



COALITION FOR MULTIPLE PATHWAYS

Policy Development Working Group

Friday, September 5, 2008

Meeting Notes

Participants

Mallory Angeli, California Postsecondary Education Commission (CPEC)
Marisol Avina, Assembly Education Committee
Pamela Bachilla, California Association of Regional Occupational Centers & Programs (CAROCP)
Teri Clark, California Commission on Teacher Credentialing (CTC)
Julienne Degeyter, California Association of School Business Officers (CASBO)
Brian Donnelly, Davis Unified School District
Nancy Farnan, School of Teacher Education, California State University, San Diego
Sophie Finelli, UCLA IDEA
Jeff Freitas, California Federation of Teachers (CFT)
Beth Graybill, Senate Education Committee
Norton Grubb, Principal Leadership Institute, UC Berkeley
Liz Guillen, Public Advocates
Paul Gussman, California Department of Education (CDE)
Karen Humphrey, California Postsecondary Education Commission (CPEC)
Cris Johnson, California Teachers Association (CTA)
George Manthey, Association of California School Administrators (ACSA)
Tiffany Mok, ACLU Foundation of Southern California
Christy Moustris, Elk Grove Unified School District
Steve Pinning, California Association of Regional Occupational Centers & Programs (CAROCP)
David Plank, Policy Analysis for California Education (PACE)
Laura Preston, Association of California School Administrators (ACSA)
David Rattray, Los Angeles Area Chamber of Commerce
Lee Angela Reid, Senate Office of Research (SOR)
Brian Rivas, California School Boards Association (CSBA)
Ana Rodriguez, Office of Senator Wiggins
Patricia Rucker, California Teachers Association (CTA)
Jim Soland, Legislative Analyst's Office (LAO)
Sue Westbrook, California Federation of Teachers (CFT)
and
Gary Hoachlander, Penni Hudis, Roman Stearns, and Jose Hernandez,
ConnectEd: The California Center for College and Career

Welcome & Introductions

Gary Hoachlander, President of ConnectEd, and Roman Stearns, Director for Policy Analysis and Development, welcomed the group and asked participants to introduce themselves.

Roman reminded participants that, at the first meeting of the Policy Development Working Group (July 16), participants prioritized policy areas of focus: (1) Curriculum & Instruction; (2) Teacher, Counselor, and Administrator Preparation; (3) Alignment with Postsecondary Education and the Economy; and (4) State Endorsement of Multiple Pathways. At that meeting, participants decided to hold four meetings before the end of the year, focusing on each of the issue areas. The last meeting (August 8) focused on curriculum and instruction. The meeting notes, which included 10 policy recommendations, were distributed and are available on the Coalition web pages. Today's meeting focuses on teacher, counselor, and administrator preparation.

Review of Policy Ideas and Resource Materials

Roman reviewed the materials prepared by ConnectEd staff and distributed at the meeting – all intended to stimulate and support the discussion – including

1. The meeting agenda
2. Notes from the previous meeting of the working group
3. A list of policy ideas related to teacher, counselor, and administrator preparation that have been generated through ConnectEd hosted meetings and events (Brown Bag Lunch series, Policy Site Visits, Stakeholder Policy Discussions, etc.)
4. A list of filtering questions through which to consider policy ideas
5. List of multiple pathways related bills from the 2007-08 legislative session that have been enrolled

How Teacher, Counselor, and Administrator Preparation Relate to Multiple Pathways

Gary explained that pathways require teachers to deliver curriculum through project-based, integrated methods. At a minimum, academic teachers need to be able to bring real-world relevance to their curriculum by helping students understand industry-based applications. Career technical teachers need to be able to reinforce the foundational academic standards that are central to the core technical skills taught.

Nancy Farnan, director of the teacher preparation program at San Diego State University, explained that teachers coming out of the traditional SB 2042 single subject credential programs are not well prepared to enter and teach effectively in pathway programs of study. She provided a couple of handouts: (1) Overview of Multiple Pathways Lens for the SB2042 Single Subject Credential Program, and (2) CTC Teacher Performance Expectations. This fall, 25 teacher candidates have self-selected into a cohort specifically customized to prepare teachers to teach in pathway programs. The program follows the CTC standards, but has a lens of multiple pathways. SDSU is working with three other university programs to promote similar pilots on other campuses. Teacher candidates in the program will be placed in pathway programs to do their student teaching.

Penni Hudis reviewed a list of additional proficiencies (beyond the standards expected in traditional SB 2042 single subject programs), among them: be able to practice intra- and inter-disciplinary cooperation and collaboration, knowledge of work-based learning approaches, ability to design curricula that reflects interdisciplinary/integrated problem- and project-based structure and content, ability to design curricula that incorporates SCANS skills, and practice pedagogy that incorporates industry-based applications. See handout for the complete list.

There was a substantial discussion about how SDSU is implementing its program in a way that adds elements related to multiple pathways without supplanting key elements in the traditional program. The new program gives faculty some new tools to use in their instruction.

