Commission on Educator Leadership & Compensation

Meeting Notes

Date: August 14, 2013

Time: 10:00 a.m. – 3:00 p.m.

Location: Iowa Department of Education (Room B100)

MEMBERS PRESENT:

Mary Jane Cobb, Donna Huston, Paula Vincent, Dan Smith, Tom Downs, Mike Beranek, Georgia Van Gundy, Mary Jo Hainstock, Victoria Robinson, Paul Gausman, Ray Feuss, Jeff Anderson, Brenda Garcia-Van Auken, Patti Fields, Denny Wulf, Todd Louwagie, Kevin Ericson, Ryan Wise

AGENDA ITEM: Welcome and Introductions

Notes: members shared their current position, past professional, personal and educational experiences they'll draw from in their work on the Commission and what excites them about this work.

AGENDA ITEM: Responsibilities of Commission members and plans for the year ahead

Notes:

- **The four key responsibilities of Commission members were discussed:**
  1) **Monitor Implementation**: The commission shall monitor with fidelity the implementation of the frameworks and comparable systems by school districts pursuant to this section and sections 284.16 and 284.17.
  2) **Evaluate and Make Recommendations on Applications**: The commission shall also evaluate and make recommendations to the department on applications for approval of a framework or comparable system submitted to the department pursuant to subsection 6, and on the expenditure of moneys appropriated for purposes of this section.
  3) **Review the use and Effectiveness of Supplemental Assistance to High Need Schools**: In addition, the commission shall review the use and effectiveness of the funds distributed for supplemental assistance to high-need schools under section 284.11.
  4) **Annual Report**: By December 15 annually, the commission shall submit its findings and any recommendations, including but not limited to any recommendations for changes to the framework established in subsections 1 and 2, and the comparable systems

set forth in sections 284.16 and 284.17, and for changes to section 284.11 relating to state supplemental assistance to high-need schools, in a report to the director, the state board, the governor, and the general assembly.

Dr. Wise stated that the Commission's focus this year will largely be on evaluating and making recommendations on applications, and that this body provides an excellent mechanism for providing feedback on how we develop the system

The Commission members then discussed how this matched or differed from their initial expectations.

Finally, the Commission reviewed the meeting schedule and the topics for the upcoming Commission meetings.

August 14, 2013: role and responsibilities of the commission; orientation to the TLC system; vision and norms; planning grant process; and DE support system

September 24, 2013: district plan template and process for districts to submit TLC plans to the DE and Commission

November 12, 2013: feedback from the field; initial findings and recommendations for legislative report

January 21, 2014: training to review school district plans

February 18, 2014: final review of school district plans

April 22, 2014: feedback from the field; update on DE support system; planning for next year

June 17, 2014: teleconference on DE updates including meeting schedule for the upcoming year

AGENDA ITEM: Orientation to the TLC System – Review of Legislation and DE Guidance

Notes:
The Commission formed five groups with 3-4 members per group. Each group reviewed one section of the DE guidance on the TLC system and shared with the whole group: a) 2-3 critical points for the Commission to know; b) questions they have and/or questions they anticipate the field may have about this section.

The Following Focuses on the Questions Generated by the Groups:

Group 1 (pp. 1 –3): Overview; Vision and Goals; Funding; Phased-in Entry

- How will we know if it works? Grappling with the "if, then" question
- Worry that legislature will view the $150 million as all that districts need

- Where will we get the new high-quality teachers that this system will bring about the need for?
- How does a district get removed the system if it is not meeting objectives?
- How do we keep districts engaged that get a planning grant in year-one, but not implement until year-three?

Group 2 (pp. 3 – 6): District Options; Comparable Plan "Must Haves" (284.17)

- Will Commission provide examples/guidance on "Rigorous Selection Process"?
- Any future definition of the TL roles beyond ones listed?
- Will there be a standard PD model for TL? What already exists?
- Bullet 3 on the "must haves" needs to be more clearly defined. How do we define "meaningful"?

Group 3 (pp. 6 – 8): Teacher Career Pathways (284.15)

- How can districts partner with other districts or AEAs to implement these leadership roles?
- How do we maintain culture of learning as people move in and out of leadership roles?
- How do we encourage great teachers to apply for leadership roles if they really prefer to stay in the classroom or if they have never thought of themselves as being leaders?
- How does the support the PLC work?

