



# **Educator Licensure Steering Group of the Illinois P-20 Council Webinar**

**The webinar will begin shortly.**



# **Educator Licensure Steering Group of the Illinois P-20 Council Webinar**

November 26, 2012



# Welcome and Introductions

Audrey Soglin and Erika Hunt  
Committee Co-Chairs

# Agenda

- ▶ Welcome and Introductions (Erika)
- ▶ The Task Ahead (Audrey)
  - What We Heard
  - Potential Framework for Discussion
- ▶ Survey Results and Recommendations (Melissa)
- ▶ Where Do We Agree? Success Factors and Outcomes (Audrey)
- ▶ Action Steps for Next Meeting (Audrey and Erika)

# The Task Ahead

- ▶ Identify recommendations for ISBE and other policymakers (Annual Report)
- ▶ What we heard from the group at our last meeting on 11/1:
  - Provide more detailed survey results
  - Develop a framework for discussion of recommendations that will:
    - Encourage systemic and programmatic innovation
    - Influence adoption of best practices and success factors which enable development of teachers who can meet the needs of students
    - Empower districts and programs to develop solutions to meet local needs
    - Acknowledge constraints of programs and districts

# Potential Framework for Discussion

Diverse Pipeline  
of Teachers  
Prepared  
According to  
Established  
Standards (e.g.  
IPTS)

What Teachers  
Need to Know  
And Be Able To  
Do

Key  
Components

Support  
Acquisition of  
Talent and  
Achievement of  
Standards

- Partnerships
- Coursework and Field Experiences
- Clinical Experience and Student Teaching
- School Sites/Cooperating Teachers
- Faculty Supervision
- Student Assessment/Support
- Educator Pipeline

# Potential Framework for Discussion

Program  
Component  
(E.g. Clinical  
Experience and  
Student  
Teaching)

Key Success  
Factors  
Based on Research,  
Current Practice  
and Surveys

Where Do We  
Agree?  
(Today)

What is the Best  
Way to Influence  
This?

Recommendations  
(Friday)

# Example: Where Do We Influence Via Our Recommendations?

- ▶ **Example: Everyone agrees we need high-quality school sites and cooperating teachers**
- ▶ **Consensus on Key Success Factors:**
  - Programs have access to high-quality school sites and cooperating teachers which promote a positive learning environment for students and pre-service teachers
  - Programs and districts collaborate to identify and select cooperating teachers based on high-quality instructional practices, overall performance and ability to develop adult learners
- ▶ **In the context of recommendations, what is the best way to influence achievement of these success factors?**

# Goals For Today

- ▶ Detailed Survey Results and Recommendations
- ▶ Discuss areas of agreement on Key Success Factors and Outcomes
- ▶ Determine Action Steps for Steering Group meeting on Friday





# Survey Recommendations

Melissa DeBartolo

# Detailed Survey Results

- ▶ Summary of Results presented at last meeting on 11/1
- ▶ Drafted detailed results which were sent to all committee members so committee members can review:
  - Survey methodology
  - Breakdown of survey results by respondents
  - Questions and answer options
  - Survey data, results and feedback
  - Comparisons of results across surveys
  - Recommendations of survey respondents

# Survey Recommendations By Program Component

- ▶ Amalgamated survey results and open-ended responses from universities/colleges, practitioners and committee members
- ▶ Program Components:
  - Partnerships
  - Educator Pipeline
  - Coursework/Field Experience
  - Clinical Experience/Student Teaching
  - School Site/Cooperating Teacher Selection and Support
  - Faculty Supervision
  - Student Assessment and Support

# Partnerships

## Non-Tenured Teachers

- More partnerships with districts that enhance recruitment and placement after student teaching
- More partnerships to provide more diverse experiences or career choices
- More partnerships to increase quality of clinical practice and cooperating teachers
- Greater alignment between districts and program on practices

