

**Report to Governor Pat Quinn and the  
P-20 Council Teacher and Leadership Effectiveness Committee  
December 22, 2011**

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Special Thanks also to The Fry Foundation, Brenda Parker and Matthew Clifford

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## Executive Summary

The P-20 Council Teacher and Leadership Effectiveness Committee provides recommendations to the P-20 Council and the Illinois Governor for the improvement of teacher and leader quality in Illinois. Within the vision of the Illinois P-20 Council to create a framework for a seamless and sustainable statewide system of quality education and support for Illinois children, families and communities, this committee recognizes the critical importance of principals, school leaders and teachers in preparing children for success in school and the workplace. As noted in our 2010 annual reports<sup>2</sup>, research shows that teacher and leader practices have a profound impact on student success in the classroom and beyond. The Teacher and Leader Effectiveness Committee serves an important role with engaging a broad set of stakeholders across the state, including universities, school districts, policymakers, state agencies and others to identify recommendations for policy which can significantly enhance the preparation, certification, recruitment, selection, support, development, retention and evaluation of teachers and leaders.

The roles of teachers, teacher leaders, assistant principals, and principals continuously change as demands on schools change in response to the needs of our students, families and communities and research about effective schools, leadership, and teaching and learning practices. School improvement research is increasingly calling for the development of greater teacher and leadership capacity at multiple levels throughout the school—principals, assistant principals, and teachers, all of whose leadership development is important to supporting student learning in schools. What the capacities of teachers and leaders at these different levels should be, how they should be prepared, supported, and assessed, and what data should be collected on their impact on schools—all are challenges.

Our 2011 recommendations support significant efforts already underway in Illinois to enhance teacher and leader preparation, certification and evaluation that recognizes the impact of leadership and professional practice on student growth and learning. Our recommendations build on the newly established *P-12 Principal Endorsement* which specifically focused on effective preparation of principals and assistant principals, as distinct from a range of other administrative and teacher leadership roles in schools, such as deans, department chairs and others, all of whom received the same administrative certification in the past. These recommendations are intended to provide guidance to Illinois with respect to the new *Teacher Leadership Endorsement* and the proposed Teacher and Leader Program Dashboard, both of which can assist professional preparation programs, school districts, potential educator program students, and the general public as we seek to develop high-quality teaching and learning practices and collaborative leadership teams to support student learning in Illinois schools.

Special thanks are extended to The Fry Foundation, who was critical to the success of the Teacher and Leader Effectiveness Committee by funding staff resources. We also thank Brenda Parker and Matthew Clifford for their assistance with the Delphi survey.

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<sup>2</sup> The 2010 Teacher and Leader Effectiveness Committee reports can be found on the Illinois P-20 Council website

## Teacher Leadership Recommendations

The new *Teacher Leadership Endorsement* recognizes the importance of teacher leadership in schools with improving learning climate, instructional practices and student achievement. It provides more rigorous preparation for teacher leadership roles than addressed by either the previous teacher leadership endorsement, which had a more narrow focus, and/or the Type 75 general administrative endorsement. The previous teacher leadership endorsement will not be issued after December 31, 2012. Programs can no longer admit candidates for the general administrative endorsement after September 2012 and the endorsement will not be issued after 2014. The committee structured its recommendations for the teacher leadership endorsement around three critical outcomes:

- To create a career path to retain and develop high-performing teachers for leadership roles;
- To formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and,
- To recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

*Recommendation One:* It is important for the Illinois State Board of Education to define teacher leadership in order to guide districts and universities and inform high-quality teacher leader preparation. In both improving teaching and learning practices and developing the capacity of teachers and others, teacher leaders:

- I. Harness the collective knowledge of teachers to impact teaching and learning and school and student success
- II. Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement
- III. Model excellence in teaching with a strong foundation in improving school/classroom climate, curriculum, instruction, assessment and intervention
- IV. Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning
- V. Promote and influence change to improve school and student outcomes

*Recommendation Two:* The rules should not require the teacher leadership endorsement for specific roles in school districts. However, there are specific roles that universities should consider when designing their teacher leadership endorsement programs, including Curriculum Specialist, Coach, Mentor Teacher, Department Chair or Lead Teacher, Content Specialist, those leaders who supervise others as well as those who lead programs related to school/classroom climate, curriculum, instruction or assessment.

*Recommendation Three:* Universities should provide evidence that their teacher leadership programs are aligned with the Model Teacher Leader standards and Illinois competencies and

requirements for this endorsement. The Model Teacher Leader Standards are national standards developed by the Teacher Leadership Exploratory Consortium.

*Recommendation Four:* In addition to alignment to the Model Teacher Leader standards, evidence should be provided that teacher leadership programs are designed to achieve the following Illinois-specific coursework requirements:

- I. Leadership
  - a. Knowledge of leadership frameworks and models of shared governance
  - b. Understanding of teacher evaluation models and training
  - c. Ability to hold self and others accountable for results
  - d. Ability to lead teams in setting goals and achieving results
- II. Designing Professional Development to meet teaching and learning needs
  - a. Understand, apply, and evaluate the specific needs of new teachers for induction and mentoring
  - b. Ability to coach teachers and staff
  - c. Ability to understand, apply, and evaluate models of effective professional development
  - d. Ability to observe instruction and provide coaching, mentoring or development feedback to teachers
- III. Building school culture that focuses on student learning
  - a. Understanding of diverse learners (including Special Education, ELL, underrepresented students and other subpopulations) and their families and communities
  - b. Ability to analyze and interpret data around school culture, working and learning conditions and climate
  - c. Understanding of the impact of instructional models and practices on improving culture, climate, and learning
  - d. Ability to understand and apply the Social-Emotional Learning standards
- IV. Using assessments to improve student learning and foster student achievement
- V. Building collaboration with teachers and stakeholders

*Recommendation Five:* Programs should also enhance leadership effectiveness either through program prerequisites, elective courses, or specialized programs that build on the content expertise essential for improving teaching and learning practices.

