



Commission on Educator Leadership & Compensation

Meeting Notes

Date: April 14, 2016

Time: 10:00-3:00

Location: Grimes State Office Building, Room B100

MEMBERS PRESENT: Jeff Orivs, Donna Lee Huston, Denny Wulf, Jeff Anderson, Kevin Ericson, Diane Pratt, Mary Jane Cobb, Make Beranek, Mary Jo Hainstock, Roark Horn, Molly Boyle, Lisa Bartusek, Brenda Garcia, Paula Vincent

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

AGENDA ITEM: Welcome and Overview

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

Notes:

Ryan Wise thanked the 8 departing Commission members:

- Jeff Anderson
- Molly Boyle
- Ray Feuss
- Patti Fields
- Brenda Garcia
- Vickie Robinson
- Denny Wulf
- Georgia Van Grundy

Ryan explained the make-up of Commission and the staggered three year terms. New commission members will be selected based on the requirements in the legislation.

Ryan thanked the Commission for the outstanding job they have done during the approval process.

Commission members made short statements of introduction on the process to date.

AGENDA ITEM: Review of Final Round of Applications

Expected Outcome	Lead	Follow Up
Review the results of the final round of TLC application.	Becky	<u>None</u>

Notes:

Becky Slater reviewed the final round of applications:

- The two districts that needed to submit revisions to Parts 4 and 10 did so. They made significant improvements. The Department worked with them to ensure the process remained collaborative.
- The unapproved district resubmitted and received a 75. They took advantage of the available supports. Pat Heiderscheit and the team at Keystone AEA were extremely supportive.

On Tuesday, April 19th, a joint (Governor’s office and Department of Education) announcement will be made at Future Ready Summit.

This is an incredible milestone and every district finished with a strong plan – thanks, in large part, to the dedication of the Commission.

AGENDA ITEM: TLC Evaluation Update and Discussion

Expected Outcome	Lead	Follow Up
Review the evaluation information that has been shared, provide and update, and receive feedback.	Becky	<u>Becky will follow up with AIR:</u> <ul style="list-style-type: none">• Possibility of providing response rates to districts.• Making purpose and benefits clearer in follow-up email.• How achievement analysis will change with a change in state assessment• When results will be available

Notes:

TLC Survey:

- Launched on Monday, April 11th.
- To get the word out the Department is using email, social media, the Department webpage, AEAs, and AGORA. ISEA and SAI have agreed to help as well.
- A landing page with all links is also available.

Questions and Comments:

- Is there any way to find out what percent of a district has participated?

- Becky will ask AIR.

Interviews and Focus Groups:

- 10 districts (4 from Cohort 1 and 6 from Cohort 2)
- Randomly selected based on location and size.
- Des Moines was selected and there was some concern about the size. However, because this is not a survey and the same number of schools and individuals will participate as in all other districts – AIR is not concerned this will impact the results.
- Teacher Leader Focus groups (10 teacher leaders) will be asked a question and respond with their level of agreement using a clicker and then be asked follow-up questions.
- A district administrator and AEA representative will also be interviewed.
- Becky shared the items in the folder related to AIR's work.

Questions and Comments:

- Who selects the teacher leaders – AIR or districts?
 - AIR selects them. Becky has seen the list and a diverse group of teacher leaders are represented.
- Are they interviewed individually or as a group?
 - Teacher leaders are interviewed in a group together.
- Are the questions being asked the ones from the evaluation overview document?
 - No. Those are the research questions AIR used to develop the interview and focus group questions. The actual questions ask for a level of agreement and then have follow-up questions to draw out more detailed responses.
- What is the participation goal?
 - Ideally 100%. An incentive was set for districts to have a minimum of a 50% participation rate. If a district gets 50% participation they will get a district-level report.
- Why was Cohort 3 asked to participate if they haven't begun implementation?
 - Cohort 3 will provide comparative data. There may not be as much buy in from them, but the report could be great baseline data for their district level evaluation.
- Will participants see this as helpful for district or only for state? Do the questions seem helpful?
- The email didn't seem to have a clear enough statement of purpose. At this time of year survey requests are coming non-stop which could impact participation rates.
 - Becky will talk with AIR about making the purpose clearer in the follow-up email
- Who received the survey?
 - Superintendents and principals received an email with links to share with staff.
- Will individuals take it more than once and skew the results?
 - The survey is not set up to have restrictions of being able to take more than once. The concern was the restriction would potentially impede the response rate. Because of this an open survey link option was decided on.
- People are overwhelmed and busy right now and this might hurt the response rate.
- The survey questions are close to yes or no answers and this may limit the level of detail we are able to understand.

