



NASDTEC 2017 TAWS Symposium Open Space Collaboration Sessions

Focusing Question

What can I learn, share, and explore with you regarding how states, districts, and education preparation programs can partner to attract and retain effective teachers and leaders for all students?

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And How Are the Children?

Adapted by Pat Hoertdoerfer

From an excerpt from a speech by Rev. Patrick T. O'Neil

Among the most accomplished and fabled tribes of Africa, no tribe was considered to have warriors more fearsome or more intelligent than the mighty Masai. It is perhaps surprising, then, to learn the traditional greeting that passed between Masai warriors: Kassaerian Ingera, one would always say to another.

It means, And how are the children?

It is still the traditional greeting among Masai, acknowledging the high value that the Masai always place on their children's well-being. Even warriors with no children of their own would always give the traditional answer, *All the children are well*. Meaning, of course, that peace and safety prevail, that the priorities of protecting the young, the powerless, are in place. That Masai society has not forgotten its reason for being, its proper functions and responsibilities. *All the children are well* means life is good. It means that the daily struggles for existence do not preclude proper caring for their young.

I wonder how it might affect our consciousness of our own children's welfare if in our cultures we took to greeting each other with this daily question: *And how are the children?* I wonder if we heard that question and passed it along to each other a dozen times a day, if it would begin to make a difference in the reality of how children are thought of or cared about in our own country.

I wonder if every adult among us, parent, and non-parent alike, felt an equal weight for the daily care and protection of all the children in our communities, in our towns, in our states, in our country.... I wonder if we could truly say without any hesitation, *The children are well, yes, all the children are well*.

About Open Space Technology

The second day of our meeting convened using the meeting and conferencing process called Open Space Technology. “Technology” in this case means simply a tool; a process. However, like most facilitated processes—as those of you who convene groups may know—there is much more to the productivity and use of this tool than putting topics on the wall and conversing in circles. This document captures the notes from the interactive discussions held during the three Open Space collaboration sessions from the meeting. To honor the multiple ways participants captured their conversations, notes have not been altered.

Open Space is a method used around the world for convening participant-driven conferences, interdisciplinary knowledge-sharing and task work, sharing of best practices, participatory decision making, and understanding each other across differences. In Open Space, people typically work together quickly, break through to new thinking, and appreciate each other in new ways. One facilitator can convene 20, 200, or 2,000+ people.

Open Space was originated in 1985 when Harrison Owen designed and planned a conference, and at this conference, noticed that all the best work was done during the coffee breaks. All the networking, deal-making, visioning, and collaboration transpired during these breaks. All the new ideas, new products, and new programs came from small circles of people chatting over similar passions and interests. They occurred just as it happens in life. So for the next conference, he designed a process that would be all coffee-break energy, all the time, and Open Space Technology was born. To date, this method has been used in over 140 countries and a diversity of settings, cultures, and industries.

Why Use Open Space

It is essential to learn when Open Space, a deceptively simple process, is the right tool and when it is not. Like any tool, it is not right for all jobs, and it is best to learn when and how to use it. In addition, understanding how to adjust the design for action planning, conflict resolution, or other variations and when or when not to intervene during an Open Space (for example if there is conflict in the group) are important elements of the process. Organizing participants’ topics and sessions for them or shortening certain sections of this process can be the worst thing to do.

Thorough, thoughtful pre-work ensures the success of the meeting—the core planning team and facilitator work together on communication, design, planning, logistics, decisions regarding site, documentation, and more. We worked together from Opening Circle, agenda

co-creation, multiple discussion sessions, and closing comments and reflection to create a highly charged, participant-driven event that yielded this rich document.

As you can tell from your experience in our meeting, Open Space events are great for sharing knowledge, resources, challenges, experiences, points of view, puzzles, and solutions for both existing and emergent issues and opportunities. Open Space meetings are participant driven, energetic, and creative, allowing participants to share ideas and best practices, collaborate on challenges and solutions, and appreciate each other across perceived or actual differences. These actions shift the dynamic from experts and audience to everyone has knowledge to share.

To read more about Open Space Technology, see Harrison Owen's *Open Space Technology: A User's Guide* (Berrett-Koehler, Inc., San Francisco) a book that tells about development of the process, the theory behind it, and the basic method.

Session I Discussion Circles

Topics:

- What professional development should we provide to our current (white, female) teaching workforce to strengthen culturally responsive/relevant instruction?
- Differentiated pay for shortage areas? The good, the bad, and the ugly!
- Now that HQT is gone, what should the role of content area tests be, given that they are a barrier for some aspiring teachers
- What are states doing to help legislators understand the importance of preparing and certifying effective teachers and leaders?
- Is there a rationale for paying differentiated or all student teachers/interns? Is there an ethical issue for doing or not doing so?
- How can districts and EPPS collaborate to improve leader prep?
- Since most states have districts that are implementing multi-tiered systems of supports, how do we better prepare teachers and leaders to provide more inclusive and responsive instruction to each learner?
- How to collaborate to support recruitment and retention in rural communities
- Definition of effective educator not using value-added

Discussion topic: What professional development should we provide to our current (white, female) teaching workforce to strengthen culturally responsive/relevant instruction?

Members: Eugene Williams, Amy Shannon, Laci Coppins Robbins, Jodi McKenzie, Wil Delpilar, Leah Breen, Mary-Dean Barringer

Discussion Notes

How can we use Title II dollars to help provide professional development for white female teachers who work with culturally diverse students?

- Strategies needed to work with students to better understand their backgrounds
- How to bridge the language barrier and the understanding of the importance of education
- Understanding of the wholistic view of the child in the classroom and home
- Game → poverty simulation to show what it means to be in poverty and refugee piece
- Professional development to help learn to build culture, community, and relationships across all cultures
- Cultural courses need to be required for traditional route teachers in college courses
- Teacher induction programs could also offer a multicultural component in the training

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Give tips and tricks on how to simply build relationships with kids
2. Include cultural competency definition in ESSA plans to show the effectiveness of a teacher

Discussion topic: Differentiated pay for shortage areas? The good, the bad, and the ugly!

