

WELCOME

UNDERSTANDING THE TEACHER SHORTAGE AND LOCAL SOLUTIONS TO ADDRESS IT

February 5, 2019

 www.advanceillinois.org

  @advanceillinois

Advance
ILLINOIS

10
YEARS

AGENDA

1. Higher education making data-informed decisions in partnership with districts
2. Building local pipelines into the profession
 - Teacher Residencies
 - HS Pathways
3. Q/A
4. Opportunities for your community

HIGHER EDUCATION MAKING
DATA-INFORMED DECISIONS IN
PARTNERSHIP WITH DISTRICTS
Roosevelt University



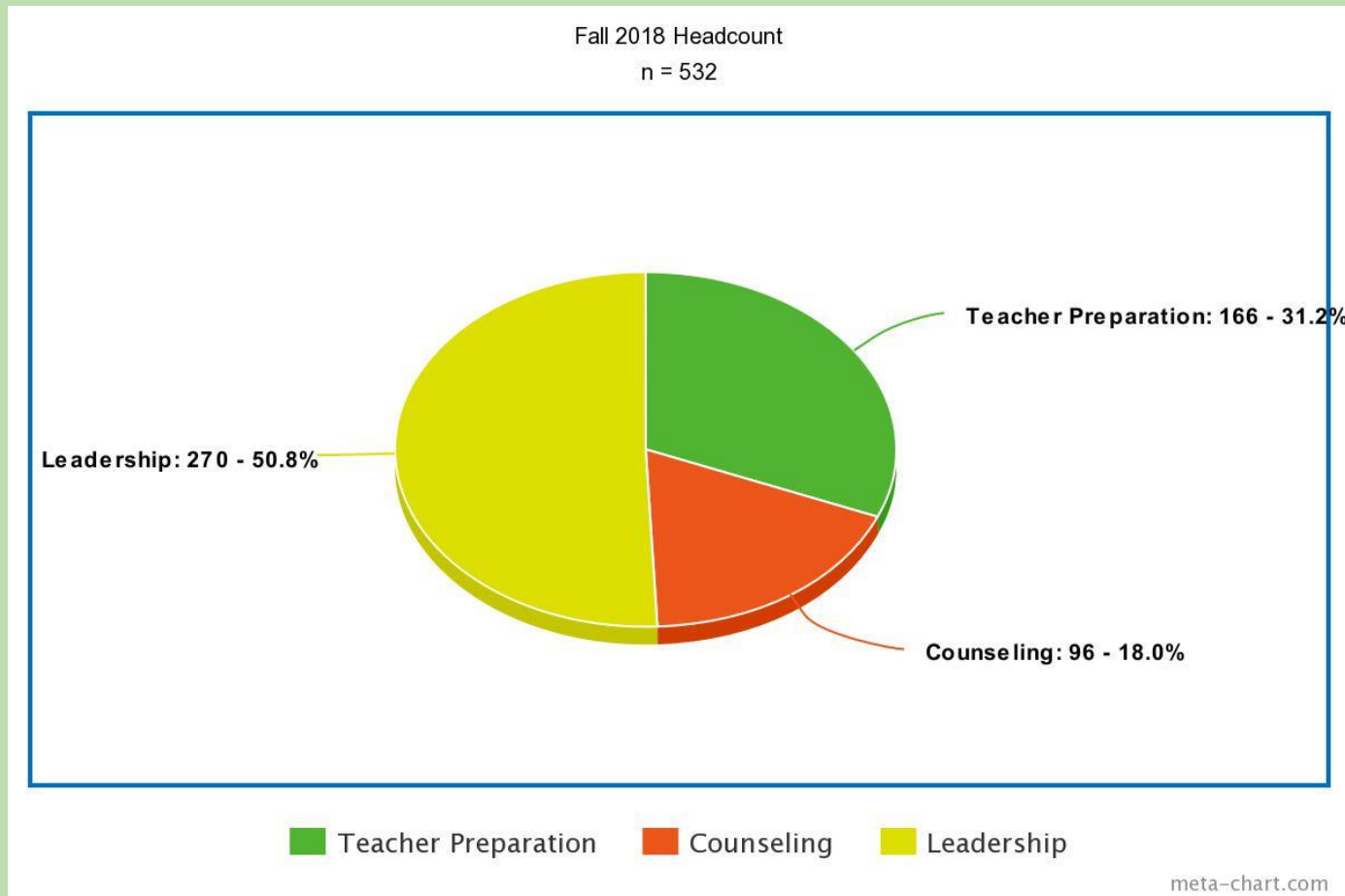
Using Data to Improve Teacher Preparation in Partnership with Districts