Student Achievement Impact Evaluation:

- AIR is using longitudinal Iowa Assessment student achievement data.
- They will match implementers and non-implementers to compare and determine TLC's impact.

Questions and Comments:

- What will happen when the state assessment changes?
 - AIR is aware of this possibility and have a plan for how handle this.
 - Becky will ask and report back on what happens when we change tests.
- This is an opportunity to measure progress toward all TLC goals and identify leading indicators that might signal an impact on student achievement.
- When will we have results?
 - AIR will submit a quarterly report at the face-to-face meeting on June 16th
 - Becky will find out when final data is available.

AGENDA ITEM: TLC Plan Changes

Expected Outcome	Lead	Follow Up
Explain plan change process, review changes to date, and receive feedback.	Becky	<u>Becky will look to determine if changes are different based on year of implementation.</u>

Notes:

Becky Slater explained the process.

- Districts complete an online form including the details of the change, the rationale, and level of support for the change.
- She looks for the impact of the change on the plan as a whole, are expenditures allowed by legislation, are the “must-haves” present, and what the consequences might be.
- If necessary she asks follow-up questions and then send a recommendation to Director Wise.
- All changes are available on the TLC webpage
- The majority (57%) have been to part 5 including adding new roles, eliminating roles, changing responsibilities, altering release time, changing requirements for positions, or unable to get to 25%.
 - When districts are unable to get to 25% the Department asks standard follow-up questions.
- Other parts with a larger percentage of change requests include:
 - Part 10: 17%
 - Part 8: 8.5%
 - Part 4: 8%

Questions and Comments:

- Is there a consequence if districts don't get to 25%
 - They is no risk of losing their funding. It is a good faith effort. We don't want districts hiring unqualified applications just to get to 25%
- Administrators may not understand that there are no consequences if they don't get to 25.
- If a district is at 7% that would impact the budget.
- Do we look at budget alignment with 25% of teachers?
 - Becky works to ensure that budgets remain in line with their original application budget and considers the budget impact when reviewing change requests.
- If a teacher holds 3 positions, does it count for 1 or 3 people toward 25%?

- It counts as 1. The original intent was to spread opportunities for leadership.
- How do you know if there is support for the change?
 - There is a question about support for the change. The Department looks for approval by TLC committee or some group beyond one individual or only the administration.
- Ryan: Becky has done a tremendous job in engaging with the districts with changes and ensuring alignment of funds.
- How do you make judgements related to appropriate stipends?
 - Becky uses Model 1 and Model 2 as guideline
- How do you standardize local control?
 - The Department starts with the approved plan and looks to determine the magnitude of the change and how it aligns with district and state goals.
- How do make sure the plans they have are updated with changes?
 - The Department can encourage districts to do this, but has no way to enforce this.
 - Could districts submit and updated plan with their End of Year report?
- Are there audit procedures that are used?
 - The Department can use funding codes to monitor if funds are being used as intended as well as BEDS data.
- Is there a time deadline for submitting changes?
 - Change are on a rolling basis.
 - The Department tries to respond within a week.
 - Should there be a deadline?
 - Should there really be changes mid-year or should there just be a couple of windows to submit changes?
- Are there different types or amounts of changes coming from different cohorts?
 - Becky can look into this.

AGENDA ITEM: Future Directions for the Commission

Expected Outcome	Lead	Follow Up
Begin a conversation about the future direction of the Commission now that scoring is done.	Becky	<u>None</u>

Notes:

The Commission was asked to write down ideas for what they envision as the work of the commission going forward, what it is, and what it is not.

Comments:

- Review the evaluation data provided by AIR.
- Determine if districts are doing what they said they would do.
- Be a conduit to share successes and failures. This could include: the public, school board, parents, summit, meeting opportunities, round table sessions, etc.
- Work more with the statewide support system to better understand what is happening and working and not working.
- Discussion of research and effective teacher leadership practices.