Norton Grubb described the Principal Leadership Institute (PLI) at UC Berkeley, which focuses on instructional leadership based on a set of key principles. Other than one program in NY, he has not found a model specific to high school principal preparation. Related to pathways, there may be several principles to address:

- The vision of reform – Site principals must understand reform models, including small schools and multiple pathways
- Instructional leadership – Site principals must have capacity to work with teachers in institutional ways (e.g., systems of evaluation, professional development, etc.)
- Governance – Site principals must have the facilitation skills required to create governance systems that promote distributed leadership and professional learning communities, as opposed to the more traditional top-down approach
- Guidance & Counseling – Site principals need to be knowledgeable about and supportive of the role of school counselors to provide guidance in all three counseling domains – academic, career, and social/personal
- Scheduling – Site principals must establish priorities and develop a master schedule that honors those priorities
- Capacity and/or Structure to Meet Multiple Needs – The role of the site principal has become unmanageable. Multiple Pathway programs, and the small learning environments in which they typically operate, may allow the role to be more manageable.

Lee Angela added that principals also have tremendous political pressures. To what degree do multiple pathways help them to address those political pressures? Pat Rucker asked if there will be benchmarks for accountability of administrators, like the TPEs for teachers. Norton is not supportive of new requirements and suggested that we think hard about the role that policy can play. And, he emphasized, we cannot expect immediate results.

David Rattray asked to what degree we are training administrators to be performance-driven rather than compliance-driven. Would it be helpful for programs that prepare educational leaders to work with business schools? Pat commented that there is a tension between performance and compliance. By treating education/teaching as a commodity, we risk moving toward a compliance model.

Discussion

The information presented and discussed in the first part of the meeting laid the foundation for a discussion of policy ideas related to teacher, counselor and administrator preparation that would be worth promoting by the Coalition for Multiple Pathways. To launch the discussion, Roman requested participants to take several minutes to read through the policy recommendations that have been generated at past ConnectEd, Coalition, and other policy discussions (handout) in order to prioritize the ideas that they consider to be most promising. Ultimately, this group will make recommendations to the broader Coalition when it convenes again on January 7, 2009.

Lee Angela indicated that, at the request of Senators Scott and Steinberg, the LAO is currently conducting a study to determine the preparation and professional development needs of both academic and career technical teachers. That study may generate additional recommendations.

Priorities

Karen noted that many of the policy ideas focus on professional development. She cautioned that promoting one type of professional development tends to translate into a "drive by" model of delivery. We need to be cautious not to contribute to the piecemeal approach we currently have. Rather, we need to leverage the state discussion about how to best deliver professional development across the state. How can/should professional development be connected to teacher preparation and induction as part of a system of teacher development? Pat commented that the type of professional development must be appropriate to the credential type – single subject or designated subject – as the needs for teachers coming from industry are quite different from those coming from university preparation programs.

Pam wanted to be sure that school counselors are included in any consideration of policy priorities. Even with the passage and implementation of AB1802, California still ranks last in the country in terms of student-counselor ratio. Counselors are interested in continuing to make the structural changes that are being put in place. There are some implementation challenges. For example, administrator preparation programs do not train site administrators to work with school counselors. By working with teachers and administrators, counselors can play a key role to move multiple pathways forward. A good first step is to adopt professional standards for counselors that have been published by the California Association of School Counselors (CASC).

Gary summarized that there are at least four populations involved: academic teachers, career technical teachers, counselors, school administrators. Do we approach the needs of those populations independently? Or, is there a more integrated approach that would promote a more coordinated system of pathway development and related professional development?

Norton stated that it would be great if there were a pot of money to promote joint work among preparation programs. But, he advised, such funding should not include any additional requirements. Nancy said that fieldwork is a critical component of the preparation process for teachers, counselors, and administrators. Perhaps it would be possible for all four groups to come together at that level. But, she warned, by that time, all should have completed some preliminary work so that they have a common understanding of multiple pathways. Lee Angela suggested that we try to identify or develop a professional development approach at the school site or district level that brings the four populations together.

Steve Pinning said that professional development is critical to ensure that veteran educators get the tools and skills that are necessary for effective implementation of multiple pathways. The professional development should be guided by a set of principles, be of high quality, and integrated through the system. Christy Moustis offered that Elk Grove USD developed an initiative requiring all students to have a college & career plan. In her district, that policy brought together all the players – teachers, counselors, and administrators. She suggested that perhaps the effort should be to create a foundational goal or educational outcome at the state or district level that points to professional development needs and would require (for successful implementation) a collaborative, ongoing, job-embedded professional development model.

Karen outlined the professional development model that we need. We cannot mandate, but we can encourage or incentivize an integrated approach. Yet, she warned, we cannot integrate so much that it becomes invisible. We need to model what we expect to happen in schools.

Gary summarized some possible next steps. We've done a reasonably good job at clarifying the components of multiple pathways. Now, it would be worthwhile to clarify some guiding principles for the preparation of academic teachers, technical teachers, administrators, counselors, superintendents, and school board members who will be responsible for the design and implementation of multiple pathways. i.e., What is it that the major players need to know and be able to do well? We should think about incentives for teacher, counselor, and administrator preparation programs to align with that set of principles. Who are the major players who could begin to apply these principles in preparation programs? Then, we should imagine a set of districts that are particularly committed and ready to integrate the preparation of veteran educators and incentivize it. Pat suggested that we may not need to start from scratch in developing principles. We can begin with the 20 induction standards and the AB 472 training standards for the teaching of reading.

