# Teacher Quality Programs
# Education Summit 2017
# Open Space Collaboration Sessions

Focusing Question

*What can I learn, share, and explore with you to continue to refine our educator effectiveness work to ensure educator support and professional growth, successfully establish and implement human capital management systems, and ensure equitable access to excellent educators for all of our students?*

*This document captures the notes from the discussion circles for the four Open Space collaboration sessions. Notes reflect participants' conversations and questions and have not been altered for this publication.*

*This document is NOT for public dissemination; it is intended to be used by the attendees only. Attendees, we hope that your review of this document will inform your current and future equity work and inspire continued discussions through ongoing cross-agency collaborative work, peer-to-peer exchanges, and follow-up conversations to acquire more context and details about the brief stories shared by various states and organizations in this document.*

# Contents

# And How Are the Children?

**Link to the video:** [https://www.westat.com/our-work/featured-stories/and-how-are-children](https://www.westat.com/our-work/featured-stories/and-how-are-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 intelligent than the mighty Maasai. It is perhaps surprising, then, to learn the traditional greeting that passed between Maasai warriors: Kassaerian Ingera, one would always say to another.

*It means, And how are the children?*

It is still the traditional greeting among Maasai, acknowledging the high value that the Maasai 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 Maasai 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 decisionmaking, 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, dealmaking, 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 1 Discussion Circles

Topics:

- Identify our 10 collective TIF lessons learned to help explain TIF to funders
- Using teacher-generated and facilitated outside-duty time, PLGs to support different professional development (PD)
- Making teacher observation and evaluation systems more efficient and palatable for all participants
- Seeking feedback insight on gaining buy-in at all stakeholder levels (in high-turnover schools)
- Using student learning objectives to systemically improve instruction
- Importance of data quality management

Additional resources for Session 1 discussion topics:

[Promising Practices for Moving Towards Sustaining High-Quality and Effective Professional Learning for Teachers: Lessons Learned from TIF Implementation](#)

[Ways to Evaluate the Success of Your Teacher Incentive Fund Project in Meeting TIF Goals](#)

[The Evolution of the Teacher Incentive Fund Program](#)

[Learning From the Experts: How Evaluation and Professional Development Help Make Great Teachers](#)

[Project Communication and Engagement Primer](#)

Meeting the Challenges of Stakeholder Engagement and Communication: Lessons From Teacher Incentive Fund Grantees

Investing in What it Takes to Move From Good to Great

Data Quality Essentials Revisited

Measuring the Quality and Rigor of Student Learning Objectives: Evaluation Brief for TIF Grantees

SLO Implementation Toolkit

Best Practices in Student Learning Objective Data Management

How states use student learning objectives in teacher evaluation systems: a review of state websites

Assessing Students in Nontested Grades and Subjects: Lessons From the Field

Teacher Evaluation and Support Systems: A Roadmap for Improvement

Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. Policy and Practice Brief. MET Project

Redesigning teacher evaluation: Lessons from a pilot implementation
Teacher evaluation and professional learning: Lessons from early implementation in a large urban district

Learning On The Job: Teacher Evaluation Can Foster Real Growth

**Discussion topic:** Identify our 10 collective TIF lessons learned to help explain TIF to funders

**Convener:** Kristan Van Hook

**Email:** kvanhook@niet.org

**Members:** Jaime Grimsley, Michael Murphy, Kendra Moreno, Tammy Kreuz, Tony Swafford, Laura Cain, Kelly VanHee, Matt Weber, Jen Oliver

*Discussion Notes*

- Innovation funding
- Additional support
- Build
- Rural areas – changing
- Spreading innovation
- Help people innovate
- Implement research-based practice at a larger scale
- Putting them in place to see results
- Putting teacher effectiveness front and center
- Implement/operationalize
- Evolution of TIF HR alignment
- Performance pay and PD evaluation system were separate entities
- Alignment is needed
  - Integrated in school culture at district and school level
- Additional resources
- To highest-need schools
- Build evaluation systems
- Identify effective teachers
- Takes time and effort
- Complex industry

