



Commission on Educator Leadership & Compensation

Meeting Notes

Date: December 2, 2015

Time: 10:00-3:00

Location: Grimes State Office Building, Room B100

MEMBERS PRESENT: Jeff Anderson, Lisa Bartusek, Mike Beranek, Molly Boyle, Mary Jane Cobb, Kevin Ericson, Ray Feuss, Paul Gausman, Mary Jo Hainstock, Roark Horn, Donna Lee Huston, Jeff Orvis, Diane Pratt, Georgia Van Grundy, Dennis Wulf.

Department of Education: Ryan Wise, Becky Slater, Lora Rasey, Linda Carroll

AGENDA ITEM: Welcome and Introductions; Overview of the Day

| Expected Outcome | Lead | Follow Up |
|--|------|-------------|
| Welcome group. Reintroduce those who were unable to attend in October. | Ryan | <u>None</u> |

Notes:

- Ryan welcomed the group, reviewed the agenda items, and went over the plan for the day.
- Becky lead introductions and thanked Commission members for all of the work they have done.

AGENDA ITEM: Review Final Scoring; Consolidate Feedback for Districts

| Expected Outcome | Lead | Follow Up |
|---|-------|--|
| Partners finalize scoring. Partners coordinate feedback. | Becky | <u>Becky will compile feedback to send to districts.</u> |

Notes:

- Currently there are approximately 40 applications below 73 and 96 applications 73 or above.
- Each team will put a general feedback statement together for those districts that scored a 6 or 7 to assist with improving scores.
- Scoring teams will then go to those districts that scored 5 or below and develop specific feedback to help them as they re-write sections of their plans.

AGENDA ITEM: Discussion of Next Steps

| Expected Outcome | Lead | Follow Up |
|---|------|---|
| Determine next steps for districts not making the cut score | | <u>Next Deadline February 10th.</u> <u>Becky will send a Doodle to determine a date for a Conference call.</u> <u>Becky will send a summary of the AEA call.</u> |

Notes:

- Becky opened up discussion of ideas for the timeframe and expectations for districts to resubmit applications.
- We want to ensure time to meaningfully re-write, and re-score, and for districts to be able to hire and prepare for fall implementation.
- There needs to be a deadline in order to get them through.
- Do we have a rolling deadline? Could scoring occur as they are submitted?
 - This was seen as too time consuming to be realistic.
- The commission can decide if they want to allow for submissions if there are districts still not making the cut score after the next submission deadline.
- Discussion of how best to support districts even if they need to go back to the planning stage.
- Discussion of how do the Area Education Associations (AEAs) intervene and help. The Department will be coordinating with AEAs to plan support for districts and will be working hard to support every district in having an approved plan.
- Discussion of how many times do we keep extending “chances.” The Department can target support to the AEAs with the most low scores. We need to ensure districts get the message that they need to avail themselves of the assistance that is available.
- The Commission feels good about the combination of the feedback today and bringing AEAs together to think about plan improvement.
- The Department is holding a conference call with AEA TLC support contacts and will send a summary of this meeting to the commission.
- For a lot of these districts this is their first time applying. There were only 22 districts that had submitted before. If this is the second time and they miss again, then we need to help address the concerns that remain about their plans.
- Discussion of if Part 1 should be modified to recognize that districts are in a different place with their planning process after three years and if they are resubmitting.
- Consistency of process has been honored by the commission.
- The Commission will use the same process as in the past: 8s and above can be frozen. The rest are for resubmission.
- Fist to five process:
 - Modify part one to include what the district has done since the last submission?
 - NO
 - Require some sort of a sign-off (AEA, “buddy” district)?

- NO. The commission can't require AEAs to do anything, but the Department will ask at their meeting with the AEA TLC contacts.
- Commission members are willing to have calls with AEAs to clarify what they are looking for.
 - AEAs will be given the feedback and general comments from the Commission.
- Commission members would like instructions on how to view previously viewed application.
- One deadline for next application. Fist to five consensus.
 - Due date February 10th.
 - Deadline for Commission members to submit scores is February 29th.
 - Target announcement date is March 4th.
- Set a conference call for the Commission to discuss next steps for any districts that don't make the cut score in the next round.
- The Department will suggest the idea of a "sign-off" to the AEAs during their call next week. The Department will work with the AEAs. This is not the work of the commission.
- Becky/Lora will send out summary of the meeting on the 9th with the AEAs to the Commission.

