



Illinois State Board of Education

Partnership for Educator Preparation

Meeting #9

March 14, 2018

To ensure your name is listed as a participant, right click your icon picture, choose "Rename" and type in your name.

Whole Child • Whole School • Whole Community

Today's Agenda

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- | | | |
|---|--|-------------------|
| 1 | ISBE Mission, Vision and Goals | 10:00-10:05 am |
| 2 | Updates and follow up from last meeting | 10:05-10:30 am |
| 3 | Feedback on ISBE Learner Ready Definition | 10:30-11:00 am |
| 4 | Presentation about the Educator Disposition Assessment | 11:00-11:20 am |
| 5 | Q & A with EDA presenters | 11:20-11:35 am |
| 6 | PEP Debrief of EDA presentation | 11:35 am-12:00 pm |
| 7 | Closing and Exit Survey | -- |

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Today's meeting will focus on initiatives that support ISBE and the ongoing work of the committee

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Participants will engage and discuss work supporting ISBE through:

- Receiving updates from ISBE Prep Team
- Providing feedback on ISBE draft Learner Ready definition
- Hearing from Watermark Insights regarding an educator disposition evaluation tool

Norms

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- Push and probe each other's thinking respectfully
- Seek to understand context and look for general principles that apply
- Name the perspective you bring
- Equity of voice
- Openly share resources and ideas
- Low tech, high engagement
- Step out as needed
- Add questions to parking lot, when appropriate

ISBE: Vision, Mission and Goals

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VISION

- Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE: Vision, Mission, and Goals

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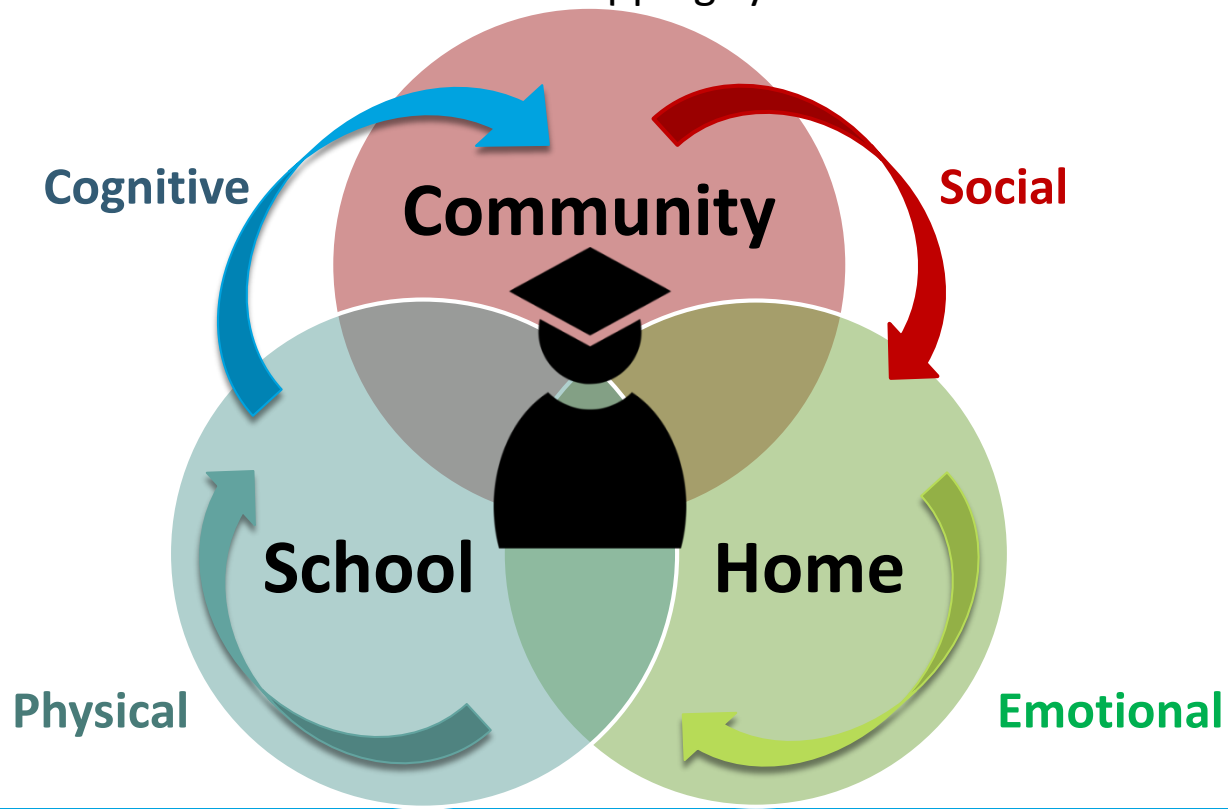
GOALS