*Recommendation Six:* Programs should demonstrate evidence they are competency-based to build the necessary knowledge, skills, and dispositions through integrated coursework, embedded field experiences, and assessment. This includes these recommendations:

- a. Programs should have well-defined formative and summative assessments for the evaluation of candidate performance.

- b. A statewide standardized performance-based assessment should be developed to ensure consistency and quality.

*Recommendation Seven:* Teacher leadership program coursework should also articulate to the principal endorsement, if offered, in order to encourage career progression into future school leadership roles.

### **Further Policy Recommendations**

*Recommendation One:* ISBE should encourage universities to optionally develop programs in which candidates can demonstrate both leadership and specific content knowledge and expertise, including, when applicable, program and candidate assessments around content areas.

*Recommendation Two:* Because teacher leaders with this endorsement who have received required training and certification, in compliance with Section 24A-3, will be able to perform evaluations, programs can either use qualified program faculty to provide the training or send candidates to a qualified third-party vendor to allow elective training to candidates to which it applies.

*Recommendation Three:* ISBE should also collect additional data on how districts use the teacher leadership endorsement for specific roles. When a district reports that a teacher has a teacher leadership endorsement, the district should also have to report whether the district requires the teacher leadership endorsement for that specific role. Data should be shared, in the aggregate, with universities for consideration in the design of teacher leadership programs. ISBE could provide guidance on the program approval site of other roles that emerge from Teacher Service Record (TSR) and Teacher Certification Information System (TCIS) data reported by districts.

### **Teacher and Leader Preparation Program Dashboard Recommendations**

Building on our 2010 recommendations and state initiatives to improve the quality of teacher and leader preparation in Illinois, the Teacher and Leader Effectiveness Committee identified relevant data, metrics and performance indicators that provide information about teacher and principal preparation effectiveness, impact and outcomes that could be collected and analyzed through coordination with the Illinois P-20 Longitudinal Data System (LDS). This includes recommendations for a dashboard strategy and program performance indicators and measures that will:

- 1) Identify relevant performance indicators and data about teacher and leader preparation programs useful to a wide variety of stakeholders including state agencies, universities, districts, students and others to meet the needs of schools, students, and educators in Illinois;
- 2) Inform a pilot program and development of LDS and other data systems which will enhance program measurement, outcomes and continuous improvement efforts; and

- 3) Provide leadership and partnership around program performance indicators to the Joint Education Leadership Council in order to guide strategic efforts to enhance teacher and leader program quality, effectiveness, and outcomes.

These indicators include formative measures which are used by teacher and leader preparation programs to drive future growth and continuous improvement efforts and which vary due to the unique nature of universities and programs and data collected, They also include multiple, evidence-based, summative measures that can be used to formally evaluate teacher and principal preparation program quality, effectiveness, impact and performance on goals and outcomes. Lastly, this includes information about teacher and principal programs and candidate demographics and characteristics, as well as program components and features that can be used by a variety of stakeholders in policy, practice and decision-making.

*Recommendation One:* A wide variety of formative teacher principal and teacher data should be collected and further refined by universities, districts and state agencies to inform program continuous quality improvement processes.

*Recommendation Two:* The committee recommends that the following evidence-based, summative measures be used to evaluate teacher and principal program quality, effectiveness, impact and performance on goals and outcomes:

<b>Teacher Performance Indicators</b>	
1.	Number of candidates enrolled by endorsement type and completion rate
2.	Average Teacher Performance Assessment Consortium (TPAC) Scores by Program <i>Note: TPAC is a performance-based assessment administered to teachers seeking licensure. These assessments will be implemented in Illinois beginning in 2013.</i>
3.	Percentage of program candidates that successfully pass the Assessment of Professional Teaching for certification in Illinois <i>Note: This assessment measures teacher candidates' knowledge and application of the Illinois Professional Teaching Standards</i>
4.	Percentage of graduates placed as P-12 educators within 1, 3, and 5 years of graduation <i>Note: Data will be available only for graduates in Illinois. Since graduates of Illinois institutions may choose to work in other states, steps should be taken to account for these teachers.</i>
5.	Performance evaluations of program graduate using the four category rating system once placed as teachers in Illinois <i>Note: This data will be available after implementation of the new statewide requirements by all schools in 2016.</i>
6.	Data and indicators of student growth of program graduates <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluation ratings of Illinois teachers</i>
7.	Percentage of graduates retained as P-12 educators within 1, 3 and 5 years of placement in Illinois

