

Illinois New Teacher Collaborative 2020 Leadership Conference

Attracting and Retaining High Quality Teachers



February 25 - 26, 2020

I-Hotel and Conference Center | Champaign, IL

A MESSAGE FROM THE COLLEGE OF EDUCATION

Welcome to the 2020 Leadership Conference! On behalf of the Illinois New Teacher Collaborative (INTC) and the College of Education at Illinois, welcome to Champaign-Urbana, the University of Illinois, and the INTC Annual Leadership Conference! Our College of Education was established in 1905 and was one of the first to be located within a research-based, land grant university. INTC is one of many initiatives through which the College has, over its rich history, provided leadership and innovation to educational improvement in the state. Since 2004, INTC has been a catalyst supporting early career teachers across Illinois.

Teaching is a complex blend of art and science that must be continually refined and developed throughout the career span. This conference provides a valuable professional learning experience that encourages networking among those who support beginning teachers. It is our sincere hope that you leave here with new connections, new ideas, and renewed energy as you prepare to return to your schools, districts, universities, and organizations.

Have a great time at the conference!

Dr. James D. Anderson, Dean of the College of Education

Dr. Lisa Monda-Amaya, Associate Dean for Undergraduate Programs & Director of Teacher Education

Karla McAdam, Director of the Illinois New Teacher Collaborative



Keynote Speaker | Richard Ingersoll

University of Pennsylvania, Professor of Education and Sociology

Dr. Ingersoll's research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees and teaching as a job. He has published over 100 articles, reports, chapters, and essays on topics such as: teacher supply, demand, shortages and turnover; induction and mentoring for beginning teachers; teacher preparation and teacher quality; the problem of underqualified teachers; the status of teaching as a profession; and changes in the demographic character of the teaching force. Dr. Ingersoll's research is nationally recognized, was cited by President Clinton in a number of speeches announcing his teacher recruitment and training initiatives and has been featured in numerous major education reports. Dr. Ingersoll has given more than 250 keynote addresses, speeches and presentations to a wide variety of audiences.

CONFERENCE SCHEDULE

February 25, 2020

7:45 – 8:30 a.m.	Conference Check-in and Breakfast Buffet <i>Illinois Ballroom</i>
8:30 – 8:50 a.m.	Opening and Welcome <i>Illinois Ballroom</i>
8:50 – 10 a.m.	Keynote <i>Illinois Ballroom</i> <i>Dr. Richard Ingersoll</i>
10:15 – 11:15 a.m.	Breakout Session A
11:25 a.m. - 12:10 p.m.	Work Session #1 <i>Illinois Ballroom</i>
12:10 – 12:50 p.m.	Networking Lunch <i>Illinois Ballroom</i>
1 – 2 p.m.	Breakout Session B
2:10 – 3:10 p.m.	Breakout Session C
3:20 – 4:20 p.m.	Role-Alike Roundtable Discussions <i>Illinois Ballroom</i>
4:20 – 5 p.m.	Work Session #2 <i>Illinois Ballroom</i>
5:15 – 6:15 p.m.	Reception <i>Illinois Ballroom</i>

CONFERENCE SCHEDULE

February 26, 2020

7:45 – 8:30 a.m.	Conference Check-in and Breakfast Buffet <i>Illinois Ballroom</i>
8:30 – 8:50 a.m.	Opening and Welcome <i>Illinois Ballroom</i>
8:50 – 10 a.m.	Keynote <i>Illinois Ballroom</i> <i>Igniting Careers in Teaching</i> Lindsey Jensen Jessie Day Jordan Hohm Alan Mather Bill Polasky Beatrice Jones Eric Combs Shayla Ewing Alex Parker Bill Curtin
10 – 10:40 a.m.	Connecting the Dots <i>Illinois Ballroom</i>
10:50 - 11:50 p.m.	Breakout Session D
11:50 a.m. – 12:30 p.m.	Networking Lunch <i>Illinois Ballroom</i>
12:40 – 1:40 p.m.	Breakout Session E
1:40 – 2:15 p.m	Work Session #3 <i>Illinois Ballroom</i>
2:15 – 2:30 p.m.	Door Prizes and Closing Ceremonies <i>Illinois Ballroom</i> <i>Must be present to win</i>

Breakout Session A

Turning Conflict Into Connection

Room: Humanities

Restorative practices provide an alternative (or additional) approach to the punitive systems that currently dominate most Western societies' approach to conflict and rule violations. Rather than assigning blame and administering punishment, restorative practices typically bring together the parties involved and impacted by what happened for the purpose of a) mutual understanding and b) working together to fix the harm and, when appropriate, restore relationships. Appropriate for both those who are new to RJ and those with several years of experience, this workshop will focus on exploring: the importance of walking towards conflict, strategies for moving from judgment to connection during challenging encounters, the ways to finding a "win-win" during heated interactions, and the underlying meaning of "hard to hear" messages.