AGENDA ITEM: Legislative Report Review and Other Items

| Expected Outcome | Lead | Follow Up |
|---|----------------|--|
| Review draft of legislative report and provide feedback. Gather feedback on the roles of counselors. | Ryan and Becky | <u>Becky will send out a revised version and you can provide her with additional feedback.</u> |

Notes:

- Review of Legislative Report. Please note - this is NOT a full-blown evaluation. This is the annual report of the Commissions' findings and recommendations.
- Becky presented the report and explained she kept the previous format. She took notes from the last meeting, typed, sorted, and looked for main ideas. She asked the Commission to look for what needs to be expanded, what is missing, and what needs to be taken out.
- Discussion items included...
- How do we balance the need to not have a revolving door of teacher leaders but also not have individuals in those positions for life? Do they need to go back to the classroom?
 - How do we ensure new leaders are continuing to be developed? We don't want upcoming teacher leaders to be stifled.
 - Once someone "climbs the ladder" it would be hard to go back down.
 - Reminder that this is supposed to be a lattice not a ladder.
 - It is critical teacher leaders continue to be credible with their peers.
 - What does the research say about balance, time serving as teacher leaders, time released etc.?

- As plans change roles may change.
 - Need to focus on the effectiveness of people and position.
- Student achievement is listed at the end. We need to highlight student achievement but clarity is needed. What student achievement evidence will we accept that shows TLC is working? Who is determining state-level and micro-level student achievement? What is the accepted statewide data?
 - This group should not take position on what Student Achievement data we should use.
- We need to ensure a solid monitoring process is in place.
 - How do we determine effectiveness and what do we look at?
 - The Department put out a Request for Proposal (RFP) and contracted with the American Institutes for Research (AIR) to evaluate progress toward the five TLC goals. The only common Student Achievement data is Iowa Assessment. Local End of Year reports allowed districts to share their identified areas of growth.
 - All five goals are important and being looked at.
 - Current Iowa School Report Card and differentiated accountability can help with looking at broader areas...behavior, attendance, community etc. This could help with determining impact.
- The Commission discussed issues related to the funding of TLC in the context of general budget funding for education.
- Successes included in report often have their roots in AEA support, both during planning and implementation. Do we mention AEA support and the work they have done?
 - Ensure that funding is available to support AEA's.
 - AEA has played huge role in implementation of TLC. Provide impact of AEA and how they have increased the capacity of districts.
- Bullet that starts with small districts... This may not be only small districts, but could be all districts. Change to some districts.
- Small Districts:
 - Some of the money went to teacher salaries so they may have less remaining to dedicate to professional development.
 - Small districts sometimes lack specialization at the central office level.
 - Small districts have the advantage of getting everyone in the room to plan.
- How do we ensure all teachers avail themselves of coaching or benefits of teacher leadership?
 - Is it required that all districts have instructional coaches? Not all teachers have availed themselves of instructional coach services (where available).
- Change less qualified "candidates" to "applicants".
 - Do we really know that? Is there pressure to reach 25%? Change to some TLC positions are left unfilled or redefined in order to reach 25%.
- Are the items in this report truly representative?
 - Just because it is put down, does that mean it is representative? It may be an individual concern that has been raised.
 - Should our report just be the facts we know that exist?
 - It could be very factual: Here is the state, this many districts applied, etc.
 - Focus on needs and recommendations.

- This should be objective and not subjective.
- The Commission represents the diversity of stakeholders. This is the Commission’s view at the state level.
- How do you define findings of commission? What’s been done? Strengths and challenges that each member has reported on?
- Bring in more objective beefed up introduction.
- In the past bullets were presented in a more vague way. Use language like “they have heard” and “some commission members.”
- Add in some language that shows this is what some Commission members have heard in some districts. Highlight recommendations.
- In future meetings we can shift the format to more be objective.
- Going forward we may want to change the format of the annual report.
- Becky will send out a revised version and Commission members can provide her with additional feedback. She will...
 - Add introduction with background information (number of schools, etc.)
 - Reference AIR report and End of Year Reports in the annual report so there is evidence of the evaluation process in the introduction.
 - Include the End of Year Report Summary as an appendix.
- Becky will present on AIR in April.

AGENDA ITEM: Next Steps

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

Notes:

- We will have a March conference call when we know the number of remaining districts to determine next steps.
- What will the commission responsibilities be in regard to high needs schools? Until funding is allocated - not a lot. The Department is not anticipating movement in that area.