

# Council on Educator Development Minutes

Google Site: <https://sites.google.com/a/gpaea.org/ee-council/>

**Date:** Friday, March 11, 2016

**Time:** 10:00 AM - 3:00 PM

**Location:** Hoover Building Level A, Conference Room 8; 1305 E Walnut St; Des Moines, IA 50319

## **Attendees:**

*Joel Illian, Joe Judge, Michelle Lettington, Jon Sheldahl, Billy Strickler, Dave Versteeg, Tammy Wawro, Linda Carroll, Ryan Wise, Joanne Tubbs, Cindy Winkler*

## **10:00 – 10:15**

Review next steps for revising the recommendations.

*Jon Sheldahl walked the sub-committee through were the Council was in drafting the recommendations.*

## **10:15 – Noon**

Revise recommendations based on the feedback from the field.

*The sub-committee worked as a group through a side-by-side in drafting the recommendations. See the side-by-side below.*

## **Noon – 12:45**

### **Lunch**

## **12:45 – 2:45**

Continue to revise recommendations based on the feedback from the field.

*See the 10:15 agenda item.*

## **2:45 – 3:00**

Determine next steps.

*Jon, Jen and Matt will use the suggested changes in the side-by-side to draft the recommendations.*

Set April meeting date.

*Jen will set up a Doodle for the April meeting.*

**Suggested Sub-Group Revisions**

**Potential Version Following Revisions**

**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

**Add dates**

*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 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.

**Create narrative intro?**

Include what is the "system"

Teacher evaluation vs teacher development

Include ToA at the beginning b/c it is helpful as a first-time reader

**Key Findings:**

- The current system works to improve the quality of teaching and administration, but implementation is far too inconsistent between districts.
- The best systems use detailed learning progression or rubrics to define best practices and rely on quality coaching feedback and reflection to improve practice.

**THE COUNCIL ON EDUCATOR DEVELOPMENT MEETING DATES**

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**COUNCIL ON EDUCATOR DEVELOPMENT (CED) PURPOSE**

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

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

**INTRODUCTION**

Starting back in October 2013, the CED met for the first time to engage in the study called for in HF215 –

- Current teacher evaluation system and performance review requirements and the current evaluation system requirements;
- Iowa Teaching Standards and Criteria plus nationally accepted teaching standards;
- Iowa Standards for School Leaders;
- Process for developing individual professional development plans;
- Evaluator training;
- Peer group reviews; and

- Interrelated facets of the teacher and administrator evaluation systems and performance review requirements

As a part of the study, the Council listened to and reflected on various presentations regarding how to improve and sustain an educator development system that promotes continuous improvement of educators and student learning. Presentations included:

- Dr. Kim Huckstadt, a UNI professor for school leadership and former Maquoketa Community School District superintendent – *The Impact of Standards-Based Teacher Evaluation on Instruction and Professional Practices in Iowa*;
- Waukee Community School District leadership team – *The Waukee Evaluation System*;
- Kim Owen – *Grant Wood AEA Induction Consortium for New Teachers*;
- Central Decatur Community School District leadership team – *TAP Instructional Rubric*;
- Dr. Carole Richardson and Dr. Larry Bice – *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions*;
- Charolette Danielson – *The Danielson Framework for Evaluation*;
- Dr. Linda Darling-Hammond a visiting professor at Iowa State University (2015) and a professor emeritus at Stanford University – *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement*; and
- Matt Ludwig – *Study of Current Evaluation Practices in Iowa*.

The CED developed a theory of action (See Appendix A) to guide the crafting of the draft recommendations that were released to the field (teachers, administrators, and school board members) for public comment via an online survey on October 1, 2015.

In an effort to ensure that the survey was multi-faceted:

- it was distributed to Iowa teachers, administrators and school board members.
- Dr. Ryan Wise emailed a message and survey link to all Iowa superintendents to share with other administrators and all teachers in their respective districts.
- Council members also used their respective contacts to share the draft recommendations and survey link with colleagues and educational organizations.

