

**Illinois P-20 Teacher and Leader Effectiveness Committee**  
**Minutes Oct. 2<sup>nd</sup>, 2015**  
**Chairs Erika Hunt and Audrey Soglin**

In attendance: Alexandra Baptiste (Advance), Niketa Brar (Advance), Mitchell Braun (CPS), Andrea Brown (ISBE), Meredith Byers (IEA), Mavis DeMar (East Aurora), Roger Eddy (IASB), Andrea Evan (Governor's State), Gail Fahey (DuPage ROE), Jan Fitzsimmons (ACI), Lynn Gaddis (ILSTOY), Megan Hallissey (SIU), Dean Halverson (WIU), Erika Hunt (CEP- ISU), Jana Hunzicker (Bradley), Josh Kaufmann (Teach Plus), Geralyn Lawler (Loyola), Jaribu Lee (Kenwood Oakland), Stephen Marlette (SIU), Brandon McKee (Congressman Hultgren's Office), Pam Reilly (P-20, ILSTOY), Darlene Ruscitti (DuPage ROE), Jane Russell (AFT), Diane Rutledge (LUDA), Dilara Sayeed (Golden Apple), Kathy Shaevel (IFT), Audrey Soglin (IEA), Wendy Troxel (ISU), Carol Webb (WIU), Tara Webb (WIU), Brad White (IERC), Renee Zdych (Governor's State)

**Welcome and Introductions:**

Audrey Soglin started the meeting by introducing herself and welcoming everyone and thanking them for attending the webinar. She had everyone introduce themselves and their organizations.

**Updates:**

Following the introductions, Audrey announced that the committee secured a Wallace Foundation grant to work with our sub-committee and ILSTOY. She thanked superintendent Dr. Dawn Green from Palos Heights District #128 for working with us by releasing Pam to allow her to do this work.

P-20 Council meetings will be happening more frequently and the length of the meetings will be shortened. The goal is to have the opportunity for Committees to meet in conjunction with whole Council meetings and Erika and Audrey will explore that option.

Another change in the P-20 Council meetings deals with the procedures of the sub-committees. When the sub-committees come up with recommendations they are tasked with letting the other subcommittees know what those recommendations are. This is why Roger Eddy and Jane Russell are sharing their recommendations with us today. They not only will share the recommendations with us but will ask for our input as well.

Audrey also announced that the teacher dashboard which was developed around benchmarks around teacher and principal preparation indicators will be reviewed by an internal team at ISBE rather than this committee, which was the original plan..

**Implementation Report from Roger Eddy and Jane Russell:**

Jane and Roger referenced the Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives, which was shared ahead of this meeting and is attached in the email that is being sent with these minutes. We also shared the Draft Recommendations document.

### **Jane Russell reviewed the committee work and the framework for the surveys**

Jane Russell began by thanking all of the people that helped with the report, which was two years in the making. She thanked Amber Kirchoff, Ayesha Tillman, Derek Houston, Lizanne DeStefano and multiple members of the committee that provided input.

She reviewed their committee charge:

*The P-20 Implementation Review Committee is charged with reviewing the implementation of key Illinois education initiatives, establishing a process to solicit stakeholder input into the review, identifying challenges to implementation, and offering suggestions to enhance implementation and continued improvement of education in Illinois. The committee chairs will coordinate with the Chair of the P-20 Council, the Joint Education Leadership Committee and the Coordinating Committee to plan the review. The committee will issue an annual report describing its activities, major findings and recommendations.*

*The co-chairs of the P-20 Implementation Review Committee will develop a work plan in consultation with the Chair of the P-20 Council. The plan will be submitted for review and feedback at a meeting of the full P-20 Council.*

The Committee began its work by identifying statewide education initiatives on which they were interested in gathering feedback about implementation. Initially, the Committee identified 29 initiatives spanning from early childhood to postsecondary education.

After compiling a comprehensive set of initiatives to the Committee, the Committee then conducted multiple internal surveys in an iterative process to identify priority work areas. A set of guiding principles was developed by the Committee to serve as a framework for prioritizing initiatives. Based on these criteria, the Committee rank ordered initiatives to be included in the study.

After consideration of the guiding principles and the information included in the context document, the Committee selected the following initiatives as work priorities:

- 1) Student learning standards
- 2) Statewide student assessments
- 3) Collection and use of student and educator data
- 4) Educator performance evaluations

Jane noted that during the time surveys were open for the statewide student assessments- the process of schools taking the PARCC tests was happening at the point of the survey and was not yet complete.