Convener: Nancy Pugliese

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Other members: Leah Breen, Nancy Pugliese, Cheryl Krohn, Joan Luneau, Cyndy Stephens, Kelee Dupuis

Discussion Notes

- How do you differentiate in a heavily unionized state?
- The pay demotion is a big disincentive to career changers
- Nevada tried to increase retirement benefits in high-poverty schools. It didn't work; young teachers couldn't see the value
- IDEA schools — differentiated pay
- Studies show differentiated pay for effectiveness doesn't work
- Does tiered licensure equate differentiated pay?
- Legislative pay/cushions for teacher salaries?
- Education Enhancement Act in Connecticut
- Social workers pay schedule and working conditions; are they comparable? There isn't a social worker shortage.
- How do we attract teachers to hard-to-staff positions without affecting pay?
- Once teachers are unsatisfied, pay becomes the number one obstacle
- Good instructional leaders direct who received pay differentiation
- Climate of profession needs to change

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Getting districts to buy into differentiated pay is a huge barrier
2. Turnover leaves inexperienced teachers with limited resources in high-need areas
3. No evidence on performance pay with retention being successful

Discussion topic: Now that HQT is gone, what should the role of content area tests be, given that they are a barrier for some aspiring teachers?

Convener: David DeGuire

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Other members: Nicole A. Amador, Anne Marie Fenton, Kimberly LaPrade, Robert Hagerman, David DeGuire, Mary Vixie Sandy, Marci Elliott, Matt Borek, Sarah LaVan, Alexandra Manuel

Discussion Notes

- South Dakota interested in exploring getting rid of content-related tests
- Content-related tests
- Subject matter content is important to licensure. Yes, there are multiple ways
- More time for testing — Washington state for ELL/language needs
- Pathways/relationships among content-related endorsements
- Content pedagogy in California — program or test
- West Virginia — BA in subject area — must have at least a certain number of hours of teacher pedagogy
- Michigan language — “knowledge for learning”
 - Shift language
 - All elementary literacy or early math
- Interesting conversation — EdTPA performance based
- Do away with basic skills? Do away with content/use EdTPA performance-based relationships between teacher, learner, subject knowledge, student achievement
- Effective teachers adapt content to the students they are teaching
- Plan teach assess teach apply
- Smart people — apply content is variable
 - Focus on teaching
- Linkages
- Role of content area tests and teacher shortage — research vs. politics
- Content area tests — different ways to demonstrate options should be available

Additional questions

- If a state's license is seen as being easy to obtain, what is to stop a prospective teacher from obtaining the "easy" license and then leaving for a state with reciprocity agreement?
 - Possible to have in-state teaching as a requirement
- Discussion about adding endorsements ONLY through content test — some states are adding additional requirements (student teaching, additional competencies, etc.)

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Subject matter content is important for licensure
2. Content-based knowledge (arts and sciences) vs. school-based knowledge program design
3. Do we need all this testing — are there other ways to assess content — EdTPA
4. Application of content knowledge
 - a. preservice vs. inservice testing
5. What is the ROI on testing?
 - a. differentiation of subgroup performance
 - b. look at equity issues

Discussion topic: What are states doing to help legislators understand the importance of preparing and certifying effective teachers and leaders?

Convener: Lisa Colon Durham

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Other members: Erin Doan, Sungti Hsu, Julia Simmerer, Lisa Colon Durham, Reid Riggle, Kristi Enger

Discussion Notes

- Legislators are lowering certification requirements in response to shortages
- How do we define the professional standard such that there is a nationally agreed upon minimum?
- Is there a nationally recognized group (NASDTEC or other mission similar organization that can assist states in lobbying/testimony)
- How do states keep track of non-licensed personnel when legislators “deprofessionalize” teaching (Ohio)
- (Wisconsin) governor does not support public education licensure to be issued without even high school diploma for CTE; mobility and reciprocity make this an issue for surrounding states
- District reality of shortage is increasing lobbying to legislators — but they are not communicating the desire to hire licensed personnel by choice
- Is there a place for broad field licensing to open the field vs. opening the door to those who lack pedagogy (e.g., science vs. physics, life sciences, chemistry)
- Is giving them a solution an alternative to their deprofessionalizing?
- What restrictions are in place to prevent states (LEAs) from being heard by legislators
- Who can be mobilized to help share educator voice
 - Voice of Ed Prep (grass roots rep to organization)
 - Regional superintendents meetings
- Higher education collaboration network to support districts is needed vs. competitive relationship for tuition dollars
- AACTE — trying to educate state legislators continually to address turnaround with Education Commission of the States as a partner

- How/who can assist SEAs in messaging to governors and senators or state representatives when combating active deprofessionalizing by these lawmakers — NASDTEC? — AACTE
- How can we increase messaging among teachers and lawmakers that this is a “practice” like medicine and law. We would never consider letting untrained people practice in those professions. Why teaching?
- Mobilization of parents to support the requirement for pedagogical instruction
- How do we reach new advocates for education mobilize parent groups — “not for my child” PTA associations? PTOs?
- Is there a role for NASDTEC to define minimum professional standards? For national use?
- Visual of alignment for testing requirements NASDTEC assist?
- State-by-state template to break down cost of legislative requirements when added together make a large wall
- Pedagogy as a base for all, but where can we provide flexibility?
- Flexibility relies on states to have a competency based exam? Or online courses to add areas
- Is there room for residency model but testing based on content-specific pedagogy?
 - Principal has local control but they would have to engage in coursework or pass content-specific pedagogy test
- Do evaluations have a role in providing evidence for licensure, or is lack of evaluator training a concern?
- “Teaching boards” to be created based on practice (pedagogy) — similar to nursing — could this be the/a teacher performance assessment
- We must be able to articulate what an effective teacher is — and to articulate how we measure those things in order to help them make professionally appropriate policies

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. The education profession must be able to articulate a definition of effective teachers in order to engage professionally appropriate state policy
2. Retention information/data about underprepared candidates must be shared nationally to demonstrate the “cost” (\$ — student achievement cost) of the revolving door and short-term fixes
3. What new staffing models would allow mobility of professionals in concert with business/industry? Find and share examples of where this is already happening.

Discussion topic: Is there a rationale for paying differentiated or all student teachers/interns? Is there an ethical issue for doing or not doing so?

Members: Jimmy Adams, Elizabeth Qualman, Anne Heckman

Discussion Notes

Current state laws or opinions of the attorney general prohibit the paying of student teachers. Where it is allowed the structure of EPPs make it prohibitive. With the shortage or distribution problems that currently exist, we need to find ways to assist people to come into the profession.

Paid internships can help offset this cost, but finding the funding is another issue

Colorado (Eagle County Schools) currently has \$5K-\$20K paid interns, and workforce development will offset that by \$3K. However, finding other sources of funding is problematic. Also, the cost of living in Eagle County is extremely high, making retention and recruitment difficult.

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Laws and practices need to change
2. Liability issues/concerns need to be addressed

Discussion topic: How can districts and EPPS collaborate to improve leader prep?