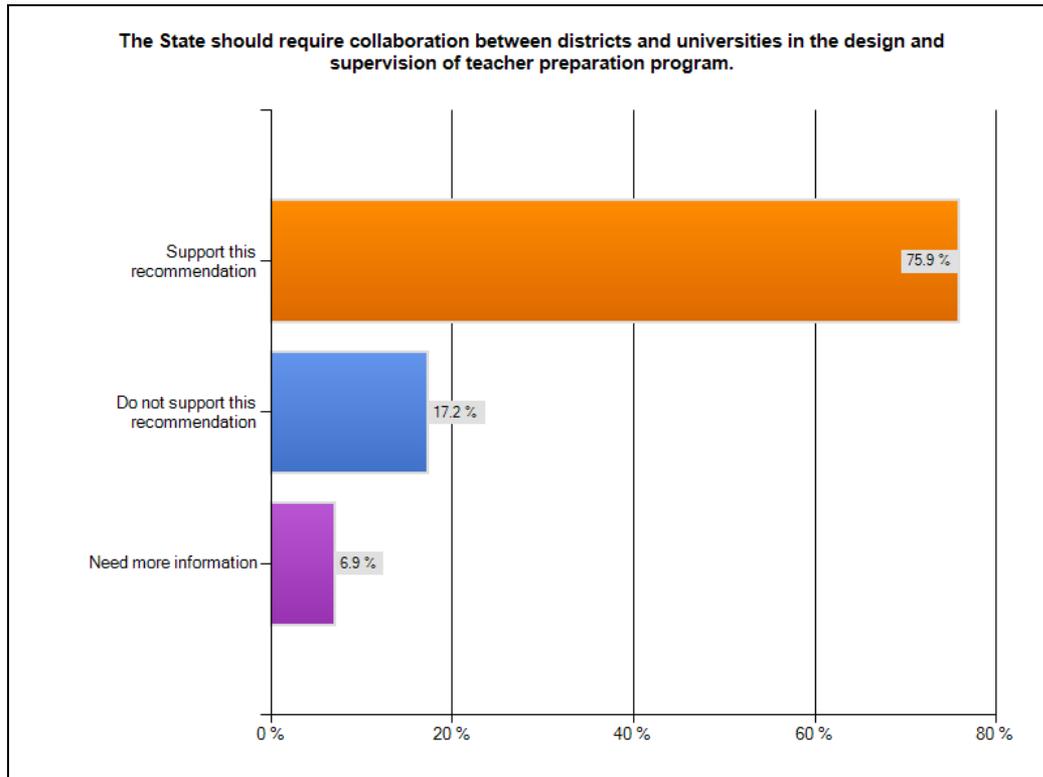
## Cooperating Teachers/ Administrators

- Closer partnerships so programs understand district/school and student needs and current trends
- More district feedback on program design and administration
- Clearly defined goals and expectations
- Use partnerships to build pipeline of high-quality teachers

## Universities/Colleges

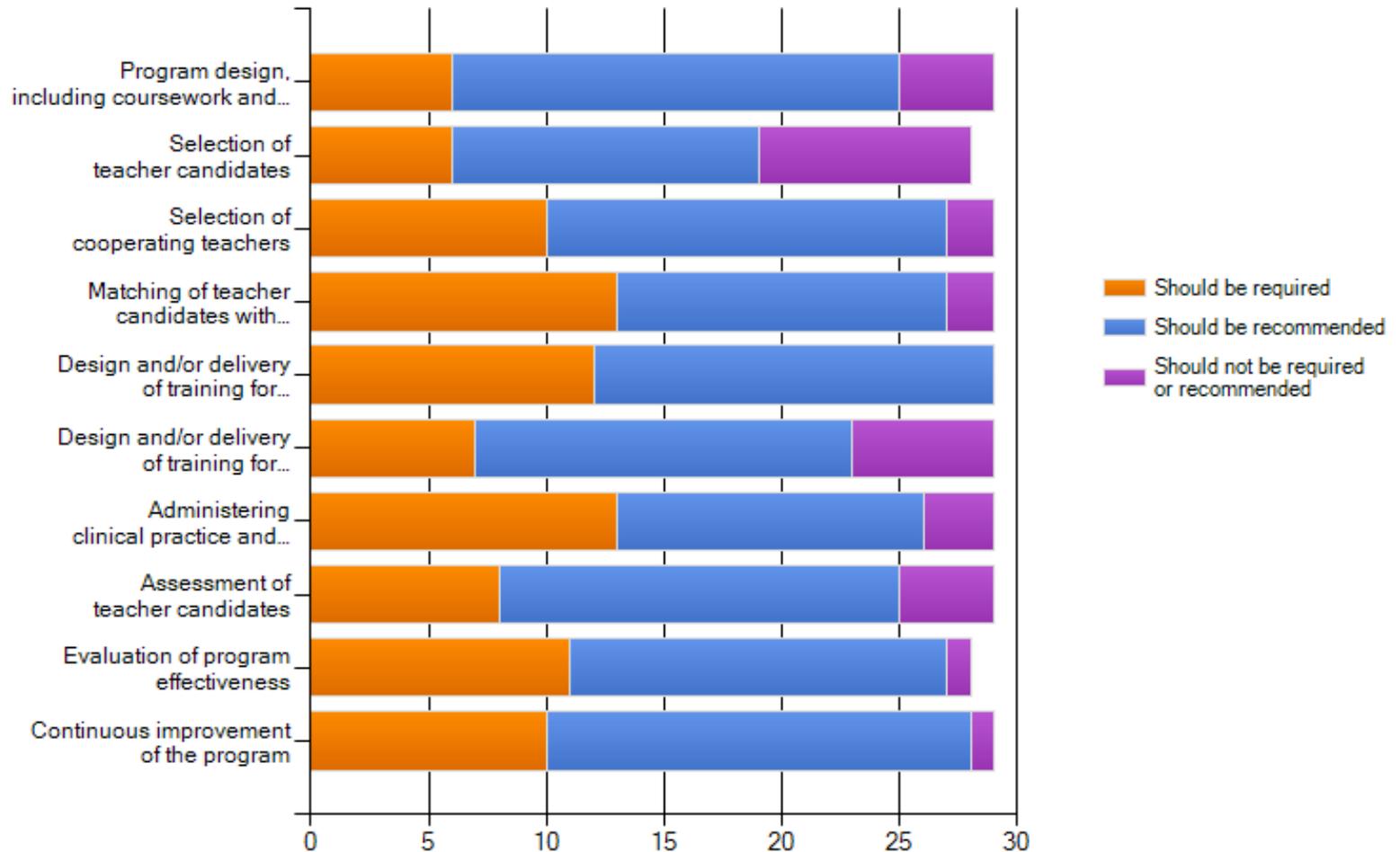
- More partnerships to increase quantity and quality of cooperating teachers
- More communication and cooperation with districts around program goals and expectations