The Committee specified which stakeholder groups from which they were interested in gathering feedback; administrators, business community, community members, parents and teachers.

As a follow up to the survey, the Committee chose to conduct focus groups to solicit more detailed qualitative feedback from parents, community members, administrators, teachers, and business representatives from across the state.

More than 2700 teachers, parents, administrators, community members, and business representatives participated in the Committee's survey. Additionally, 13 focus groups were held providing 70 participants with the opportunity to share their perspectives and experiences on these critical policy issues facing the state.

Jane noted that the survey was available online for roughly six weeks from November 24, 2014 – January 5, 2015.

Jane Russell asked if there were any questions and there were no questions at this point.

**Roger Eddy discussed the draft recommendations that came from the surveys.**

The Committee developed the takeaways and recommendations after receiving the findings and themes of this study. These draft recommendations were presented to the P-20 Council for consideration on July 22, 2015.

Roger discussed the overarching takeaways based on feedback from survey and focus groups participants:

Some factors are independent of direct teacher or administrator control but have a significant impact on student learning and educator impact. Such factors include parent involvement, socioeconomic status, attendance, other student characteristics, as well as disciplinary or behavioral issues

- Regular contact and communication with parents is essential.
- Consideration for all education policy discussions need to reflect that all students including college bound and workforce bound students receive life preparations skills to meet the need to become productive and successful citizens.
- Due to the timing of the survey and focus groups, data on PARCC must be considered in the context of the pre-test administration period.

What follows are specific recommendations put forward by the Implementation Review Committee which were developed based on the findings and themes of this evaluation study which Roger reviewed briefly.

*Student Learning Standards*

1. Provide additional planning time and professional development for implementation.

Stakeholders reported that the three biggest challenges to implementation of the IL Learning standards are: sufficient planning time (74% administrators, 77% teachers), professional development (69% administrators, 67% teachers), and lack of time due to multiple initiatives (67% administrators, 60% teachers).

2. Encourage further engagement of families and communities. Nearly half of parents who responded to the survey indicated they were aware of how to access resources to support student learning and mastery of the new Illinois Learning Standards. Additional parent training, including, homework help, will enhance student learning.

3. Develop methods of generating a better understanding of the distribution of career and technical education (CTE) offerings across the state, including an understanding of the role of community colleges to provide CTE. Parents reported a perceived reduction in the number of CTE offerings. Career and technical education opportunities could provide hands-on experience to develop workforce and life skills.

#### *Statewide Student Assessments*

4. Given the critical role that assessment plays in a strong educational system, consider input on the overall use of assessment and the resulting data to ensure that high quality, timely feedback is provided to assist all stakeholders in understanding what kids know and are able to do as measured against the new Illinois Standards. As part of this work, continue to monitor and assess the amount of time both in preparation for and in assessment.

5. Support continued research and data collection to determine PARCC's ability to predict college and career readiness and assess student growth as Illinois continues to consider PARCC as a replacement for the ACT as a college entrance examination. Additional research may be needed to ensure effective monitoring of achievement for all students, including for special populations.

6. Provide all students with appropriate training and access to ensure readiness for computer-based assessment. Additional attention should be given to challenges and difficulties of students with special needs, early childhood, and English Language Learners. The majority of stakeholders did not consider themselves to be familiar with modifications and accommodations for special education students or English Language Learners.

7. Use multiple measures in addition to standardized assessments as the basis of data for decision-making and defining proficiency. Concerns about narrowing all judgments of schools, students, teachers, and principals on assessment were noted by all classes of respondents.

#### *Educator Performance Evaluations*

8. Continue to provide appropriate, consistent, and ongoing training for evaluators.

9. Use multiple measures to evaluate educators' performance including student growth

and observation data throughout the evaluation cycle.

#### *Longitudinal Data System*

10. Evaluate current data privacy protections to better understand and communicate about regulations and protections currently in place.

11. Provide resources to inform parents, educators and communities on the use of the longitudinal data system, how data is accessed, what data are collected, current legislative efforts related to data privacy, and how and with whom data is shared.

Roger asked if there were any questions:

Diane Rutledge (LUDA) inquired about the #4 recommendation on assessments – She asked if there was much discussion on recommendations on how much time should be used in a year for testing or which tests schools should focus on? Roger said he didn't think anyone identified specifics other than it's a lot of time being spent that we won't get back- just a general awareness but no specifics. He referred everyone to page 32 in the report, which gives information about testing time.