**COUNCIL ON EDUCATOR DEVELOPMENT THEORY OF ACTION:**

**Move to appendix**

**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;

- The Department of Education Communications Team used social media tools and other statewide publications to build the education community's awareness of the draft recommendations and survey link.
- The CED will submit the study findings and final recommendations to the Iowa State Board of Education, the Governor, and the General Assembly by November 2016.

***Moved ToA to Appendix or Delete?***

Appendix

**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. **Move to bottom and change numbers to bullets**
- 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

**KEY COMPONENTS/CONSTRUCTS OF THE SYSTEM INTEGRATED 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 **themes that cross** all of the recommendations.

- **The system must/shall be implemented with fidelity. Implementation with fidelity is critical. Fidelity within the system will require the use of common vocabulary and tools that describe the best practices for teaching and leadership. It will also require a consistent use of multiple measures that provide meaningful feedback and closely connect the evaluation process to ongoing professional development at the individual, building, and district levels. (strengthen language!)**
- **The implementation of the system must/shall be monitored for accountability purposes. The Council on Educator Development notes the importance of using district data and information to monitor, support and improve the system. Districts should be held accountable for implementing the entire educator development system with fidelity. (strengthen language!)**
- **The system must/shall be differentiated** in an effort to address the needs of all the certified educators (teachers, teacher leaders, counselors, nurses, athletic coaches, administrators, etc.) influenced by these recommendations. ~~The Educator Development System should include differentiated course work for different educator categories.~~
- **The system must/shall support State-wide Initiatives and Programs** (e.g., Teacher Leadership and Compensation, Iowa Core, Multi-tiered Systems of Support). ~~The Council on Educator Development recognizes that some/many schools and districts are already 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 **and not replace or compete with them.**

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. **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.
5. **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.
6. **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.
7. **Statewide monitoring the Educator Development System** – The Council on Educator Development notes the importance of using district 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. **Districts should be held accountable for implementing the entire educator development system with fidelity.**

Replace 6 and 7 with and additional recommendation regarding district accountability for implementation with fidelity of the system. This is relevant to governance and compliance. TQ committee IPDM PDP

- **The system must/shall clearly define effective educator practice.** The Council on Educator Development knows that the system must articulate what effective teaching and leadership looks like and what educators must be able to do to demonstrate proficiency. Key foundations of any quality evaluation and support system should provide to educators the opportunity to see models and reflect on their own professional practice.
- **The system must/shall articulate all roles within the educator development system.** The Council on Educator Development is aware of the importance of clearly articulating the responsibilities of all educators in the system (e.g., teachers, teacher leaders, and evaluators) in an effort to enhance the functionality of the Educator Development System.
- **The system must/shall be supported with adequate resources. In order to successfully implement and monitor the system, adequate personnel, time and money will be required.**

#### **COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION NEW: FIDELITY & ACCOUNTABILITY**

*This is going to be a new recommendation with definitions and key points.*

Definitions:

Key Points:

- ~~The system must/shall be implemented with fidelity.~~ Implementation with fidelity is critical. Fidelity within the system will require the use of common vocabulary and tools that describe the best practices for teaching and leadership. It will also require a consistent use of multiple measures that provide meaningful feedback and closely connect the evaluation process to ongoing professional development at the individual, building, and district levels.
- ~~The implementation of the system must/shall be monitored for accountability purposes.~~ The Council on Educator Development notes the importance of using district data and information to monitor, support and improve the system. Districts should be held accountable

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 1: Continue to support collaboration, reflective practice and ongoing constructive feedback in the current 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: Develop a new system that Formally certifies and supports evaluators to ensure fidelity of implementation of the existing system and statewide initiatives in tandem with the recommendations in this report. statewide system**

**DEFINITIONS:**

for implementing the entire educator development system with fidelity.