<b>Principal Performance Indicators</b>	
1.	Percentage of graduates that pass the required state principal endorsement certification exam <i>Note: This is a competency based assessment that will be administered to all candidates</i>
2.	Percentage of program graduates that obtain principal or assistant principal positions within 1, 3 and 5 years of graduation
3.	Performance evaluations of program graduates using the four category rating system once placed as principals and assistant principals in Illinois <i>Note: This data will be available after implementation of the new statewide requirements in the 2012-13 school year.</i>
4.	Data and indicators of student growth within 1, 3 and 5 years of placement as an assistant principal or principal <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluation ratings of Illinois principals and assistant principals.</i>
5.	Results of learning climate surveys in schools where principals and assistant principals are placed within 1, 3 and 5 years of graduation <i>Note: A state standardized learning climate survey will be developed</i>
6.	Percentage of program graduates retained as principals, assistant principals, superintendents or district leadership roles within 1, 3 and 5 years of placement

*Recommendation Three:* It is important to understand Illinois candidate, teacher and principal demographics, characteristics and talent pipeline information in order to make sound decisions about policy, admissions, recruitment, selection, placement and support for teachers and principals and to ensure that we have the most highly qualified teachers that can meet the needs of all students, including urban and rural high-needs schools and high-need subject areas. This information is also important for districts in developing effective partnerships with universities for student teaching, teacher and principal recruitment, internships, placement, as well as teacher and leadership development and mentoring.

The state should also develop profiles of teacher and principal preparation programs with program effectiveness measures and additional information about programs such as:

- a. Student enrollment and demographic data
- b. Program entrance requirements
- c. Student teaching program information, including average number of hours required for student teaching
- d. Faculty support
- e. Exit requirements for graduation and certification, including minimum required GPA
- f. Recommendations for licensure by endorsement type
- g. Faculty demographics and qualifications
- h. Mentoring programs post-graduation
- i. Placements in high-needs schools and endorsements in high-needs subject areas

### **Further Policy Recommendations**

Through our work on the Teacher and Leader Program Dashboard, the Teacher and Leadership Effectiveness committee has the following additional policy recommendations:

*Recommendation One:* The Teacher and Leader Effectiveness Committee recommends that the Joint Education Leadership Council (JELC), made up of representatives from each of the state agencies, provide guidance to the P-20 Longitudinal Data System on strategies for integrating these recommendations. The Teacher and Leader Effectiveness Committee should continue to serve as a resource to the P-20 Longitudinal Data System (LDS) staff and JELC on the teacher and leader indicators and integration into a larger P-20 Data Dashboard, where needed.

*Recommendation Two:* The Teacher and Leader Committee will also partner with the Illinois LDS staff and state agency staff to inform development and ensure collection of relevant student and educator data that can be used to enhance teacher and leader effectiveness.

*Recommendation Three:* The Teacher and Leader Committee recommends that ISBE consider incorporating the committee's recommendations for teacher and leader summative indicators into the annual teacher and principal program review process that goes before the Illinois Educator Licensure Board.

*Recommendation Four:* The timeline for collection and analysis of performance indicators will vary based on state timelines, capacity and requirements for implementation. Efforts should be made to coordinate with LDS to disseminate appropriate and relevant data and indicators, as it becomes available.

### **Teacher and Leader Effectiveness Committee Next Steps**

*Next Step One:* While the state builds capacity, the Teacher and Leader Effectiveness committee has engaged the Chicago Public Schools in a pilot program. This pilot will enable the CPS, the Illinois P-20 Council, and the P-20 Data Longitudinal System to understand implementation requirements at scale, pilot collection and analysis of formative, summative and candidate and program profile measures, and continue to refine the dashboard strategy to meet the needs of our stakeholders.

*Next Step Two:* As part of its partnership with the Illinois Longitudinal Data Systems Committee, the committee will provide feedback to the Joint Educational Leadership Council and the P-20 Longitudinal Data System on pilot outcomes. The committee will also partner in incorporating our recommendations and providing feedback to these committees on Teacher and Leadership Effectiveness dashboard recommendations and potential integration.

*Next Step Three:* The Teacher and Leader Effectiveness Committee will continue to serve in an advisory role by responding to current educational policy initiatives and issues that impact teachers and leaders. This includes looking at effective practices around encouraging, building and enhancing university and district partnerships and serving as a resource on effective strategies to university programs as they design teacher leadership endorsement programs, including entry requirements.

*Next Step Four:* Finally, the committee will also create a map and timeline of all current education initiatives that have an impact on teacher and leadership preparation and effectiveness

and for implementation of the Teacher and Leader Program Dashboard to help guide the work of this committee and the P-20 Council next year.

## **Overview of the Teacher and Leadership Effectiveness Committee**

The mission of the P-20 Council Committee on Teacher and Leader Effectiveness<sup>3</sup> is to advise the Governor on recommendations for strengthening and aligning the preparation, recruitment, certification, selection, evaluation, support, development, and retention of highly effective and diverse teachers and leaders. In 2010, the annual reports of the Teacher and Leader Effectiveness Committees made broad recommendations for improving the quality of teacher and leaders in Illinois, a number of which are currently underway in Illinois, including teacher and principal evaluation and improving the quality of teacher and principal preparation through changes to the state's teacher certification and endorsement model. In 2011, the committee focused on two critical initiatives that build on those recommendations: Teacher and Leader Program Dashboard and recommendations for a statewide Teacher Leadership Endorsement.