Convener: Angie Gant

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Other members: Greer Richardson, LaToiya Jefferson, LaToya Doby-Holmes

Discussion Notes

- Leader turnover — we talk a lot about improving teacher quality
- Leader exit interview. Pressure is being placed on leaders. Fewer people are going into leadership. Tiers I–II are performance based
- Accountability — testing, discipline, climate surveys
- Pipeline was coach to administrator
- Poor leaders lead to poor teachers
- District leadership team — superintendent, cabinet, directors, and instructional coaches
- Restructure in leadership. Provide extensive professional development
- Embedded PD and follow up to support leaders
- Partner/invest in residency program
- Induction program for leaders
- Utilize aspiring leaders
- Collaborating with higher education
- Professional learning communities for leaders
- Explore models to support leaders
- Explore leadership academy
- Focus on getting and retaining good leaders

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Utilize Professional Learning Communities (PLCs) to support and improve leader
2. Prep collaboration is key to support leaders
3. Induction is the key in supporting leaders

Discussion topic: Since most states have districts that are implementing multi-tiered systems of supports, how do we better prepare teachers and leaders to provide more inclusive and responsive instruction to each learner?

Convener: Mary Brownell

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Other members: Karen Wyler, Patricia Mathes

Discussion Notes

- How do we brand MTSS differently? Communication strategy?
- Is there someone in each center that could communicate the problem?
- Communication and alignment to share talking points
- On our website — “Did you know?”
- Culturally responsive in MTSS, but unfortunately many do not understand
- How do we get around these conversations that divide or stall important conversations that allow teachers to be prepared to include each learner?

Discussion topic: How to collaborate to support recruitment and retention in rural communities

Convener: Nadene Davidson

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Other members: Topher Erickson, Judi Wilson, Rhonda Hutchins, Taylor Raney, Clay Smith, Alexandre Koutta, Gary Bunn, Holly Hill, Jennifer Burns, Jennifer Baker, Christina Linder, Laura Bilbro-Berry, CinLackey

Discussion Notes

Good mix of EPP, state, and district reps; mostly rural

- 2-plus-2 opportunity placed in rural communities at community college extension sites from college populations (recruitment) — those extension site coordinators assist with transfer advising, then serve as university advisors once joining the university, as rapport and relationships stimulate retention
 - Also have part-time option that serves as a 2 plus 3
 - All online instruction from university — offered in elementary (K-6), middle grades (6-9), and special education (K-12, general)
 - SECU Partnership East — www.ecu.edu/PE
 - Funding and stipend is key
- Similar program offered online through Adobe Connect, although only serves elementary content area
- Difficulty is not so much engaging students rooted in rural areas but in attracting relocation to rural areas
- TFA corps members serve for 2 years but are not retained, so the “grow your own” concept is essential
- Partnered with the Delta to offer F2F coursework, as those folks love those rural communities and wish to stay and serve
- Economic development with local organizations is key, as they depend on the livelihood of communal success — would these organizations assist with funding, jobs, housing, etc., to stimulate R&R for teachers/schools?
- Baltimore schools offers free housing for students who want to serve as resident teachers in rural communities — local banks offering lower interest rates to teachers — balance is key if adjuncting is assumed

- Idaho focused on high school students to dual-enroll and offers opportunities for community college or university credit, training themes para-educators (R&R) — participant questioned, “Is there longevity to this model?” “20-year-old newly graduated students are still finding themselves.”
- Career-changers who are flexible and mobile could serve as a population to serve rural communities — hybrid, part-time roles (job share) may be more attractive to these candidates (similar to consistent or long-term substitutes in Oregon). This may also be to the benefit of students with different learning styles — “adjuncting” but balance is important
- Implementing a school-system child care center may be attractive, as this gives a cheaper option for teachers with respect to child care, as well as training and observation opportunities for high school students in vocational training
- Military population with early retirement and interest in science in low-income schools
 - NC has “Brass to Class Act” as 2-for-1 salary scale for technical skill and 1 for 1 for documented military — approved instructional experience
 - Many military folks may have used military to “get out” of rural communities, but they feel comfortable going back to serve in low-income, low-resource districts
 - Identify base education centers as a viable pipeline close to these rural communities
- Kentucky has Alternative Certification of Elementary and Secondary (ACES) as a means of staffing urban schools — high interest, but can this be translated to rural areas?
- Mentoring responsibilities and beginning teacher induction is key, especially for those who have no formal training in pedagogy
- Build better bridges with those who have terminal degrees — articulation to assist them with state licensing requirements — instead of requiring ABCD tests of Praxis, require them to “prove themselves” through a formal assessment model like EdTPA — this had merit that shows tangible capabilities in planning, delivery, assessment, and reflection
- How do we advocate for this to legislators?
- Collaborate between EPPs in a “boot camp” to let candidates take EdTPA so that they are externally approved but EPP also gets credit for completer (for terminal degree holders)
 - Possibly a paid internship or incentive — maybe a second semester contract once they show merit and prove themselves
 - Paid interns would be huge to rural communities, especially if second semester they could be teacher of record

- May work with teacher pay scales for those in year-long internships

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Online instruction from EPPs seems to facilitate training for rural communities
2. Easier to “grow your own” from rural population as opposed to bringing new teachers in
3. Economic and financial support is key to incentivize recruitment into rural communities
4. Military population with early retirement can be viable, especially with salary scale incentive
5. Formal efforts (ACES) in articulation and employment have merit
6. Terminal degree holders could be highly effective teachers, although states need to make licensing requirements easier based on degrees (EdTPA is key)

Discussion topic: Definition of effective educator not using value-added

Convener: Teri Clark

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Other members: Mark LaCelle Peterson, Teri Clark, Janine Theiler, Susanne Kuresa, Catherine Wigent, Katherine Bassett, Janice Poda

Discussion Notes

CA — legislation against VAM → Binary satisfactory or unsatisfactory
How else can we think differently?

- What are characteristics that we want to see in preservice at outcomes?
 - TPs are updated in CA (works with CSTP)
 - Survey district has its own evaluation system in CA
- Revisit and note that most of these are in InTASC
 - We need another grain size — to actually drive growth
 - Discussion of competencies
- Katherine → study currently under way on student perception measures for educator evaluation. Publication late May
 - TRIPOD, for example

Michigan → what are we really looking for, and are our instruments really helping us with this?

