

**WORKFORCE DEVELOPMENT AND EQUITY COMMITTEE MEETING  
MONDAY, DECEMBER 16, 2019  
5:30 p.m. – 7:30 p.m.**

**GROUP COMMENTS**

1.

**Barriers**

- too many obstacles
- not good “role models”
  - ✓ would like to interact one on one with students
- not enough information about resources students can know or use
- fair, asking for help (advertising) stigma, advice
- doing “things on our own”
  - ✓ support system
  - ✓ advice from adults
  - ✓ trusting adults
  - ✓ listen, building a relationship
- learning about students
  - ✓ giving out positive feedback
  - ✓ engagement in the classroom
  - ✓ comfortable to talk to

\*CONNECTION W/and RELATIONSHIPS!

**the dream...**

- scholarships for all
- engagement
- culture & relationships
- diversity (“role models that look like me”)
- positives/strengths based
- dream big
- teachers being understanding
  - Whole person & empathy

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2.

**BARRIERS**

FINANCIAL – TAKING ON DEBT IS OVERLY BURDENSOME FOR DIVERSE CANDIDATES

- Coaching stipends are low compared to suburbs
- University debt is very high

RESPECT – TEACHERS AREN'T ENCOURAGING STUDENTS TO SELECT TEACHING

- CPAA convened P/AP conversation recently
- Are there teacher champions?

(Districts needs to create)

- Needs to be a culture of respect for teachers
- More teacher voice, agency
- Principals need to create more teacher leadership
- Evaluation, roll-out of initiatives, micromanagement of teachers are (major) concerns

## SOLUTIONS

- ED PREP HIGH SCHOOL (like med prep)
  - Higher salaries/coaching stipends
  - Have teachers nominate students for participation in teaching academies
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### 3.

#### Supports

- High School Classes (just trying)
- Give leadership opportunities in their elementary/high schools
- Partner Athletes w/classroom
- Create “agents” to help select best fit for educational role
- “Future teacher clubs” in H.S.

#### Barriers

- means \$\$\$
- Gender bias as to whom should be in education
- Not seeing teaching as innovative
- Potentially “bad” experiences
- Not having enough internships in education (like during summer)
- Potentially not appreciated for the work done
- Potentially benefits/earnings (especially at first)
- Time w/ family work/life balance
- Standardized testing (ACT/SAT)

#### Influences

- Powerful teaching/innovative experience
- Marketing – a “calling” Inside vs. Outside CPS
- Role models
- Story w/teacher
- Sell education as a career to multi ages
- Relatives in education
- Community service geared in education
- “Seeing the power” of education

- Multiage influence like CTE
  - Knowing you are making a difference
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#### 4.

- Barriers
    - share the struggles
    - celebrate teachers
    - knowledge guidance of programs
    - do not feel comfortable with the teaching profession
    - share the transferable skills connecting it to how they can use in their lives
    - leverage quality & leadership
    - students need to see various types of teachers
    - clear process & support for expungement DACA
    - access to housing
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#### 5.

- access to mental health services/supports
  - cost of higher education
  - normalizing higher education so that it is not a SHOCK
  - involving parents in the process
  - better immersion into the classroom while in school & obtaining their certification
  - understanding resources when beginning teaching career
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#### 6.

##### Supports

- Opportunities for hands on experience
  - More CTE Education pathways
  - Starting early-middle school
  - Financial supports
  - Internships, more exposure
    - Access to information – what is available?
      - Counselors – training, preparing counselors w/ tools available to students
    - Bias ratio of counselors-student, capacity & demands of counselors
      - Programs like Future Teachers Conference
      - What is current and potential funding for CTE?
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## 7.

### Influences

- Counselors +/-
  - Family +/-
  - Income mobility (-) –
  
  - Peers, experiences within classroom –  
Learning environment (+/-)
  - Workshops, or learning opportunities
  - Social media
  - Teachers of color (+/-)
  - Society (+/-)
  - Policy
  - Mentors or lack there of
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## 8.

### Barriers

- Programs need to be more transparent, what are the requirements? Resources?
  - Include undecided and undeclared
  - Learning how to support/teach little kids, need to be more exposed to that (pathways)
  - Note a lot of people are part of the classes...harder to brainstorm ideas (pathways)
  - What is it that makes students lose interest? How do we gauge intensity & rationale of interest?
  - Need for more active roles models..How are POC mentoring others into teaching?
  - Debt/Tuition cost
  - Environment of program – campus culture
    - lack of representation
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## 9.

### - Supports –

- better support & guidance to afford college
  - holding elected officials accountable for the cost of higher education
  - equitable pay
  - feels like we have to choose between what we love & how we sustain our lives
  - develop the profession of teacher earlier
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## 10.

- influences –

- teachers
  - family support
  - friends
  - social media
  - community organizations
  - faith leaders
  - coaches
  - curriculum
  - advocacy for students & future teachers
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11.