Over 60 subcommittee members have collaborated to provide input and feedback on our teacher and leader preparation program dashboard and teacher leadership recommendations. Members represent a wide variety of P-20 constituents across the state including:

- Public and private universities
- School districts
- State agencies such as the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE)
- Education and professional associations representing the broad P-20 spectrum
- Teacher and principal practitioners
- Policy and advocacy groups representing the broad P-20 spectrum

In addition, the committee sought and received a grant from the Fry Foundation to fund staff resources to support the work of the P-20 Council Committee on Teacher and Leader Effectiveness. This assistance was critical to the success of the committee's work.

The 2011 Report of the P-20 Council Committee on Teacher and Leader Effectiveness presents an overview of the recommendations of the committee around the Teacher Leadership Endorsement and the Teacher and Leader Program Dashboard and concludes with recommendations for policy as the state continues to move forward with efforts to improve the quality of teachers and leader preparation in Illinois.

### **Initiative One: Teacher Leadership Endorsement**

In the 2010 Leader Effectiveness Committee report<sup>2</sup>, the committee stated that it could “serve in an instrumental role with addressing quick response action items presented to the P-20 Council

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<sup>3</sup> Leadership effectiveness was added to the charge of the P-20 Council Committee on Teacher Effectiveness at the July 2010 P-20 Council meeting to better reflect the statutory recommendation to “authorize the creation of working groups focusing on areas of interest to Illinois educational and workforce development, including without limitation the following areas: preparation, recruitment, and certification of highly effective (sic) teachers and administrators” (Public Act 95-626). Last year, two separate reports were submitted to the Illinois P-20 Council – one by the Teacher Effectiveness Subcommittee and one by the Leader Effectiveness Subcommittee. Both reports can be found on the Illinois P-20 Council web site. This year, the work was merged into one Teacher and Leader Effectiveness Committee.

related to teachers and leaders”. In this role, the committee serves as an advisory group to Illinois state agencies and policymakers on the impact of education policy for teacher and leader preparation and effectiveness. In our 2010 reports<sup>2</sup>, the committee had also identified distributed leadership in schools, the retention of high-quality teachers in the field, and development of high-quality teachers into teacher and school leadership roles as important priorities in improving student outcomes. The committee was presented with the opportunity to provide recommendations to the Illinois State Board of Education on a new teacher leadership endorsement.

The Illinois General Assembly passed Senate Bill 1799 that was signed into public act (P.A. 097-0607) in August 2011. P.A. 097-0607 develops a new teacher certification and endorsement model to improve the quality of teachers and leaders that recognizes the career continuum from pre-service teacher to classroom teacher, to teacher leader, principal and beyond. In spring 2010, legislation was also signed (P.A. 096-0603) to develop a new, more rigorous principal endorsement which will prepare principals and assistant principals. This new principal endorsement replaced the previous general administrative endorsement which was designed more broadly to include not only the preparation of principals and assistant principals but also other administrative and teacher leadership roles in schools in districts including department chairs, athletic directors, special education directors, etc. The general administrative endorsement will not be issued after 2014 and programs can no longer admit candidates after September, 2012. In addition, the previous teacher leadership endorsement will no longer be issued after December, 2012. Illinois’s new teacher leadership endorsement provides critical leadership preparation for teacher leadership and/or administrative roles outside of principals and assistant principals. This created an immediate need for recommendations to ISBE regarding the rules for the new teacher leadership endorsement.

The new teacher leadership endorsement recognizes the importance of teacher leadership in schools with improving learning climate, instructional practices and student achievement and provides more rigorous preparation for teacher leadership roles previously addressed by the previous teacher leadership endorsement and/or the general administrative endorsement. The committee structured its recommendations for the teacher leadership endorsement around three critical outcomes:

- To create a career path to retain and develop high-performing teachers for leadership roles;
- To formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and,
- To recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

Through the Illinois P-20 Council Teacher Leadership subcommittee, the committee performed outreach to teacher leadership programs and stakeholders in Illinois and engaged a number of constituents representing districts, universities who prepare teacher leaders and principals, professional associations, practitioners, and policy groups. The committee decided to take a collaborative approach to further defining the roles that Illinois teacher leaders have in improving schools, teaching and learning practices and student outcomes and its implications for

teacher leader preparation. In a series of webinars (3) and face-to-face meetings on September 20<sup>th</sup>, October 13<sup>th</sup> and October 27<sup>th</sup>, the committee invited stakeholders to review and contribute research, policies and best practices for teacher leaders nationally, internationally and within the state to inform and shape recommendations.

The committee considered models for teacher leadership that both enhanced teacher practices but also retained and developed teachers along a career continuum. Using the Model Teacher Leader Standards developed by the Teacher Leader Exploratory Consortium as well as models for teacher leadership in other states such as Kansas and Arkansas, the committee surveyed committee members as to how teacher leaders are typically utilized by schools and districts to improve instruction, student achievement and teaching and learning practices. The survey also asked constituents what roles should be covered by the endorsement and the requisite knowledge, skills and abilities required for effective teacher leadership in Illinois that align with enhanced standards for both teachers and principals. (Please see Appendix A, Teacher Leadership Survey). The survey results were then reviewed by committee members and used to discuss and inform potential recommendations.

The survey results indicated that there was broad consensus by a variety of stakeholders on the purpose of the endorsement, the roles that teacher leaders have in schools, as well as the essential competencies necessary for success as a teacher leader. Over 70% agreed on the teacher leader roles that should be addressed by the endorsement and teacher leadership programs, while over 75% agreed on the essential core competencies critical for teacher leadership success. These core competencies also aligned along a continuum to new Illinois competencies for teachers and principals, including the revised Illinois Professional Teaching Standards and principal preparation competency requirements such as ISLLC and SREB (Appendix B includes the Teacher Leadership Endorsement recommendations submitted by the P-20 Council Teacher and Leader Effectiveness Committee to the Illinois State Board of Education).