- What is the purpose of the process?
 - Certification at SEA
 - PD at LEA
- What is our purpose for this at the state level?
- How do we make these more useful in sense of evaluative tool?
- What are the BIG competencies non-negotiable for EPP?
- Learning progressions
 - Discussions will look at InTASC standards through lens of competencies

Michigan — looking at Deborah Ball's high leverage practice, but it is so complex

- Learn from RTTs → some states selected specific emphasis within framework and cycled through to be sure that all standards will eventually be addressed
- Need to articulate purpose of the tool
 - Measure/evaluate?

- Drive growth?
- The regs will disappear? September determination
 - Efforts under way
 - Can we align data and leverage what is collected — do it right
- ESSA — power to states
 - Think of what states pulled off with NCLB and flexibility
 - Be brave and do what's right for kids
- Fundamental problem with profession is that we do not have a common and shared definition for educator effectiveness
 - 42 states InTASC adoption
 - But research focuses on value added
 - Because calibration is a concern
 - EdAVAIL
 - States seem to be running from value added
 - Michigan 40% value added, but up to local school districts
 - NJ lowered the % → Student Growth Objective (SGO)
 - CA law → Teacher evaluation based in part on value added
 - Utah — statewide or submit proposal (70% performance stand, 20% growth, 10% stakeholder); cumbersome
- Drives conversation, but time investment results in compliance rather than necessary conversations
- UT → need time to have dialogue and have growth-oriented conversation
- UT pay → union because we don't want money withheld
 - Risk taking is discouraged
- How do we change the culture to be able to focus on growth and the 86%
- Triage metaphor (you are evaluated and sorted, cut score)
 - We can eliminate focus for those who perform
 - We can identify leaders

Thought — legal system would support this

- Eval 1 = cut score — identify need and lead
- Eval 2 = eliminate false negatives
- Eval between → ongoing for those who need help
- Eval end = overarching growth
 - Big pic guidance with local level extremes
 - State should trust district to develop process to drive growth
 - Important to establish standards and trust districts to develop process to drive growth
 - We must really clearly define the standard
 - Support the leadership

- Mass → competencies for EPP, and these same competencies are part of the district system
- SC → extensive framework for every teacher. But state did not report trends
- Five-year plan cycle for framework
- Grain/aggregate size for district is different from state. Broad standards for state
- Educator effectiveness — conceptually we are there, but when we operationalize the conversation, we struggle and may need to operationalize at different bands
- Conversation — what's the most meaningful evaluation you've ever experienced? Why? Drive dialogue at essential pieces of the system of evaluation
- SC → 3 people always rated every individual and then consensus yielded results. This allows for some subjectivity
- Given that our instruments are blunt and untrained eval
- Quality control approach → could a state research build an approach that uses:
 - 5-year cycle
 - Random sample
 - How do we know about teaching in general in our state
- Quality of evaluator is critical, and money needs to be spent on the training rather than the instrument

Session 2 Discussion Circles

Topics:

- How do we make teaching attractive to the millennial generation?
- Given the need to retain new teachers in the workforce, how can we bridge the gap between an educator's first day in the classroom and the beginning of an induction program?
- How could national groups facilitate/help with your work at EPP, district, and state level?
- Given the public view of teaching, could an added emphasis on ethics shift perceptions to align with other professions such as lawyers, doctors, etc.
- Bridging the gap from beginning employment to start of induction
- Process of creating a new teacher ed prep program and engaging local districts in a partnership to find and retain new, diverse teachers. Incentives and supports to keep moving forward.
- Models for state support of EPPS and districts to address teacher retention (mutually beneficial partnerships)

Discussion topic: How do we make teaching attractive to the millennial generation?

Convener: Mary Vixie Sandy

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Other members: Rhonda Hutchins, Eugene Williams, Mary-Dean Barringer, Gary Bunn, Cina Lackey, Taylor Raney, Mary Sandy, Kelee Dupuis, Jennifer Burns, Holly Hill, Nadene Davidson, Reid Riggle, Angel Lopez, Charlie Waters

Discussion Notes

Chiefs having this conversation across the country

- May need to shift the expectation of teaching being a 25-30 year career, as we know millennials tend to change careers more often than in the past
- New modalities of delivery not represented — must help them find their way
- Teaching as a gateway career?
- Millennials want to make a difference earlier
- We've lost control of the narrative — must regain that control
- Expectations for leadership to allow people the freedom to innovate
- Must highlight and publicize innovation
- Recognize millennials are mobile and can be adventurous
- Must be explicit in advocating that all, not "all" but those who feel called to it, particularly minorities, feel they have a place in the classroom
- How do we tap into the social justice desires of millennials?
- Work/life balance is very important — lifestyle
- Important to have current candidates advocate for the profession to younger generation — ambassadors
- Social media is an under-tapped resource
- Early experiences are important to helping candidates understand the realities of the profession — incorporation of social media helps
- What do millennials love to do/talk about, etc.? Travel, competition, selection
 - They do their homework about where they want to work
- Workplace must adapt to millennials, not vice versa
- One-year exchange programs may be valuable
- Teachers and leaders changing positions occasionally to gain new perspectives

- Systemic change must occur to allow for innovation — societal reinforcement of poor performance is pervasive — rewarding conformity
- Seeing a similar negative narrative around law enforcement
- Entrepreneurial/innovative cultures are attractive
- Market-driven change in the new political climate
- Love math? Teach it. Love science? Teach it, etc.

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Reframing the narrative—taking control of it

Discussion topic: Given the need to retain new teachers in the workforce, how can we bridge the gap between an educator's first day in the classroom and the beginning of an induction program?

Convener: Nancy Pugliese

Email: nancy.pugliese@ct.gov

Other members: Nancy Pugliese, Jimmy Adams, Jodi McKenzie, Janine Theiler, David Crable, Cyndy Stephens

Discussion Notes

- Need for mentoring of admin
- Need for admin to have content knowledge of all core subjects
- An induction program for new admin
- California does an admin induction program — all locally funded. The commission approves the SO program for admin induction
- Georgia has a new job embedded professional learning for all in education
- ESSA has Title II funds to help with principal induction programs
- Disposition training
- What is a leader? What kind of leader works in your situation?
- Need more leadership training in admin training programs
- Received critical feedback from teacher leaders in the school

Mentors: have had experiences that allow them to provide valuable feedback, help understand timelines for when decisions need to be made. Someone who understands what is needed for the culture of the building, balanced delegation of responsibilities for VP & P so that new admin has had some genuine experiences in other areas besides discipline

Discussion topic: How could national groups facilitate/help with your work at EPP, district, and state level?