# Committee Feedback on Partnerships



- 73% also said the State should provide guiding principles and criteria around “collaboration”

For each of the following potential criteria for collaboration between universities and districts, which do you think should be recommended or required for teacher preparation programs? Please answer either should be required, should be recommended, or should not be recommended or required for each of the following:



# Incentives for Partnerships and Cooperating Teachers

- ▶ Tuition waivers and credits
- ▶ Professional Development/Workshops with CPDUs
- ▶ Required being a cooperating teacher for a teacher leader endorsement
- ▶ Career progression to leadership roles
- ▶ Use of libraries and materials
- ▶ Require districts to provide compensation and release time



# Coursework/Field Experiences

## Non-Tenured Teachers

- Earlier field experiences
- More diverse field experiences
- More coursework on the job of a teacher
- More training in classroom management
- More experiences at different types of schools
- More chances to interact with and observe teachers

## Cooperating Teachers/ Administrators

- Earlier field experiences so student teachers are more prepared
- Prepare teachers more effectively in key skills that are critical such as Common Core, RTI/PBIS, etc.
- More training in classroom management, lesson planning,

## Universities/Colleges

- Increase quality of teacher candidates
- Better integrated coursework/field experience
- Earlier field experiences
- Simulations
- Align coursework to district practices
- Integrate TPA into coursework

# Clinical Experience/Student Teaching

## Non-Tenured Teachers

- Longer student teaching (most advocated 1 year, 16 weeks #2)
- Cover whole school year, especially beginning
- More time teaching on own/co-teaching
- Opportunities at multiple grade levels in endorsement
- More opportunities to be involved in school activities
- Experiences in diverse types of schools
- Spend more time learning about all aspects of job
- More alignment

## Cooperating Teachers/ Administrators

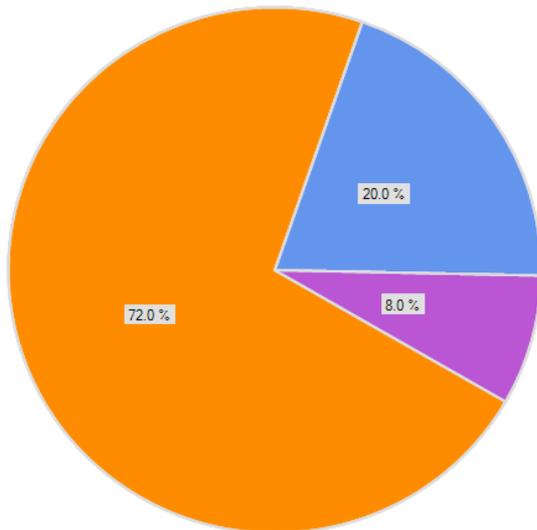
- Longer student teaching assignments
- Clear expectations for student teachers and cooperating teachers
- Less outside courses/non-relevant assignments
- Align with new teacher mentoring
- Screen students for readiness
- More time co-teaching and observing
- Greater alignment on methods and practices
- More involvement in student activities
- Training/Orientation prior to student teaching

## Universities/Colleges

- Longer student teaching (1 semester or 1 full year)
- More input into placement
- More time co-teaching and teaching on own
- More effective student teacher assessment including more observations
- Orientation/training for student teaching
- Provide more simulations

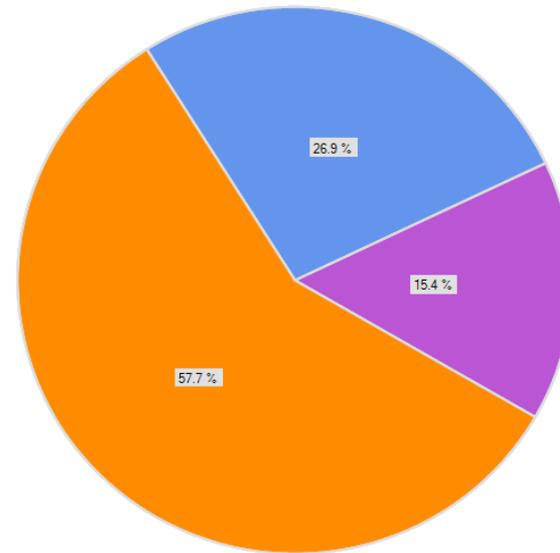
# Length of Student Teaching Committee Feedback

The State should require that all teacher candidates complete clinical practice with a cooperating teacher that encompasses the activities of a full school year (e.g. setting up a classroom, establishing classroom routines, how to prepare for and re-engage students coming back from winter or spring break, prepare and monitor students during standardized testing, etc.) Example: Part-time practicum completed in the first semester followed by full-time student teaching for the entire second semester.



Support this recommendation  
Do not support this recommendation  
Need more information in order to decide

Based on research from AACTE, the State should require all teacher candidates complete 1 full year of full-time clinical practice – 30 weeks totaling a minimum of 900 hours.



