

Questions about the Teacher Quality Committee Composition

- 1) What is the recommended size of the Teacher Quality Committee?
There is not a requirement for the size of this committee.
The Teacher Quality Committee (TQC) Design Team (made up of representatives from the Department of Education, Iowa State Education Association, and School Administrators of Iowa) suggest that the goal is to have adequate representation from both stakeholder groups to ensure collaborative decision making. If the team is too small, dialogue will be limited. If the team gets too large, making decisions and facilitating the group becomes more complex.

- 2) When the certified employee organization is selecting teachers to be on the committee, what role groups should be represented?
There is no requirement for selecting role groups.
It is recommended by the TQC Design Team that you try to get representation for elementary, middle, and high school. You may also want to include teachers from various academic content domains and the specializations (e.g., reading, mathematics, science, special education, art, music, physical education, etc.).

- 3) Are there certain attributes we should look for when selecting members?
Again, there is nothing specified in the requirements.
Ideally, for both administrators and teachers you should select individuals who are committed to accomplishing gains in student achievement, knowledgeable about school improvement, enthusiastic about professional development, and skillful in effective meeting processes. Another quality is willing to work collaboratively to support professional development that benefits students and teachers and to shape evaluation processes to be valuable and meaningful.

- 4) We have an efficient professional development team in place. Can the district propose that an existing PD team serve as the TQ committee?
Yes. However, the local association must agree.
The TQC Design Team recognizes that the responsibilities of the Teacher Quality Committees are numerous (The roles and responsibilities will be reviewed at the orientation). The Teacher Quality Committees hopefully will make good decisions that results in professional practices that as a result helps students learn more. There may be current groups in place in a district that can serve as useful advisors to the Teacher Quality Committee on these various responsibilities. As Teacher Quality Committee members attend the orientations, become familiar with the roles and responsibilities it is likely that best answers to some questions we have today will be answered.

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