Convener: Sungti Hsu

Email: shsu@aacte.org

Other members: Anne Marie Fenton, Alexandre Manuel, Kimberly Laprade

Discussion Notes

National organizations — unify and share agenda
Strengthen voice

- Continued professional learning
- Convening — state/LEA
- Resource wise
- Lit review
- State comparisons
- Leverage organizations/bring together
- Modulated sharing of resources

Virtual learning community model
Platform to share resources

Other stakeholders who should be a part of shared collaboration

Policy seminar — opportunities/resources, publish share resources, build stakeholders — share with national policy groups and state stakeholders

State partnerships
State activity — encourage activity — relationships
Expand resources and chapter work
Communication on guidance
Focus on state support



Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Aligned state resource sharing and agenda
2. More regional conversations
3. Unified priorities among agencies at national level

Discussion topic: Given the public view of teaching, could an added emphasis on ethics shift perceptions to align with other professions such as lawyers, doctors, etc.?

Convener: Angel Lopez

Email: alopez@ctc.ca.gov

Other members: Latoya Daby-Holmes, Angel Lopez, Charlie Waters, Clay Smith

Discussion Notes

Public perception of teachers

There is so much more to being a teacher

How are teachers representing themselves?

Do teachers see themselves as professionals?

Perception — anyone can teach

Why are doctors and lawyers viewed as professionals over teachers?

Public/social media display of teachers

What do other countries do to express the value of education?

Share graduate training

Know that your value is there

Trust

Invest in students

Try to build up profession

Conversation and collaborate

Retaining the better teachers

How do we lift the profession up?

Campaign for teachers...ask a teacher...

Teachers don't see the payoff in their profession

Rewards are long term...instinct

Teachers need to tell their own stories...be more in charge of their narrative

Public campaign to support professional

Not enough positive communication about teachers

Educators need to be elevated

Teachers cannot pick and choose students like doctors and lawyers can pick and choose clients

Majority of people who go into teaching are passionate

Teachers have to apply their professional knowledge

Teachers' successes are represented through standards and performance

Teachers have alternate ways to be certified; doctors and lawyers generally have a distinct pathway

Why do people ask "why do you teach"?

Build motivation and be advocates for the profession

Reflect a positive climate for educators

Training in programs

Each one reach one...

Spotlight educators

Service learners

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Social media displays teachers as negative. We must change that.
2. Public perception views educators negatively. Educators must display positive interactions, perceptions.
3. Waivers' impact...lawyers/doctors aren't given waivers to practice, but we allow teachers to enter the classroom without practice.

Discussion topic: Bridging the gap from beginning employment to start of induction

Convener: Erin Skubal

Email: eskubal@ctc.ca.gov

Other members: Karen Wyler, Alexandre Koytta, Patricia Mathes, Nicole A. Amador, David DeGuire, Catherine Wigent, Wil Del Pilar, Marcia Elliott, Susanne Kuresa

Discussion Notes

- Induction — one-year program for first year — several states require this
- Coaching certification/endorsement for mentors
- Do principals/superintendents understand the value of induction with a focus on teacher retention?
- How can the induction policy better focus on targeted schools/districts with very low teacher retention?
- State guidance to districts that allow flexibility yet also provides assurance that plan is effective when there is no induction taking place
- How do we change the mindset that teacher support is beneficial?
- Summer “bridge” program to orient new teachers to the job and expectations
- EPP partnerships with districts where new teachers will be working; finding a good fit for district culture and needs to keep new teachers motivated
- Induction collaborative between districts to identify needs and review collective data
- Use performance assessment results for new teachers to develop induction plan that could strengthen deficiencies through professional learning
- What about alternative preparation and the new teachers who have never completed student teaching?
- Pre-service license within higher education program
- Academy model — fourth year as an in-placement position within the schools (professional development schools)
- “Teach live” Avatar process to prepare new teachers for difficult situations
- Common language, but not a common understanding
- Build up teacher leaders so they can bridge the gap
- District level criteria for mentors and coaches
- Relationships between districts and preparation programs

- Develop a culture of hopefulness
- Pride and investment in the school site and community to create that culture
- Additional endorsements/certifications for teacher leaders could strengthen new teachers and also help existing teachers feel they have a voice in their school/classroom
- Need those pathways for teachers to progress in career without becoming administrators
- Teachers need to feel respected

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Building teacher leaders so that they are capable of mentoring new teachers and feeling respected and have a voice within their schools — coupled with the buy-in of the administrators

Discussion topic: Process of creating a new teacher ed prep program and engaging local districts in a partnership to find and retain new, diverse teachers. Incentives and supports to keep moving forward.

Convener: Liz Qualman

Other members: Kristi Enger, Judi Wilson, Robert Hagerman, Cheryl Krohn, Anne Heckman, LaToya Jefferson

Discussion Notes

Thoughts on how to attract student teachers to stay locally and commit to working in their local school district. Thoughts on how to incentivize student teaching with stipends, internships, paid work, etc. Thoughts on how colleges can be more flexible on field hours vs. work hours in schools.

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Paid internships is a groundbreaking area to solve teacher shortage

Discussion topic: Models for state support of EPPS and districts to address teacher retention (mutually beneficial partnerships)

Convener: Erin Doan

Email: erin.doan@state.mn.us

Other members: Laci Coppini Robbins, Jennifer Baker, Mary Brownell, Sarah LaVan, Julia Simmerer, Matt Borek, Lisa Colon Durham, Joan Luneau, Mark LaCelle-Peterson, Christina Linder

Discussion Notes

- Varying levels of support for new teachers available across states
- Ohio 4-year residency with trained mentors complete performance assessments
- States can help by providing performance data back to districts/providers to address continuous improvement of policies/systems/procedures
- Model — West Virginia — induction and mentoring center for special ed SEA/providers/districts/regional centers created content modules online to support teachers beyond mentoring — payments/state investment in national board certification to increase pool of mentors
- Unrealistic expectations
- Model — Idaho — no competitive spirit among institutions provides widespread help to districts
- Model — Michigan — partnership supported by Title IIA to provide mentorship/induction (unfunded mandate) — training educators to speak to legislators and build leader voice
- We need a definition of teacher leadership
- Declining enrollments in FL teacher education; taking job and never returning to teacher education — disincentive to be retrained → retention is difficult
- Florida has value added research/data to show training = predictors of success for students and rates of retention
- Certification status is also a predictor of years prior to learning
- Idaho — are teachers helped to target areas of growth when leaving program? Create a professional learning plan in order to apply for certification
- New teachers have a professional growth trajectory to partner with receiving district