Tom Phillion, Dean
February 5, 2019

About Roosevelt University



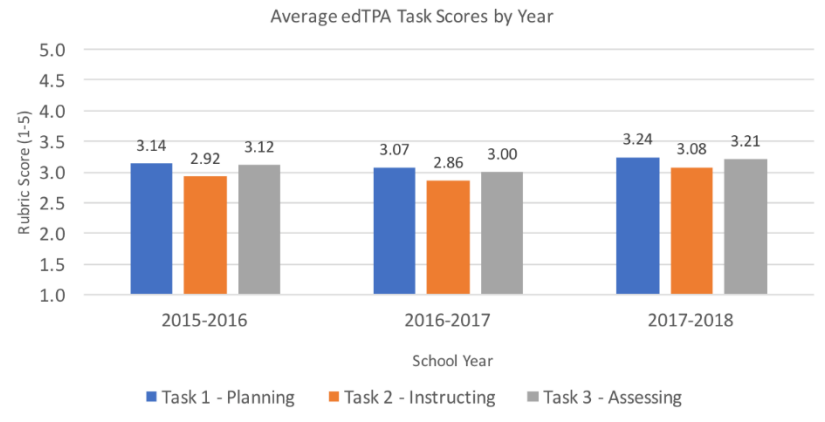
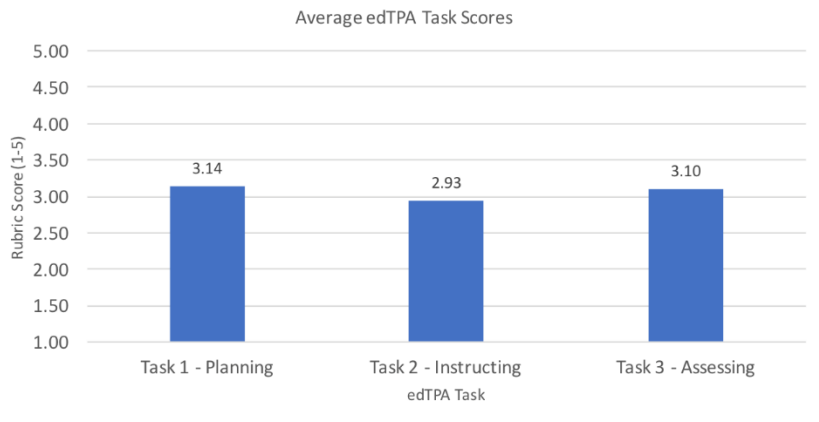
Current College of Ed. Enrollment



edTPA Scores

edTPA Scores

Summary Report



Average edTPA Task Scores by Test

Illinois Ed Prep Impact Network



TheJoyceFoundation

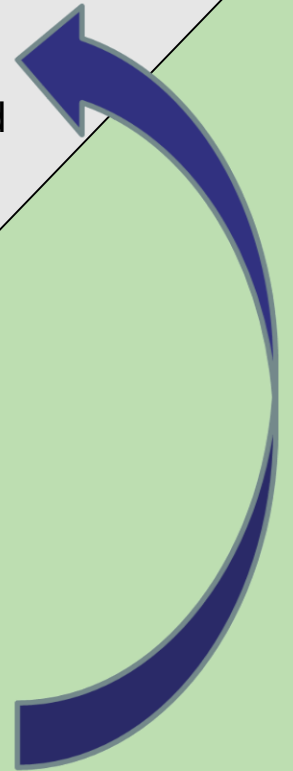


Problem, Inquiry Question, Root Cause

Local Problem: Key assessment data show that instructional confidence and evidence of instructional effectiveness lag in comparison to other program components, especially with regard to diverse learners.

Current Inquiry Question:
During field experiences, how can we better coach and support teacher candidates, faculty, and school partners to improve instructional understanding, implementation, analysis, and reflection?

Root Cause
Analysis:
Why?