### **The Role of the Teacher Leader**

Unlike principals, teacher leaders often act in a variety of roles and contexts. As such, the committee felt that it was important for ISBE to define teacher leadership in order to guide districts and universities and inform high-quality teacher leader preparation. The committee defined teacher leadership both as improving teaching and learning practices and developing the capacity of teachers and others, including the ability to:

- Harness the collective knowledge of teachers to impact teaching and learning and school and student success;
- Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
- Model excellence in teaching with a strong foundation in improving school/classroom climate, curriculum, instruction, assessment and intervention;
- Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
- Promote and influence change to improve school and student outcomes.

Teacher leaders are both in formal and informal roles in school districts. Schools and districts across Illinois need flexibility in defining these formal and informal roles for teacher leaders to best serve the needs of their teachers, students and schools. Therefore, committee members also agreed it was important that Illinois should not require the teacher leadership endorsement for specific roles in school districts beyond those teacher leaders who evaluate teachers and other certified staff according to district requirements. Teacher leaders with this endorsement will also need to be trained and certified as evaluators under the requirements of PERA in order to evaluate teachers and certified staff.

The committee's work identified specific roles that universities should consider when designing their teacher leadership endorsement programs, including:

- Curriculum Specialist (i.e., identifying, designing and implementing curriculum and school/district improvement)
- Coach (i.e., providing coaching to other teachers and staff on instructional practice and methods)
- Mentor teacher (i.e., providing mentoring to new and/or other teachers)
- Department Chair or Lead Teacher
- Content Specialist (i.e., leading instructional programs in a specific content area)
- Teacher leaders responsible for supervising others
- Teacher leaders who lead programs relating to school/classroom climate, curriculum, instruction or assessment
- Other roles that emerge from TSR and TCIS data reported by districts

### **Teacher Leadership Program Design**

The role of teacher leaders has important implications for how teacher leaders are optimally prepared and how universities design their programs. The committee recommended that universities should provide evidence that their teacher leadership programs are aligned with the Model Teacher Leader standards<sup>4</sup> and Illinois competencies and requirements for this endorsement. These Illinois-specific competencies and requirements align with Illinois' focus on teacher and principal accountability and recognize the importance of shared leadership and governance in improving schools and teacher practice. It also recognizes the importance of serving the needs of diverse students and learners, the Social-Emotional Standards adopted by Illinois in 2011 as well as the 2010 Teacher Effectiveness Report which emphasized the need for a teaching and learning framework to integrate effective feedback with meaningful professional development and coaching/mentoring for teachers, especially novice teachers.

The Model Teacher Leader Standards, developed by national experts on teacher leadership, are performance standards that can be adopted for program design, coursework and assessment. (See

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<sup>4</sup> The Model Teacher Leader Standards are national standards for teacher leadership developed by the Teacher Leadership Exploratory Consortium.

Appendix C, Model Teacher Leader Standards) The Model Teacher Leader Standards address the following core competencies:

1. Understanding Adults As Learners to Support Professional Learning Communities
2. Accessing and Using Research to Improve Practice and Student Achievement
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Using Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community

Based on Illinois-specific needs that were identified, in addition to alignment to the Model Teacher Leader Standards, the committee recommended that teacher leadership program design should be aligned to achieve the following Illinois-specific coursework requirements and competencies:

#### I. Leadership

- a. Knowledge of leadership frameworks and models of shared governance
- b. Understanding of teacher evaluation models and training
- c. Ability to hold self and others accountable for results
- d. Ability to lead teams in setting goals and achieving results

#### II. Designing Professional Development to meet teaching and learning needs

- a. Understand, apply, and evaluate the specific needs of new teachers for induction and mentoring
- b. Ability to coach teachers and staff
- c. Ability to understand, apply, and evaluate models of effective professional development
- d. Ability to observe instruction and provide coaching, mentoring or development feedback to teachers

#### III. Building school culture that focuses on student learning

- a. Understanding of diverse learners (including Special Education, ELL, underrepresented students and other subpopulations) and their families and communities
- b. Ability to analyze and interpret data around school culture, working and learning conditions and climate
- c. Understanding of the impact of instructional models and practices on improving culture, climate, and learning
- d. Ability to understand and apply the Social-Emotional Learning standards

#### IV. Using assessments to improve student learning and foster student achievement

#### V. Building collaboration with teachers and stakeholders

Teacher leaders play an important role in enhancing the content knowledge and pedagogy of teachers. As part of the redesign of teacher certification, Illinois is developing new content standards for teacher preparation to improve teaching and learning practices and align to the Common Core. Therefore, the committee recommended that universities consider a variety of program designs to ensure and incorporate content knowledge. In order to enhance leadership effectiveness, the committee recommended that universities build on content knowledge gained through either through program prerequisites, elective courses, or specialized programs.

The committee recommended that programs should demonstrate evidence they are competency-based to build the necessary knowledge, skills, and dispositions through integrated coursework, embedded field experiences, and assessment. This includes these recommendations:

- a. Programs should have well-defined formative and summative assessments for the evaluation of candidate performance.
- b. A statewide standardized performance-based assessment should be developed to ensure consistency and quality.