- Monitor the impact of TLC on student achievement
- Be an advocate for TLC.
- High Needs Schools Supplemental Assistance.
 - This received no funding in the legislature this year. Could the Commission bring it up proactively
- Monitor the metrics in place for compliance (BEDS, funding, etc.).
- Determine what metrics will signal effectiveness.
- Monitor if the middle slice of “classroom teachers” to ensure it isn’t getting smaller.
- Keeping an eye on the whole system.
- Watch for a divergence in how the money is spent.
- Because teacher leadership is a fluid process the Commission could anticipate future transitions and be proactive about what may happen.
- Anticipate ways we can help districts in a horizontal way. Up until now it has been vertical.
- The Commission can’t be seen as being political. It needs to have a larger focus on documenting levels of success and how it is making a difference. Collecting the data and sharing it often.
- The Commission should have a good conversation of what advocacy looks like.
- Partner across the state to provide continued support
- Make recommendations for changes to the legislation.
 - Every three years the Commission is required to submit a more summative report with any recommendations for changes to Iowa code.
- Review trends/concerns in the field.
- Review the system and policy to support the whole system.
- Be a conduit for feedback
- Bring in voices from the field
- Invite outside voices to come in and speak with the group
- Partner with other groups who have stake in teacher leadership
- Visioning and keeping an eye on the system as a whole

Ryan Wise summarized the themes that emerged from this conversation including:

- Review of TLC evaluation
- Conduit for effective practices and research
- Forming partnerships to support TLC
- Visioning
- Advocacy
- Change request review

AGENDA ITEM: Concerns from the Field

Expected Outcome	Lead	Follow Up
Discuss concerns communicated by the field.	Becky	<u>Make a decision about school counselors at June meeting.</u>

Notes:

The Department has received two letters, several phone calls, and general feedback from district visits with concerns about the 1 year in district and 3 years of experience requirements.

In October we discussed that professional counselors, because of their license, are unable to take on TLC positions even though they have often served on building leadership teams, data teams, and behavior teams in the past.

How long should an individual stay in a role?

- Should they stay as long as they want or should there be a term limit?
- What if everyone leaves at once?
- How long can teacher leaders be out of the classroom and still be considered teachers?
- We should look to see if there is research on the ideal number of years in a position.
- Districts don't lose when teacher leaders return to the classroom. Those leaders still retain all they learned in their new positions.

How do districts develop more teacher leaders if the current ones stay forever?

How is the reapplication and rehiring process handled by districts?

- Very different across the districts.
- Is it a fluid process where people go into and out?

In the original conception there were very strong voices that teacher leaders should have one year of experience in the district. We don't want to forget this.

- Let's look at the data and see how long individuals stay.

AGENDA ITEM: Teacher Advisory Cabinet Proposal

Expected Outcome	Lead	Follow Up
Share a proposal to create a TLC Teacher Advisory Cabinet.	Becky	<u>Discuss next steps with the Department's TLC team.</u>

Notes:

Becky Slater presented slides on the potential creation of a Teacher Advisory Cabinet. It would augment the current structures (the Commission and the Statewide Support group) and provide a way to bring more information about the current realities, successes, and struggles of districts to these groups.

Discussions was delayed until after the Governor's visit.

Questions and Comments:

- It is important to ensure teacher voice is a part of the process.
- How can we consolidate our efforts?
- This could be a vehicle for sharing effective practices.
- What role would the commission play with the cabinet?
- Is this necessary with the current groups that are already in place?
- We may need to start with clearer connections between the Commission and the Statewide Support Team
- We don't want to create silos but for the groups to work together.

AGENDA ITEM: Governor’s Remarks with Time for Questions/Comments

Expected Outcome	Lead	Follow Up
Governor Branstad will share his thanks, comments, and take questions.	Governor Branstad	<u>Develop metrics to determine the impact of TLC.</u>

Notes:

The Governor thanked the Commission for all of their work in support of TLC. It is a good time to pause and celebrate and also recognize that this is just the beginning.

The next step is to help schools to implement with fidelity and continue support for districts.

It is important to raise visibility, take a consensus approach, be accessible, and be ready to listen.

It is important to highlight successful work as TLC moves the ball forward on teacher retention and student achievement.

Ensure we analyze data as we make decisions.

Questions:

What would you accept as evidence?

- Sustained progress in student achievement with the understanding that it is a trend and not necessarily a straight line.

The Governor encouraged the Commission to take on the task of determining how we will know that TLC has been successful. Put together a dashboard with 4-5 indicators.

Next Meeting: The next meeting is a teleconference on June 16th from 10:00-12:00.