Follow Up – Policy Priorities

Since we did not have enough time for everyone to express their priorities, Lee Angela suggested that those who wish can email their priorities to Roman, who will tabulate and record in the final notes. Jeff asked that we allow participants to add other policy ideas that are not on list.

Policy Priorities

The following policy ideas were prioritized during the discussion. Additional policy ideas prioritized from input following the meeting are represented in Appendix A.

Provide Clear Guidance and Support

1. Clarify a set of guiding principles for the preparation and training of academic teachers, technical teachers, counselors, site principals, superintendents, and school board members who are responsible for designing and implementing systems of multiple pathways in their schools and districts.

Create Incentives

2. Incentivize teacher, counselor, and administrator preparation programs to align with the preparation and training principles (identified in previous recommendation).
3. Incentivize teacher, counselor, and administrator preparation programs to work together to promote collaboration among their program participants who ultimately may be expected to collaborate to design and implement systems of multiple pathways at the local level.
4. Incentivize districts to establish educational goals and/or student outcomes (consistent with multiple pathways) that require the establishment and delivery of professional development models that are integrated, ongoing, and job-embedded and bring together teachers, counselors, and administrators to achieve the established goals/outcomes.

Other Business

Selection of Co-Chairs

Roman explained that ConnectEd hopes to identify co-chairs for each of the working groups of the Coalition for Multiple Pathways. For the Policy Development working group, David Rattray, Vice President of the Los

Angeles Area Chamber of Commerce, has agreed to serve as co-chair. Following the meeting, Patricia Rucker, California Teachers Association, agreed to be the other co-chair. They will facilitate the next meeting.

Next Convening of the Coalition for Multiple Pathways

Roman announced that the next convening of the full Coalition for Multiple Pathways is set to take place in Sacramento on January 7, 2009. Save the date notices will be sent out soon. A primary focus of this convening will be the Coalition's policy agenda for 2009-10, based upon concrete recommendations from this working group.

Next Steps

- Roman will send out a request for participants to prioritize policy ideas.
- Roman will complete meeting notes, distribute them to participants and post them to the Coalition web site.
- The new co-chairs and ConnectEd staff will plan the agenda for the next meeting on October 3. The topic for discussion is "Alignment with Postsecondary Education and the Economy."

Appendix A
Policy Priorities Submitted (upon request) Following the Meeting

Policy Recommendation	Priority
Create Long-Term Vision & Need	
Teachers	
Prepare teachers to develop and deliver curricula that mutually reinforce academic and technical content and provide authentic applications in the pathway's industry focus	✓
Formally recognize, through a supplemental credential or authorization, the qualifications of teachers who have completed additional training for teaching in an industry-focused, comprehensive pathway	✓
Include in formal teacher prep programs instructional methodologies that promote integrated and applied teaching and learning (e.g., team teaching models, project-based learning)	✓✓
Examine ways in which student preparation for and performance on high stakes testing influence and/or impact teachers' and schools' use of applied learning strategies, and vice versa	✓
Monitor and evaluate the degree to which pilot programs at the state's teacher training institutions (e.g., multiple pathways cohort at San Diego State) meet school district needs for staffing pathway teachers; based on evaluation, authorize expansion of these programs	✓
Administrator	
Add to the administrative credential for high school principals an option or requirement to understand curriculum needs for implementing multiple pathways	✓
Counselors	
Require all California counselor credentialing programs to include knowledge of CTE/ integrated programs of study	✓
Provide Resources for School Sites & Districts	
Authorize and fund professional development for teachers, counselors and administrators and develop assessments that hold them accountable for results	✓
Teachers	
Provide professional development that trains teachers to integrate core content standards, CTE standards and industry standards	✓
Offer pre-service and in-service programs designed to teach teachers how to integrate curriculum, team teach across the academic and career disciplines, and utilize problem-based learning	✓✓
Use various categorical funding sources including Perkins Funds to provide in-service to academic and CTE teachers on integration, perhaps through summer institutes that include participation by industry partners	✓
"Incentivize" shared curriculum planning by providing professional development funding, additional preps, lead teacher supplements, and staffing flexibility	✓
Develop strategies to recruit local community members to become teachers, perhaps through programs that promote teacher's aides through internships and community college courses	✓✓
Devise a creative way to grant equity pay for industry professionals moving into teaching, including removing the social security disincentive for mid-life career changers who wish to become teachers	✓
Counselors	
Ensure access to SB 1802 (counselor) funding; take advantage of it to promote and direct students to multiple pathways, provide professional development, etc.	✓
Include counselors in funding formula for schools (as related to the funding adequacy studies)	✓
Ensure adequate professional development for counselors	✓
Develop and provide marketing materials to school counselors that will assist them in promoting career awareness, exploration, development, and pathways	✓✓