Recognizing teacher leadership along a career continuum, the committee also recommended that teacher leadership program coursework should also articulate to the principal endorsement, if offered, in order to encourage career progression into future school leadership roles. This will also encourage universities to create collaboration between teacher leader and principal programs to ensure alignment.

In addition to recommendations on the roles for teacher leadership and the design of the teacher leadership preparation program, the committee made additional policy recommendations that included:

- 1) ISBE should encourage universities to optionally develop schemes in which candidates can demonstrate both leadership and specific content knowledge and expertise, including, when applicable, program and candidate assessments around content areas.
- 2) Because teacher leaders with this endorsement who have received required training and certification, in compliance with Section 24A-3, will be able to perform evaluations, programs can either use qualified program faculty to provide the training or send candidates to a qualified third-party vendor to allow elective training to candidates to which it applies.<sup>5</sup>
- 3) ISBE should also collect additional data on how districts use the teacher leadership endorsement for specific roles. When a district reports that a teacher has a teacher leadership endorsement, the district should also have to report whether the district requires the teacher leadership endorsement for that specific role. Data should be shared, in the aggregate, with universities for consideration in the design of teacher

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<sup>5</sup> This recommendation has been updated to reflect current rules for the training and certification of evaluators of teachers. The original committee recommendations can be found in Appendix B.

leadership programs. ISBE could provide guidance on the program approval site of other roles that emerge from TSR and TCIS data reported by districts.

## **Initiative Two: Teacher and Leader Program Dashboard**

### **Overview**

In the 2010 report of the Teacher Effectiveness Committee<sup>2</sup>, the Teacher Effectiveness subcommittee recommended that “the state track and report metrics related to teacher efficacy, teacher academic ability, teacher retention, and school climate by district and/or teacher education program”. This recommendation was aligned to the development of the Illinois Longitudinal Data System (LDS), which will provide data to help to track the outcomes of Illinois students as they progress from Pre-K through Postsecondary education, and as they enter the workforce. In addition, the LDS will, for the first time, be able to connect student achievement data with teacher evaluation data, including teacher and principal certification and preparation program data, by 2014.

In 2011, the Teacher and Leader Effectiveness committees were combined to provide a coherent and cohesive focus on both teacher and leadership programs. The committee developed recommended metrics and performance indicators for inclusion in a statewide teacher and leadership program dashboard to be developed. In developing these recommendations, the committee focused on a dashboard strategy and program performance indicators and measures that will:

- 1) Identify relevant performance indicators and data about teacher and leader preparation programs useful to a wide variety of stakeholders including state agencies, universities, districts, students and others to meet the needs of schools, students, and educators in Illinois
- 2) Inform pilot program and development of LDS and other data systems which will enhance program measurement, outcomes and continuous improvement efforts.
- 3) Provide leadership and partnership around program performance indicators to the Joint Education Leadership Council in order to guide strategic efforts to enhance teacher and leader program quality, effectiveness, and outcomes (see recommendations)

The committee envisioned that the Joint Education Leadership Council would provide guidance to the P-20 Longitudinal Data System Committee on integration of our potential recommendations into the overall strategy.

### **Process for Recommendations**

The committee engaged over 60 stakeholders in making these recommendations representing universities, state agencies, policymakers, school districts, professional associations, nonprofit and advocacy groups. At the May 5<sup>th</sup> meeting, the committee commissioned research on other states' models which was presented to the committee at its June 2<sup>nd</sup> meeting to inform discussions around the Teacher and Leader Program Dashboard. The research also included 13 personal interviews with Illinois state agency, policy, university and other stakeholders to gather data and potential resources. The research included:

- Review of other state dashboards which have implemented teacher and/or leader program information, indicators and metrics. (e.g. Louisiana, Ohio, Tennessee) (See Appendix D for a summary of Teacher and Leader Program Dashboards in other states)
- Review of information, data and best practices that universities use for continuous improvement of teacher and leader preparation programs (See Appendix E for matrix on data collected for teacher and leader preparation)
- Reviewing research on teacher assessment and certification in Illinois (See Appendix F for a summary of teacher assessment and certification research by Brad White at the Illinois Education Research Council).

Based on this review, committee staff members used the research to brainstorm potential program information, metrics and indicators for a Teacher and Leader Program Dashboard in Illinois. The committee took a broad approach in considering all potential measures regardless of feasibility, i.e. whether data was currently collected or could be collected in the future based on investment in resources and infrastructure. This was intentional in order to be inclusive of all measures and data which could be useful to a variety of stakeholders across Illinois.

The committee envisioned a variety of potential audiences for the dashboard, which could include:

- The Joint Education Leadership Council
- Illinois State Agencies (e.g. IBHE, ISBE) who oversee and evaluate programs
- Legislators and policymakers drafting educational policy
- Universities, who could use program and comparative data and metrics for continuous improvement
- Potential and current students of education programs to inform career and program choice
- School districts who are interested in program data to inform talent strategies and partnerships

In all the committee drafted 76 initial, potential measures. In July 2011, two webinars were held on the 7<sup>th</sup> and the 15<sup>th</sup> to discuss potential measures. Consistent feedback indicated that the committee felt it was difficult to identify relevant data and measures without defining the purposes of the dashboard and that further consensus by committee members was needed. The committee decided to utilize a Delphi survey process to provide a collaboration tool to both define the purposes of the dashboard, given the potential audiences, and refine potential performance indicators and measures. The Delphi method was developed by the RAND Corporation with the purpose of bringing together an informed group (such as this committee) to

formulate and define an issue and present policy options. Through a series of surveys and meetings, committee members could provide input on potential measures and more quickly come to a consensus.