Support this recommendation  
Do not support this recommendation  
Need more information in order to decide

# School Site/Cooperating Teacher Selection and Support

## Non-Tenured Teachers

- Have more input on matching/improved matching based on interests and fit not just certification
- Higher-quality cooperating teachers
- Screen cooperating teachers for quality of instruction, engagement and mentoring skills – not just extra help
- Training and support for cooperating teachers so that they are more consistent
- More frequent feedback from cooperating teachers

## Cooperating Teachers/ Administrators

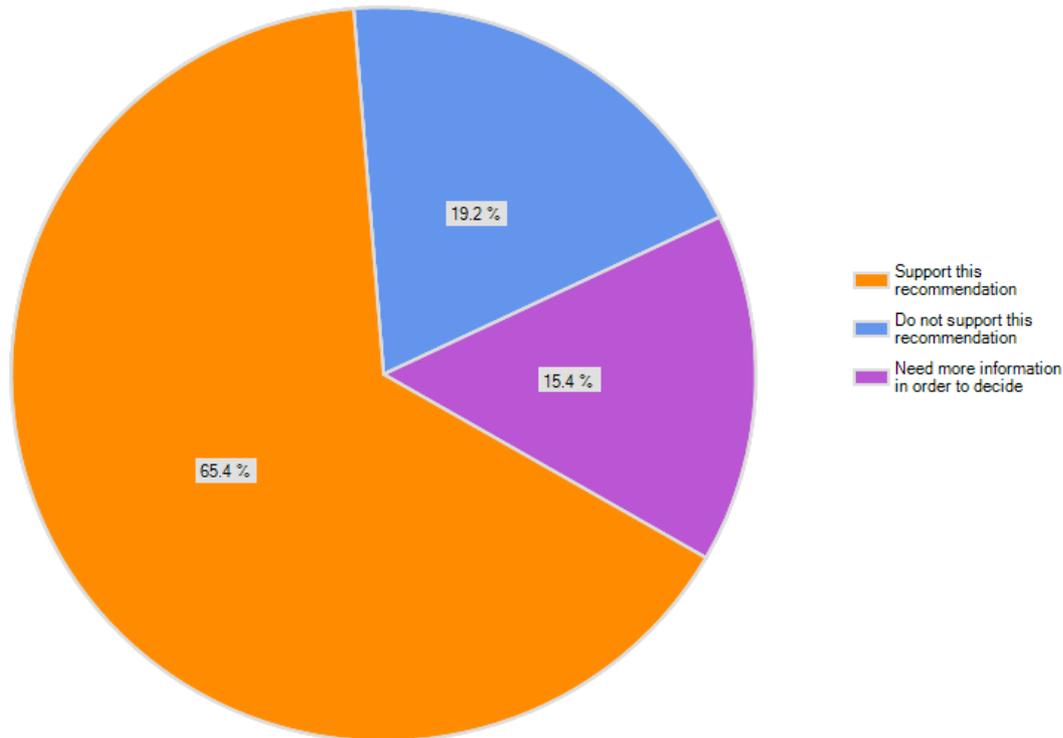
- Formal training for cooperating teachers
- Clear goals and expectations
- Higher quality cooperating teachers based on performance and skills
- More frequent communication and collaboration with program
- More training and collaboration on assessing, mentoring and intervention strategies for student teachers

## Universities/Colleges

- More input/be able to select student teachers
- Selection of higher-quality cooperating teachers
- More training and professional development, especially on co-teaching
- Cooperating teachers more willing to attend seminars and PD

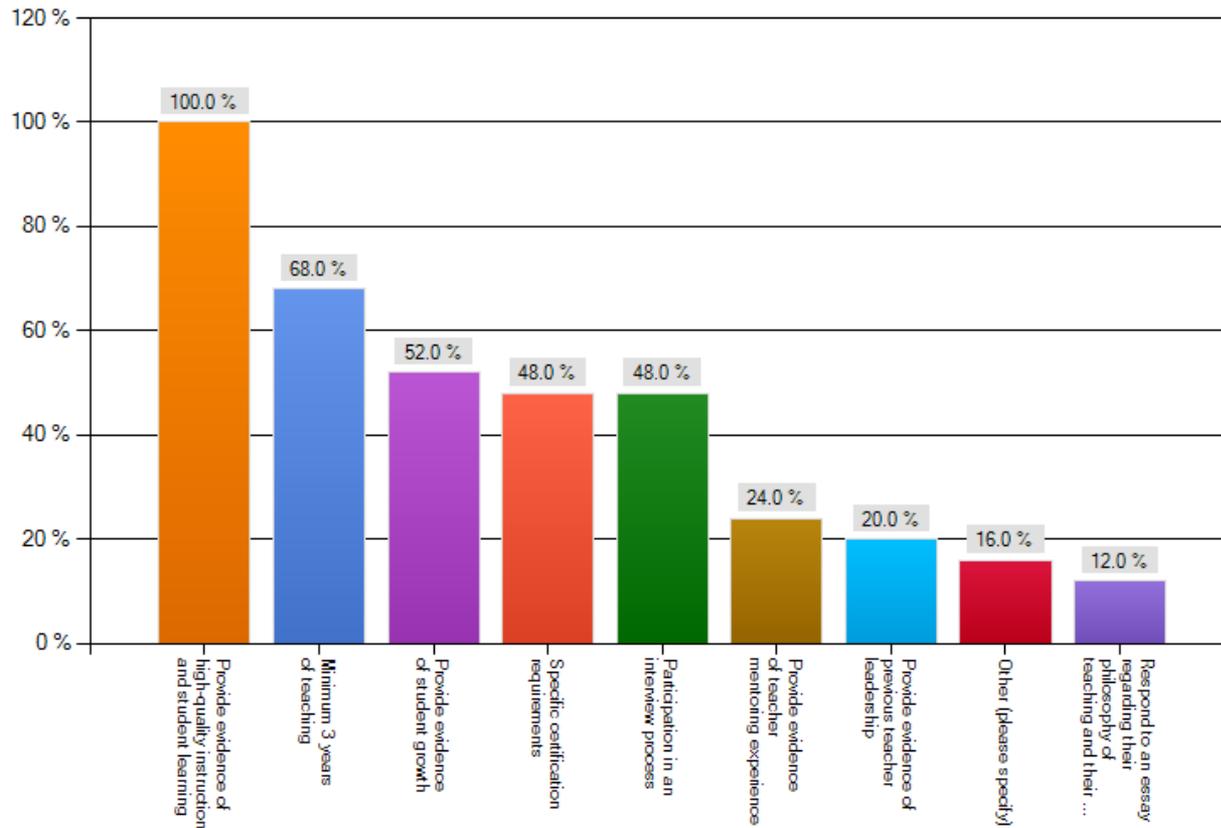
# Selection Criteria–Cooperating Teachers Committee Feedback

