



# **COUNCIL ON EDUCATOR DEVELOPMENT PRELIMINARY RECOMMENDATIONS**

**October 2015**

## **CURRENT MEMBERS OF THE COUNCIL ON EDUCATOR DEVELOPMENT**

Elaine Baughman, Special Education Teacher, Harlan Community School District, Harlan  
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Roark Horn, Executive Director, School Administrators of Iowa, Clive  
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Josie Lewis, Policy/Legal Services Director, Iowa Association of School Boards, Des Moines  
Patty Link, Parent Representative, Des Moines  
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Jon Sheldahl, Chief Administrator, Great Prairie Area Education Agency, Ottumwa  
Bev Smith, Associate Superintendent for Human Resources and Equity, Waterloo  
Billy Strickler, Elementary Teacher, Fairfield Community School District, Fairfield  
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Tammy Wawro, President, Iowa State Education Association, Des Moines  
Cindy Winckler, State Representative, Davenport\*  
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## **PAST MEMBERS OF THE COUNCIL ON EDUCATOR DEVELOPMENT**

Byron Darnall, Former Chief of Educator Quality, Iowa Department of Education  
Dan Smith, Former Director of School Administrators of Iowa, Clive  
Patti Roush, Former Principal, Denison CSD  
Stephen Miller, Iowa Association of School Boards  
Amy Sinclair, State Senator, Wayne\*  
Ron Jorgensen, State Representative, Sioux City\*  
Jimmy Casas, Former Principal, Bettendorf CSD

## THE COUNCIL ON EDUCATOR DEVELOPMENT MEETING DATES

October 4, 2013	December 19, 2014
November 26, 2013	January 16, 2015
January 9, 2014	February 13, 2015
February 13, 2014	March 13, 2015
April 15, 2014	April 10, 2015
May 27, 2014	May 15, 2015
September 17, 2014	June 10, 2015
November 7, 2014	September 3, 2015

*For additional information regarding the meeting agendas and minutes, please refer to the following link: <https://www.educateiowa.gov/council-educator-development>*

## COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATIONS

### COUNCIL ON EDUCATOR DEVELOPMENT PURPOSE

**256.29(1)** A council on educator development was established to conduct a study and make recommendations regarding the following:

- a. A statewide teacher evaluation system and performance review requirements.
- b. A statewide administrator evaluation system.

### COUNCIL ON EDUCATOR DEVELOPMENT THEORY OF ACTION:

**IF** Iowa educators (including all certified teachers and administrators) meaningfully participate in a cohesive, consistent, fair and reliable educator development system;

**IF** the Iowa educator development system outlines clear and comprehensive professional standards, criteria and learning progressions that define best practices and that specify clearly differentiated levels of performance;

**IF** the Iowa educator development system expects rigorous goal setting and action by Iowa educators directly tied to learning needs;

**IF** the Iowa educator development system defines highly effective instruction and engages educators in formal evaluation as well as non-evaluative coaching and self-reflection;

**IF** the Iowa educator development system provides the necessary supports that will continuously improve the knowledge and skills of highly effective educators;

**IF** the Iowa educator development system supports collaborative practice that focuses on improving learning for students and educators;

**AND** Iowa educators are part of an ongoing comprehensive evaluation system that is applicable to educators at all levels and/or content areas;

**AND** the comprehensive evaluation system incorporates a fair and balanced use of multiple measures, including an array of indicators of student learning outcomes related to a targeted goal(s);

**AND** there is a coherent vision for continuous school improvement with alignment among the local schools and districts, the Department of Education, AEAs, professional associations, and the institutions of higher education;

**AND** if the Iowa educator development system assures that highly effective evaluators continually engage in consistent and quality professional learning aligned to the required components of the system;

**AND** the Iowa educator development system is implemented with fidelity;

**THEN** the effectiveness and collective capacity of Iowa educators will be maximized;

**SO THEN**

Student learning will increase.

## INTEGRATING KEY TOPICS IN ALL RECOMMENDATIONS

The Council on Educator Development engaged in the study and the shaping of recommendations as outlined in 256.9 of the Iowa Administrative Code. While conducting this work, the Council recognized a number of key topics that need to be addressed within and across all of the recommendations. The key topics include:

