



Commission on Educator Leadership & Compensation

Meeting Notes

Date: October 16, 2015

Time: 10:00-3:00

Location: Grimes State Office Building, ICN Room

MEMBERS PRESENT: Denny Wulf, Georgia Van Grundy, Roark Horn, Diane Pratt, Donna Lee Huston, Mary Jo Hainstock, Ray Feuss, Kevin Ericson, Lisa Bartusek, Mike Beranek, Molly Boyle, Mary Jane Cobb, Paula Vincent

Department of Education: Becky Slater, Ryan Wise, Phil Wise, Shan Seiver, Lora Rasey

AGENDA ITEM: Welcome and Introductions; Overview of the Day; Visions and Norms

Expected Outcome	Lead	Follow Up
Reintroduce group and review visions and norms.	Ryan	<u>None</u>

Notes:

- Members and DE staff introduced selves and shared a personal/professional highlight.
- Previewed the day – items and intended outcomes.

AGENDA ITEM: Department of Education Updates

Expected Outcome	Lead	Follow Up
Update Commission member on TLC work within the Department.	Becky	<u>Look into impact of TLC on the number of positions in districts.</u>

Notes:

- Final Application Round Updates:
 - Applications are coming in very quickly – only 17 left as of this morning.
 - Confident every district will submit.
 - Most questions are related to Iowa grants.
- Change Requests:
 - Becky developed a form for districts to complete.
 - Information requested includes:
 - What is the change? Asked to include original and new language from the grant.
 - What is the rational for the change?

- What is the level of support for the change?
 - TLC webpage now includes a change section with information about requesting changes, a link to the form, and a PDF of change requests.
 - Tracking changes allows us to monitor the 5-must haves, allowable use of funds, and track changes over time to help the system learn.
 - Becky is contacting LEAs that have not submitted changes to make sure they are aware of the process.
 - ISEA voiced they are thankful that changes are made known and that they have broad support for this.
 - Every approved plan and every change request is now publically available on the Department's TLC webpage.
- End of Year Reports.
 - Starting this process now so districts know what is expected and have time to collect the needed information.
 - Reports for 14-15 were submitted by June 30th. Local measures from part 8 were reported on.
 - In general districts are excited about the TLC process and were reflective and thoughtful about how the year went and changes they might want to make.
 - End of year reports will be ready in November.
 - We are refining the process in response to this year's experience. Some districts had alignment with part 2 and part 8, others did not. Measures were listed and generally similar, but not always tightly aligned.
 - Webinars and targeted phone calls are planned to assist with implementation
- Outside Evaluation:
 - Contracted with the American Institutes for Research (AIR)
 - This is the final component of the overall evaluation system including end of year reports, BEDS data, and change tracker.
 - AIR will look at student achievement and broad TLC goals.
 - Work with AIR has begun. Round two selection will allow them to develop a strong research design. Initial overview will be out in the spring.
- Member Question: Can we analyze the impact of TLC on the number of positions in districts?
 - Are there unintended consequences of creating leadership positions that impact or eliminate other positions?
 - Is there a way to track if teachers move into leadership positions and then go back to the classroom?
 - The means exists within BEDS to do this. We will look to see if we can generate this data.
 - AIR will be doing surveys and focus groups and can potentially get a sample of this.
 - Could report on teacher leader's retention in End of Year.
 - Data alone won't tell us if changes are good or bad without the story, the why.
 - TLC is designed to be a lattice system with teachers moving in and out of positions – not staying in a position for life.

AGENDA ITEM:

Expected Outcome	Lead	Follow Up
Receive input from Commission members regarding Annual Legislative Report.	Ryan and Becky	<u>Compile feedback from CELC members to form basis of legislative report.</u>

Notes: Findings, Recommendations and Feedback: What is going well? What are needs and concerns? What are future directions? .

- Going Well:

- Level of excitement and level of supports.
- Some districts have built in additional time for teacher leaders to meet as a group.
- Many examples of success in buildings.
- People across the country are noticing what is going on and TLC is becoming a benchmark for the nation.
- Positive energy around the program.
- Teacher leaders have an opportunity to be an instructional leader while still in the classroom.
- Increased collaboration and trust among teachers and administrators.
- Collaboration around the state and diverse people around the table.