- Supports \* Missing
    - CTE -> one-on-one communication
    - Teachers that are role-models for students
    - Seeing the same teachers
    - Tell us how it will benefit them
      - Share positives of the profession
    - Work w/ parents to support teachers
    - Pulling back the curtains to see what teachers do
    - \*there has to be financial support
      - Designing a pathway
      - Programs w/ that show the emotional satisfaction
    - Dual language programs/schools
    - Collaboration of [sic] mentoring programs
    - \*showing students what they don't normally see
      - Students should be allowed to be in important meetings
      - Student voice committee [sic]
    - \*supporting [sic] @ every single level
    - \*student -> teacher -> coach -> leader
    - \*paying for books/transportation
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12.

- Influencers
  - Parents
  - Teachers -> (who build relationships and have one-on-ones)
  - Counselors/advisors
  - Avid/Gearup
  - A network of support (peers, cohorts, community based orgs.)

- Tutoring programs/coaching programs
  - School itself/university programs
  - Exchange programs
  - Teacher directed trip
    - ISU for example (spend the day and shadow)
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### 13.

- Barriers
    - More guidance
    - No awareness of how to
    - Very few programs (teaching programs they can start in high school)
    - More CTE pathways
    - Bad reputation about teachers
    - Lack of mentorship/guidance @ high school or university level
    - Financial support
    - Not sure what it actually entails
    - Positive media/more positive impact
    - Looks hard -> high turnover
    - Frustration of teachers (students see it)
    - Economy -> students have other things going on
      - Programs that provide additional support
    - Poor salaries
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### 14.

- Barriers/Roadblocks
  - Credentials – access to programs preparations [sic]
  - Finance – 1st generation college students
    - Unpaid student teachers
    - Sustainable mentor program
  - Culture and climate
    - Change the narrative to a positive relationship of mutual respect between adults and children.
  - Find balance keep [sic] pathways retention
  - Access to more supports that partner w/ university
  - Educator mental health – what does it look like?
  - Exposure to all settings during teacher traditional program [sic] – being intentional w/ peers supports
  - Financial – more programs that offer a bridge from 2 yr. to the 4 year degree
  - What barriers to our students face.
  - What supports best help

- Who most (better or more) influences on their path
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**15.**

- Stakeholders & Influencers
    - City Colleges
    - Current teachers
    - Current students
    - CPS talent – HR
    - Principals (hiring managers)
    - Office of social and emotional learning
    - CTU/SEIU
    - Non-profit and policy
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**16.**

- Barriers
    - Money
      - Are funding streams allowing training
        - CTE/Perkins
    - Red Tape
      - Levels of funding approval
        - State vs. CPS approval
    - Perception
      - Teaching is not an attractive profession
      - Student experience closely linked to desire to teach
      - Students only see daily “grunt” work or negative experiences
    - Awareness/Exploration
      - Exposure to positive teaching experiences
      - Summer tutorial/teaching experiences
        - Have students spend time teaching
      - Creating elective for teaching credits
      - Credits for educational work (potentially w/ pay)
      - Exposure to wide range of teaching/education career opportunities
      - Community service is restrictive (project based)
    - Challenging behavior
      - Ways to intentionally address classroom issues
        - Mental health
        - Challenging behavior
        - SEL issues
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## 17.

- Supports
    - More supports to addressing classroom issues (mental health, behavioral issues, SEL)
    - How can the schools support students holistically
    - CPS to CPS pipeline
    - Create a toolkit
      - Engage -> expose -> support
    - Change the teaching narrative
      - Create a value narrative
    - Create campaigns to show benefits of teaching
      - Salary, vacation, other perks
    - Create supports and acknowledgements for outstanding teachers
    - How do we create touchpoints for mentoring
    - Create/leverage faith-based relationship to recruit
    - Create relations w/ organizations
    - Have student teachers make commitment to teaching (> 1 yr)
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## 18.

- Influences
    - CTU and CPS need to repair relationship
    - Work with city to make living in city more affordable
    - Return to being people focused instead of policy/profit
    - Consider alternative pathways to teaching
      - AA degree + experience vs. BA and no experience (should they be considered equally)
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## 19.

- Barriers
  - Transfer of credits across institutions
  - Affordability
  - Lack of clear communication about requirements, fees, tests, othe [sic] information (need to streamline)
  - Lack of mentors (too much self-advocacy)
    - Encouragement
    - Negative messages about academic potential
  - Misalignment between state licensure rules and university degree requirements
  - More rigor needed within h.s. academic preparation

- Lack of dialogue-relationship between community colleges and universities
  - Timing of courses (during day poses conflicts for working adults)
  - Financial demands of internships – student teaching
  - Lack of awareness of the positives of teaching as a profession
  - Lack of a [sic] ladders or scaffold to licensure
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## 20.