- Multiple years and multiple grants
- What does effective mean?
- What is a master teacher?
- Community of progressive states and districts
- Innovating around common ground
- Sustaining is scared of commitment
- Working with lowest performing schools
- Choice
- Teacher effectiveness
- Not just the money, the support
- Teacher leaders – pairing master teachers with new teachers
- Innovation in a variety of settings
- Expectations are high
- Evolve over time
- Formula not targeted
- Changing current funding that is tied up in salaries
- No one wants to touch personnel
- Building their capacity growing every teacher
- Work really hard to develop people you have
- Showing it can work
- Equity:
- below basic students
- access to  effective teachers
- Using choice
- Ways of defining equity
- Importance of support to succeed in the high-need school
- Restructure district-level support
- Tiered support systems
- How many ESSA plans have an indicator that is equity driven?

**Discussion topic:** Using teacher-generated and facilitated outside-duty time Professional Learning Communities to support differentiated professional development

**Convener:** Jane Blais

**Email:** jane.m.blais@maine.gov

**Other members:** Claudette Yarbrough, Brenda Waters, Maria Lam, Paul Rendulic, Erlande Laguerre, Donna Brown, Karin Williamson

*Discussion Notes*

- High-level practices – modules
- Developed resource room for all teachers
- Resource teams – PLG – build resources that benefit others. Thus far, 100 resource teams. Diverse topics. Choice for teachers and they get compensated for their time. Worked within the district across school campuses.
- Teacher leaders – problem in practice – six meetings over the course of 1 year – create an action by end of year.
- Idea – create a website for videos.

**Discussion topic:** Making teacher observation and evaluation systems more efficient and palatable for all participants

**Convener:** Natalie Lucas

**Email:** Natalie.lucas@masterycharter.org

**Other members:** Bill Slotnik, Bethanie Watlington, Vicky Condalary, Matthew Slay, Debra Collins, Terry Collins, Heather George, Helen Martin, Jill Code, Celena Siprajim, Shelley Stocker, Stephanie Slates, Kristin Brooks, Peggy Pisini, Ada Fernandez-Vicaria

*Discussion Notes*

- Overarching theme in districts – teachers do not see evaluation connecting to practice; quality, consistency, and manageability = 3 key issues
- No systems are usually in place to best glean information from observations – to influence PD needs
- Denver Public Schools – tenure tied to observation most success = around quality of observations – the teachers know observers are calibrated; peer observers (centrally trained)
- Have to train everyone involved with common vocabulary
- All key parties in state need to collaborate
- Training around the instrument – even certification as evaluator
- Multiple observers
- Focus on student outcomes vs. teacher actions
- Build inter-rater reliability by having groups observe together and calibrate
- Teachers want feedback aligned to student outcomes
- Value add should be aligned to evaluation system
- Teachers should plan with the observation rubric in mind (plus coaching on this)
- Multiple evaluators – takes some pressure off in terms of time
- Pull evidence for one area of reinforcement and one area of recommendation (NIET)
- Take some things off the principal's plate – help them identify who can do what

- Not all teachers evaluated at same depth (i.e., new vs. veteran)
  - Tiered cycles of observations – bare minimum for all and more for some
- Some states have mandatory evaluation cycles
  - How to work within that context? (challenging)
- Inputting scores and other administrative evaluation tasks – principals can give to other staff to do some of it
- Cultural change with staff before rollout of new system and stakeholder involvement
- Frame as collaboration to support all the teachers in the building
- Simplify communication to principals – instead of many emails from many people – one combined email

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**Discussion topic:** Seeking feedback insight on gaining buy-in at all stakeholder levels (in high-turnover schools)

**Convener:** Courtney McCall

**Email:** cmccall@the-cei.org

**Other members:** Courtney McCall, Hansol Choi, Shelley Potter, Toni Thompson, Michael Crocco, Laurie Eastup, Anita Givens, Jessica Navarro, Marlene Rendow, Michael Derrick, Sylvia Flowers, Seth Brown, Thomas Fuller