The State should develop, in consultation with stakeholders, field-wide selection criteria for cooperating teachers.



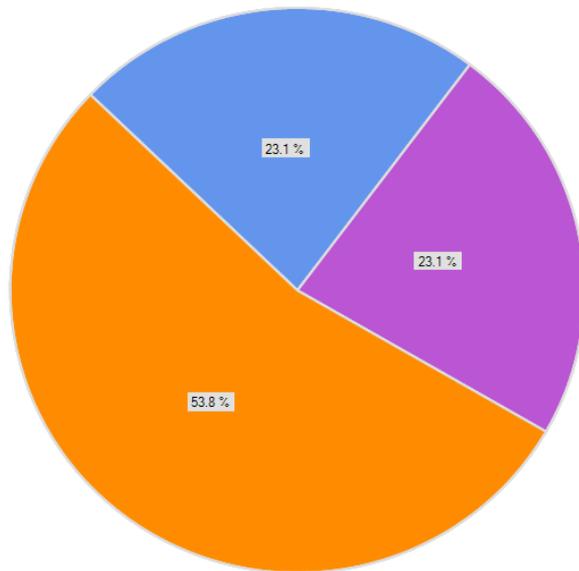
# Selection Criteria–Cooperating Teachers Committee Feedback

What types of selection criteria should teacher preparation programs use to select cooperating teachers? Please select all that apply.



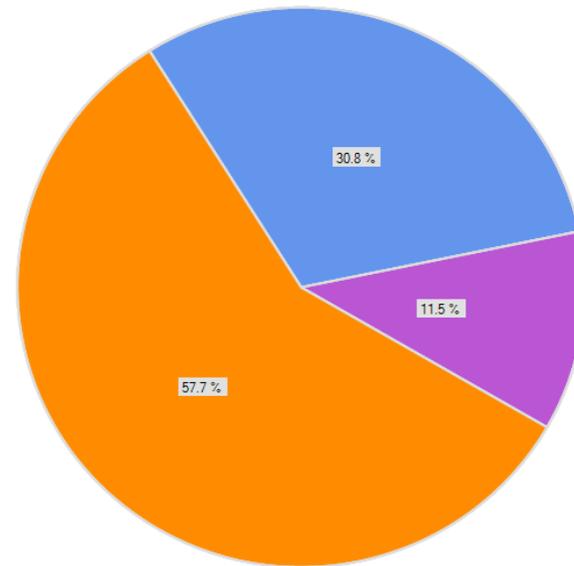
# Training and Support-Committee Feedback

The State should require that programs and/or districts provide formal training and other supports to cooperating teachers.



Support this recommendation  
Do not support this recommendation  
Need more information in order to decide

