



Commission on Educator Leadership and Compensation (CELC) Meeting Notes

Date: September 9, 2016

Time: 10:00-3:00

Location: Grimes State Office Building, State Board Room

MEMBERS PRESENT: Sue Alborn-Yilek, Lisa Bartusek, Mike Beranek, Mary Jane Cobb, Joan Corbin, Kevin Ericson, Paul Gausman, Mary Jo Hainstock, Sam Harding, Roark Horn, Jeff Orvis, Diane Pratt, Doug Wheeler, Judy Zeka

Department of Education: Ryan Wise, Becky Slater, Lora Rasey, Scott Slechta

AGENDA ITEM: Welcome and Introductions

Expected Outcome	Lead	Follow Up
Welcome the Group Introduce Members	Ryan and Becky	<u>None</u>

Notes:

Ryan opened the meeting and welcomed returning and new members. He commented that Iowa has the most developed teacher leadership system in the country and that this is due in large part to the work of the Commission. He reviewed the work that has been done to date.

Ryan reviewed the agenda and explained that although the Commission members have different levels of interaction with TLC today should help put everyone on equal footing.

Becky reviewed logistical items.

The group participated in an activity to introduce the members to each other.

AGENDA ITEM: Vision and Norms

Expected Outcome	Lead	Follow Up
Review Commission responsibilities, vision, and norms	Ryan and Becky	<u>Fix spelling in vision</u>

Notes:

Ryan reviewed the four main responsibilities of the Commission:

- 1) Monitor Implementation:
 - a) This work is reflected in the annual report the Commission submits each year.
- 2) Evaluate and Make Recommendations on Applications:
 - a) This was the bulk of the Commission's work until this year.
 - b) Districts are required to submit changes to their application but approval of these changes is the responsibility of the Department.
- 3) Review the use and Effectiveness of Supplemental Assistance to High Need Schools:
 - a) This has yet to be funded and so, at this time, the Commission has no responsibilities in this area.
- 4) Annual Report:
 - a) Every year by December 15th the Commission submits an annual report with its findings and recommendations.
 - b) Every three years there is a more comprehensive status report which is due for the first time in January 2017.

Ryan reviewed the vision of the Commission

Becky distributed copies of the Commission norms and gave the group an opportunity to review and reflect on the norms.

- 1) The commission discussed the norms.
 - a) Glad to see it focuses on long-term impacts.
 - b) Happy that "make what is best for kids the first priority" is the first norm.
- 2) No changes were made at this time.

AGENDA ITEM: TLC Evaluation

Expected Outcome	Lead	Follow Up
Update Commission on TLC evaluation activities being undertaken by the Department.	Becky	<u>Send end of year report goals by Cohort 1 and Cohort 2.</u> <u>Respond to Commissioner's questions.</u>

Notes:

Becky reviewed and updated the Commission on the TLC evaluation activities being undertaken by the Department.

1) Outside Evaluation

- a) Conducted by the American Institutes for Research (AIR)
- b) Includes bi-monthly virtual meetings and quarterly face-to-face meetings with quarterly reports.
- c) Focus Groups: 90-minute focus groups with 8-10 teacher leaders in 10 districts of varying sizes across the state.
- d) Interviews: Interviews with AEA staff, Department staff, and school/district administrators.
- e) Impact Analysis: Using student achievement data to determine if TLC impacts student outcomes in year 1 of implementation and if those impacts increase over time.
 - i) Commission Member Comments:
 - (1) TLC's impact is intended to be more than only student achievement.
 - (2) Using the Iowa Assessments means there is a ceiling. AIR will need to account for the change when Iowa switches to Smarter Balanced.
 - (3) We need to continue to think systematically. What do we expect to see?
 - (4) How does AIR look at the data? Do they look at full academic year students?
 - (a) Becky will look into this.
- f) Survey: Statewide survey for all teachers, teacher leaders, principals, assistant principals, and district administrators.
 - i) Response Rates: 30% of teachers; 50% of principals and assistant principals; 22% of district administrators.
 - ii) Commission Member Comments:
 - (1) Did it look at professional growth and satisfaction? Yes.
 - (2) The term "leaders" is confusing. How do we clarify and define leaders?
 - (a) We will change it to principals and assistant principals in the future.
 - (3) The initial look at results for teachers having more opportunities is a little disappointing.
 - (a) Need to wait for scaling and more in-depth analysis before drawing any conclusions.