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



The Whole Child

A child within an ecology of multiple and interconnected parts nested in overlapping systems



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The subcommittees have been engaging over the last few months and have made progress on their work

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Annual
Program
Reporting
System
Subgroup

Survey
Subgroup

National
Accreditation
Subgroup

Data
Subgroup



The subcommittees have been meeting over the last few weeks and have made progress on their work

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In 2017, CCSSO led NTEP States developed learner ready definitions based on 2012 InTASC standards*

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WHAT IS A "LEARNER-READY" TEACHER?

"A **learner-ready teacher** is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today, including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they **understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged**; they **care about, motivate, and actively engage students in learning**; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and **shared responsibility for the learning of all students.**"

Our Responsibility, Our Promise
2011 InTASC Standards



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*The Network for Transforming Educator Preparation (NTEP) was a CCSSO task force convened to help build a common vision for teacher preparation. The Interstate New Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies dedicated to the reform of teacher preparation.

ISBE has created a draft Learner Ready definition modeled after the examples from NTEP states

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Why was this developed?

How was it developed?

Where will this be used?

ISBE would like to incorporate PEP feedback on the draft definition they have developed

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**Today, we will
review the
definition and
provide
recommendations
for refinements**

ISBE will
revise the
definition

ISBE will present to
SEPLB for final
approval



For your prework, you reviewed a copy of the draft ISBE Learner Ready definition, we will explore this now

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10 min

Review the definition and use these questions to guide small group discussions:

Does this vision **resonate** with you?

Are there components of this vision that are **missing**?

Are there any features of this vision that should be **edited or removed**?

Please nominate one member of your break out room to document your conversation in the Google Doc



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Whole group share out

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In previous work, the PEP committee identified indicators that may be used to measure EPP performance

Performance Indicators
CANDIDATE SELECTION AND COMPLETION
Academic Strength
Teaching Promise
Candidate/Completer Diversity
KNOWLEDGE AND SKILLS FOR TEACHING
Mastery of Teaching Subjects
Subject-Specific Pedagogical Knowledge
General Teaching Skill
New Completer Rating of Program
Novice Teacher Rating of Program
Principal/Supervisor Rating of Program
PERFORMANCE AS CLASSROOM TEACHERS
Impact on K-12 Students
Demonstrated Teaching Skill
K-12 Student Perceptions of Teachers
CONTRIBUTION TO STATE NEEDS
Entry into Teaching
Persistence in Teaching



Some of these indicators relate to **teacher dispositions** which are more difficult to diagnose



Today, we will hear about a tool created by Watermark Insights that measures teacher dispositions

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As we hear about this tool, keep the following questions in mind:



Educational Dispositional
Assessment Consultants

What considerations should ISBE keep in mind when measuring teacher dispositions?

Can ISBE use a tool like this to get a holistic picture of whether novice teachers are ready for the profession?



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Q & A with the Watermark Insights Team

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Now, we will debrief what we just heard from the Watermark team

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Which components of the EDA **resonated** with you?

What **questions** do you still have?

Is there a role for **ISBE** or the **PEP team** moving forward?

Are there any other **higher leverage data** points that ISBE may want to prioritize?



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In the coming weeks, you will be invited to participate in a focus group for Teach Illinois

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ISBE has launched a year of inquiry on the teaching profession. 'Teach Illinois – strong teachers, strong classrooms'

This effort was launched in response to teacher shortages and aims to:

Conduct stakeholder **focus groups with stakeholders** including teachers, district leaders, parents and higher education

Look **holistically at ways to improve and strengthen** the teacher pipeline

This team would like to hear from PEP for a two hour focus group that can be held virtually or in person

Next Steps

- Our May meeting will be dedicated primarily to reviewing and providing feedback on the strawman Annual Program Reporting System
- Subcommittees will continue to meet between now and May:

Subcommittee	Plan for Next Meeting
Data	TBD
Survey	TBD
APRS	Biweekly between now and May meeting
N. Accreditation	TBD

Thank you!

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The exit slip is in the Google Doc that we used earlier during this meeting. Please complete before logging off, and thank you.