- Supports
    - Professional development
    - Financial support
      - Re-thinking “volunteer” nature of teacher training (mentor teachers, student teachers)
      - GYO
      - Golden Apple
    - Repeated messaging about the value of the profession [sic] > mentorship recruitment leadership
    - Experience with high quality teachers – counselors
    - Clear, streamlined access to (information about) various support networks
    - Consistent reflection on the skills associated with teaching
    - Cohorts – networks – associations for subgroups with education (ECHS, etc....)
    - Praise from city/state/national leadership for the value of the profession
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## 21.

- Supports
  - Partnerships w/ opportunity
  - Requirements, language, timelines
  - Intrinsically motivated candidates
    - Example Spark
    - Exposure early often
    - Google
    - Encouraged
    - Guided
    - Valued
    - Time Matters!
    - Invaluable work
    - Lab, real-life application
  - Summer Bridge Programs
  - Navigator

- Sooner the better
  - Mentors, school counselors, guidance advisors, great CTE educators -> PD for these leaders!
  - Bridge the gap -> University
  - One goal
  - imentor
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## 22.

- Barriers
    - Communication
      - Navigate
      - Overwhelming
      - Community engagement
    - Information
      - Many pathways
    - \$ Money
      - CTE funding (expansion)
      - College scholarships
      - Licensure waivers
      - Dual Credit
    - Executive functioning when they get there
    - On time
    - Deadlines
    - Turning work
    - Equip Parents
      - Pathways
      - Grades G.P.A.
      - ACT/SAT
      - Timelines
    - Student Opportunities
      - Facilities for CTE
      - CTE has limited space
      - Get out the class
    - Appreciative Advising
      - Who?
      - When?
      - How?
      - Why?
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## 23.

- Influencers
    - Dr. Janice Jackson
    - Latanya McDade
    - Great Teachers
      - Know Us
      - Learning styles
      - Great ideas
      - Care about us
      - Love us
      - Shows the fun
    - Change perception on teaching
    - Showcasing CPS Good!
      - CPS Opportunities -> diff school
    - So many negative views -> counter that
    - \$Affordable, accessible, opportunities, experiences 4 ALL
    - Community - School - Culture
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## 24.

- Not ~~sufficient~~ enough marketing of teacher CTE to middle grade students
  - Need more teacher CTE programs
  - Need more opportunities for students to volunteer or intern
  - Teacher prep academic (wheeling)
    - -> internships and dual credit
    - -> Educators rising (like Future Teachers of America)
  - CPS needs to support CTE clubs
    - - partner with universities
  - Need to recognize barriers for many students to pursue teaching
    - Background checks and low-level offenses
    - Need to support family income
  - CPS curriculum and policies as a deterrent
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## 25.

- 60 schools in CPS have zero Black teachers
- Paid student teaching
- Check-ins and support for student teachers
- Teacher support networks
- Increase teacher prep time
- Culturally competent pedagogy

- Trauma-informed pedagogy
  - Restorative practice/less police
  - Include students in the conversation
  - Include parents/caregivers
  - Career exploration in middle grades
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## 26.

- Supports and Opportunities
    - Inform earlier about pre-reqs
    - ECE CTE program (Simeon, Curie, Roosevelt, Simpson, Uplift, Farragut - > working w/)
      - ->Early exposure and experience students
      - ->Mantra: parent, advocate, teach
    - Knowledge/structure sharing across programs (#NCTR)
      - ->Golden Apple, AUSL
    - Diversity of teacher prep/student teaching environments
    - Intensive supportive training and induction
    - Partnerships between high schools and universities
    - Strong mentorship programs
    - Parapro experience as a bridge (paid experiential opportunities)
    - AA to BA bridge
    - Incentives SS
    - -> Loan forgiveness
    - -> Payment assistance
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## 27.

- I.Treatment of teachers (disrespect)
    - Barriers of pay
    - Professional not seen as appealing
    - Programs for experience
    - Perception of teaching/teachers
    - Dual-credit opportunities
    - CTE – lack of stipend
    - CPS advocating for policies that support students
    - How does the education challenge white supremacy that prevents/limits students particularly Black and Brown students
    - Pressure on teachers of color
    - Paras + teachers
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## 28.

- Paid student teaching
  - Tutoring
  - Clubs to influence
  - Limitations around teaching
  - Ed TPA assessment
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## 29.