Presenter: Dr. Mikhail Lyubansky

Organization: University of Illinois at Urbana-Champaign

Supporting New Teacher Development Through Targeted Video Reflection

Room: Knowledge

Video has long been used by teachers, teacher educators, and evaluation systems to capture some of the complexity of classroom instruction. In a 2012 study, teachers reported that video encouraged them to change because it helped them see their teaching from a new perspective, made them feel accountable to change aspects of their practice, and they could see their progress (Tripp & Rich, 2012). This presentation will provide teachers, teacher mentors, evaluators, and school leaders with research, tools, tips, and protocols for utilizing video-based reflection in formative assessment and ongoing professional learning.

Presenter: Dr. Alexis L. Jones

Co-Presenter: Dr. Meghan A. Kessler

Organization: Eastern Illinois University; University of Illinois Springfield

From Compliance to Coaching: Re-imagining District-wide Coaching Supports

Room: Innovation

As a result of Chicago Public Schools' focus on equity, CPS re-purposed a team of central office evaluators to become instructional coaches for select new-to-profession teachers in some of our hardest to staff schools known as Opportunity Schools. CPS presenters will first share their story of creating their team of instructional coaches, and then help you think through the human capital already in existence in your district to find space and capacity to create a meaningful induction program.

Presenter: Marcia Glick

Co-Presenter: Marva Franklin-Hardeman

Organization: Chicago Public Schools

Planning for Mentoring Supports: Creating Pathways of Teacher Leadership

Room: Excellence

One of the key components in supporting effective schools is to support the teachers in all stages of their development. New teachers need support by administration and well-trained mentors. Ensuring that teachers have access to training and support means creating systems for teachers at all stages of their career. This interactive session will provide opportunities to consider how we design professional learning for mentors and teacher leaders. Participants will engage in an interactive discussion and consider components that would support the development of mentors and teachers in their communities of practice.

Presenter: Amy Treadwell

Organization: Big Shoulders Fund

Why Every Teacher Deserves a Coach

Room: Loyalty

Dive into the research behind why coaching works as a PD model and how it can improve teacher retention. Explore coaching models developed by experts such as Jim Knight and Diane Sweeney as a foundation for a coaching model in your school.

Presenter: Leslie Ellis

Organization: ROE SchoolWorks

Educator Employment Pipelines through Creative Partnerships

Room: Alma Mater

In an era of significantly diminished human capital resources in the field of education, creative internal and external partnerships are critical for school districts to build, grow, and maximize educator employment pipelines. This session will provide an overview of the nine (9) components comprising the Consolidated High School District 230's Teacher Pipeline Program. Specific strategies implemented for students in grades 9 - 12, college/university students in teacher preparation programs, student teachers, newly licensed teachers, and potential second career adults will be discussed.

Presenter: Dr. Julia Wheaton

Organization: Consolidated High

The Important Things to Know about Stress Management

Room: Technology

Managing stress takes thought and practice but is something that everyone can do. This program highlights the most important things you need to know to get a handle on your stress. Participants will: understand why the same stressor can affect two people differently (and what to do about it); build awareness of what creates stress in your life and your current style of responding to it; understand why you need several stress management tools; discover the primary stress management categories - physical, behavioral, perception, social, self-nurture and relaxation; and comprehend the role of control (or lack of it) in choosing a stress management strategy.

Presenter: Michele Guerra

Organization: University of Illinois at Urbana-Champaign

Breakout Session B

Time: A Teacher's Most Limited Resource

Room: Humanities

Ask any teacher what they need, and the answer is almost always 1) money, and 2) TIME. While this session won't add more hours to your day, we will go through ways to organize your calendar, prioritize your tasks, and take care of yourself. We'll discuss how to plan strategically; teachers do not necessarily have to sacrifice high-quality instruction when saving themselves time! This session will be a balance of presentation; exploration of organizational templates; and work time, setting goals and priorities for the next few days and weeks.