TEACHER RESIDENCIES

East St. Louis District 189

District 18

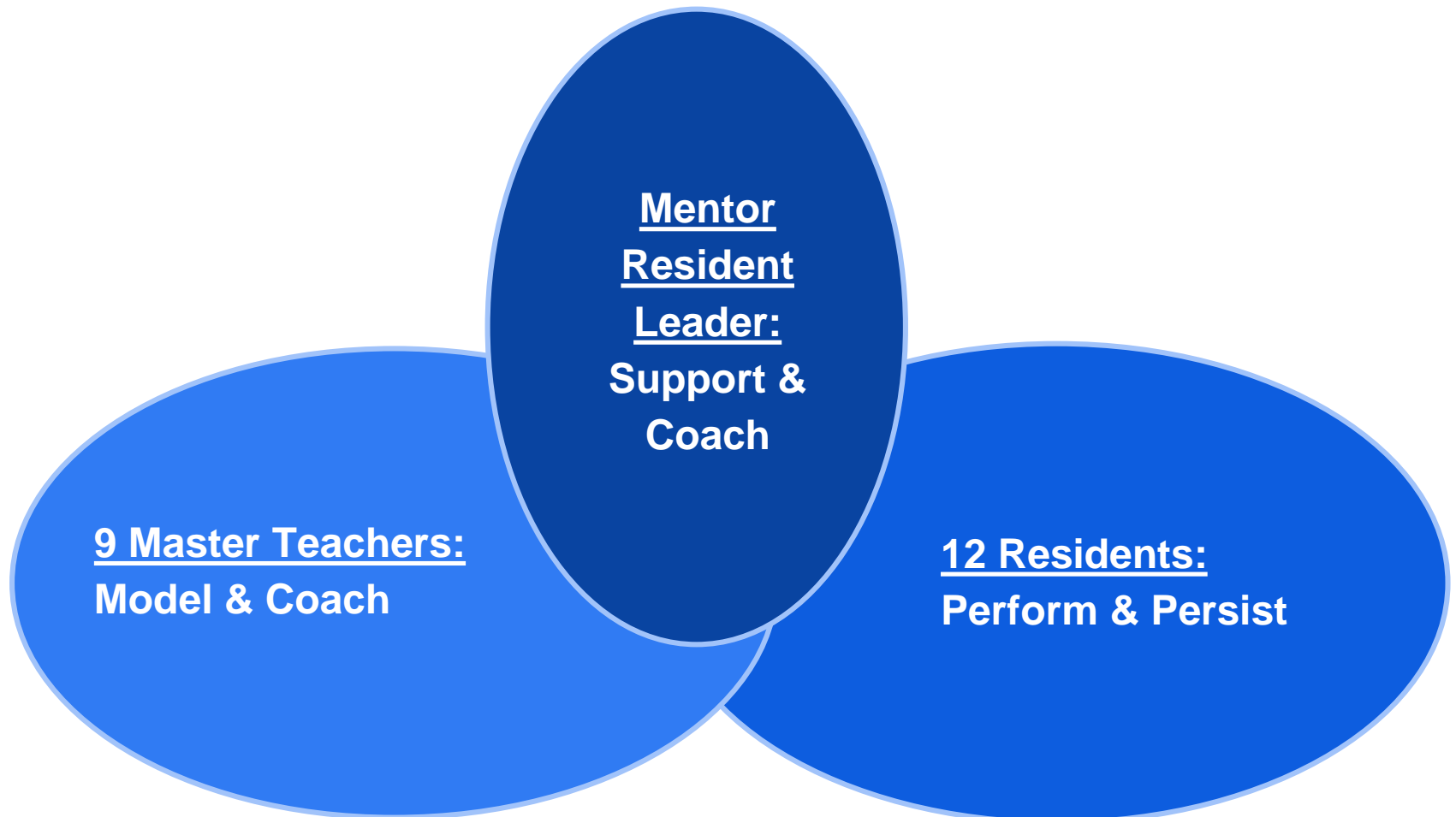
Valencia Martin, Project Director for
The Teacher and School Leader Incentive Grant



Teacher and School Leader Incentive

1. The U.S. Department of Education awarded 14 new grantees under the Teacher and School Leader Incentive Program (TSLI). ESL D189 was awarded funding in October, 2017.
1. TSLI provides funding for the need and opportunity to increase the effectiveness of teachers, principals, and other school leaders by **developing, implementing, improving, and/or expanding** performance-based compensation systems and human capital management systems (HCMS).
1. East Saint Louis District 189 Urban Education Teacher Residency and AUSL Partnership