*Discussion Notes*

- Lots of turnover – need to proactively plan for it
- Need to get buy-in originally – webinars, meetings, FAQs
    - Planning year to allow flexibility to craft own design
    - Can continue to refine with design teams
- How do we engage our teachers?
- Who is the point of contact for information?
    - Even in every school
- Types of buy-in processes
    - Representative in every school (contact)
    - Dinner meeting for school representatives
    - Reportable action to summarize (minutes with talking points)
    - Make sure contacts are heard – 2-way communication
        - Clearly communicate changes made because of buy-in communication

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

1. Have a point of contact – provide talking points – be clear on expectations of contact

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**Discussion topic:** Using student learning objectives to systemically improve instruction

**Convener:** Lee Rutledge

**Email:** lrutledge@ctacusa.com

**Other members:** Kim Rogers, Socorro Espinoza, Shana Shaw, Lee Rutledge, Myrlaine Salter, Angela Brown, Burak Yilmaz, Allan Agaberdiyev

*Discussion Notes*

- Challenges and obstacles with SLOs
    o Compliance oriented
    o Not contributing to instructional growth
    o Takes time
    o Leadership changes/changes in state statutes
    o Different priorities between TIF and state policies
- Solutions
    o Move to pre-post assessment
    o Stick it out; go with longer implementation
    o Nice when state and LEA align

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

1. There are challenges with implementing SLOs (and all effective teaching measures)

**Discussion topic:** Importance of data quality management

**Convener:** Chris Dudek

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**Other members:** Lucio Mendoza, Rupak Gandhi, Janie Ruiz, Carla Stevens, Eric Hockman, Rebecca De Leon, Marie Bowman, Sandy Gaw, Tori Austin, Ilona Arnold-Berkovits

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*Discussion Notes*

- Navigating multiple evaluation systems
- What are your data sources and what input is required for each source and outcome produced?
    - What systems do you have and do they have the proper links?
    - Are you creating a new source or using what you have?
    - What outcomes are you looking for and are you getting that from your systems?
    - Must link all systems to talk to each other
    - Managing HCMS requires data systems to be in place
- Build a specific comprehensive logic model to identify your course of action – this is your blueprint
- Clearly define your terminology (i.e., hard-to-staff school) so you understand what you intend to accomplish
- Clearly identify dates
- Must track mobility of positions (i.e., teacher and principal)
- Must have HR data for mailing, coding for payout
    - Payroll off cycle (forecasting)
- Budget accountability for APR and TPR reporting
- Observation data
- Coaching data to track progress
- ★Do not trust that the link you intend to use will give you the information you want. (Is data inputted correctly and in a timely manner?) Recommend all districts/grant participants establish ONE system.

- Access for needed persons to linkage system (i.e., BFK, linkage verified by teachers, then principals) and document any justifications for exceptions made
- Review system periodically and update according to exceptions made
- Clearly communicate any appeal process (there is an appeal timeframe prior to any checks being released)
- Constant review and revision of systems being used

# Session 2 Discussion Circles

Topics:

- How are the children well in your community? What are you doing to ensure teachers are culturally competent?
- Leadership pipeline
- Define equity and how it fits into district practice (Human Capital and Evaluation)
- Supporting principals/school district leaders in understanding how to support teacher leaders
- How can we ensure the best practices put in place through TIF are sustained programmatically (as a priority and financially, long term)?
- Designing leadership pathways for people already in leadership roles

Additional resources for Session 2 discussion topics:

Teacher Leadership and the Maine Schools for Excellence Initiative

Broward County Public Schools Cultural Competency Initiative

Cultural Competency Resources

DPS TEACHER LEADERSHIP FRAMEWORK

Teacher Leader Programs: Structure and Staffing in Four TIF Districts

Building Principals' Capacity for Distributed Leadership: Resources for Lee County

Teacher Leadership Program Readiness Surveys

Teacher Leadership: Self-Assessment and Readiness Tools

Guide to Creating Teacher Leader Positions

Creating a Teacher Leader Decision Tool

Designing Effective Teacher Leadership Positions in Human Capital Management Systems

Great to Influential: Teacher Leaders' Roles in Supporting Instruction

Leadership Meeting Starters

Local Human Capital Management Practices for Principal Leadership

Sustaining Your TIF Efforts: A Reflection Guide

Sustaining Your TIF Grant

Guide to Implementation Paying for and Sustaining a Performance-Based Compensation System: Resources for Applied Practice

Promising Practices for Moving Towards Sustaining High-Quality and Effective Professional Learning for Teachers: Lessons Learned from TIF Implementation

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**Discussion topic:** How are the children well in your community? What are you doing to ensure teachers are culturally competent?