- Coach salaries turn folks away from CPS
- Title IX violations/girls sports under-supported, under-respected
- Stipends are lower in CPS, needs to rise
- How many teacher academies/CTE are there?
  - -> Connect those students with universities
- Teacher Residency Program – Ryan came thru Chicago Teaching Fellows
  - -> More support staff to ST role – how will people maintain their living during ST?
- Are there employment relate criteria for HS students in CTE?
  - -> Happened in FL
  - -> Hands on is important
- Neighborhood schools program might help keep students engaged – minimal training and serve as a TA/support staff member
- Financial barriers – taking on debt
- Are there extracurriculars? That support choosing teaching
- Before Diversity – address teachers/missing subs
- Minority neighborhood, TS could at T meetings on this – identity leaders in the classroom/elem students
  - -> teacher nominations -> student leadership experience
- Encourage to use Naviance to identify students district-wid
- P/APs convened this weekend to contribute by CPAA
  - -> STs need TS to encourage them/TS need to be respected by district
  - -> [sic] needs to recognize environment for TS [Respect] evaluation roll-out is micro-manage
  - -> Process -> conversation about encouraging diversity
- More likely to get a diverse teacher from outside the district than getting a CPS alumni
- Losing people before they walk in the door because of poverty level of teachers; need to pay teachers more
- Reducing teacher voice/agency is suspect
  - -> Principals need to cultivate more teacher leadership
- Recruiting more graduate programs

- Have K-12 schools take on a HS student as an intern if they don't have a ST
  - Q is bigger than what CPS can do
  - Career counselor -> encourage someone to go into ed but you lose them – some folks aren't prepared from bachelors degree
  - Ed Prep high school should exist like med prep hs
  - In Austin, some teachers leave despite coming from urban prep univ
  - Change the environment is one approach/change the community
  - Full year student teaching is crucial to good preparation
  - Poor athletic facilities chase away talent from choosing student teachers
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## **WRITTEN COMMENTS**

1.

Discussion of barriers:

- Be forward and real about the activities, rewards, and struggles of being a teacher
- Celebrating teachers
- Better knowledge and guidance from the beginning
- “Kids want to change the world” but may not feel comfortable based on pop culture
- Tell them the benefits they can get — including transferable skills
- Acknowledge that this generation doesn't stay in jobs for as long — upward path
- Leverage quality and leadership
- Students need to see various forms of teachers in front of them, not just one view
- Prior records of justice involvement, etc. (records can be expunged) or DACA — create clear policies and steps (process) on how to support those students
- Housing is a huge deficit in the city and so students are leaving due to expense
- Mental health support to ensure access to higher education and then on to career
- Cost of higher education is a barrier — put together pieces for funding (w/outside)
- Loan forgiveness programs — get funding and also help them manage effectively
- Balancing work as part of school — target work that informs you, not just sustains
- College is a key place where students get exposed to career opportunities, networks
- Normalize the socialization process for students so it's not a cultural shock for them
- Improve the institutional understanding and support for FGLI and minority students

- Be culturally sensitive, and bring families along too — critical to persistence, career
- Don't drop teachers into schools and say "okay, figure it out" — need support (good leadership, coach, structure, cohort approach, bridge from theory into practice)
- Teacher ed programs have to change; not coming out with full set of skills they need
- In the "normal college" model students spend most of their day in a school setting, which helps immerse: appreciate the nuance and complexity so can practice better
- Do pre-service teachers have chances/spaces to interact with the CTU? "Tethers"
- Understand resources when starting; need more robust induction (not just schools)

[Campaign: "I'm a CPS teacher, and what I love about teaching is..." What do other districts do that has worked? When students are local, are they more likely to join the district?]

[Which of these are the effects of macro issues on this situation — poverty, college access and persistence generally — and which are more targeted/specific issues we could move? Which of the broader trends, like reduced enrollment in ed programs, actually DON'T?]

Discussion of supports: What has helped and what is missing?

- Affordability of college and better guidance
- Advocate for more resources — like more meaningful Pell Grants
- Good teachers should not be encouraged to get out of the classroom to make more
- Who is encouraged to teach what?
- Start to develop students as future teachers (much) earlier
- Expand pre-teaching programs like those at Curie (and also the awareness) — maybe the students in those programs can also go to elementary schools to share

Who most influences?

- Friends
- Teachers
- Families
- Counselors

- Social media
  - City Colleges
  - Community organizations
  - Faith-based organizations
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## 2.

I was sorry to miss last night's meeting, but have 2 brief comments (hopefully before the deadline).

First, teachers of color perform extra labor, which is what drives findings that having same-demographic teachers significantly helps students' of color academic outcomes. Jerry Wilson's research (UNC-Chapel Hill now, formerly a CPS high school teacher) shows how these improved outcomes are due to this extra labor – mentoring, advising, extra-curricular supports, etc. CPS should consider ways to compensate this labor as a retention measure as well as a way of making the profession more attractive to future teachers of color. Providing supplemental pay, course releases, advising sections in lieu of classes, etc., are some possibilities.

Second, instead of paying significant sums to alternative certification programs, create a scholarship fund for CPS graduates to pay for teacher education programs. These could be at the undergrad or graduate level so long as they commit to teaching in CPS for 5 years.