Diane talked about discussions from legislation about putting limits on the amount of testing time for students in a school year or specific time frame. She said she would go back and review the information on page 32 from the report as suggested from Roger.

#### **Illinois Teacher Leadership Network (ITLN)–**

Lynn Gaddis gave an overview of ILSTOY

Mission:

ILSTOY members will use their collective voice to impact students' learning and the teaching profession.

ILSTOY will actively take a leading role to involve teachers in making decisions about educational policy, advocacy, and practice in classrooms, schools, districts, communities, and in state, national and global arenas.

A brief explanation of how ITLN came to be. Five members of ILSTOY; Lynn Gaddis, Pam Reilly, Annice Brave, Joe Fatheree and Brian Curtin sent in a proposal on teacher leadership to the USDOE for the Teach to Lead Initiative. Their proposal was accepted and they attended the Kentucky Summit in December of 2014 to work on strengthening their proposal for teacher leadership in Illinois.

The proposal was chosen in April of 2015 as a Leadership Lab from the USDOE. Staff from the USDOE came to Springfield, Illinois in May and convened a meeting at the Illinois State Board of Education with twenty educational stakeholder organizations across the state to discuss teacher leadership. ILSTOY along with the USDOE facilitated

the meeting with many conversations around what teacher leadership is and how we can work together to build awareness and capacity of districts to improve student achievement.

At the end of that meeting all twenty organizations came up with six commitments for Illinois regarding teacher leadership and all twenty organizations signed their name at the bottom of those commitments. The first commitment has now developed into the mission statement and we have added an additional two organization that have made the commitment.

Overall Goal: To build a culture of teacher leadership in Illinois.

Mission: Increasing success for all students through teacher leadership in instruction, professional collaboration, policy, and advocacy.

ITLN is Committed To:

1. Changing the culture so that everyone understands recognizes and promotes teachers as leaders.
2. Promoting best practices in the development and utilization of teacher leaders.
3. Finding the resources to provide the training and support to teacher leaders and administrators as they develop cultures of differentiated leadership.
4. Providing opportunities for teacher leaders to become collaborative partners with multiple stakeholders in moving school communities forward.
5. Improving practices in teacher leadership through a culture of continuous improvement.

ILSTOY was given the charge to help lead the work. Since meeting have convened ILSTOY has added resources to their website at [www.nnstoy.org/state/illinois](http://www.nnstoy.org/state/illinois).

Resources include:

- Goal, Mission, Commitments Document
- Teacher Leadership Endorsement Programs and Contact Information.
- Online Networks for Teacher Leaders
- Documents and Resources

The ITLN committee came up with six priority actions moving forward:

- Define the role of ITLN.
- Come to consensus on a teacher leadership definition and vision.
- Explore and implement a framework for teacher leadership.
- Build awareness of teacher leadership in Illinois.
- Communicate with and educate policy makers about teacher leadership.
- Identify Illinois districts with teacher leadership components in all areas of the state.

What we are working on now:

- Gathering definitions and frameworks.
- Reviewing individual vision statements from ITLN to create a collective vision.
- Creating an FAQ document, webinar, power point and presentations to be shared.
- Develop a protocol for phone interviews of districts and schools to identify best practices in features and conditions for teacher leadership.
- Preparing the Agenda for November 9.

Short and Long Term Goals:

Develop two logic models—

1. For the Development of the ITLN.
2. For the Development of the culture of Teacher Leadership in Illinois.

We opened it up for questions:

Jana Hunzicker (Bradley University)- She wants to know more about training teacher leaders. Is this something that is going to come out of ITLN?

Lynn responded back that we haven't gotten to those types of actions but they are being discussed and are brainstorming. We already have teacher leadership endorsement programs in Illinois that are being offered which is part of it. As part of our commitments we are researching this subject. We haven't started to make recommendations- it's too early.

Dilara Sayeed (Golden Apple)- Illinois, innovatively, have teacher leadership endorsements- how is higher education a part of ITLN. We discussed that we don't have individual partners but work under the umbrella of representatives from the Illinois Board of Higher Education and Associated Colleges of Illinois.

Audrey Soglin explained that part of the P-20 Teacher and Leader Effectiveness Committee is that we are trying to align all of the efforts from all of the organizations on teacher leadership. We are hoping that under the umbrella of P-20 all of these organizations come together to work to make efforts systemic in Illinois on teacher leadership.