**Convener:** Brenda Waters

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**Other members:** Myrlaine Salter, Angela Brown

*Discussion Notes*

Training teachers – closing the equity gap – can't get payout until they participate in two trainings on equity and cultural competency – SCL component. Social team – to provide authentic support for teachers and administrators – created a database with social/emotional data on children in the district, which helps them assist teachers with specific strategies to support their students (anger problems, homelessness, etc.)

Training – helps teachers look at how they are teaching this curriculum. Is it from their bias or the child's point of view or culture?

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

1. We all have bias that we need to discover and address
2. Compassion trainings are things to consider
3. Know the difference between sympathy and empathy. Equity is giving the child what they need. It's not giving everybody the same thing.

**Discussion topic:** Leadership pipeline

**Convener:** Thomas Feller

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**Other members:** Seth Brown, Jill Cooke, Anita Givens, Kelly VanHee, Claudette Yarbrough, Thomas Feller, Shelley Potter, Matthew Slay, Vicky Condalary, Laura Cain

*Discussion Notes*

- Ways to get in and retain
    - Stringent application process – essay, 5-minute video, three areas of focus: data, instruction, and leadership
    - Pay is comparable to assistant principal pay
    - Leadership academies – nominated
    - Using master or mentor leaders to support future leaders
        - Be deliberate about gradually releasing leadership to future leaders
- Criteria
    - Student achievement
    - Leadership capabilities
    - Criteria limits "principal pet"
    - Masters/NBCT preferred or required
- Allow "Open Space" for teacher leaders to share and solve problems

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**Discussion topic:** Define equity and how it fits into district practice (Human Capital and Evaluation)

**Convener:** Jaime Grimsley

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**Other members:** Scott Harrison, Heather George, Helen Martin, Rebecca De Leon, Marlene Rendon, Erlande Laguerre, Karin Williamson, Donna Brown, Kristan Van Hook, Janie Ruiz, Sandy Gaw, Sylvia Flowers, Socorro Espinoza, Michael Derrick, Nicole Bono, Courtney McCall

*Discussion Notes*

"Stakeholders" → twice a year
Process of sharing external evaluation
"What do we want this to look like
"If you left" → "contact person" for all stakeholders
"Teacher leader" → point of contact
Responsibility
Changes made

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

1. Convening a yearly "stakeholder" check-in

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**Discussion topic:** Supporting principals/school district leaders in understanding how to support teacher leaders

**Convener:** Maria Lam, Mike Murphy

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**Other members:** Mike Murphy, Maria Lam, Lee Rutledge, Marie Bowman, Paul Rendulic, Jen Oliver, Laurie Eastup, Dedra Collins, Bural Yilmaz

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*Discussion Notes*

Shared leadership → principal, assistant principal, master teacher → meet once a week to support each other, how to look at data, teacher leadership meeting 4 times a year, principals have their own meetings, coaching support, topics support → professional development, leadership team, support throughout the year, analyzing data, school goals, only component to school leadership is through the teacher leadership, skills having leadership conversations, tools to help teacher leadership, figure out the block, put things in writing, get a sign-off, honor the various styles, school leadership focused on own campus → school leaders needs to focus on their own school, learn that when teachers leave they need to offer leadership pathways, system of career ladder → school leaders and teacher leaders once-a-month meetings, not taking back information to their schools → include superintendent in the meetings, give them the topics they have to cover in the teacher leaders meetings, deliverables → move from checklists to mindset, How do you know? Is it making things more effective? Rubric for leadership team meeting, Is it connected to school? → Follow up with coaching, takes time to build relationships → What are your goals? We need you → co-partnership → don't say → I'm here to help → let's solve some problems together, it's about your approach to the meeting, giving feedback, follow up

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

1. Lead with let's solve some problems together, <u>to what extent</u>?
2. What evidence can you use to show it was a success?
3. Have a target and steer to your target → feedback and follow up with both school leaders and teacher leaders.