Presenter: Dr. Alexis Jones

Organization: Eastern Illinois University

Teacher Induction Services Among Beginning Teachers: A Phenomenological Study Findings

Room: Knowledge

A qualitative phenomenological study explored the day-to-day lived experiences of beginning teachers with 0-3 years teaching experience and the essence of being an induction participant as described by beginner teachers. Randomly selected teachers with 0-3 years teaching experience from a large urban public school district participated in face-to-face interviews with the presenter. Compelling findings indicated three primary emerging themes beginning teachers perceived and described as most beneficial to support teachers during the first vulnerable years of teaching. Themes believed to be most essential and critical to support beginner teachers' classroom transition, professional growth, and teacher retention are shared.

Presenter: Dr. Latanya Nichols

Organization: Progressive Professionalism

Creating and Implementing a Successful Mentoring Program: Step by Step

Room: Innovation

A successful mentoring program includes the recruitment and training of proficient and exemplary educators who are willing to dedicate their time and expertise in helping new and experienced teachers. With the help of Model Teachers, new teachers become established educators.

Presenter: Marilyn Marino

Co-Presenter: David Creagan; Christine Droba

Organization: North Palos District 117

Addressing Deficit Mindsets in Beginning Teachers

Room: Excellence

New teachers often come to the field with deficit views of students of color, students living in poverty, students receiving special education services, and students who are not proficient in English. In this session, practitioners will learn about ways that adults' deficit views can impact student learning and as well as some of the challenges that administrators face in discussing issues of bias, race, and equity with beginning teachers. Practitioners will also learn a set of skills and techniques to use to navigate these discussions.

Presenter: Dr. Rachel Roegman

Organization: University of Illinois at Urbana-Champaign

Home-School Collaboration: Strategies for Building and Maintaining Relationships with Families

Room: Loyalty

Today's teachers have a plethora of learning goals for their students. Outcomes may be related to academic skills, social emotional competence, character traits, health and well-being, and community engagement. To accomplish these goals, parent buy-in and support is key. In this session, we will discuss a variety of strategies to establish positive relationships with families, invite authentic collaboration, build on family strengths, and even recognize when our demands on families may be too much.

Presenter: Dr. Emily Dorsey

Organization: Illinois Early Learning

There is a Transgender Student in Your Classroom

Room: Alma Mater

Whether or not you or they know it, a student in your classroom is trans or has a trans family member. Learn skills today to shift your classroom practice, adhere to state and federal protections, and create a classroom where every one of your students can flourish.

Presenter: Zev Alexander

Organization: Uniting Pride of Champaign County

Developing a MINT Program for Rural Areas

Room: Technology

This session will describe how one region in a rural area of Illinois developed a successful MINT (Mentoring and Induction for New Teachers) Program. With input from area administrators, support from a grant, and a collaborative approach, two regionally-based cohorts to support new and beginning teachers were implemented by the Regional Office of Education. Starting prior to the new school year in the fall of 2019, these cohorts met regularly throughout the early part of the school year and will continue to meet through the spring. Approximately 40 beginning teachers regularly attend the meetings in two locations.

Presenter: Roger Eddy

Co-Presenter: Monte Newlin

Organization: Regional Office of Education 12

Breakout Session C

School Avengers: Effective Teaming Practices to Support Classroom Management

Room: Humanities

In this session, specific information will be provided regarding behavioral principles and evidence-based practices (EBPs) in managing challenging student behaviors. Understanding the behavioral principles will support teachers to make more informed decisions about various EBPs that can be used to support classroom management. Further, participants will receive real-world examples of challenging behaviors and the strategies and skills applied to those situations. We also will provide information about guidance and support that can be utilized when working with teachers in the classroom.

Presenter: Gakyung Jeong

Co-Presenter: James Lee

Organization: University of Illinois at Urbana-Champaign

An Evaluation Process for the Pursuit of Educational Excellence

Room: Knowledge

The Danielson Framework for Teaching was developed not only to define great teaching and elevate the profession but also to provide a comprehensive approach to teacher professional learning across the career continuum – from pre-service teacher preparation through teacher leadership and beyond. Many school districts are using the framework to guide their teacher evaluation processes. The Danielson Framework for Teaching guides our pre-service teacher evaluation process at the University of Illinois as well. Attend this session to learn more!