1. **Resources** – Personnel, time, financial and other supports must be sufficient to effectively implement support, and monitor an Educator Development System outlined in these recommendations.
2. **Differentiated system** – In an effort to address the needs of all the multiple certified educators/staff (teachers, teacher leaders, counselors, nurses, athletic coaches, administrators, etc.) influenced by these recommendations, the Educator Development System must include a differentiated set of course work for potential evaluators, on-going professional development for certified educators/staff and the use of multiple measures dependent on the professional role/assignment of each certified educator.
3. **State-wide Initiatives/Programs** (e.g., Teacher Leadership and Compensation, Iowa Core, Multi-tiered Systems of Support) – The Council on Educator Development recognizes that schools/districts are engaged in multiple efforts to enhance student learning and the daily practice of all educators. The recommendations should be viewed as an opportunity to enhance these statewide initiatives/programs.
4. **Fidelity** – Implementation with fidelity is important. Fidelity within the system will require the use of common vocabulary and tools that describe the best practices of teaching and leadership. It will also require a consistent use of multiple measures that promote feedback and collaboration and closely connect the evaluation process to ongoing professional development at the individual, building, and district levels.
5. **Effective Educator Practice** – The Council on Educator Development knows that the system must articulate what effective teaching and leading looks like and what educators must do to demonstrate those practices. Key foundations of any quality evaluation and support system should provide to educators the opportunity to see models and reflect on their professional practice.
6. **Roles within the Educator Development System** – The Council on Educator Development is aware of the importance of clearly articulating the responsibilities between educators (e.g., teachers, teacher leaders, and administrators) in an effort to enhance the Educator Development System.
7. **Monitoring the Educator Development System** – The Council on Educator Development notes the importance of using data and information to monitor, support and improve the system. A data and information system needs to include an adequate data collection system; a means to gather, organize, analyze and use data to inform the educator development system; and collective opportunities to enhance the system.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 1: Continue to support collaboration, reflective practice and ongoing constructive feedback in the educator development system.**

**DEFINITION:**

- Collaboration – Work with and between teams, departments, administration, peer groups, and other stakeholders with the goal of improved professional practice and student learning.
- Reflective practice – Ongoing process where teachers and administrators think about teaching and/or leading, analyzing how practice might be improved or changed for better outcomes.
- Constructive feedback – Specific, ongoing, timely and user-friendly feedback given in support of improving teaching and/or leading.

**KEY POINTS:**

- The educator and leader focus on examining effective teaching and leadership practices that positively impact instruction.
- The educator takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The educator participates in a system of improvement that incorporate continuous feedback loops focused on improving instructional and/or leadership practices allowing for the development and ownership of those practices.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 2: Formally certify and support evaluators to ensure fidelity of implementation of the existing system and statewide initiatives in tandem with the recommendations in this report.**

**DEFINITIONS:**

Current Iowa Evaluator Training Requirements – Iowa’s current system is defined in 284.10 (<https://www.legis.iowa.gov/docs/code/2015/284.pdf>).

- Learning Progressions – Describes effective leadership practices with more specificity than standards alone, provide guidance about how practice might be improved and outline professional learning experiences to bring about improvement.
- Effective Networks of Professional Development – Assembles a cohort of administrators through SAI, AEA and higher education institutions for building human and social capital.
- Mentoring – Engages all administrators in new roles in School Administrators of Iowa’s peer mentoring program.
- Formal Certification – The certification will be a licensure requirement dependent on evaluator competencies and formal training in the evaluator system.

**KEY POINTS:**

- Create, implement, and sustain research-based learning progressions based on Iowa Standards for School Leaders as an ongoing, formative tool and process that promotes continuous improvement of the administrator, the school, and the school system.
- Enhance and maintain networks of professional development and mentoring for administrators, in order to build the human and social capital within the system and support administrator growth over time.
- Develop, execute, and maintain a research and development component tied to the administrator effectiveness system with the purpose of evaluating, making system improvements, and informing stakeholders.
- Formally certify all evaluators in all capacities within a school district (i.e., principal training on evaluating teachers, superintendent training on evaluating principals, athletic director training on evaluating coaches, etc.).
- Evaluator recertification would emphasize evaluator renewal/growth training and ongoing re-certification.
- Align frequency of summative evaluation of all evaluators in all capacities within a school district with the educator evaluation system by conducting summative evaluations every three years.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 3: Articulate and support the continued use of multiple measures, which may include an array of indicators of student learning outcomes related to a targeted goal(s).**

**DEFINITIONS:**

- Multiple measures – A variety of data points (i.e. lesson plans, professional development work, student work samples, parent communication, assessment data, etc.) from multiple sources (i.e. teacher, student, administrator, parents, community, etc.) to evidence professional growth and/or proficiency.
- Indicators of student learning outcomes – Evidence identifying what the learner knows and is able to do.