*Discussion: The current system and all of its pieces should be implemented with fidelity and monitored for accountability purposes.*

*Not just evaluating teachers, but that they process is leading to good outcomes for kids.*

*Comprehensive system must be implemented with fidelity*

*Is this a key component or recommendation?*

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 1: Continue to support collaborative and reflective practices that include constructive feedback.**

**DEFINITION:**

- Collaboration – Interaction within and across educator teams, departments, peer groups, and other stakeholders with the goal of improving professional practice and student learning.
- Reflective practice – Ongoing process whereby teachers and administrators think about their own teaching and/or leading professional practice and actively reflect on current practices and plans for growth. ~~desired future practices.~~
- Constructive feedback – Specific, ongoing, timely and user-friendly feedback given in support of improving professional practice. ~~teaching and/or leading.~~

**KEY POINTS:**

- The educators and evaluator focus on examining effective teaching and leadership practices that positively impact instruction and student learning.
- The educators take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The educators participate in a system of improvement that incorporates continuous feedback loops focused on improving

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.~~

#### Key Points

- Effective Networks for Professional Development – Assemble a cohort of administrators through SAI, AEA and higher education institutions to recommend updates to the qualified evaluator training requirements.
- Mentoring – Engage all administrators in new roles in School Administrators of Iowa’s peer mentoring program.
- Require Formal Certification – The certification **should** be a licensure requirement obtained through formal training on the evaluation system.
- 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.
- Differentiated learning opportunities should be developed for those who evaluate teachers and those who evaluate evaluators.
- ~~Evaluator recertification would emphasize evaluator renewal/growth training and ongoing re-certification.~~

instructional and/or leadership practices allowing for the development and ownership of those practices.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 5: Improve the current system Align Develop a new system that to Formally certify and support evaluators to ensure fidelity of implementation of the improved statewide system. (Consider new draft)**

#### 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>).

#### KEY POINTS:

- ~~Effective Networks for Professional Development – Assemble a cohort of administrators through SAI, AEA and higher education institutions to recommend updates to the qualified evaluator training requirements.~~
- Mentoring – Engage all administrators **who are** in new roles in a **formal** peer mentoring program.
- Require Formal Certification **of Evaluator Competence** – The certification should be a licensure requirement obtained through formal training **and/or demonstration of competency** on the evaluation system.
- **Adopt and implement** ~~Create, implement, and sustain~~ research-based learning progressions based on Iowa Standards for School Leaders. **This should be an** ongoing, formative process **and should** promote continuous improvement of the administrator’s **evaluation skills**.
- 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.
- Develop, execute, and maintain a research and development component tied to the administrator effectiveness system with

- ~~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 demonstrate their professional growth and proficiency through 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.

the purpose of evaluating **the system and** making improvements.

- Differentiated learning opportunities should be developed for those who evaluate teachers and those who evaluate evaluators.

Recheck numbering

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 6: The educator development system should/must continue to rely on the ~~will~~ Articulate and support the continued use of multiple measures, including, but not limited to 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 **should be** collaboratively decided between the educator and his/her direct supervisor and are supported by ongoing conversation and coaching.
- Within the educator development process **all teachers** and administrators **should** create annual professional development

- 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 teachers and administrators (including all certified teachers and administrators).**

**FIDELITY OF IMPLEMENTATION . SHOULD NUMBER S 6 AND 7 IN INTRO BECOME AN ADDITIONAL RECOMMENDATION? AWARENESS OF THE REQUIREMENTS.**

**CONTINUOUS IMPROVEMENT**

**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. Current code requires that teachers be formatively evaluated annually through the IPDP process and summatively evaluated at a minimum of every three years. The committee recommends this same system for administrators.
- 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

plans with goals tied to student learning needs within their building and district.