- Concerns and Needs:

- At LEA level, are teacher voices included in evaluation and impact analysis?
- How many years should a teacher leader stay in a role? Is there a point when they have been out of the classroom too much to be effective? Is there research on optimal years?
- How do we make sure they don't cease to be seen as teachers by their peers...keep time in the classroom in their work?
- We need profiles of what success looks like. What are leverage points we can share with others?
- Evaluation of teacher leaders is still developing.
- What happens with unfilled teacher leader positions...are we just plugging people in even if they are not fully qualified?
- Not all teachers embrace teacher leaders coming into the classroom.
- How much time should teacher leaders be out during the day?
- Is the funding truly sustainable? How does supplemental state aid and allowable growth cut impact TLC program?
- How will teachers being out of the classroom impact small districts?
- Reporting can be difficult since every LEA is in a different place with implementation.
- Clarification of roles is needed in some places.
- Ensuring there is ongoing and clear communication is necessary.
- We need to communicate the purpose of evaluation
- How do districts leverage teacher leadership to impact areas of innovations?

- How do districts leverage teacher leadership for the vision and initiatives in the LEA?
- How do we minimize the perceived impact of taking the best teachers out?
- What percentage of districts are making changes? That is important to note (for good, not bad reasons)
- How do we continue to grow leaders so they can someday fill teacher leader positions?
- Other:
 - Since we have hard data from Cohort 1 we need to include that in the legislative report.

AGENDA ITEM: Final Preparation for Reviewing District TLC Applications

Expected Outcome	Lead	Follow Up
Refresh Commission members on scoring, review procedures and timelines for scoring.	Becky	<u>Release applications.</u> <u>Tell Becky if you want hard copies of the executive summaries.</u>

Notes:

- Partners met together to talk over the application they had scored and recalibrate scoring.
- Substitutes are available for teachers on the commission.
- Shared scoring advice: score in big chunks; score a few and then discuss with your partner to make sure you are on the same page

AGENDA ITEM: Discussion of Selection Process

Expected Outcome	Lead	Follow Up
Determine support for districts not making the cut score.	Ryan and Becky	<u>Score application. Note feedback for low scoring districts.</u> <u>Bring reconciled scores to December meeting.</u> <u>Bring thoughts on counselor question to December meeting.</u>

Notes:

- How can we support districts who do not make the cut scores? How can we give feedback?

- Commission is willing to takes notes and provide feedback to those that are 5 or below. General feedback will be provided in the 6-7 range.
- Partners should bring notes to December meeting and work with partner to determine what feedback to give.
- Feedback will be appreciated by the AEA and LEAs.
- Other supports for those below the bar: AEA's are willing to help; other LEAs are willing to help and work with nearby districts.
- Decision on resubmission timeline will be made at December meeting
- Keep in mind context of the districts (size, consortium, how much funding left after minimum salary is met etc...)
- Bring your scores reconciled to the December meeting.
- Initial findings and recommendations – continued:
 - Can anything be done for counselors that have professional licenses, but not a teaching license, and serve as a leaders (BLTs, data, PBIS, and other appropriate roles)? Can the commission make a recommendation in legislative report? Contracts vs. licensure? Bring back thoughts to December meeting.
 - Concern about sustainability and growth of our TLC system. The commission may want to consider a “position” on a continued TLC advisory and implementation group. Come up with statements of belief in future advisory committee issues.
 - Commission has an ongoing role related to implementation with fidelity of TLC across the state. Recommendations on how to improve over time.
 - This committee goes on, but terms do end. Need to clarify terms. May have task of assistance to high-needs schools. This group will work on recommendations in the future.

AGENDA ITEM: Next Steps/Adjourn

Expected Outcome	Lead	Follow Up
Commission members understand what will happen next in their meeting schedule.	Ryan and Becky	

Notes:

- Reviewed next meeting date and potential new and follow-up topics.