- Summative evaluation at end of programs is the same as teacher evaluation for continuity across career — Idaho
- Is there a place for SEA to insist that districts submit plan for those with greater than 30% turnover? Or that this dictates a change in how Title II funds are used?
- As teacher educators are we playing the right role? What new types of partnerships are needed (using School Improvement and Title IIA funds)?
- Technical assistance to districts to collect and analyze data (provided by SEA/IHE). (Georgia and Idaho — regional models for this). Room for major growth in other states present. Not yet tied to preparation — would allow specialization of universities to provide targeted support.
- Online content collaborations have potential to motivate partnerships — better deployment of resources when shared!!
- (Michigan) collaborative design team to pilot processes for districts/IHEs to give feedback to MDE regarding data systems and MDE provides useful data back for continuous improvement

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Collaborative conversations are helping to redefine roles and responsibilities of IHEs and state
2. Information from end of teacher prep needs to be connected to position and establishing professional growth plan — more collaboration between IHE and district needed across teacher's career
3. Is there a technical assistance role to be provided to districts by regional IHE/SEA support teams?

Session 3 Discussion Circles

Topics:

- Given that hiring and placement decisions are made at the local level, what can we as a state education agency do to get more of our best teachers into our poorest and lowest performing schools?
- Strategies for high teacher/leader turnover in high poverty/high minority schools
- What could be implemented to give teachers more control/say/power in their classrooms and in their school sites with an eye towards improving teacher retention?
- What efforts are under way — or should we start to create a positive campaign about teaching and teachers to counter the negative?
- What is the ongoing role of alternative preparation/certification programs in the future of the American education workforce? How can the alternative path to teaching and leading evolve for continuous effectiveness?
- How can SEAs work together to understand how program approval works in each state, so we all have a better grasp on state requirements?
- How can (EPP) program approval process be more responsive to needs and nurture innovation, rather than being compliance-driven? (Or: Is the current model what we would design if starting from scratch?)

Discussion topic: Given that hiring and placement decisions are made at the local level, what can we as a state education agency do to get more of our best teachers into our poorest and lowest performing schools?

Convener: David DeGuire

Email: david.deguire@dpi.wi.gov

Other members: Nancy Pugliese, Jimmy Adams, David DeGuire, Mary Brownell, Reid Riggle

Discussion Notes

IHEs do not do enough to help graduates choose the locations they will teach in.

Pulling from those communities, they will return, but those who came through Teach for America in Kentucky did not stay.

What would it take to set up a high-quality virtual curriculum? Could initial instruction come from a virtual school? Use instructional coaching to help build their skills across individualized instruction through a computer-based system. It is inequitable if poor students and those of color get their instruction in this way and those in wealthy suburban schools do not.

We do not have a shortage problem, we have a distribution problem.

Providing housing and supports — a coach/mentor who lives with first-year teacher who guides induction half paid for by EPP and half by the school district

Provide tax breaks for those who . . .

Provide cheaper mortgages for teachers

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. How do we use technology to support blended learning that would work in a high school setting?
2. We don't have a shortage problem, we have a distribution problem.
3. Incentivize to donate houses in urban settings. First-year teachers live in . . . guided and supported by a mentor who is half paid for by IHE and half by the school district.

Discussion topic: Strategies for high teacher/leader turnover in high poverty/high minority schools

Convener: Karen Wyler

Email: bkwylr@comcast.net

Other members: LaToya Daby-Holmes, Jodi McKenzie, Janine Theiler, Greer Richardson, Susanne Kureca, Kimberly LaPrude, Alexandre Koutta, Jennifer Baker

Discussion Notes:

Solutions include:


- Student teaching intern certificate — to help paraprofessional transition into teaching in Arizona. Pennsylvania has similar transition to teaching
- Educators rising — encouraging students to go into education field
- “Teachers’ high school” to train teachers
- Consolidation of schools for low enrollment areas (rural)
 - opportunity to recruit in those districts to grow teacher population
- Signing bonuses used to recruit; payback needed if you leave
- Report teachers who abandon their contracts
- Pay for degree/course/improvement
- Help with housing to encourage long-term residency in state
 - Child care
 - Meals
- Partnerships — “Canyon Corridor” — to revitalize an area and its schools

Persistent issues

- High poverty, low industry areas — school resources are low, pay is low, high teacher turnover
- Low interest in rural teaching, rural living
- Lack of positive beliefs that teaching is a good profession — from educators themselves

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Promote the profession of teaching — your legacy and vision

- 
2. Incentivize and remove barriers to remain in the profession
 3. Grow your own educators that are invested in communities in which they teach

Discussion topic: What could be implemented to give teachers more control/say/power in their classrooms and in their school sites with an eye towards improving teacher retention?

Convener: Angel Lopez

Email: alopez@ctc.ca.gov

Other members: Angel Lopez, Janice Poda, LaToiya Jefferson, Liz Qualman, Anne Heckman, Charlie Watters, Pamela Powell, Erin Skibal

Discussion Notes:

- Eagle County Schools — superintendent is amazing!
- What did all high-performing schools/systems have in common?
- Created strategic plan from vision by superintendent
- Empowerment, empower professionals to make decisions
- Cultural shift
- Empowerment isn't just a free-for-all
- Must be support and structure for empowerment
- Eagle County Schools is in year 3 of change process
- Change took time and people needed to believe that change is possible
- Change started with a leader that said "I have some ideas, but what are your ideas?"
- Leaders model what they want others to do
- Empowerment for teachers is reflected in autonomy. This has created buy-in.
- Visionary leader, positive, everyone likes him
- What is perceived as "empowerment"
- What are expectations for empowerment
- Millennials perceive career advancement differently
- System currently rewards seniority
- How much does experience matter?
- How to build upon relationships

Discussion topic: What efforts are under way — or should we start to create a positive campaign about teaching and teachers to counter the negative?

Convener: Mary-Dean Barringer

E-mail: marydeanb@ccsso.org

Other members: Jennifer Burns, Erin Doan, Eugene Williams, Lisa Colon Durham, Judi Wilson, Marci Elliott, Cina Lackey, David Crable, Kristi Enger

Discussion Notes

Separate “improving education” from implicating teacher improvement

Teaching is a “practice” — like doctors, lawyers, etc.

- Teachers also forget their efforts; practice that needs to continue to improve

Teachers have created a “culture of grievance” — hard to argue with

- Teachers don’t feel appreciated
- ESEA to ESSA — need to say instead, “You’re doing an incredible job. How do we help you keep it up?”