**Discussion topic:** How can we ensure the best practices put in place through TIF are sustained programmatically (as a priority and financially, long term)

**Convener:** Carla Stevens

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**Other members:** Lucio Mendoza, Kim Rogers, Kendra Moreno, Eric Hockman, Carla Stevens, Ilona Arnold-Berkovits, Jane Blais, Michael Crocco, Hansol Choi, Shana Shaw, Bill Slotnik, Rita Ghazal

*Discussion Notes*

Figure out what parts of your TIF you want to sustain. TIF allows districts to try and change things but not all of the new improvements will be things that can be sustained. You also have to determine what costs you can stop to fund and what you want to keep. Build in a review process to determine if the new implementations should be sustained or reallocated. Teacher leader and appraisal system changes may be sustainable. Financial incentives may not be. Main issue is to keep the peer review. Some have weathered superintendent changes – mostly because they had union teacher buy in.

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

1. Recognize what is working and what you want to keep to sustain because it might not be everything
2. Financial modeling is needed for sustainability

**Discussion topic:** Designing leadership pathways for people already in leadership roles

**Convener:** Celena Siprajim

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**Other members:** Celena Siprajim, Stephanie Slates, Tony Swafford, Ada Fernandez-Vicaria, Natalie Lucas, Tori Austin, Matt Weber, Christopher Dudek, Bethanie Watlington, Shelley Stocker

*Discussion Notes*

- Principal Preparation Center, NYC
- Wallace Foundation – pipeline of the principalship - resource
- One CMO in California has built out different responsibilities for principals based on performance – i.e., observing, evaluating other principals
- Miami-Dade, large urban district – so much talent in the trenches. Taught some of the best principals to be expert trainers. Not compensated but recognized. Become executive lead to find path for higher leadership
- Joint committees – people that do heavy lifting in evaluation
- Small district has a leadership team that is responsible for advising on key decisions for district
- Talent management pathways – San Antonio – worked on setting up partnerships with other organizations – professional development opportunity with commitment of at least 3 years

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

1. Compensation/rewarding principals for additional responsibility is a challenge
2. How do you keep that great principal in the classroom – continue to recognize/reward them?

# Session 3 Discussion Circles

Topics:

- Planning for sustainability
- Implementing peer-to-peer observation for collaborative learning and growth
- What can states (state agencies) do to support or advance TIF or human capital management work?
- How to ensure HR alignment at the school level, not just district
- Promising practices in supporting and retaining alternatively certified teachers in Title I schools
- For ESSA, how are schools measuring SEL?

Additional Resources for Session 3 discussion topics:

[Peer Evaluation of Teachers in Maricopa County's Teacher Incentive Fund Program](#)

[Mentoring Conversation: A Protocol for Integrating Student Perspectives](#)

[Tools for Human Capital Management Alignment: Examples from Three TIF Grantees](#)

[Assessing human resource practices alignment: A case study](#)

[Strengthening the Educator Workforce Through Human Resource Alignment](#)

[Leading on Leadership: A Profile of the New York City Teacher Incentive Fund Grant That Created Teacher Career Pathways](#)

Re-imagining State Policy: A Guide to Building Systems that Support Effective Principals

A guide for monitoring district implementation of educator evaluation systems

Great to Influential: Teacher Leaders' Roles in Supporting Instruction

Meeting the Challenges of Fiscal and Programmatic Sustainability: Lessons From Teacher Incentive Fund Grantees

Sustaining Your TIF Efforts: A Reflection Guide

Diagnosing Causes of Teacher Retention, Mobility and Turnover  and Matching to Interventions

Preparing Teachers for Rural Appointments: Lessons from the Mid-continent

**Discussion topic:** Planning for sustainability

**Convener:** Seth Brown

**Email:** brownse@pitt.k12.nc.us

**Other members:** Seth Brown, Rebecca De Leon, Rita Ghazal, Lucio Mendoza, Thomas Feller, Bethanie Watlington, Jen Oliver, Angela Brown, Myrlaine Salter, Michael Murphy

*Discussion Notes*

- Keep the big pieces that can be funded by school and partnership
- Use funds to teach teachers to be trainers – that way after funding is over…they won't have to outsource for training
- What is making the most impact?
- Key = make sure a method is in place to support teacher effectiveness
- Even in a planning year – start thinking about sustainability
- Stakeholder buy-in
- Reduce teacher stipend?