**KEY POINTS:**

- Multiple measures are collaboratively decided between the educator and his/her direct supervisor and are supported by ongoing conversation and coaching.
- Within the educator development process teacher and administrators create annual professional development plans with goals tied to student learning needs within their building and district. In addition teachers and administrators are evaluated using specified standards.
- As part of this process, teachers and administrators evidence their professional growth and proficiency through the use of multiple measures from different sources.
- Student achievement and student learning goals are infused throughout the Iowa Teaching Standards, as well as the Iowa Standards for School Leaders.
- Many different kinds of student learning data can be used to evidence growth and proficiency in combination with other relevant data and artifacts.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 4: Use a balanced evaluation system that includes annual accountability in the form of the Individual Professional Development Plan (IPDP) and a comprehensive multifaceted three-year review for all educators (including all certified teachers and administrators).**

**DEFINITION:**

- **Balanced Evaluation System** – An evaluation system that uses multiple measures and both formative assessments and summative evaluations to promote professional growth to improve student learning.
- **Peer Review** – Formative, informal, collaborative review of teaching and/or leading conducted by one’s peer group which is focused on assisting each peer group member in achieving the goals of the educators’ individual professional development plan.

**KEY POINTS:**

The comprehensive teacher and administrator assessment and evaluation system will be based on the use of:

- ongoing assessments of performance (to include annual formative assessments and summative evaluations every three years) to monitor and improve practice across the continuum of development from the novice teacher to career school leaders and administrators;
- multi-faceted evidence of practice to include professional contributions and student learning aligned to individual, building and district data;
- professional standards that assess educator effectiveness through clearly articulated progressions of learning; and
- professional learning that is relevant to the educator’s goals and needs including both formal learning opportunities and peer collaboration, observation and coaching.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 5: Continue to use and refine the Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL) to ensure that Iowa educators are able to demonstrate the knowledge, skills, and dispositions.**

**DEFINITION:**

- Teaching standard – Describes what a teacher should know and be able to do in today’s learning context to ensure student learning.
- Leadership standard – Describes what a school leader should know and be able to do in today’s learning context to support effective teaching practices and ensure student learning.
- Knowledge – The role of declarative and procedural knowledge necessary for effective practice.
- Skill – Performances that can be observed and assessed in the education practice.
- Disposition – The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth.

**KEY POINTS:**

- Current Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL) align with the definition of teacher and school leader effectiveness. (Iowa Code 284.3, Iowa Administrative Code 83)
- Our current standards and indicators are written in observable and measurable terms that can be used within a learning progression system.
- Our current standards define quality instruction/leadership and the practices of highly effective teachers/school leader.
- The standards need to continue to be researched-based, and should be articulated by a learning progression component. This should replace the former binary measure of “meets” or “does not meet.”
- Essential/core standards for teachers’ and school leaders’ work should be addressed by the learning progressions.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 6: Identify and implement learning progressions aligned to the Iowa Teaching Standards and Iowa Standards for School Leaders that define best practices and that specify clearly differentiated levels of performance.**

**DEFINITIONS:**

- Learning Progressions – Describe effective teaching and/or leadership practices with more specificity than standards alone, provide guidance about how practice might be improved and outline possible professional learning experiences likely to lead to improvement. The progressions describe teaching/leading across multiple dimensions with increasing complexity and sophistication.

**KEY POINTS:**

*Key assumptions underlying the recommendation to use and refine the Iowa Teaching Standards and the Iowa Standards for School Leaders with the use of learning progressions includes:*

- *Teaching and leading are complex. They are learned and developed over time and should not be viewed as linear.*
- *Growth occurs through reflection, experience, feedback, or professional learning. It is dependent on context, particularly levels of support.*
- *The focus of learning progressions is on practice not the individual.*
- *Clear and comprehensive professional standards, criteria and learning progressions that define best practices and that specify clearly differentiated levels of performance will increase the effectiveness and collective capacity of Iowa educators.*

- Learning progressions should be implemented to enhance the current Iowa Teaching Standards and Iowa Standards for School Leaders by giving educators clear exemplars of performance. Much like an innovation configuration map, *“The progressions are a support tool to promote and improve teacher effectiveness and growth. They describe the increasing complexity and sophistication of teaching practice for each Model Core Teaching Standard across developmental levels so teacher candidates, practicing teachers and other educators can see what increasingly effective practice looks like to show desired change over time.”* (A Resource for Ongoing Teacher Development, 2013. p.10)
- Progressions are most powerful when used to guide formative experiences and should NOT be used as a scoring scheme or rating scale for high stakes summative judgments.
- The focus of these progressions is ALWAYS on the practice of teaching or leading and how to improve the educator’s professional practice. The progressions guide mentors, coaches, and school leaders in providing feedback to teachers and school leaders on their performance, including areas of growth and potential learning experiences as part of the educator’s individual professional development plan and the continuous improvement process.
- The progression framework guides educators through self-reflection, promotes an ongoing self-assessment tool related to the framework, stimulates ongoing professional growth and development, and encourages a school culture focused on student learning.