Presenter: Mary Ellen Leonard

Organization: University of Illinois at Urbana-Champaign

Recruiting and Retaining High-Quality Educators: A State Perspective

Room: Innovation

Join representatives from the Illinois State Board of Education to learn about state initiatives to recruit and retain high-quality educators, including recent and upcoming licensure changes, innovative pathways to teaching, and ensuring all educators have access to high-quality, relevant professional learning opportunities. The majority of the session will be dedicated to audience participation in a focus group to ascertain educator needs in the state's new electronic professional development registration and recording system that will replace the state's antiquated way of finding and recording professional development for license renewal.

Presenter: Emily Fox

Co-Presenter: Katie White

Organization: Illinois State Board of Education

New Teacher Masterminds: 21st Century PLC Model for New Teachers

Room: Excellence

How can schools leverage 21st century tools and peer empowerment to transform new teacher support? New teacher masterminds are a virtual PLC model that has the potential to revolutionize teacher development, efficacy, and retention. Rather than the typical approach of top-down professional development, masterminds empower new teachers to support each other from the bottom up and across state lines. Participants will learn what masterminds are, what impacts they can have, and how to implement them effectively within a teacher induction program.

Presenter: Jeanne Wolz

Organization: Teacher Support LLC

Construction of Preschool Teacher Training Effect Evaluation Model Based on Grounded Theory

Room: Loyalty

In recent years, training effect evaluation has become an important aspect of teacher training quality. However, there are still problems in the related research on training effect and quality assessment, such as lack of objectivity, static conclusion, single content, and incomplete analysis of qualitative data. In view of this, based on the grounded theory, this study selects 60 kindergarten teachers, kindergarten directors, and training managers as research samples. After three-level coding, the kindergarten teacher training effect evaluation model is constructed. After discussing and reflecting on the existing problem in current practice and we hope to further deepen the theoretical guidance and practical enlightenment for kindergarten teacher training in China.

Presenter: Huanhuan Li

Organization: University of Illinois at Urbana-Champaign

Understanding Implicit Biases, Perceptions, and Responses to Diverse Learners

Room: Alma Mater

Research shows that even when people don't believe stereotypes, once they are absorbed, they can influence people's behavior. This implicit bias is even present among educators, influencing the lessons we prepare, the way we deliver lessons, and the expectations we have for our students. When teachers understand their own implicit biases, their students' executive function (i.e., the skills students need to process information), and the variables that impact executive function, they are more effective. In this session, participants will explore the executive function competencies that children need and the professional learning opportunities that help teachers foster these student skills.

Presenter: Millissa McClaire Gary

Organization: New Teacher Center

Lowering Your Stress by Taming Your Mind

Room: Technology

People often create unnecessary stress by responding negatively to potentially stressful situations. This happens when we accept and dwell on thoughts that are distorted, exaggerated or illogical interpretations of the situation. Yet we often accept and respond to these thoughts as if they were true. We rarely challenge our distorted thought patterns because they are automatic and often unconscious. This session will help participants identify their stress inducing thought patterns, and explore various ways to tame the mind. Techniques explored will include cognitive restructuring, intentional gratitude, thought stopping and mindful meditation. By learning to control our thoughts when stressed we lessen unneeded stress, and free our minds to cope with the elements of the stressor that we can control.

Presenter: Michele Guerra

Organization: University of Illinois at Urbana-Champaign

Breakout Session D

Race, Ethnicity, and Diversity in the Classroom

Room: Humanities

This session will address mentoring students and attending to race, ethnicity, and diversity in the classroom and beyond. Dr. Neville's research focuses on three interrelated areas: (a) color-blind racial ideology or the systematic set of beliefs that serve to deny or minimize institutional racism; (b) racial identity attitudes, particularly the influence of positive, internalized racial attitudes on wellbeing; and (c) race-related stress.