Roger Eddy – made a comment on how well the process is working related to the inclusion of all of the groups at the Illinois Teacher Leadership Network. The last meeting included a presentation of the Teacher Leader Model Standards. He hopes we can continue to move in this direction so that we all have a common understanding of what the standards are.

Pam Reilly shared that we are planning on having a meeting on November 5<sup>th</sup> for our next P-20 meeting and we are planning on sharing our survey data analysis and the comparisons of the teacher leadership endorsements available in Illinois. We will then

have a crosswalk of what the surveys tell us what the need is out in the field and if the endorsements are meeting those needs; is there congruence or vast differences in the alignment based on the results.

Erika Hunt discussed that the information will be shared at the November 5<sup>th</sup> meeting and at the November 9<sup>th</sup> ITLN meeting as well. We will also look into having an additional webinar time available for those who couldn't attend the face-to-face meeting.

Erika Hunt mentioned that there were recommendations given to the Illinois State Board back in 2011 on the Teacher Leadership Endorsements. It was recommended that the universities utilize the Teacher Leader Model Standards as a framework for their programs. This recommendation report has been attached below.

Jan Fitzsimmons appreciates this group bringing the value of teacher leadership and the opportunities it is highlighting. She is appreciates that it is becoming P-20 Initiative instead of just a Higher Ed. Initiative. She has formed a group of about ten universities that have partnered on this work. Erika suggested that Jan share what that partner work looks like at one of the next two meetings. How do we collectively bring this all together?

### **Next Steps by Erika Hunt**

Erika Hunt thanked Jane Russell, Roger Eddy and Lynn Gaddis for their presentations.

She next asked Committee members to add the November 5<sup>th</sup> Meeting to their calendars where we will be sharing raw data from the surveys and universities at the meeting. This unpolished presentation of the un-scrubbed data will allow for the members input and get their perspectives on the information being presented.

In addition to the teacher leadership work, our committee has been asked to look into a new charge that was developed at the last P-20 Council meeting. There are six sub-committees of the P-20 council – Sharon Parrot from Devry, John Ricco from Ricco Enterprises are chairs for the School College and Career Readiness Committee. They are looking at a targeted initiative where they are looking at the transition from high school to college. They have asked our committee to vet the topic of dual credit and advanced placement courses looking at the teacher credential requirements for those teaching these dual credit courses. We will spend a couple of meetings on this topic and will be adding members that have that expertise and background to give their perspectives. We will come up with recommendations to share with the School College and Career Readiness Committee.

Roger Eddy mentioned the Illinois Task Force Report on Dual Credit to the General Assembly. Jane Russell was also part of that Task Force and will share the report with our membership.

Erika also updated the group on developments with the Diverse Learning Exchange, which the committee has been working on for two years. Through the passage of House Bill 2657 – licensure fees could be used for other initiatives of the state board, which was signed in July by the governor. ISBE will be able to use some of that funding for the pipeline work of the Diverse Learning Exchange. Kathy Shavel thought that the funds were not there and later confirmed that through the passage of PA 99-2/HB 318 (<http://www.ilga.gov/legislation/publicacts/99/PDF/099-0002.pdf>) approximately \$6.8 million in licensure fees had been swept this past spring. Erika and Audrey committed to keeping initiative on the Governor and State Board’s radar in the event that funding may become available.

It was suggested that we continue the discussion on the IRC recommendations that Roger and Jane shared with us and provide time to read the report and comment at the next committee meeting. Erika and Audrey agreed to put time on the agenda for this continued conversation.

There was one final question asked to Roger Eddy from Jan Fitzsimmons about the surveys and it looked like higher education was excluded from the surveys and she was wondering about the rationale behind that. There was discussion that there was representation from higher education on the committee. Jane Russel later sent the below email to answer that question.

There were college and university survey respondents. Both the IEA and IFT, I believe, would have sent out the request to take the survey. College/University respondents were listed under “teacher”.

There was not a breakdown of the different grade levels, however, in the IRC Appendix, college/university as well as pre-school teachers are recorded as respondents to some of the questions from the student learning standards.

The webinar adjourned 30 minutes earlier than planned at 10:30 a.m. The next meeting of the Committee will be a face-to-face meeting on November 5<sup>th</sup> in Chicago. More details will follow once a time and location are confirmed.