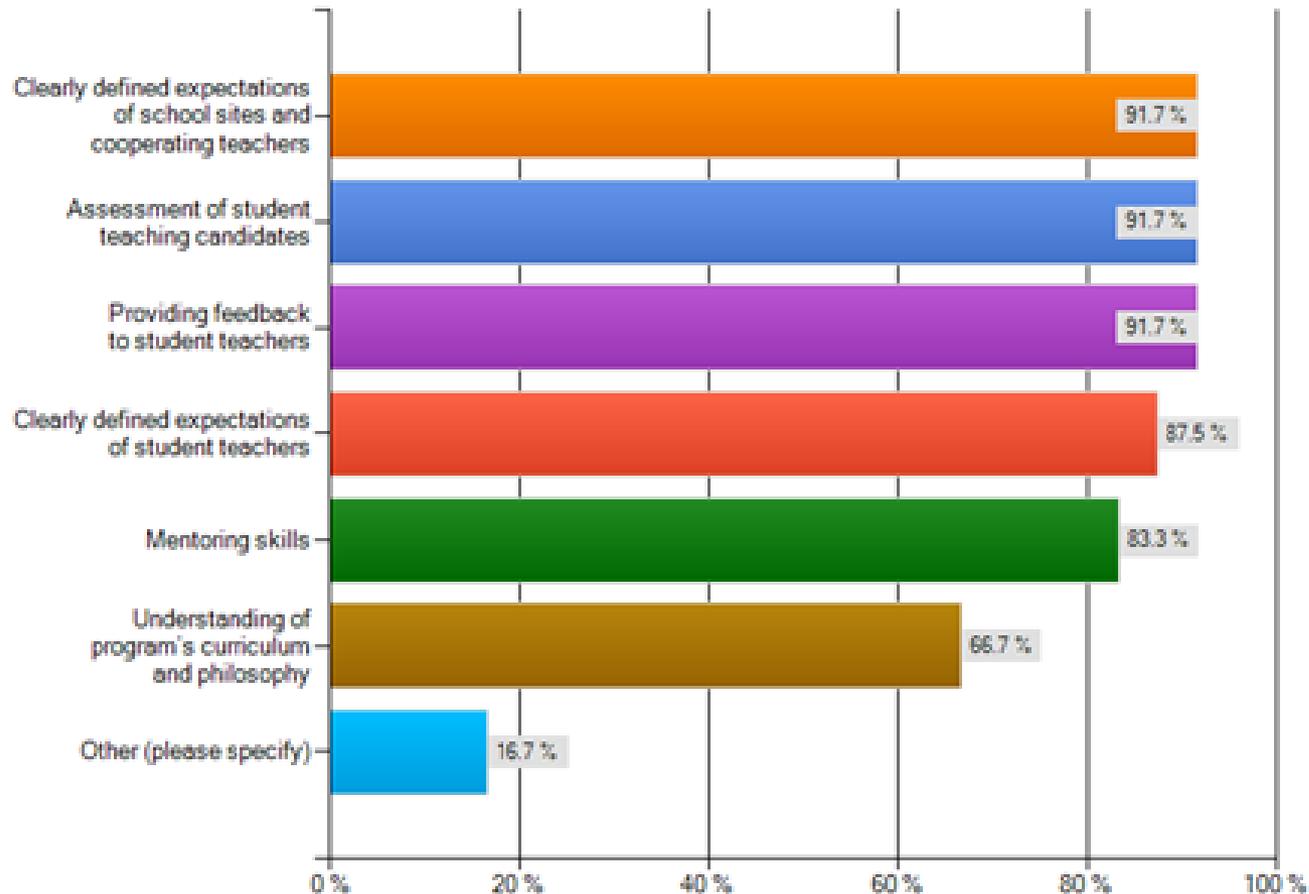
The State should define, in consultation with stakeholders, standard elements that should be included in the training and supports for cooperating teachers and school-based supervisors.



Support this recommendation  
Do not support this recommendation  
Need more information in order to decide

# Training and Support-Committee Feedback

What elements should be included in training and support for cooperating teachers and school-based supervisors? Please check all that apply.



# Faculty Supervision

## Non-Tenured Teachers

- More recent teaching experience
- More experience in current district trends and practices
- Alignment of supervisor to content/endorsement area
- More collaboration between faculty supervisor and cooperating teacher

## Cooperating Teachers/ Administrators

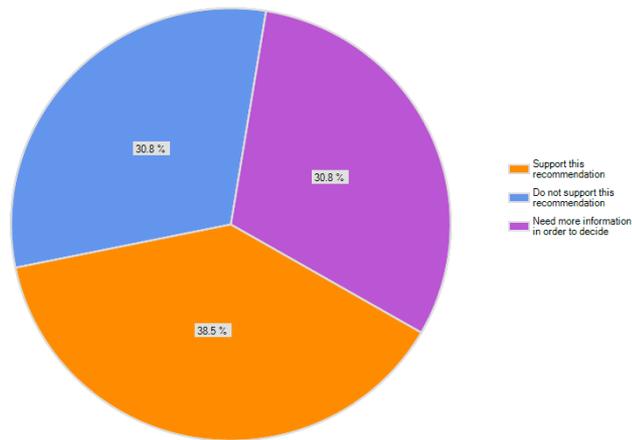
- More time collaborating with faculty supervisor on planning and feedback
- Experienced in current practices and trends within districts
- More familiar/capable in addressing their school needs and students
- Understand teacher evaluation