PRACTICE oriented without exception of staying in the profession

Changing education climate

- MN — state as whole doesn’t see what’s needed in all areas of MN
- Instead of engaging in hopelessness, how do we engage masses to find needed solutions?
- People feeling like government not hearing them — changed directions — where’s common ground?

Can’t identify meaningful ways that allow teachers to engage politically — or are there ways?

- Help teachers realize they are advocates — positively or negatively — for their profession
- Find the parallel conversation where teachers, on social media, talk about what’s going well with their teaching
 - Complain “up,” never down or across

- So caught up in curriculum, discipline, etc., that they may not recognize ability to speak positively/promotionally about the profession

Rebrand whole profession

- Social media
- Print media
- Get people to turn to the other side
 - “Yeah, but” people and “yeah, and” people
 - No excuses
 - What do I have control of; what can I help change?
- Focus shift — on those that “make it” out of tough, challenging situations
 - (Logan, Utah — Marci Elliott)
 - Shout outs — #shoutout
 - with PayDay candy bar
 - on school website

Discourse of crisis — discourse of possibility

The goal — what can we do to get teachers and the community to recognize all the positive things occurring in your school?

- And not let the negative (the one negative) prevail

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:

1. Message in a way that “improving education” is not assumed “the teacher”
2. Couch teaching as the “practice” it is — a career-long endeavor to improve and hone
3. Little things make a big difference — individually and collectively — to let people know they’re in this together and are being recognized
 - a. Like: #icebucketchallenge similar for teachers (#thankateacher, #teachstrong) that shows appreciation of the teaching profession

Discussion topic: What is the ongoing role of alternative prep/cert in the future of the American education workforce? How can the alternative path to teaching and leading evolve for continuous effectiveness?

Convener: Cyndy Stephens

Email: cyndy.stephens1@gmail.com

Other members: Cyndy Stephens, Robert Hagerman, Alexandra Manuel, Laci Coppins Robbins, Leah Breen, Christina Linder, Nicole A. Amador

Discussion Notes

Need for alternate route teachers research study

- Standards
- Reciprocity for alt routes
- Alternative route programs are about design, not who participates
- Need supply and demand data

Needs to be standards nationally for alternate routes. Future — efficacy — GYO (grow your own and mid-career)

Focus on program design — resident intern teacher of record

Useful tool for niche workforce development

- Respond to teacher shortage/make sure high standards meet workforce needs

Data to tell the story — retention tied to workforce need

Washington — same standards — focus on program design

- Resident intern/teacher of record

Milwaukee — teacher of record — 2013 started school — some candidates placed in schools — coaching into practice

Models replicated

Georgia TAPP — pre-TAPP program

- Needs to be national standards for alternate route programs
- Alternate routes should meet needs of schools
- Data
- Human resources local control hiring issue
- Hire vs. retain
- Connection between supply and demand
- Need standards for alternative route program; all participants in session agree

Words describing alternate routes

- Non-traditional
- Residency
- Partnerships with districts
- Pipeline
- Coaching into practice
- Earn while you learn
- Grow your own
- Career changers
- Focus — program design to meet district needs

Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next step

1. Needs to be standards nationally for alternate route programs
2. National dialogue on what constitutes an alternate route
3. Gold standard for alt route programs
4. Data that reflects the reality of alternate route space
5. Program design
6. Common messaging

Discussion topic: How can SEAs work together to understand how program approval works in each state, so we all have a better grasp on state requirements?

Convener: Angie Gant

Other members: Taylor Raney, Sarah LaVan, Catherine Wigent, Wil Del Pilor, Sungti Hsu

Discussion Notes

Reciprocity is great, but there would be value in having understanding of other states' approval processes

Varying categories by state make portability wonky

Varying testing requirements

Professional certificate requirements vary by state

Alternative routes often are held to different (watered down?) standards — receiving states may not recognize they're accepting candidates who have met lesser expectations

Basic skills tests' outcomes may appear skewed by those not required to take it because they had qualifying ACT/SAT scores

Some states allow addition of an endorsement through content exams only after initial certification

Concerns re: NBPT requirements changing (entrance requirements included) and that being a candidate to full state teacher certification

Concerns re: CAEP expectations

State participant on CAEP team to provide state-specific context

Discussion topic: How can (EPP) program approval process be more responsive to needs and nurture innovation, rather than being compliance-driven? (Or: Is the current model what we would design if starting from scratch?)

Convener: Matt Borek

Email: mborek@doe.nv.gov

Other members: Teri Clark, Nadene Davidson, Amy Reising, Joan Luneau

Discussion Notes

- California — review and approval processes same for traditional and alternate programs
 - Old was heavy on narrative; now limit on narratives
 - Programs provide grid/matrix to show alignment; where/how taught; how assessed
 - Work products → use natural implementation docs
 - Review once in 5th year, site visit in year 6
- Arkansas → CAEP required
 - Alternate is patterned on traditional
- Need and shortages across state rarely seemed to be a factor in alt-route approval
- Discussed new Title II regs, challenge of student growth measures
- TPAs → newly starting
 - California allows new TPAs, if they meet certain standards (but roughly one-quarter use EdTPA)
 - TPA pass rates (if high) may take some off of program review process
- More priorities now to eliminating bad programs, little attention to highlighting great programs
 - Using revision of teaching standards to raise bar
- Importance of context → “excellence” may not work everywhere
- Perhaps “compliance” is not a bad goal? As long as the bar is meaningful

Our conversation tended to drift away from the program approval side, focusing more on residency, and other issues — but there was some useful sharing, so we went with it.

Closing Circle

At the end of the day, we gathered to reflect on the information shared as well as the value of face-to-face interaction and the Open Space process. Participants recorded their key takeaways on index cards. Those takeaways are listed on the following pages.

Good conversations that allowed all to find a topic that was of interest.

We all have stories that need to be shared with students' pre-service induction phase teachers — celebrate what is right in education

When did you feel most alive — knew you were making a difference in the life of a child

1. Common issues
 2. Plan and find solutions to the issues
-

Need more and better data to inform policy and to follow educators into and through profession

We as a profession need to better document and celebrate our success stories and use them to spread good teaching and learning practices

Open Space meeting format — excellent!

Relationship between districts and EPPs are key, not just for candidate placements, but for better planning of meeting recruitment and retention needs as well as for engaging districts in the ownership of educator prep

Don't lower standards to meet the need of perceived teacher shortages. Lowered standards are not the answer.

Most teacher shortages are myths that really [are] vacancies, not shortages, caused by employer or teacher preferences.

There is an openness to creating significant change in this group — we just have to convince others.