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

1. How do we continue to support teacher leaders?
2. What improves student achievement the most?

**Discussion topic:** Implementing peer-to-peer observation for collaborative learning and growth

**Convener:** Ada Fernandez-Vicaria

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**Other members:** Ada Fernandez-Vicaria, Michael Derrick, Jill Cooke, Maria Lam, Shelley Stocker, Courtney McCall, Laurie Eastup

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*Discussion Notes:*

Peer-to-peer observations
"Transparent Teachers" by Emily Grimm & Trent Kaufman
Teacher reaches out to a peer reviewer to request an observation
Staff received book and professional development around content before implementation

- Could be some power in having principal buy-in if they can communicate the purpose and power of peer-to-peer observations
- New York – teachers identify what they want to work on. A trio works together as classroom teachers to administer video lessons and give each other feedback. Trios form based on common areas of interest (ESL, etc.)
- Best Foot Forward program
- "Walkabouts" where teachers visit other teachers' classrooms to record engagement. They then record their own classroom.

**Discussion topic:** What can states (state agencies) do to support or advance TIF or human capital management work?

**Convener:** Sylvia Flowers

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**Other members:** Sylvia Flowers, Jaime Grimsley, Laura Cain, Kristan Van Hook, Janie Ruiz, Marie Bowman, Tori Austin

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*Discussion Notes:*

Impact of ESSA
- Districts not opting in even though neediest
- States get together – how do states communicate?
- Reach out to those who seem to be willing
- Who are the key levers who can be used?
- Non-profits/partners
- Sharing what and how we got there, and the end product
- How to build capacity to manage support work
- Break down silos → data collection centralized for reporting → ways to build plans and manage
- How do we cut some steps out for people? How do we disseminate strategies?

**Discussion topic:** How to ensure HR alignment at the school level, not just district

**Convener:** Kendra Moreno

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**Other members:** Eric Hockman, Heather George, Brenda Waters, Toni Thompson, Kendra Moreno, Socorro Espinoza, Vicky Condalary

*Discussion Notes*

Background – TIF 3, 4, 6, (grantee) progression through grant objective
- District-level HCMS and disconnect to _ HCMS believes

TIF 5 example – created HCMS advisory committee
- Teacher members
- Strategy to create equity
- Develop communication plans
- Superintendent and board review agenda
- Principal support is lacking at meetings trying to identify cause
- No accountability

Principals need the system to meet their needs
- Education is needed for leaders. They need to feel they are doing it and be strategic.
- Affirm and confirm at first and then begin supporting growth

Denver Public – leaders need to understand they are responsible for retention
- Provide data and frame conversation to understand
- Central office role is to support through questioning and not just tell
- Structured conversations
- Strong support from HR directors

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

1. HR partners – district to site-based
2. Superintendents need to understand and buy into an HCMS
3. Need a culture to elevate HR policies and inform all leaders
4. Breakdown HR "silos"
5. Micro-credentialing with supervisors before principals

**Discussion topic:** Promising practices in supporting and retaining alternatively certified teachers in Title I schools

**Convener:** Helen Martin

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**Other members:** Natalie Lucas, Karin Williamson, Erlande Laguerre, Stephanie Slates, Dedra Collins, Marlene Rendon, Allan Agaberdiyev, Tony Swafford

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*Discussion Notes*

Orange County STEM
1. Ensure alternative certified teachers really want to be teachers
2. Develop district certification program
3. Paired up with teacher as a co-teacher for two years
4. Paid for program/certification/coursework
5. Try model on a shorter-term scale
    a. Small grade level specific pods

International program
1. Pair alternative certified teachers with a teacher for one semester
2. Partner with community college (we pay for college credit)
3. ICS direct their attention to 0-2 teachers
4. Master teachers go at 2 times per month to support new teachers on site

Mastery Charter
1. Hiring process utilizes data from successful teachers
2. Centralized hiring

New schools for New Orleans
1. Use survey data and own it together
2. Pipeline programs?

