

## Potential Next Steps for Teacher Effectiveness Subcommittee in 2011

**Summary of 2010 Report:** The Subcommittee on Teacher Effectiveness for the Illinois P-20 Council identified five critical areas for reform in Illinois as part of its December 2010 report:

- A proposed performance dashboard;
- Teacher recruitment, preparation, and selection;
- Teacher evaluation, support, and development;
- Teacher retention; and
- Teacher experience and school culture.

As the subcommittee considers areas for study and recommendations in 2011, it is important to be aware of work that is happening at different levels of the state agencies and strive to ensure alignment across projects. In the paragraphs that follow, the P-20 Council's Annual Report recommendations are described and related work that is happening in the state is explained.

**Development of Data Dashboard:** The subcommittee recommended that the state be responsible for tracking and reporting metrics related to teacher efficacy, teacher academic ability, teacher retention, and school climate by district and/or teacher education program. The subcommittee could support the development of a pilot data dashboard. The subcommittee could also support the creation of a streamlined centralized data platform that would minimize the need for separate data requests from the state and federal agencies. This data platform could include pre-loaded ISBE data, Teacher Data Warehouse data, Teacher Graduate Assessment from Eastern Illinois University, and eventually Performance Evaluation Reform Act evaluation data. This combined data platform could be utilized by the programs and the state to improve outcomes in an efficient manner. This data platform could be designed to interface with the state's learning performance management system (LPMS) which is currently in the design stage. This work could be done in collaboration with the Subcommittee on Leader Effectiveness and completed by this subcommittee and/or the P-20 Teacher and Leadership Subcommittee support staff.

**Improve Certification Process:** The subcommittee notes that it should have "a focus on increasing the rigor of our academic standards for preparation program admissions and ultimately for certification." The State Board of Education is currently in the process of updating Article 21 and reviewing the certification requirements for early and middle grades. The P-20 Council could provide support for this revision of Article 21. The Joint Workforce Development/Cultural & Linguistic Diversity Work Group of the Illinois Early Learning Council has recommended that higher education institutions offering Associate degrees and certificates in early childhood and child development offer practice experiences in settings that include English language learners from birth-to-eight. The subcommittee could make recommendations of important elements of the certification process including: improving student teaching and classroom-based experiences; increasing academic rigor of general certification exams, content exams, and competency-based assessment of candidates' skills for those seeking certification from pre-K to high school.

**Increase Diversity of Educator Workforce:** The subcommittee expressed support for collaboration with stakeholders to develop a plan for increasing the numbers of diverse candidates for teacher and leader positions. The report stated, “We encourage the State Board to pursue policies and initiatives that allow us to increase both the academic strength and diversity of our teaching force over time.” The Joint Workforce Development/Cultural & Linguistic Diversity Work Group of the Illinois Early Learning Council has several programs in place to increase the diversity of teaching candidates. The Teacher Effectiveness Subcommittee and/or the P-20 Teacher and Leader Subcommittee support staff could scan the state and nation for programs that have increased the diversity of candidate pools in education or other professions and create a report on effective practices within these programs.

**Selection Criteria:** In the December 2010 report on teacher effectiveness, the subcommittee expressed support for human capital practices that improve the overall strength and performance of our teaching force. The subcommittee advocated that the admission and certification models be designed based on a model of effective teachers developed from data collected on teacher effectiveness. The goal is to focus teacher education programs and certification on competencies and dispositions that are correlated with success in the classroom. This requires developing a model of effective teachers which can be monitored with ongoing data collection. The Teacher Quality Partnership Grant awardees in Illinois have implemented promising practices in this area. This subcommittee and/or the P-20 Teacher and Leader Subcommittee support staff could do a state-wide and a national scan for effective selection models.

**Teacher-Administrator Relationship:** In the December report, the subcommittee expressed an interest in “understanding several things about the teacher experience and their school culture in order to gain appropriate perspective on teacher performance and retention”. The P-20 Committee on Data, Assessment, and Accountability has convened a Report Card Task Force that is looking at indicators to be recommended for inclusion in the state’s school report cards. Among the indicators under discussion are climate survey results. In addition, the Performance Evaluation Reform Act legislation of 2010 requires the principal evaluation to include “one or more instruments to provide feedback to principals on the instructional environment within a school.” Over the next couple months, the Principal Evaluation Subcommittee of the Performance Evaluation Advisory Council will choose a climate survey to provide data for the state’s default principal evaluation model. This subcommittee and/or the P-20 Teacher and Leadership Subcommittee support staff could complete a scan of effective tools for measuring the teacher-administrator relationship. This work could be done in collaboration with the Subcommittee on Leader Effectiveness.

### **Summary of Proposed Focus Areas and Potential Next Actions:**

Development of Data Dashboard:

- Support the development pilot data dashboard
- Support the creation of a streamlined centralized data platform that would minimize the need for separate data requests from the state and federal agencies

#### Improve Certification Process:

- Support improvements in student teaching and classroom-based experiences, and increased academic rigor of general certification exams, content exams, and competency-based assessment of candidates' skills for those seeking certification from pre-K to high school through support of the revisions to Article 21 and the rule-making process to follow

#### Increase Diversity of Educator Workforce:

- The subcommittee and/or the subcommittee staff could scan the state and nation for programs that have increased the diversity of candidate pools in education or other professions and write a report on effective practices within these programs

#### Selection Criteria:

- The subcommittee and/or the subcommittee staff could complete a state-wide and a national scan for effective selection models for Teacher Education Programs and certification based on competencies and dispositions that are correlated to success in the classroom and write a report on their survey.

#### Teacher-Administrator Relationship:

- The subcommittee and/or the subcommittee support staff could complete a scan of effective tools for measuring the teacher-administrator relationship and write a report on their findings.