

Illinois P-20 Teacher and Leadership Effectiveness Committee
September 21st, 2016
Co-Chairs Audrey Soglin and Erika Hunt

In Chicago: Audrey Soglin (IEA), Erika Hunt (CEPCC), Pam Reilly (P-20, B-3), John Luczak (Education First), Thalia Nawi (Education First), Dalara Sayeed (Golden Apple), Lauren Burdette (Governor's Office), Kimberly Strike (Concordia), Jane Russell (IFT), Jim O'Connor (Advance Illinois), Lynn Gaddis (ILSTOY), Dan Harris (INCCRRA), Meredith Byers (IEA), Jan Fitzsimmons (North Central)

On Phone: Roger Eddy (IASB), Janna Hunzicker (Bradley), Susan Hilton (IASB), Brad White (IERC), Cathy Mannen (IFT), Phyllis Bliven (ISBE), Diane Wolf (ROE), Annice Brave (Alton), Dan Cullen (IBHE), Malinda Aiello (IBHE), Amanda Winters (IBHE), Melissa Fisher (Golden Apple), Acasia Wilson (Ed4Excellence), Cinda Klickna (IEA), Jody Scott (ROE 33), Josh Kaufmann (Teach Plus), Lisa Hood (ISU), Phyllis Glink (Irving-Harris Foundation), Cornelia (McCormick)

Welcome and Introductions- Audrey Soglin

Audrey gave an overview of the Teacher and Leadership Effectiveness Committee's upcoming work. We will be collaborating with ISBE, the other P-20 subcommittees and Education First to providing input to ISBE on the ESSA plan. This provides a more systemic collaboration to provide feedback with connections between the subcommittees and coordinating committees that are made up of the chairs of the P-20 subcommittees. We should look at this from a P-20 lens looking at pre-school through adulthood education when giving feedback. Targeted subcommittees will be the Data Assessment and Accountability Committee, Teacher and Leadership Effectiveness Committee and the College and Career Readiness Committee as well as pulling in input from the other subcommittees to provide feedback.

Education First will be coordinating the efforts of this P-20 collaboration.

Education First- John Luczak and Thalia Nawi

Education First has been helping other states in developing their ESSA plans and can draw on that work to support the P-20 committees this fall as we go through this process. They will help facilitate our meetings and work with the coordinating council to collaborate with ISBE to communicate the feedback from the process.

Review of priority/ identified issues by ISBE and how to best move them forward

ISBE has asked us to review certain sections of the ESSA plan and provide our feedback.

- PD
- Use of Title II funding
- Teacher and leadership preparation innovations

- Teacher leadership/career advancement efforts
- Diversity of teacher workforce
- Equity plan and teacher effectiveness definition

Professional Development:

Ideas:

- Job-embedded PD and supports
- Data based PD
- Alignment EDTPA and alignment to and through
- NBCT- opportunity to align and build
- ILSTOY- Title II proposal
- Can the Teacher Leadership Endorsement be leveraged?
- PD- license renewal to develop and improve practice
- How can guidelines be developed to be responsive to context, tiers of the system, data and feedback opportunities?
- Micro-credentialing- useful for a variety of LEA environments, should be competency based which can include progressions from novice to expert
- Ties to impact- data
- Have PD for and with teachers not to teachers
- Build on LEA exemplars
- Align to licensure/PEP
- Title II funds for new teacher mentoring and hiring teacher leaders

Use of Title II funding

- Funding for new teacher mentoring
- Hiring teacher leaders in house
- How are LEA's currently spending Title II money?
- Multiple models based on LEA type?
- Is there an evidence base for Title II tied to outcomes?
- Increased transparency in current spending patterns
- Alignment to Equity Plan and retaining diverse teachers
- Opportunities for braided/ cross sector funding?
- Menu of PD options to accommodate context with regional options and option to align with ISBE work
- Think systemically about needs (don't let money drive decisions)

Teacher and Leadership Preparations/ Innovations

- IERC findings- principal needs in early learning, TELs and community engagement.
- Academies- build in residency models- deepen clinical practice and alignment to high needs populations
- Research to build from successful state models
- Ensuring an alignment to district/state labor market needs (deepen district partnerships)

- Integrate and give attention to retention of teachers
- Provide deeper connection between preparation and the needs of LEAs
- Address not just the shortage areas but the competencies as well.

Diversity/Equity Plan

- Build from existing work; scholarships, prior research and approvals
- Build long-range recruitment pipelines

Teacher Leadership Partnerships

- ITLN- definitions for the field, increase teacher voice, include research based guidelines for T/L, align to teacher leader model standards, diagnostic tools
- IPA/IASA – re: endorsement
Who are the recipients and what were the outcomes?
Lessons learned?
Hold focus groups to discuss outcomes and lessons learned
- USDOE- Teach to Lead – teacher leadership

Next Steps:

- Form Subcommittees for PD/Teacher Leadership and Teacher Preparation/Innovation
- Title II “101” for the TLE committee
- Data on micro-credentialing to be provided by Education First
- IERC to help with Title II dollars and how they are currently being spent. (Brad White)
- Suggested set of priorities for spending Title II dollars.
- What is required to use Title II funds? (Evidence-based)?
- Read Equity Plan and follow up on steps in the plan and their alignment to “state goals”