Evaluating effectiveness /what works
 - a. Data collection
4. More sharing across districts/partners and other supporting organizations
5. ESSA evaluation cycles and improvement

**Consider how ISBE capacity plays a role here?

-Could we consider a residency to support more capacity? Or ambassador approach?

-Taskforces (PEAC) and other supports

Additional key points

- We've got examples of best practices –they've got to be captured and shared
- Set of standards that defines how districts could put in place teacher leadership opportunities
- Need to encourage districts who haven't been thinking about this- how do we incentivize districts to go there with some supports?