To that end, the committee engaged two outside researchers to conduct the Delphi survey process with committee members. The first survey, conducted in September 2011, asked committee members to further define the overall purposes of the dashboard as well as rate the importance of potential measures and the purposes of the measure. While sharing some common metrics, the survey differentiated between teacher and principal performance indicators and measures because of the differences in candidates, programs and potential outcomes.

Results of the survey presented at the October 13<sup>th</sup> meeting indicated the committee had engaged a variety of stakeholders in the discussion. 34% of respondents were from university programs, 17% were district administrators, 7% were policy makers, 24% represented nonprofit/advocacy organizations and 17% were in other roles or declined to identify. The survey indicated that while there was some agreement on summative measures that could be used to measure program effectiveness, there was not broad consensus on measures that could be used to inform continuous improvement or provide information about candidate demographics, characteristics, supply and demand. Further, more discussion was needed around dashboard purposes and audiences. (See Attachment G and H, October Delphi Survey results and November Delphi Survey results which includes the resources and the results of the Delphi surveys.

Additional meetings and another survey continued to further prioritize and refine dashboard purposes, audiences, measures and next steps. The committee also reviewed and aligned with other state initiatives including ISBE annual program review, the new state school report card, and the Performance Evaluation Advisory Council requirements for teacher and principal evaluation. The purpose, outcomes and timeline of each of the Delphi survey processes are summarized below:

### Delphi Survey Process and Timeline

	Round 1	Round 2	Round 3	Recommendations
Date	9/15	10/13	11/1-11/9	11/15/2011
Type	Web-based survey	Face to Face Meeting/Group process	Web-based survey	Face to Face Meeting
Accomplishment	<ul style="list-style-type: none"> <li>• Articulate and refine purposes of dashboard</li> <li>• Identify teacher and leader data items</li> <li>• Prioritize teacher and leader items for inclusion in dashboard</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and refine purposes of dashboard</li> <li>• Prioritize teacher and leader items for inclusion in dashboard</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate/meanings of purposes of dashboard</li> <li>• Prioritize teacher and leader items for inclusion in dashboard</li> <li>• Provide input for communication of information to broader constituency</li> </ul>	<ul style="list-style-type: none"> <li>• Finalized recommendations and definitions of dashboard purposes and audiences</li> <li>• Finalized recommendations for program performance indicators</li> <li>• Finalized recommendations for candidate and profile information and metrics</li> </ul>

## Teacher and Leader Program Dashboard Recommendations

Through data collected by the Delphi survey and input provided at the multiple meetings held throughout the year, the committee recommended that the dashboard should be designed to include performance indicators and data with three primary purposes:

- 1) Provide multiple, evidence-based, summative measures that can be used to formally evaluate teacher and principal preparation program quality, effectiveness, impact and performance on goals and outcomes.
- 2) Provide formative measures which are used by teacher and leader preparation programs for continuous improvement. This includes additional baseline and ongoing performance data that are used to set internal goals for program improvement, assess progress, and drive future growth and continuous improvement efforts.
- 3) Provide information about teacher and principal programs and candidates. This includes standardized data and information which provides an overview of candidate and program demographics and characteristics, as well as program components and features that can be used by a variety of stakeholders in policy, practice and decision-making.

The committee came to a consensus on multiple, evidence-based performance indicators for teacher and principal preparation programs. The committee also has drafted recommendations for candidate and program profile dashboard elements (see below). However, because of the unique nature of universities and programs and data collected, the committee recommends that a wide variety of formative teacher principal and teacher data be collected by universities, districts and state agencies to inform continuous quality improvement processes and that more standardized, formative measures be further refined in the future. (A list of the highest rated formative measures can be found in the Appendix H, November Delphi Survey Results).

## Teacher Preparation Program Performance Indicators

The committee recommends that the following evidence-based, summative measures be used to evaluate teacher program quality, effectiveness, impact and performance on goals and outcomes:

<b>Teacher Performance Indicators</b>
1. Number of candidates enrolled by endorsement type and completion rate
2. Average Teacher Performance Assessment Consortium (TPAC) Scores by Program <i>Note: TPAC is a performance-based assessment administered to teachers seeking licensure. These assessments will be implemented in Illinois beginning in 2013.</i>

<p>3. Percentage of program candidates that successfully pass the Assessment of Professional Teaching for certification in Illinois <i>Note: This assessment measures teacher candidates' knowledge and application of the Illinois Professional Teaching Standards</i></p>
<p>4. Percentage of graduates placed as P-12 educators within 1, 3, and 5 years of graduation <i>Note: Data will be available only for graduates in Illinois. Since graduates of Illinois institutions may choose to work in other states, steps should be taken to account for these teachers.</i></p>
<p>5. Performance evaluations of program graduate using the four category rating system once placed as teachers in Illinois <i>Note: This data will be available after implementation of the new statewide requirements by all schools in 2016.</i></p>
<p>6. Data and indicators of student growth of program graduates <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluations of Illinois teachers</i></p>
<p>7. Percentage of graduates retained as P-12 educators within 1, 3 and 5 years of placement in Illinois</p>

### Principal Preparation Program Performance Indicators

The committee recommends that the following evidence-based, summative measures be used to evaluate principal program quality, effectiveness, impact and performance on goals and outcomes.