Presenter: Dr. Helen Neville

Organization: University of Illinois at Urbana-Champaign

A New Teaching Pathway in Southern, Central, & Western Illinois

Room: Knowledge

The Teacher Shortage is not only dire; it is growing. Traditional teacher preparation programs are declining in enrollment; we must find new ways to add to the teacher pipeline, especially for those hardest hit areas of the state. Golden Apple, which has been preparing teachers to teach in Illinois' schools-of-need for 32 years, has recently launched the Golden Apple Accelerators, a 15-month residency pathway for career changers and college seniors to become teachers. With the support of Higher Education and political leaders, this new pathway and program will help address the communities with the greatest need. Learn how you can take part!

Presenter: Alan Mather

Organization: Golden Apple

Instilling Design-focused and Reflective Dispositions in Teachers Using Technology

Room: Innovation

This workshop will offer some guidelines for how to mentor teachers who are trying to use technology in innovative and impact ways in their teaching. We will discuss this in terms of developing dispositions and changing perspectives away from a “deploy and pray” approach to a “design and reflect” approach. Dr. Lindgren and Dr. Tissenbaum will each share some examples of classroom uses of technology from their research and they will facilitate discussion of best practices.

Presenter: Dr. Robb Lindgren

Co-Presenter: Dr. Michael Tissenbaum

Organization: University of Illinois at Urbana-Champaign

Behavioral Coaching: A Strategy to Support New Teachers in Behavior Management

Room: Excellence

This session will provide an overview of how to support teachers in managing challenge behavior. Challenging behavior impacts students and teachers alike, and beginning teachers often report challenging behavior as one of the more difficult aspects of their jobs. The presenter will share research related to behavioral coaching and information about how behavioral coaching can be implemented in schools. In addition, strategies for managing frequently occurring behaviors will be shared.

Presenter: Dr. Anne Butler

Organization: DePaul University

Avoiding Power Struggles: Restorative Classroom Management

Room: Loyalty

How do you create a safe, connected community where harm happens less? Join us as we discuss norm-setting, examine classroom management scenarios and engage in experiential/collaborative activities designed to understand the relationship between body language and other forms of communication. We'll close out with a restorative language exercise and reflection.

Presenter: Sonjanita Moore

Co-Presenter: Rosa Zamora

Organization: Umoja Student Development Corporation

Preparing and Supporting Teachers to Foster Social-Emotional Learning in Schools

Room: Alma Mater

Teachers' responsibilities are vast and varied and teacher preparation programs are tasked with preparing teachers for all aspects of student learning. How well-prepared are teachers for social-emotional learning? What are school districts doing to support teachers in this regard? This session will share preliminary research on how Illinois educators feel their teacher preparation programs and school districts are preparing them to meet the social-emotional needs of their students. It will also explore ideas for ways forward to ensure that Illinois teachers are best equipped to meet the diverse social-emotional needs that students carry to school each day.

Presenter: Jessica Kwasny

Co-Presenter: Bob Chikos, Christa Valencia, Jordan Hohm

Organization: Teach Plus

Advocating From the Classroom: 10 Lessons for Educators

Room: Technology

Teach Plus is an organization dedicated to elevating teacher leadership, and has spent the past decade helping ensure teachers' voices play a key role in the development of educational policy. In this session, attendees will learn ten lessons about advocacy developed by Teach Plus' founder, and leave with several specific actions they can take to find out about and influence policies as they're developed—instead of reacting after the fact.

Presenter: Bill Curtin, NBCT

Organization: Teach Plus

Breakout Session E

Virtual Mentoring with Video Conferencing and Social Media

Room: Humanities

Mr. Combs is the 2020 Illinois Teacher of the Year. He has developed the free information/materials sharing website www.banddirectorsshare.com, as well as several Facebook pages where he shares advice, ideas, videos and even free books with thousands of band directors globally. Last year through these mediums, Mr. Combs consulted privately with over 650 individual band directors world-wide. In this session, Mr. Combs will talk about how you can use technology to create virtual environments conducive to remote group and individual collaboration.

Presenter: Eric Combs

Organization: Teach Plus

Retaining Special Educators: The Role of High Leverage Practices

Room: Knowledge

Forty-eight states and the District of Columbia have identified teacher shortages in special education and related service providers. Special educators leave the field at nearly double the rate of general educators. In an effort to better prepare special educators and mitigate the attrition rate, the CEEDAR Center and the Council for Exceptional Children published a list of 22 high leverage practices that all beginning special educators should be prepared to enact as they begin their career. Student teachers and new teachers must be provided with meaningful and frequent opportunities to practice and refine these high leverage practices.

