Introductions

- Karen Delestowicz, Elementary Teacher, Stickney
- Jake Gourley, High School Teacher, Lansing
- Marchelle Kassebaum, ROE, Christian/Montgomery Counties
- Gene Olson, District Administrator, St. Charles
- Astrid Schuler, Kindergarten Teacher, Cicero
- Robin Twidwell, Middle School Teacher, Danville
- Robyn Washington, Middle School Teacher, Ford Heights
- Debbie Wasowicz, Middle School Teacher, Pikeland
ELI Overview

- **When**
  - August 7-8, 2012

- **Who**
  - 75 teachers and administrators, nominated through IEA, IFT, PARCC Educator Leader Cadre, and Advance Illinois Educator Advisory Council
  - ISBE and other education stakeholders

- **Why:**
  - Provide ISBE with critical feedback to inform implementation progress on evaluations, common core standards and changes to teacher licensure, endorsements and recertification systems
  - Begin conversation and continue to collect feedback from the field
Three Topics

- **Evaluation**
  - Uncover educators’ true level of understanding and concerns about PERA and hear teacher perspective on using evaluations to promote professional development & support

- **Common Core**
  - Understand how Common Core State Standards are being implemented to meet state and district goals and timelines

- **Licensure and the Teaching Profession**
  - Understand educator’s perspective on new licensure as it relates to elevating the teaching profession and correlating to individual educator’s goals
Common Recommendations

- **Time**
  - Offer models for how to use professional development time in schools (i.e., PLCs, Peer Assistance and Review, release time)

- **Transparency and Talk**
  - Reach out over and over – over-communication is impossible
  - Find a way to communicate directly with teachers
  - Share resources
  - Shine a light on implementation progress, barriers, etc.

- **Technology**
  - Build models for districts to share and learn from each other
  - Bridge technology gaps for less “connected” districts

- **Teacher Growth through Learning and Leadership**
  - Connect initiatives to support teacher growth through learning
  - Build models of distributed leadership for to qualified teachers as peer evaluators, mentors, leaders of professional development
Evaluation Goals

- **Time**
  - Teachers have sufficient time to develop, to communicate about, and to test new systems with a goal of teacher engagement and trust.

- **Transparency and Talk**
  - Evaluation systems are transparent.
  - Evaluation systems are fair and dynamic.
  - Teachers have multiple opportunities to authentically participate from development through implementation and improvement efforts.

- **Technology**
  - Technology is used to improve and integrate evaluation feedback into supports for teachers.

- **Teacher Growth through Learning and Leadership**
  - Evaluation information is integrated into both school-based and individual teacher professional development plans.
Evaluation Recommendations

- **Time**
  - Develop guidance on conversations, observations, use of data, and how to integrate with professional development

- **Transparency and Talk**
  - Communicate, communicate, communicate
  - Offer all teachers access to evaluator training
  - Create and share guidance for joint committees which model fairness, balance, flexibility, authentic opportunities for teacher participation
  - Share models of what continuous improvement looks like including use of data, artifacts, and conversation

- **Technology**
  - Develop systems that allow teachers to share artifacts and data
  - Create continuous training for evaluators

- **Teacher Growth through Learning and Leadership**
  - Promote models for peer evaluation, professional conversations, observations which focus on evidence, use of multiple data and information sources, and utilizing evaluations to drive professional development
Common Core
Goals

- **Time**
  - Teachers have sufficient time to understand new material and concepts covered in the common core standards

- **Transparency and Talk**
  - Teachers understand instruction changes required by the common core, including focus on depth vs. breadth

- **Technology**
  - Resources are easy to access, multiple and shared

- **Teacher Growth through Learning and Leadership**
  - Teachers, wherever possible, are in the lead supporting implementation and professional development needed
  - Work of implementing common core is aligned to evaluation system and other initiatives
  - Curriculum is aligned with standards, not assessments – break away from using ISAT to develop curriculum
Common Core Recommendations

- **Time**
  - Develop models for districts on how to use time for teachers to understand new material and concepts and share their learning with peers

- **Transparency and Talk**
  - Document and share districts’ implementation plans including easy-to-use non-evaluative assessments for districts, schools, departments, teachers to see where they stand
  - Ensure parents and community members understand shifts in instruction, purpose of common core standards movement, and change in assessments

- **Technology**
  - Create a teacher-targeted user friendly website

- **Teacher Growth through Learning and Leadership**
  - Create guidance for administrators in importance of authentic professional development for teachers by teachers wherever possible
  - Create supports for administrators to understand common core and how to support teachers
Professional Licensure

Goals

- **Time**
  - Provide professional opportunities to share learning and expertise, as well as opportunities to test and report on new strategies introduced through professional development, are multiple and varied

- **Transparency and Talk**
  - Every school is based on a culture of collaboration where teams work, support each other, and provide for peer observations and feedback for continual growth

- **Technology**
  - Systems allow teachers to document data and artifacts related to endorsements, recertification, licensure

- **Teacher Growth through Learning and Leadership**
  - Initial educator licensure and recertification is based upon “Growth through Learning and Leadership” theme
  - Professional development is aligned to the ILPTS/Learning Forward standards
  - Educator licensure systems contribute to recruitment and retention of high quality professional teaching workforce
Professional Licensure
Recommendations for Recertification

- **Time**
  - Share models to foster collaboration where teams can work together
  - Re-think PD time—especially the CPDU requirement

- **Transparency and Talk**
  - Develop a coherent framework for PD with differentiated content that is embedded and sustained

- **Technology**
  - Online recertification system (similar to the training program for evaluators) including assessment opportunities
  - Systems that allow for an array of evidence to be captured for recertification purposes (align to Danielson Framework)

- **Teacher Growth through Learning and Leadership**
  - Recognize teacher leadership in particular areas by providing a process to demonstrate expertise/skills
  - Use educator licensure systems to highlight growth in the profession for recruitment and retention
  - Integrate recertification with new evaluation systems
Professional Licensure
- Teaching candidates and new teachers

- **Time**
  - Ensure strong, frequent and ongoing field and clinical experiences with highly qualified cooperating teachers

- **Transparency and Talk**
  - Establish stronger lines of communication and connection between colleges of education and classrooms

- **Technology**
  - Establish systems to allow teacher candidates to document data and artifacts related to endorsements, licensure, and recertification

- **Teacher Growth through Learning and Leadership**
  - Create specific qualifications/requirements (or endorsement) for cooperating teacher
  - Provide strong support for Mentoring and Induction
Guidance for Teachers from Teachers

- **Time**
  - Encourage administrators to find time for open conversations about evaluation, collaboration, growth through learning with teachers

- **Transparency and Talk**
  - Be an active participant in evaluation, professional growth, professional learning communities

- **Technology**
  - Make use of technology to document and share effective practices

- **Teacher Growth through Learning and Leadership**
  - Encourage districts to grow every teacher and leverage outstanding teachers as leaders: peer evaluators, leaders of professional development, cooperating teachers, mentors