## Universities/Colleges

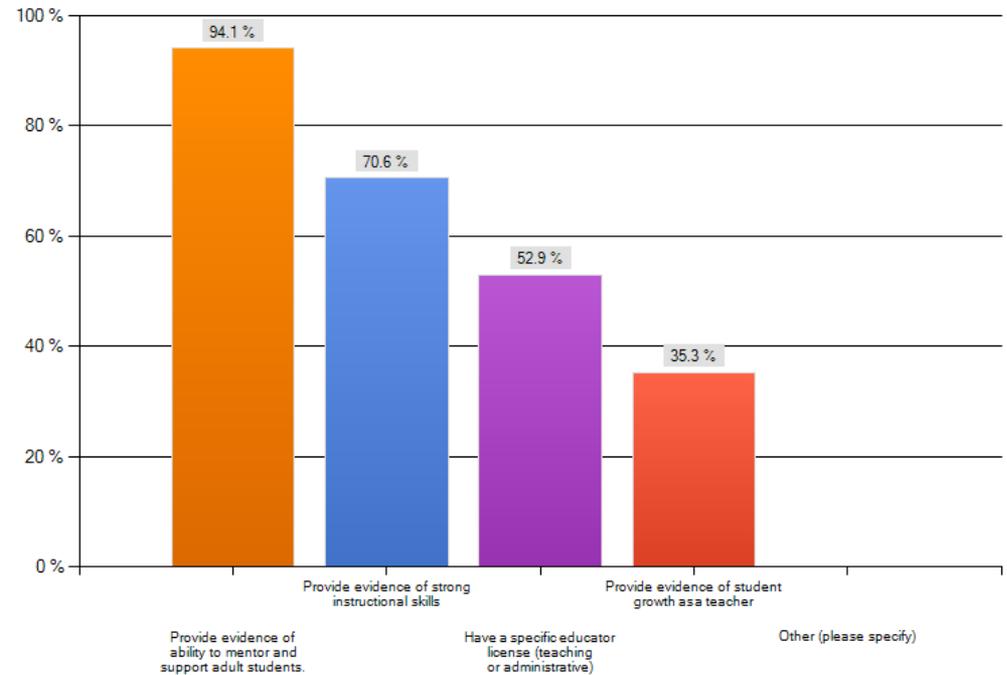
- More training for supervisors and students on student teacher evaluation and instruments
- More supervision prior to student teaching
- More use of technology

# Faculty Supervision Committee Feedback

The State should develop, in consultation with stakeholders, field-wide selection criteria for faculty supervisors.



What types of selection criteria should teacher preparation programs include for the selection of faculty supervisors? Please select all that apply.



# Student Assessment and Support

## Non-Tenured Teachers

- More frequent observation and feedback
- Feedback from both cooperating teacher and faculty supervisor
- Knowledge about how they will be evaluated as teachers
- Seminars/training that supports the interviewing and hiring process

## Cooperating Teachers/ Administrators

- Train students and faculty on Danielson or other frameworks and align assessments
- More training for themselves on student teacher assessment and intervention
- More support with struggling students
- Both student teacher and cooperating teacher know how student teacher will be assessed
- More frequent observations and collaboration

## Universities/Colleges

- More focus on teacher assessment and instruments, including training and support for faculty and students
- Integrate teacher evaluation into assessment

# Educator Pipeline

## Non-Tenured Teachers

- Streamline application and selection process so it focuses on qualities that are most essential
- Provide classroom experiences to teachers early on to understand profession and make choices

## Cooperating Teachers/ Administrators

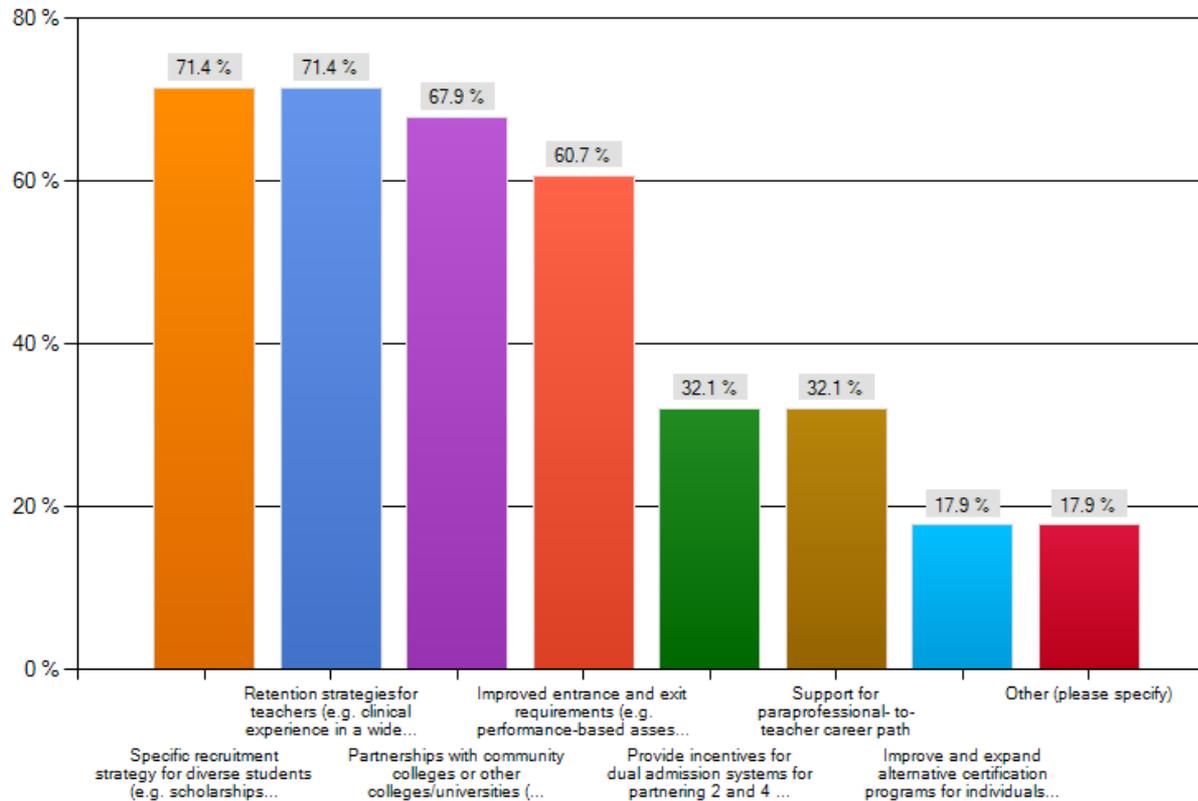
- Increase quality of teacher candidates through selection and support
- More teachers that can teach in diverse settings