Presenter: Laurie Andrews

Organization: University of Illinois at Urbana-Champaign

Multicultural Instruction in Today's Classroom

Room: Innovation

The US public classroom has experienced a shift in student demographic over the past several decades. The changing student landscape has elicited new instructional approaches to ensure more inclusive learning environments. This workshop introduces new instructors to multicultural education with an emphasis on culturally relevant curriculum development and classroom practice. In this workshop, we will review the challenges and opportunities for multicultural instruction, inquiries into institutional practices from a social justice framework, and approaches for becoming a more culturally responsive teacher.

Presenter: Dr. Nathan Castillo

Organization: University of Illinois at Urbana-Champaign

Creating an Education Pathway in Your School

Room: Excellence

Share your passion for teaching with the next generation of educators! Join us as we discuss the benefits of educational pathways in a high school setting and ideas for starting a program in your school. Emphasis will be placed on Educators Rising, a Nationally recognized program, that was created by teachers and can be customized to fit your school's needs. A question and answer session will follow to help attendees navigate their next steps to implementation.

Presenter: Lindsey Jensen

Co-Presenter: Jessica Day

Organization: Teach Plus

New Teacher and School Leader Partnerships That Work

Room: Loyalty

School leaders play a critical role in decreasing the number of new teachers that leave a school site. This new model of on-site new teacher induction takes a different approach. School administrators are responsible for onsite new teacher induction, forming partnerships with new teachers to increase the possibility that they will stay. By the end of year one, new teachers have formed a relationship with the administrator that is professional, nurturing and non-threatening. New Teachers feel as if they can continue to grow at this school site and they encourage others to come and be a part of the team.

Presenter: Dr. Nichole Farris

Organization: Focused Instruction LLC

Strengthening the Pipeline: Advocating for Mentor Training in Illinois

Room: Leadership

We propose to restart and expand the IL mentoring program in an effort to address the teacher shortage; particularly in the geographic and content areas with the highest need. The session will begin by examining how we can use what we learned from previous mentoring programs in Illinois to create a stronger program that engages stakeholders at multiple levels. We will then invite feedback from attendees to help evaluate the strengths and roadblocks of the current proposal. Finally, participants will leave with a toolkit they can use to advocate for mentorship funding statewide and earn "quick wins" for your school.

Presenter: Lisa Caputo Love

Co-Presenter: Crysta Weitekamp, Shayla Ewing

Organization: Teach Plus

Social Emotional Learning from the Inside Out: Supports for Teachers

Room: Alma Mater

This session focuses on promoting supports for beginning teachers as it relates to addressing students' social and emotional learning (SEL) needs. In this session, findings from a research on teachers' assessment of students' SEL skills are presented. Findings suggest that teachers' perceptions of students' SEL are important in understanding students' academic and behavioral outcomes. Factors influencing teachers' views of students' SEL will be discussed. Challenges for teacher SEL are discussed. The session concludes with strategies for developing teacher supports to promote student SEL.

Presenter: Dr. Kevin Tan

Co-Presenter: Dr. Brenda Lindsey

Organization: University of Illinois at Urbana-Champaign

Using Social Media as Teacher Professional Learning

Room: Technology

Online social networking can be thought of as the online use of technology to connect people, enable them to collaborate with each other, and form virtual communities. How can these online social networks be used by educators? As reported in an article from the National Association of Elementary School Principals, administrators shared that social networking sites can help educators share information and resources, create professional learning communities and improve school-wide communications with students and staff. Let's look together at how online communities in education!

Presenter: Lisa Storm Fink

Organization: National Council of Teachers of English

Nametag Color Key

The colored dots on each nametag identify a participants' job role. Please use this as an opportunity to network with peers and make new connections.

Color

Yellow

Orange

Red

Green

Blue

Roles

New Teacher

Support Provider

Mentor

Administrator

Higher Education





INTC Beginning Teacher Conference

June 22-23, 2020
Champaign, Illinois
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Visit: intc.education.illinois.edu/conferences/btc for conference information and updates






ILLINOIS NEW TEACHER COLLABORATIVE

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