- (4) The Commission has been, and continues to be, concerned about teacher leaders staying in the role. Will others have opportunities to become teacher leaders down the road?
 - (a) The survey did ask if opportunities to become a teacher leader are being provided.
- (5) Teachers appear to be very pleased with opportunities for collaboration.
- (6) Glad that perception data is showing belief that student achievement is improving.
- (7) Make sure the Commission is aware when the final report comes out so they can be supportive of the report.
- (8) AIR is very reputable – they were a good choice for this work.
- iii) Initial results seem positive but in-depth analysis is still needed.
- g) At the quarterly meeting on September 14th AIR will have analysis and more in-depth analysis of these activities.
- h) The contract with AIR is for three years, but is renewable on a yearly basis based on the funding available. This is the last year the Department receives TLC funding unless money is allocated by the legislature.

2) End of Year Reports:

- a) All TLC districts complete an end of year report based on Part 8 of their TLC plan.
- b) Becky reviewed the form and the procedures for review – include a new rubric used this year.
- c) Commission members were given copies of graphs for each TLC goal with results from 2014-15 and 2015-16 and time to discuss with a partner.
 - i) Commission Member Comments:
 - (1) Districts realize that these report are actually being read. Hopefully in future years the need to reach out for corrections will be reduced.
 - (2) The Department continues to look for ways to shift support as the number of districts participating increases.
 - (3) Some of the percentages went down. What will the third year show a trend?
 - (4) Why did some percentages go down?
 - (a) The larger N gives a better representation. Differences between Cohort 1 and Cohort 2 schools. Implementation dip.
 - (b) Should we report data separate data from Year 1 and Year 2 schools?
 - (i) Becky will separate out Cohorts 1 and 2 and send to Commission members.
 - (5) What does retain mean in this context? Leaving the district or the profession?
 - (6) It is important to document teachers leaving the profession especially with cost of induction.
 - (7) It will be interesting to see how and if the end of year report data differs from what AIR collects. There is more anonymity with the AIR survey and possibly more honesty, but the end of year reports are provided by individuals with more context and background knowledge.
 - (8) The end of year reports actually require data to back up statements whereas the survey is purely perception

- (a) The combination of the qualitative and quantitative data AIR is collecting along with end of year reports should provide a balanced picture.
- (9) Do happy or grumpy people fill out surveys? There could be biases from teachers (survey) of TLC vs. non-TLC.
- (10) Can you tell us more about the student achievement goals districts set?
 - (a) Becky shared a few examples. The specificity varies and they don't always contain time frames. Typical measures are Iowa Assessment, FAST, IGDIs, MAP
- (11) Who is intended audience?
 - (a) Individual reports are posted on the Department's website and a summary report is shared with the Governor, the Legislature, and the public. The summary report shares goals graphs, identifies strengths, challenges, and anecdotal data.
- (12) Consider compiling an exemplar list of goals and measures.
 - (a) We need to find ways to communicate best practices in goal setting and measurement.
- (13) We can improve the opportunity for schools to set good goals and align data.
 - (a) Some AEAs are offering supports in this area. Perhaps the Department could look for how to provide this support and training to more districts as a part of, or in addition to, the end of year report webinar they host.

d) Change Requests:

- i) Becky reviewed how change requests are submitted and the process used for approval.
 - (1) Code was changed to allow the Director's designee to approve requests. Difficult or complicated requests are discussed by Becky and Ryan. Straightforward requests are handled by Becky.
- ii) Becky shared a graph with the percentage of requests for each part of districts' TLC plans.
 - (1) 54% - Part 5 – Roles and Responsibilities.
 - (2) 15% - Part 10 – Budget
 - (3) 10% - Part 8 – Determining Impact and Effectiveness
- iii) Becky shared some recent examples of each type of change.
- iv) Commission Member Comments:
 - (1) Do requests fall into typical categories and is there standard follow up?
 - (a) Becky replied that most are pretty common and she has standard replies and methods for determining approval.
 - (2) Are change requests for Cohort 1 decreasing? What is the relative number of request by Cohort 1 vs. Cohort 2?
 - (a) Changes by Cohort hasn't been tracked but can be. Becky will look into this and get back to the commission.
 - (3) How do we know that changes are actually being submitted?
 - (a) It is an honor system but the Department takes all available opportunities to remind districts of this requirement.
 - (4) Was August busy/worst?

