Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
January 31, 2017 Meeting
Committee #3- Professional Development for Teachers and Administrators

Committee Members Present: Kathy Angeletti (USM); Henoch Hailu (MSEA), Yi Huang (USM), Heather Lageman (PSSAM), Laura Liccion (MSDE); Yi Huang, (USM)

Committee Members Absent: Deanna Stock (MADTECC); Phyllis Lloyd (MAESP), Judy Jenkins (MICUA);

MSDE Staff: Karen Dates Dunmore (MSDE)

Alternates Present: Dewayne Morgan (P-20 Director, USM)

Approval of Minutes:
Not applicable

Discussion:
- There needs to be a clear template re expectations that should be consistent state-wide
- Definition of "career ladders" – certain pathways that are highly focused and personalized—multiple pathways. Not everyone has to become an administrator—master teachers who provide mentor role
- Lack of support—PD is what is holding them back. Growing movement for past 3-4 years. Need structure and support.
- Key factor—alternative options to learning – rethink what matters most to teachers
- Credentialing is being re-thought—more customizable
- Research and evidenced based
- Engage teachers with other teachers
- Look at different ways to acquire knowledge – do not focus on seat time and counting hours – performance based
- Re-visit inhibiting structures
- Cultural proficiency training in first year
- Pathways change and grow
- Interest in salary scales being tied to credentialing
- Focus on PD to be personalized, tied to the teacher
- Focus on teacher needs to be effective in the classroom
- Availability of both seat time and other options for certification
- Bring in LEA's so that we are not in competition with them—what is important to them
- How do we start "new"?
- Parts of teacher induction are not being followed by all jurisdictions—no one there to "mind the store"

- Shift the mind-set in schools
- School-university partnership – what does it mean? Focus on what has been required – year long PD experience – hard to go beyond the requirements. A lot contingent upon reception of faculty and principals. Looking to create a different kind of dynamic—true partnership re how learning is designed. Tap into the power of many voices to really look at what works
- Resources are biggest deterrent. Are funds being used in the best place possible?
- Schools and universities need to really look together
- Micro credentialing
- Collective resources with higher ed
- Induction – coaching is more important
- Quality of cooperating teachers is random. Role of selecting mentors is critical
- Release time for mentors – jurisdictions cannot afford the release time
- Higher ed partnerships – use as teacher mentors
- Changing the ability to become a mentor—it should not be as easy
- Change master teacher role – shared role as part of university partnership. Look at different configurations that promote shared responsibility. Hybrid roles
- Do we know all of the PD available in the state and how much is over lapping, are all needs addressed, all areas covered—need to inventory. Send out a survey. What is the cost of running the programs—then bring people together to prioritize, eliminate overlap. Better way to tap into what the teachers need. (MSDE professional development office – CPD database – not all LEA's—have a starting point. What offered that is not thru CPD—does not come thru MSDE. IHE's also have offerings. LEA's have offerings – need to be able to access. Where are the voids where we can partner with IHE's—more course offerings)
- Department chairs – another resource because they already are trained as coaches.
- More of an on line credentialing process at state level – cross boundaries
- Micro-credentials – skills, application, classroom, research, reading courses
- LEA's would benefit from micro-credentialing
- Directory of current offerings—how to start compiling info?
- Coppin – looking at cultural competency as first set of micro-credentialing
- IHE's could look at instruction; if able, to look at inventory of what is available
- Make clear to districts that there is a customizable option – let LEA's know that we can offer blueprints to follow (we are not trying to take over)
- Cost is a deterrent – incentives to keep the costs of good quality PD down – obstacles to current set up
- Time constraints if one commits to taking advanced classes – teachers do not have time
- Several principals have started the university model – opportunities within the school – menu options based upon one's needs – credits for leading learning as well participating
- Need to take evaluative role out of mentorship.

Recommendation – combine 1 & 3 – RECOMMENDATION 1
Create statewide professional development pathways with career-wide learning opportunities for educators across the state.

Recommendation – combine 2 & 5 – RECOMMENDATION 2
Establish a school-university partnership process for building PD programs that link but are not limited to certification requirements for renewing.
  A. Establish shared responsibilities for induction and professional development programs that may include components such as mentoring and coaching, etc.
  B. Programs should incorporate a quality assurance framework that meets state and national guidelines such as National DPDS, Learning Forward Standards for Professional Learning, etc.

Materials of Interest Requests for next meeting:

- Digital Promise - micro credentialing (Heather)
  https://bloomboard.com/microcredential/provider/ac2f23c8-274d-449d-ac3f-6ad29e399737#designing_and_facilitating_high_quality_professional_learning

- New Teacher Center – Santa Cruz – have research to share and assessments in place—rank re effectiveness of programs. Show direct impact of resources. P-20 partnership model. Look at states with the highest rankings, like Kentucky. (Heather)
  https://newteachercenter.org/resources/

- Induction models (Laura/Dan)

- Local educator unions also providing PD – get their info (NCEA—one example) (Laura or HOLD until further conversation)

- PD language from ESSA—look at PD vs PL. (Heather)
  ESSA: https://learningforward.org/who-we-are/professional-learning-definition
  LF: http://mediaportal.education.ky.gov/educator-effectiveness/2013/05/professional-development-vs-professional-learning/

- Resource –Beyond PD-- Ben Jensen – report on career ladders – (Heather)
  http://ncee.org/wp-content/uploads/2015/08/BeyondPDDec2016.pdf

Next Steps:

For further discussion at the next meeting:

- Research LEA's and see what they are doing in PD—determine which LEA's to focus upon

- Are their different staffing models that we can explore?

- Private industry looking at micro credentials – should IHE's develop?

- What are the PD plans for each teacher—how can a blueprint be developed for LEA's?

- Look at structures to see where there are areas and obstacles that need to be re-visited

- How to make recertification relevant—making more PD count toward re-certification—should any six credits be acceptable?

- Can reps from The New Teacher Center attend one of our meetings?