## Universities/Colleges

- Increase quality of teacher candidates

# Committee Survey on Pipeline

Of the following priorities that support a highly qualified, diverse educator pipeline (which have been identified by the subcommittee and are supported by research), which elements should teacher training programs incorporate in their program design? Please select all that apply.



# Policy Incentives That Address Shortage/Oversupply

- ▶ 48.1% say yes, 11% no and rest unsure;
- ▶ Some unsure of what we meant by policy incentive
- ▶ Incentives mentioned:
  - Grants and loans in particular areas
  - Allow only a certain number of endorsements in each area
  - Restrict admission to particular programs
  - Restrict # of programs in a particular area



# Key Success Factors and Outcomes

Erika Hunt and Audrey Soglin

# Key Success Factors and Outcomes

## ▶ Where Do We Agree So Far?

- Partnerships
- Coursework and Field Experiences
- Clinical Experience and Student Teaching
- School Sites and Cooperating Teachers
- Faculty Supervision
- Student Assessment and Support
- Educator Pipeline

## ▶ For discussion:

- Looking at each of these categories, and given survey results and recommendations, do you agree with the success factors listed? What would you add or change?
- How can we drive consensus around how we may want to influence achievement of these success factors?

# Partnerships

- ▶ Programs and districts collaborate in the design and supervision of teacher preparation programs
- ▶ There is a standard definition of collaboration
- ▶ Program coursework and clinical experiences address and are aligned with the current needs of districts and students
- ▶ Districts are more fully engaged in preparing the next generation of teachers. Programs leverage incentives to districts and schools that incentivize partnerships (e.g. developing teacher pipelines, keeping current on trends and practices)
- ▶ Programs, districts, schools and cooperating teachers have clear expectations for mutual success in developing, assessing and providing support to pre-service teachers

# Coursework and Field Experiences

- ▶ Rigorous coursework is designed to increase the knowledge base of teachers who can implement research-based instructional strategies and meet the needs of diverse learners
- ▶ Coursework is woven around and into clinical experiences and exposes teaching candidate to a wide variety of learning environments
- ▶ Teacher candidates participate in early, diverse field experiences to drive career choices and development of practice

# Clinical Experience/Student Teaching

- ▶ Programs have deep, rigorous and meaningful clinical experiences that promote development of the Illinois Professional Teaching Standards and other standards of practice (e.g. evaluated through EdTPA)
- ▶ Teacher candidates engage in authentic learning experiences throughout a full school-year cycle
- ▶ Programs provide opportunities for clinical experiences which address the needs of diverse schools and learners
- ▶ Teacher candidates have experiences which are staffed, designed and structured to support both candidate learning and success and student achievement

# School Sites and Cooperating Teachers

- ▶ Programs have access to high-quality school sites and cooperating teachers which promote a positive learning environment for students and pre-service teachers
- ▶ Programs and districts collaborate to identify and select cooperating teachers based on high-quality instructional practices, overall performance and ability to develop adult learners
- ▶ Cooperating teachers are formally trained and have access to a wide variety of supports which develop efficacy
- ▶ School sites and Cooperating teachers provide a variety of learning experiences designed to support teaching candidates in instructional practices and the role of a teacher
- ▶ Programs, districts and other policymakers identify and provide incentives to cooperating teachers to mentor pre-service teachers

# Faculty Supervision

- ▶ Clinical educators are trained to provide coaching, assessment and support to teacher candidates
- ▶ Faculty supervisors collaborate frequently with schools and cooperating teachers to guide effective clinical experiences and interventions
- ▶ Clinical educators are rigorously selected that can support the needs of adult students in developing high-quality instructional methods and practices

# Student Assessment and Support

- ▶ Teacher candidates have frequent, meaningful and standards-based assessments, including observations, that assess readiness and provide opportunities for meaningful feedback
- ▶ Coursework, field experiences and clinical experiences are aligned with expectations for performance with the EdTPA
- ▶ Teacher candidates, and faculty are trained on expectations for teacher performance including performance evaluation and instructional frameworks used by districts (e.g. Danielson)
- ▶ Programs provide opportunities for engagement in professional learning communities, peer networks and collaboration

# Educator Pipeline

- ▶ Programs develop and implement strategies that support the recruitment and selection of a highly qualified, diverse pipeline
- ▶ Programs have strategies to support students in identifying career choices and addressing shortage areas and areas of oversupply
- ▶ Strong partnerships and articulation agreements are in place between schools, 2-and 4 year colleges to support teacher recruitment and retention



# Action Steps for Next Meeting

Erika Hunt and Audrey Soglin

# Action Steps for Next Meeting

- ▶ How can we frame the discussion to get at meaningful recommendations?
- ▶ What other resources or data would be helpful?