University of North Texas at Dallas
1. Four courses needed

NIET
1. Six courses (classroom management/standards objectives)
    a. Resources/evaluation
    b. PD to practice
Culturally responsive pedagogy
1. University of Pennsylvania – racial empowerment collaborative - Dr. Howard Stevens
2. Teachers suffer vicarious trauma and provide self-care training
3. High school academics
    a. Educators Rising
    b. Micro-credentialing
4. Partners with HBCUs
    a. Serve as T assistants in summer school
    b. Pay difference in grants/scholarships in exchange for 3-year commitment
    c. Dedicated assistant principals and subs/TOAs for new teacher support

**Discussion topic:** For ESSA, how are schools measuring SEL?

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**Other members:** Christopher Dudek, Matt Weber, Kelly VanHee, Carla Stevens, Hansol Choi, Ilona Arnold-Berkovits, Bural Yilmaz

*Discussion Notes*

- ESSA requires schools to measure alternatives to student learning
- Programs for SEL that currently exist:
    - CASEL – curriculum, professional development, but very expensive
    - Sanford Harmony – curriculum for Pre- K to 6, no cost
    - Scholar Centric – curriculum for grades 3-12; contains a survey component (pre-post), online platform, targeted interventions
    - "The Leader In Me" – peer-to-peer system for behavior
    - OECD starting on SEL study; looking for participants

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

1. Multiple up-and-coming programs exist for SEL
2. SEL needs to be a whole systems focus

# 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.

Strong colleagues

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Collaboration = key to success!

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How many challenges we face in common and how we also have strategies to share

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We were and are doing good work in Lee County. I have heard several things during Open Space (added support and PD for TLs, strategies for observation) that I hope to help put into practice.

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Powerful energy in the room. Does not appear to be a common place database for the dissemination of information, programs, report templates, etc. As a first time attendee appears that participants are desperate for a long distance/online networking system. Many seem to be working on the same thing "on their own."

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Takeaway – good discussion on SEL, INTERNS, and SLOs

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Importance of active, participatory learning vs. sit and get information session done the last 2 days

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Keys to communication: TIF = rigorous innovative sustainability: pooling state resources to support the work

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Prioritize what works to sustain
- Need data
- Use sustainable funds differently and focus on what works

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Importance of having a shared vision and communicating that vision with principals and teachers

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Need to begin discussion on sustaining the grant work

Working together as a team we will get more accomplished

Ideas for sustainability

Biggest takeaway
- I will review and research the concept of peer professional development review teams for our districts. What a novel idea!
- I learned about the possibility of providing a micro-credential for Human Capital Management Systems for principals

My takeaway is that despite our diverse locations for journeys with TIF, we experience similar challenges and can support each other in solutions

Recalibrate on teacher evaluation through annual principal training and use good evaluators as trainers on evaluation for teachers

Appreciated the opportunity to share with other grantees. Good to know we all have the same challenges.

Be able to collaborate with people/different backgrounds

Equity for students does not mean we give them all the same thing; we need to know them well enough to give them what they really need

The importance of top down buy-in

Collaboration is crucial to ultimate success!

Big takeaway: able to get good ideas that are working/not working

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My biggest takeaway…suggesting a topic made me more invested in the discussion

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Lessons learned from other grantees

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It's not about the money, it's about the support!!

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To avoid turnover in schools, look at teacher make up and risk factors and place teachers as needed in schools

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Biggest takeaway
- Careful considerations around measures (instruments) for student growth in SLOs
- Developing teacher-leadership pathways for expanding the reach of effective teachers

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A lot of equity issues can be addressed through strong leadership at the campus level. Put an effective principal at a high-need school and effective teachers will follow.

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Names and information about SEL curriculum and measures

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Sustainability can and should be only what worked and meets with district priorities versus trying to sustain the whole of the project
Got a great list of SEL resources to pursue when I get home

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Enjoyed the protocol and willingness of previous grantees to show lessons learned and current priorities that support effective program implementation

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Increasing incentives for educators already in leadership roles