Teacher Residency Roles

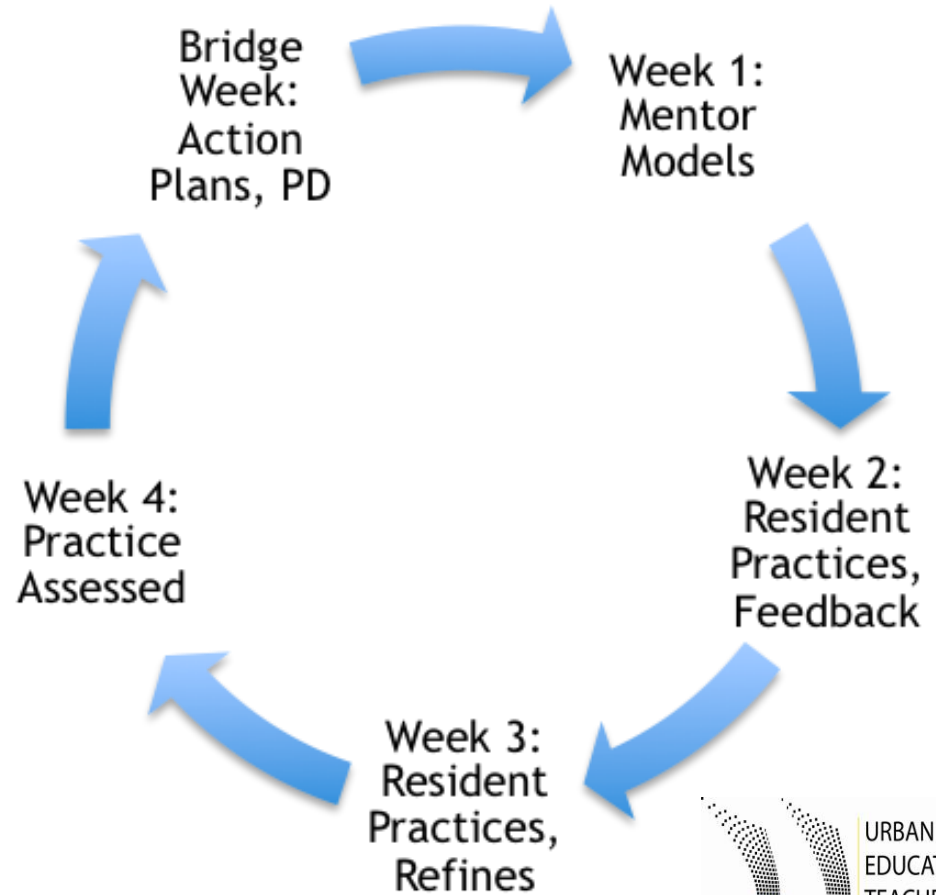


Residents:

- Are partnered with another resident and a Mentor Teacher
- Spend entire year in classroom with same students
- Learn and work on a team and as a cohort
- Observe other Master teachers & teaching styles
- Gradual release to Full Takeovers (Lead Teaching)
- Obtain Master's Degree & IL Licensure
- Teach in District 189 the following 3 years

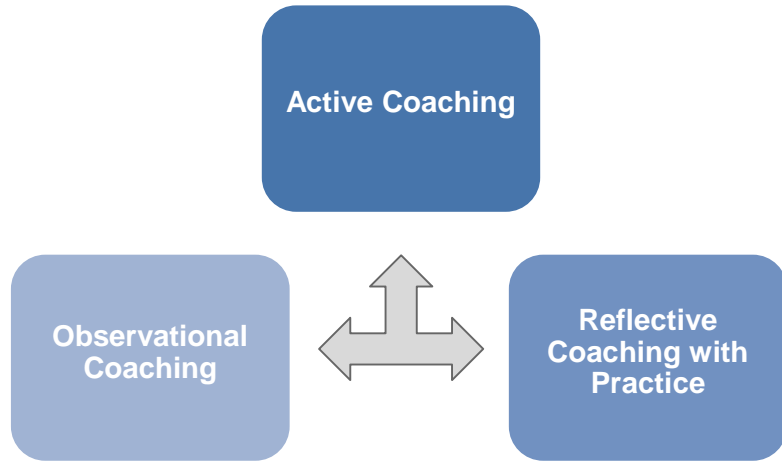
“First year residents are twice as likely to grow their students full year than non-grads.”

Typical 5 Week Cycle of Learning



Residency Coaching Framework

The TRP provides three types of coaching supports:



1. Active Coaching, residents receive “in the moment” of teaching

1. Rehearsal residents and Master Teachers role-play a lesson segment and its embedded cycle practices

1. Observation with reflection classroom-level data collection and observation debrief

This support is strengthened by cutting-edge technological innovations—like Google Hangout and video—that drive teacher development



This Is Us!!

