

## **Group Discussion**

1. What do you want to know?
2. What do you need to adequately prepare candidates for this new world?
3. What do your candidates need to be well prepared in this new system?
4. What are your worst fears? Best hopes?
5. What opportunities are there for your leadership in this work?

### ***Report out from Group Discussion:***

1. How CCODE can contribute to the work; and
  2. What CCODE needs from CDE and DHE.
- How do we get the time and have the incentives needed to train higher ed faculty?

- Need a concerted plan (CCODE) regarding the fact that this is not an endeavor that comes without costs.
- Partnering: opportunity for this group to think about partnering to secure resources (Gates, Lumina, etc.) to support quality, effective implementation.
- Would like information on opportunities to combine resources (see SCEE report as a start).
- PD – Looking at ed prep programs playing a role? And, perhaps receive compensation?
- What will be the need to restructure and change courses to align with new standard requirements?
- In addition to PD for teachers and principals, really need to think about the need for faculty development as well. And this takes money and time.
- Regarding standard 5 on teacher leadership: how do you know what activities meet this standard (courses, etc.).

- Requires for us to think differently about how we engage students in the process of learning.
- CHALLENGE: As institutions, we work within course units. What are the degrees of freedom for getting away from thinking of everything in terms of course units? Perhaps having courses with more global titles...
  - CDE is working with districts around development of common course codes. This may be a process that could inform the conversations at the higher-ed level.
- Curriculum: Integrating v. infusing – integration, while requiring some cutting, might allow the leniency to better meet new standards (curriculum reform process?). Looking at completely new and innovative models to serve adult learners.
- Are we preparing entry level teachers to have the same level of skills as a veteran teacher? Need to lean on P-12 to cultivate new teacher knowledge. Also dealing with the issue of 50% of teachers coming from out-of-state.

- Foundation piece, basic skills, in place. Next layer: 5 and 10 year outlook, needs to be discussed/decided.
- How can we think about distinguishing between teacher leaders and prospective principal candidates? Perhaps this is a way to think about identifying and recruiting teacher leaders (those completing principal prep programs, but not interested in becoming principals).
  - Thinking about how we might move from a career ladder to a career matrix.
  - New role of evaluating teachers will require new distribution of duties and time management for principals. This will require some additional work and thinking (these are the issues that the Pipeline Task Force are working on).
- Licensure endorsement requirement changes could resolve some of these issues.
- Combination of the sup and principals – who will evaluate this person?

- CDE developed a list of key questions which will be ready for distribution soon that get at these types of issues. This is still a question we have not figured out. Looking to our pilots to help us figure this out.
- Are we ever going to include the alternative route folks, too?
  - Yes. CDE looked at alternative programs across the state. Combining some of the smaller programs. Template and rubric for the alt cert programs. Reviews of these programs will begin in the spring. Want to do these as joint reviews when applicable.
  - Also, putting data into searchable format from alt programs. Looking at programs since inception. Will then do an analysis of alt programs.