- (a) August was not especially bad but there do tend to be more at the beginning and end of the year.
- (5) How do you deal with a superintendent who needs to make a change over the summer?
 - (a) Changes are reviewed for the level of support. If this has happened it has been very rare. Some changes are sent back to go through a collaborative process before being approved.

AGENDA ITEM: Determining the Impact of TLC

Expected Outcome	Lead	Follow Up
<p>Discuss how the Commission will determine the impact and effectiveness of TLC.</p> <p>Begin preparation for the TLC status report.</p>	<p>Ryan and Becky</p>	<p><u>Begin drafting report</u></p>

Notes:

Ryan reviewed the Governor’s visit and his request that the Commission come up with the dashboard of items to monitor to determine the impact and success of TLC.

Ryan reviewed the state TLC goals.

The group was asked to do a Think, Write, Pair, Share and provided question prompts.

- 1) What is your vision of what successful TLC implementation will look like?
- 2) How will you know TLC is successful?
- 3) What would be indicators of this success?
 - a) Be sure to consider the Department’s current evaluation activities.

After being given time to share with a partner the groups shared out their thoughts.

- 1) Student engagement is key. Need to make sure each student is engaged.
- 2) Elevate the teaching profession.
- 3) Trust that teacher leaders are doing their job.
- 4) Identify a core set of teacher leader best practices.
- 5) Need to set benchmarks and what TLC should look like and by when.
- 6) Need to show success across the state.
- 7) Need to understand districts will move forward at different rates.
- 8) 100% of teachers are satisfied, happy, and successful in the system and are retained by the system.
- 9) Need to increase stakeholder awareness of TLC so the community understands what it is doing and why it is important. Parents and public need to understand it to support it. Make the AIR report public so stakeholders can understand the impact.
 - a) Teachers are the primary communicator. Their level of satisfaction determines how they represent TLC.

- 10) Need to support risk-taking.
- 11) We need to have more districts sharing what works with each other.
- 12) When all students across the state are considered OUR students we will know we are successful.
- 13) We need to eliminate the “education lottery” – your district, school, or teacher shouldn’t matter. TLC can do this if done well.
- 14) Increased collaboration between teachers, students, and administrators.
- 15) Impact can be shown by the number of teachers going into each other teachers’ classrooms.
- 16) Are we attracting students to become teachers? How can teacher leadership help with this?
- 17) Need to collect systematic data.
- 18) We can’t only look at test scores.
- 19) How do we determine the impact on culture – at the district and state level? This is a precursor to increases in student achievement.
- 20) Need to celebrate quick wins and help districts do this to maintain positive forward momentum.
- 21) Need to articulate the multiple measures of success.

Ryan reviewed the Commission’s reporting requirements.

- 1) Annual report by December 15th
- 2) Comprehensive status report every three years
 - a) First status report is due January 15, 2017
- 3) The report will be combined in years they occur together

Commission was split into role groups (teacher, school board, and administrator) and Becky distributed a Plus, Minus, Delta handout. Groups completed this chart to provide input on what to include in the annual/status report.

- 1) Commission members shared a few items from their lists and turned them in to be used in completing the report.

AGENDA ITEM: School Counselors

Expected Outcome	Lead	Follow Up
Discuss if school counselors with a professional license should be able to hold TLC positions.	Becky	<u>None</u>

Notes:

Becky reviewed the history of this issue.

- 1) There have been requests to allow counselors with a professional license to be teacher leaders under TLC. Currently only counselors with a teaching license can be teacher leaders under TLC.

The Commission discussed the issue:

- 1) Counselors have traditionally served on leadership teams, behavior intervention teams, and data teams.
- 2) If we open the door to counselors where does it stop?
- 3) Districts only current option is to pay professional counselor for leadership roles with non-TLC funds.
- 4) It is a **teacher** leadership system and should remain for teachers.
- 5) Do we jeopardize our efforts to elevate the teaching profession if we allow non-teachers to become teacher leaders? Shouldn't we recognize the work those who have sought out a teaching license?

It was determined there was not a consensus to recommend a change at this time.

AGENDA ITEM: Next Steps/Adjourn

Expected Outcome	Lead	Follow Up
Review next steps	Ryan and Becky	<u>Re-send Doodle poll</u>
Adjourn		<u>Set next meeting dates</u>

Notes:

The Commission was thanked for the continued thoughtful participation and reminded to complete the poll to set up dates for future meetings.

The meeting was adjourned.