(minus Master Teacher McLean & Resident Metro!)

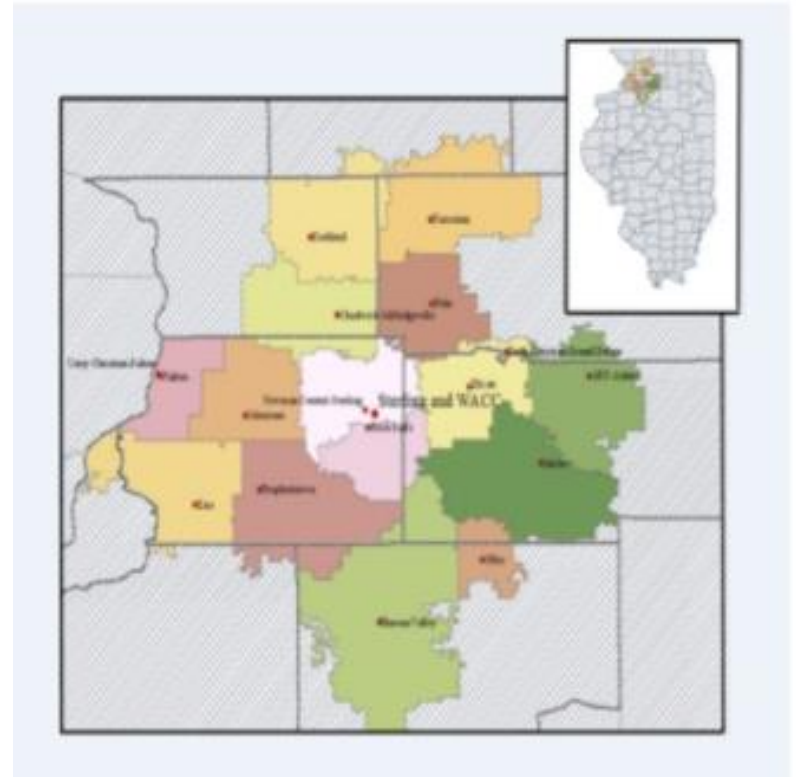


HS PATHWAYS INTO THE TEACHING PROFESSION *River Bend CUSD2*

Darryl Hogue, Superintendent River Bend Community Unit
School District and with INSPIRE MORE

60x25 Collaboration

Partnership



Our Goal

Bolster the number of candidates in the field of education for our rural communities through a comprehensive, relevant, and engaging education pathway of study.



Job coaching, shadowing & internships



Templates & guidance for portfolio development



Increase dual credit and transfer courses/programs



Monitor data for progress



Increase early credentialing & observation opportunities



Provide learning to support implementation

Regional Resources to Scale Capacity

- **Career Cruising** and **INSPIRE** platforms for career interest inventories, career information, opportunities for job coach interaction.
- Regional guidelines, **recommendations**, **plans**, and **templates** for course work, team challenges, job shadowing, and career development experience.
- **Professional learning**, coaching, and networking to support implementation.
- Regional **incentives** for student pathway participation. WIU/NIU guiding
- Regional **opportunities** for student networking and community service around education (MORE Teachers- networking for participants)
- Regional **credentialing** opportunities for students- Early childhood/CPR
- **Portfolio** guidance- Regional Rubrics/Outlines for final evaluation

Collaborative Conversations

March 21

- 1) What is this group providing to schools
Review of template
Course trajectory, Timeline.
- 2) Larger regional events
(Will conf?)
- 3) Competency rubric

Take Aways

- 1) Training & Course Opportunities
- 2) Professional Portfolio
- 3) Benefits of endorsement (\$, mentor etc)
- 4) PreK-12, CC, 4yr Representation
- 5) Joy of teaching
Mentor
Involvement w/
Kids
College shadow

Collaboration in Action: Education Pathways Experience

Education Pathway Experience Syllabus

Course Description:

Education Pathway Experience is a class designed for students who are considering or who are interested in a career in education. *This is a year-long internship course.* Students will be placed each quarter with an educator in the district to learn and experience what a career in education is like in that position and with certain grades. During their placement in a specific building, students may also spend brief amounts of time with people in other aspects of education that will not be full placements. For each quarterly placement, students will act as a student aide, and be responsible for completing certain tasks in the classrooms. *They will also have bi-weekly lessons in a classroom setting with an instructor, detailing aspects of working in education.*

- Course developed and piloted by Morrison High School as a result of Ed Pathways group conversations.
- Regional Education Pathways group scaling to provide resources and guidance for all schools in our rural area.