- As part of this process, teachers and administrators **should** demonstrate their professional growth and proficiency through multiple measures.
- Student achievement and student learning goals **should be connected to** the Iowa Teaching Standards, as well as the Iowa Standards for School Leaders.
- Many different kinds of student learning data **should be used as** evidence of growth and proficiency in combination with other relevant data and artifacts. **(Move this up?)**
- ~~Rejected use of student standardized tests scores as a primary tool for teacher evaluation.~~

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 2: 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 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 and improve student learning.~~ Current code requires that teachers be formatively evaluated annually through the IPDP process and summatively evaluated at a minimum of every three years. The committee recommends this same system for administrators.

**KEY POINTS:**

The comprehensive teacher and administrator assessment and evaluation system will be ~~should be based on the use 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.~~

**DEFINITION:**

- ~~Teachers and administrators should be evaluated annually — two years with the annual formative~~
- ~~ongoing assessments of performance (to include annual formative assessments and summative evaluations every three years) used to monitor and improve practice across the continuum of development from the novice teacher to career school leaders and administrators;~~
- ~~multi-faceted sources of evidence of practice that include professional contributions to student learning and are aligned to individual, building and district goals;~~
- ~~professional standards that assess educator effectiveness through clearly articulated progressions of learning; and~~
- ~~professional learning that is relevant to the goals and needs of the educator, including both formal learning opportunities and peer collaboration, observation and coaching (peer review process?).~~

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 3: Continue to use and refine the Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL).**

**DEFINITION:**

- Current Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL) align with the definition of teacher and school leader effectiveness in Iowa Code 284.3, Iowa Administrative Code 281—83.4 and 281—83.10.

- 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)

- **Key Points**

- 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. Multiple research based learning progressions exist and each district shall use a collaborative process between teachers and administrators to determine the best learning progression for that district.**

**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:**

- 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 leaders.
- **As new standards are developed or become available, they should be evaluated by a representative group and considered as a recommendation for adoption.**
- ~~Changing to new standards alone will not improve Iowa’s educator development system. Implementing a robust system around the standards with fidelity will.~~

## KEY POINTS:

### MOVE BOX TO APPENDIX OR DELETE

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.

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 4: Implement learning progressions aligned to the Iowa Teaching Standards and Iowa Standards for School Leaders to define best practices. Multiple research-based learning progressions are already being used in districts across Iowa. Each of these progression models is largely aligned to these adopted standards and not one model is superior to the other. Each district should use a collaborative process between teachers and administrators to determine the best learning progression for that district.**

## DEFINITIONS: PUT PROGRESSIONS EXAMPLES IN APPENDIX

- Learning Progressions – *“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)

## KEY POINTS:

- Learning progressions should be implemented to enhance the current Iowa Teaching Standards and Iowa Standards for School Leaders.
- Multiple research-based learning progressions are already being used in districts across Iowa. Each of these progression models is largely aligned to these adopted standards and not one model is superior to the other. Each district should use a collaborative process between teachers and administrators to determine the best learning progression for that district.
- 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 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.
- Initial license to standard license...appropriateness of “meets does not meet” . role of learning progression in summative eval

- The focus of these progressions **should ALWAYS be** on **professional practice** ~~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 **should guide** educators with a focus on growth to impact student learning. ~~through self-reflection, promote an ongoing self-assessment tool related to the framework, stimulates ongoing professional growth and development, and encourages a school culture focused on student learning.~~
- All levels of the education educator development system **should use** learning progressions to define the knowledge and skills required for licensure, to promote a tiered licensure system that promotes continuous growth and to build substantial supports that promotes quality teaching and student learning.

## APPENDIX A – THEORY OF ACTION

### 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, AEA's, 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.

**APPENDIX B – LEARNING PROGRESSIONS Marzano, TAP, Danielson, etc.**

*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: (Where does this need to go?)*

- *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.*

Linda Darling-Hammond – Chapter 6 of Multiple Measures

How do we incorporate TQ committee, peer review, fidelity (recommendation?)