Challenges create opportunities

The learning from my colleagues in other states. We all face similar challenges — California, Michigan, Minnesota, Pennsylvania. Together we find solutions (i.e., principal induction!)

What does an effective teacher look like?

Licensure testing

- Many states are thinking about what to do — which assessments give the information they need to help EPPS, candidates, etc., and for accountability.
-

Collaboration/partnerships

- We need to continue to examine challenges with systems and subsystems to determine influences and outcomes and to overcome/solve.
-

Biggest takeaways — some specific strategies for attracting people to and retaining them in the profession

- Targeting disciplines in colleges other than the colleges of Ed. “Like English? Teach it.”
- Creating opportunities to mutually benefit candidates and districts through paid internships

Also the Open Space concept as a vehicle for idea development

Build relationships

Differing perspectives on alternative licensure and how they might bring value to my corner of the certification world

While we face the same/similar problems, broadened/altered perspectives can change how I approach certification issues

Takeaways: balancing act

We’re not alone — collaboration across state lines

Little things can make a big difference

Great things happening throughout country

We all have voices that matter!

How are the children?

All the children are well

Ideas about ways to use technology to address shortage areas
Frustrations about no answers about differential pay between teaching and other professions
New ideas about administrator induction (may involve certification of administrators)

1. Many states share similarities in the issues we are struggling with
 2. There are innovative practices occurring nationally
 3. Teacher/educator voice matters in this process
 4. Consistent engagement is critical in building consensus making people feel valued builds credibility
-

- That we are underutilizing the capacity of technology to solve our shortage problems and our teacher development problems
 - The need for more time and space to collaboratively develop more novel solutions to challenging personnel problems
 - The continued need to ensure that the education of students with disabilities and the development of all the teachers becomes a prominent part of our broader professional deliberations and integrated efforts to address equity issues
-

Context is everything

Federal guidance can be challenging or disruptive (sometimes negative, sometimes positive)

Sharing innovative practice can be challenging — how can state agencies support best practices and not just be a mandate

We all think about alternative routes in very different ways — but seem to agree they should be held to same standards

Biggest takeaway

I noticed how many patterns there were of themes across states (i.e., define teacher quality need for relationships)

What a powerful voice we could have if we become united on EPPS, IHEs

- The Professional Learning Communities value of professional dialogue
 - The importance of publishing the dialogue
 - The essential to prioritize and form consensus to act on the dialogue
 - The relevance and intelligence around the discussions
 - The critical themes that evolved from the original questions
 - Themes are common among us
-

We can begin to answer the question “How are the children?” with when in the care of good teaching, the children are well — and here’s how we know — through social media — other media strategies telling me stories of the impact teachers are having on America’s kids

Positive narrative

Small wins

Collectively show momentum

Biggest takeaways

- Residency programs
 - Contracts to pay to further education for promised years in district
 - Community buy-in for smaller areas
 - Student teaching internships (professional development)
 - What is the legacy you want to leave to your teachers?
 - Admin induction programs
 - Stronger teacher induction program
 - Grow your own experiences
 - “How are the children?”
-

Repositioning the teaching profession to be more attractive to millennials — to regain the narrative of the profession

Energy

Resources for innovative change ideal

Collaborative ideas

Power of positive thinking

Community effectiveness begins where?

Re-branding needed for profession

Empowered by ideas for progress and change
All the children are well
Empowered

1. Regardless of location, educators are facing the same problems
 2. The perception of the teaching profession and its related components is often damaged more from within than from outside
 3. Administrators need help in their preparation and practice to comprehend the significant impact they can have on a culture — cowboy vs shepherd
 4. More collaboration is needed not only on a local level but across state lines to support the needs all have in common
-

- Look at barriers for certification, is there another way to look at things such as science. Do we really need certification in each specific strand, or just one general science?
 - Public campaign on recognizing teachers
-

The somewhat simple solution that if we come together we could solve many of our common issues. We are all doing our piece of the puzzle. But some of us need the connecting piece to put it together.

How powerful our work is!

I am 32 years old, a millennial, and without asking the room I feel I may be the only one here. If we are really going to tackle the big issues of retention, shortages, and others, the millennials must be more involved in the conversation. Don't gloss over the bad and problematic in the profession, work towards solutions together.

Biggest takeaway

- Need to put efforts into retention not recruitment (pipeline)
 - States are all in the "same place" with regards to IHE/districts/SEA partnerships
 - Small setting is so productive
-

My biggest takeaway from today's workshop was how many pieces of the collective world of public school education could benefit from a shift in cultural perception of teachers and a strengthening of teachers as leaders and mentors

There are two kinds of people "Yeah, but" and "Yeah, and." I want to be the "Yeah and" person.

I want to help change the narrative about teaching.

Teach/coach our candidates to be advocates for our profession.

Change — create a positive message about teaching as a profession and share it publicly. Facebook and video.

States, districts, and higher Ed/EPPs are all working toward the goal of teaching and learning

We should listen more to one another rather than presuming we are at odds with one another

Teaching as a profession requires the efforts of many stakeholders to be something of value to society. It is hard to get it right, and resources to foster renewal are needed constantly to recruit, train, develop, and retain teaching professionals.

Largest success gains involved large scale collaboration

1. Support of leadership may sit at the heart of ensuring an effective evaluation and growth system
 2. ESSA is designed to move control to the state level — the potential for change is significant but the risks associated with not acting are greater
 3. Multi-component approach (silver bullet)
-

Collaboration

- Needs for schools in rural communities all across the country
 - Educators **MUST** take control of the narrative regarding the significance a public education and demonstrate leadership
-

1. This model would be a powerful personalized professional development activity to model for teachers what personalized and interest-based learning can look like
 2. Most states are facing the same issues, and even with all of the smart and experienced professionals in the room, it is hard to come up with solutions. The easy stuff has already been tried.
-

Biggest takeaways

- Raising collective voice for the profession is the responsibility and a shared passion of everyone in the room
 - Taking risks and sharing out can be the catalyst for action; my voice can be a catalyst for action
 - Personal interaction, moves us toward common understanding
-

I was pleased to hear how much EPPS and state agencies desire to partner with school districts to improve teacher quality as well as aid in recruitment and retention efforts

If we want different results, we must be willing to take risks and do things differently. (licensure, support, re-thinking the roles of teachers, times they work (part-time)). Global changes

Supporting and retaining passionate teachers are the key to answering the question "What about the children?" in our jobs daily we have to stay focused on our purpose. "Students" and we must do everything in our power to ensure we keep the focus on what is best for students.