Collaboration in Action: Education Pathways Experience

Mrs. Stevenson
District Library Media Specialist
jennifer.stevenson@morrisonsschools.org
815-772-4071 ext. 12302
Education Pathway Experience
Placement Teacher Agreement

Thank you for your willingness to host a student in the Education Pathway Experience class at MHS. This agreement provides the details of your responsibilities as a placement teacher for an Education Pathway (EP) student. These responsibilities must be met in order to receive the PDH's given for being a placement teacher for this course. ****Please note that you will be required to sign this agreement. Please return the signed back page to Mrs. Stevenson via interschool mail. Your student cannot start their placement until both their and your agreements are signed and on file.**

This agreement includes both the student and teacher responsibilities for the class so you will have an idea of what is expected of your student, in order to best evaluate them on their performance.

Student Responsibilities (as outlined in student syllabus):

Attendance:

You will follow the MHS student handbook attendance policy. That being said, this class is designed to give you a taste of what a

Morrison Supervised Experience

- Boot camp (professionalism, confidentiality, Danielson)
- Student contract
- Teacher agreement
- Face-to-face content delivery 1x/week
- Weekly teacher evaluation of students
- Based on Danielson Framework
- Students rotate through placements
- One period per day
- Board approved course for credit
- Training for supervising teachers

HS PATHWAYS INTO THE TEACHING PROFESSION

*Rockford Public Schools:
RU Pathway*

Tabitha Sims, Professional Development Specialist



Rockford University Education Pathway

Purpose

- In an effort to address the teacher shortage and to ensure that every classroom has an outstanding teacher, a partnership between Rockford Public School District 205 and Rockford University has created a unique pathway for our students to enter into the teaching profession.

PHASES OF THE RU PATHWAY

PHASE 1 ON RAMP



PHASE 2 PATHWAY



PHASE 3 POST-SECONDARY



PHASE 4 EMPLOYMENT



GRADES PRE-K - 9

- Career Seminar
- Academy Expo
- Pick Your Pathway



GRADES 10 - 12

- Site Visits
- Job Shadowing
- RU Dual Credit
- Capstone



BACHELOR'S DEGREE

- Student Teach at RPS 205
- Summer employment opportunities in RPS 205



EMPLOYMENT

- Preferential job placement at RPS 205
- Master's Degree Urban Education

RU Education Pathway Benefits!

- \$5,000/\$10,000 in tuition per year
- Student teaching opportunities in RPS 205
- Summer employment opportunities
- Preferential employment with RPS 205
- Free master's degree in Urban Education

Education Pathway



Q/A

OPPORTUNITIES FOR YOUR COMMUNITY

Jon Furr, Founder and Executive Director of
Education Systems Center



SCALING EDUCATION PATHWAYS IN ILLINOIS

- New grant opportunity for community collaborations to **develop and scale education pathway systems** that begin in high school and continue on to initial teacher placement
- Up to \$14,000 for 10 communities
- Thank you P-20 Council and Joyce Foundation!



ELIGIBLE PARTNERSHIPS

- School district or collaboration of school districts with at least 4 high schools
- Teacher unions
- Community college or 4-year offering dual credit
- At least one accredited teacher prep program
- At least one CBO or nonprofit



PARTNERSHIP COMMITMENTS

- Education College and Career Pathway Endorsements
- Placement and Initial Career Supports
- Educator Profession Promotion



INTERESTED?

- Check your email!
- Webinar on February 15, 1-2 p.m.
- Proposals due March 15, 2019

For more information

- **Jonathan Furr** is the Founder and Executive Director of Education Systems Center: jfurr@niu.edu
- **Darryl Hogue**, Superintendent at Riverbend Community Unit School District: dhogue@riverbendschools.net
- **Valencia Martin**, Director of Teacher and Schools Leaders Incentive Grant at East St. Louis Public School District 189: valencia.martin@estl189.com
- **Tom Phillion**, Dean of the College of Education and Associate Provost for Strategic Initiatives at Roosevelt University: tphillion@roosevelt.edu
- **Tabitha Sims**, Professional Development Specialist at Rockford Public School District 205: Tabitha.Sims@rps205.com
- **Jim O'Connor**, Project Director at Advance Illinois: joconnor@advanceillinois.org