Group 4 (pp. 9 – 10): Instructional Coach Model (284.16)

- Observed that the Instructional Coach is not as clearly defined as the roles in 284.15.
- How will we be able to evaluate the efficacy of the Instructional Coach Model?
- Will there be encouragement for partnership between districts in creating Instructional Coaches?
- How much will districts have to tweak their already existing Instruction Coach Model? How do we make those districts "stretch" rather than just adhering to an existing model?
- Can AEAs play a role in providing instructional coaches?

Group 5 (pp. 11 – 13): Requirements Applicable to All TLC systems: other Related Items

- What exactly is the teacher emeritus role and how does it impact IPERS considerations?
- What are the Chapter 20 implications?
- How will professional development for principals have to change to support this teacher leadership structure?

AGENDA ITEM: Vision and Norms for the Commission

Notes:
The Commission discussed two topics first in small groups and then as a whole Commission: 1) Vision: what will success look like for this commission? How do we get there? 2) Norms: the Commission reviewed norms from the TLC task force and discussed changes to these norms.

- Vision – What will success look like for this Commission? How do we get there?
    - How do we make certain that the money is spent appropriately?

- How are we accountable? How do we measure improvement?
- How do we know that we are impacting positively student achievement, staff moral, and school culture?
- What are the expectations that we communicate to districts?
- How do we share best practices that exist in districts?
- How do we make sure that collaboration and involvement by teachers is equal in rural and urban districts? Some sense that it may be more of a problem in larger districts.
- How do we keep legislators informed of the work of the Commission?

- Norms: How do we need to operate as a group to achieve this vision?

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  - Make what is best for kids as the first priority.
  - Create an environment of trust on the Commission.
  - The Commission needs to speak with one voice based upon consensus reached by the Commission. There needs to be clarity on the Commission's messaging. The Commission may want to develop talking points after each meeting.
  - We have to focus on the long-term since the results will not be immediately evident. We need to communicate externally that externally.
  - Be respectful.
  - Value all opinions and honor diverse opinions.
  - Seek to understand perspectives/Listen.
  - Come prepared.
  - The Department will provide appropriate support for the Commission.
  - Be present while we are here.
  - Use technology to facilitate conversation. Don't let technology become a distraction.
  - Consider the whole system of education.
  - Stay focused on the purpose of the Commission and its mission.
  - Start and end meetings on time.
  - Be open to new ideas.

- Try to stay ideologically balanced.

AGENDA ITEM: Discussion and Application: *Overcoming the Obstacles to Leadership* by Susan Moore Johnson and Morgaen L Donaldson (Educational Leadership, September, 2007)

Notes: members reviewed the article *Overcoming the Obstacles to Leadership* and engaged in small- and large- group discussions about the article and its relevance to their work as Commission members.

Comments from Members of the Commission:

- Have the same issues in private industry; resentment by senior employees of junior employees attempting to guide their work
- Have to resist communicating that one has to be an instructional leader in order to be a great teacher.
- Tremendous need to reduce isolation of teachers.
- Ambiguity about the roles will result in ambiguity in assessing efficacy.
- Passivity is unacceptable; both in terms of support and implementation
- The selection process for the leadership has to be fair and transparent.
- Cannot confuse teacher leader with administrator. Performing administrative tasks is inconsistent with a teacher leadership system.

AGENDA ITEM: Feedback: Planning Grant Process and TLC System Support

Notes: members provided comments and feedback on: 1) the Department's process for allocating and distributing planning grants; and 2) Creating a support system to ensure the successful development of the TLC system

Planning Grants Details: Dr. Wise provided a hand-out on the proposed details of the Planning Grants and reviewed the timeline of the program. The exact legislative language was read to the Commission. The planning grants will be administered through the www.iowagrants.gov site. Districts will need a point person. Districts will make a funding request based upon the numbers. There will be a text box where the district can provide a brief description on how it plans to use the funds. Tom Cooley provided an overview of the potential application document, and received questions and feedback from members of the Commission. Dr. Wise will send out a follow up application template for feedback from volunteers.

Department Support Plan: Dr. Wise shared the Teacher Leadership System Design Resources (Draft) with the Commission by Ryan as well as the proposed components of the Iowa Teacher Leadership Support System.