

The Hope Street Group State Teacher Fellows Program Newsletter

Across the nation, [Hope Street Group](#) (HSG) creates pathways for teachers' voices to impact and shape better education policy. Our [State Teacher Fellows](#) (STFs) have engaged over 50,000 colleagues as part of their Professional Learning Network (PLN), ensuring that teaching professional opinion is heard and acted upon in the creation and implementation of education policy.

Tennessee STFs Meet with the State Department of Education

Tennessee STFs met with Commissioner of Education Candice McQueen and other members of the Tennessee Department of Education (TDOE) to discuss the findings of the STF Spring 2016 Report, centered on Response to Instruction and Intervention (RTI2). Commissioner McQueen later joined Dr. Sara Heyburn (Executive Director of the Tennessee State Board of Education) and Barbara Gray (President of the Tennessee Education Association) at the June Convening for a panel moderated by STFs Karen Vogelsang and Jarred Amato. Commissioner McQueen also held a listening session with the STFs on testing and accountability to inform a Tennessee-specific Every Student Succeeds Act (ESSA) plan. The fall data collection centered on school climate, including chronic absenteeism and student discipline. The report with recommendations will be released in Spring 2017.



Tennessee Commissioner of Education Candice McQueen holding a listening session with STFs

"Data collection was an eye opener. It was exhilarating to interact with my colleagues on educational policies and then compare our local results with the statewide results."

-Dana B. Siegel, Tennessee State Teacher Fellow

TDOE Personalized Learning Task Force Releases Recommendations

Tennessee Department of Education's Personalized Learning Task Force, whose members include Tennessee State Director Keilani Goggins, recently released their [report](#) with recommendations to guide personalized learning and align the work across the state to the department's strategic plan, Tennessee Succeeds. The task force focused on exploring four areas, with the goal of tailoring the teaching and learning cycle to the needs of each student: blended learning, predictive analytics, micro-credentialing and competency-based education. Six STFs are participating in one key recommendation, a micro-credentialing pilot, which brings together a group of highly effective Tennessee teachers from around the state to participate in the program as mentors. These STFs will work virtually with novice Tennessee teachers to curate and recommend learning resources. Five STFs will participate in an independent micro-credentialing track.



Tennessee STF Micro-Credentialing Participants

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"As Kentucky teachers, we are well-versed in achievement gaps,
but what about opportunity gaps? They are not the same."
-Sabrina Tackett, Kentucky State Teacher Fellow

Kentucky STF's Join Urban League and NAACP for ESSA Townhall

Hope Street Group Kentucky STF's, Stan Torzewski and Andrew Beaver, from Jefferson County Public Schools (JCPS) helped lead the Urban League of Louisville's town hall-style, community-based forum focused on the design of a new education accountability system under the new Every Student Succeeds Act (ESSA). The community forum was sponsored by the Urban League and NAACP chapters of Louisville and the Prichard Committee for Academic Excellence, with Kentucky Education Commissioner, Dr. Stephen Pruitt and Dr. Donna Hargens, Superintendent of JCPS, as the featured speakers. The dialogue captured by Stan and Andrew represent the questions, responses and comments of over 60 community members, the Drs. Pruitt and Hargens and the sponsors of the event.

Kentucky STF's Partner with the Kentucky Department of Education to Increase Learning Opportunities and More

The Kentucky STF's worked with the Kentucky Department of Education (KDE) to design survey and focus groups questions that gathered teacher, instructional coach, assistant administrator and lead principal perception data around how schools provide equitable learning opportunities for all students to take advanced and/or certificate-bearing coursework, how to improve communication throughout education systems in the Commonwealth of Kentucky and how teachers and building administrators build professional relationships centered on trust.

STF's gathered over 2,400 educators' voices through the survey and nearly 500 educators answered focus group questions. This marks the first time that the Kentucky STF's sought building level administrator perspectives through our data collection tools. The data gathered, and the subsequent policy recommendations to the KDE, will allow the STF's to engage in meaningful, data-driven dialogue this winter and spring of 2017 with building and district administrators, as well as state partners and organizations that support administrators across the state.

North Carolina Teacher Voice Fellows Present Data Findings



Hope Street Group North Carolina Teacher Voice Networks present to the North Carolina Department of Public Instruction

Hope Street Group North Carolina Teacher Voice Network Fellows (TVFs) presented to the North Carolina Department of Public Instruction on their data findings from the 2015-2016 school year, covering supports for low achieving schools, the interaction between charter schools and traditional public schools, teacher retention and teacher compensation. Pamela Fitzpatrick, Kelly Norton Pipes, Doug Price, and Marlow Artis offered their perspectives on the data while facilitating conversation with NCDPI Directors and staff.

Following the presentation, staff followed up with each of the TVFs to discuss further opportunities to collect and act on teacher input and on increased representation of teachers at the North Carolina General Assembly. TVFs also enjoyed lunch with Dr. Atkinson, prompting a follow up Twitter chat on the measurement of school impact on student preparation for life outside the classroom (citizenship) and how to scale such measurable projects statewide for inclusion in the ESSA state accountability plan.

North Carolina Teacher Voice Fellows Collect Educator Feedback on Key Policy Plans

North Carolina Teacher Voice Network Fellows (TVFs) collected feedback on several different topics over the summer and early fall of 2016, helping the North Carolina Department of Public Instruction, the State Board of Education and the Program Evaluation Division of the General Assembly review teacher perspective on school calendar flexibility, the State Board's Strategic Plan and the processes and elements of advanced roles for teacher leaders. TVFs held focus groups across the state and engaged their colleagues on surveys to assess their opinions, asking questions like "What would a promotion in teaching look like to you?" and "What are the elements of a supportive school leadership team?"

The results of the feedback on the State Board's Strategic Plan will be available mid-winter 2017, while the Program Evaluation Division will be including the NC Teacher Voice Network in their report to the General Assembly on the school calendar. Feedback on advanced teaching roles was forwarded to districts to consider when evaluating career pathway programs, and included in Bryan Christopher's EdNC.org [piece](#), *The Value of Teaching Mentors*.

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Hope Street Group North Carolina TVFs Discuss Student Preparation for Life Outside Class

Hawaii STF's Partner to Increase Teacher Leadership and Input



Hope Street Group Hawaii STF's

Hawaii STF's have invested in several different projects this year to increase teacher leadership at various levels throughout the state. At the complex area (district) level, STF's in Kauai have worked with their superintendent to create a shared leadership structure. With this structure the superintendent, principals and teachers come to the same table to discuss and design a complex area initiative for their schools. Teacher representatives from each school who participate will also bring student voice with them to contribute and reinforce alignment at all levels.

In addition, Hawaii STF's have leveraged the voice of their teacher networks in partnership with Hawaii Department of Education (HIDOE). This fall, they collected data from their peers focused on college and career readiness, specifically asking teachers how a high-quality career readiness pathway can be supported and implemented at the school level for an integrated K-12 approach. This data will be provided to HIDOE to inform their approach in the following school year.

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