<b>Principal Performance Indicators</b>
<p>1. Percentage of graduates that pass the required state principal endorsement certification exam <i>Note: This is a competency based assessment that will be administered to all candidates</i></p>
<p>2. Percentage of program graduates that obtain principal or assistant principal positions within 1, 3 and 5 years of graduation</p>
<p>3. Performance evaluations of program graduates using the four category rating system once placed as principals and assistant principals in Illinois <i>Note: This data will be available after implementation of the new statewide requirements in the 2012-13 school year.</i></p>
<p>4. Data and indicators of student growth within 1, 3 and 5 years of placement as an assistant principal or principal <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluations of Illinois principals and assistant principals.</i></p>
<p>5. Results of learning climate surveys in schools where principals and assistant principals are placed within 1, 3 and 5 years of graduation <i>Note: A state standardized learning climate survey will be developed</i></p>
<p>6. Percentage of program graduates retained as principals, assistant principals, superintendents or district leadership roles within 1, 3 and 5 years of placement</p>

## **Candidate and Program Profile Information**

With a diverse audience of stakeholders, the committee recommends that a dashboard be created that contains a variety of data, information and measures that can be used for policy, practice and decision-making. It is important to understand Illinois teacher and principal demographics, characteristics and talent pipeline information in order to make sound decisions about policy, admissions, recruitment, selection, placement and support for teachers and principals and to ensure that we have the most highly qualified teachers that can meet the needs of all students, including urban and rural high-needs schools and high-need certification areas.

In our 2010 report, the committee emphasized the criticality of having a highly qualified, diverse teacher pool. This is also true of principals and leaders. The committee recommends a number of candidate and program indicators that should be monitored and used for policy, decision-making and research. In addition to summative or formative measures that may be collected, these include Illinois candidate demographics (e.g. race, gender), characteristics (e.g. ACT/SAT scores) and placement data including types of schools employing program graduates (e.g. urban, rural, high needs) as well as candidates reporting 1<sup>st</sup> year mentoring in their schools.

For many potential students, parents and educators, there is currently no central repository of information about educator programs in Illinois that provides meaningful, standardized, comparative data that would assist with university and program choice. This information is also important for districts in developing effective partnerships with universities for student teaching, teacher and principal recruitment, internships, placement, as well as teacher and leadership development and mentoring. (A sample of an institution report from Ohio can be found in Appendix I).

The state also should develop profiles of teacher and principal preparation programs with program effectiveness measures and additional information about programs such as:

- a. Student enrollment and demographic data
- b. Program entrance requirements
- c. Student teaching program information, including average number of hours required for student teaching
- d. Faculty support
- e. Exit requirements for graduation and certification, including minimum required GPA
- f. Recommendations for licensure by endorsement type
- g. Faculty demographics and qualifications
- h. Mentoring programs post-graduation
- i. Placements in high-needs schools (as defined by federal regulations) and endorsements in high-needs subject areas (as defined by ISBE)

## **Further Policy Recommendations**

Through our work on the Teacher and Leader Program Dashboard, the Teacher and Leadership Effectiveness committee has the following policy recommendations:

1. The Joint Education Leadership Council will provide guidance to the P-20 Council Longitudinal Data System on strategy for integrating these recommendations. The committee will continue to provide partnership to JELC on teacher and leader preparation program quality, effectiveness and outcomes.
2. The committee will also partner with the Illinois Longitudinal Data Systems Committee and ISBE to inform development and ensure collection of relevant student and educator data that can be used to enhance teacher and leader effectiveness.
3. The Illinois State Board of Education should consider incorporating the committee's recommendations into the annual teacher and principal program review process that goes before the Illinois Educator Licensure Board.
4. The timeline for collection and analysis of performance indicators will vary based on state timelines, capacity and requirements for implementation. Efforts should be made to coordinate with LDS to disseminate appropriate and relevant data and indicators, as it becomes available.

### **Teacher and Leadership Effectiveness Committee Next Steps**

While the state builds capacity, the Teacher and Leader Effectiveness committee has engaged the Chicago Public Schools in a pilot program to examine principal and teacher preparation program effectiveness. This pilot will enable both CPS, the Illinois P-20 Council, and the P-20 Data Longitudinal System to understand implementation requirements at scale, pilot collection and analysis of formative, summative, candidate and program profile measures, and continue to refine the dashboard to meet the needs of our stakeholders.

As part of its partnership with the Illinois Longitudinal Data Systems Committee, the committee will provide feedback to the Joint Educational Leadership Council and the P-20 Longitudinal Data System on pilot outcomes. The committee will also partner in incorporating our recommendations and providing feedback to these committees on Teacher and Leadership Effectiveness dashboard recommendations and potential integration.

The committee will also create a map and timeline of all current education initiative that have an impact on teacher and leadership preparation and effectiveness to ensure alignment and for implementation of the Teacher and Leader Program Dashboard.

Finally, the Teacher and Leader Effectiveness Committee will continue to serve in an advisory role by responding to current educational policy initiatives and issues that impact teachers and leaders. This includes looking at effective practices around encouraging, building and enhancing university and district partnerships and serving as a resource on effective strategies to university programs as they design teacher leadership endorsement programs, including entry requirements.