Date: November 10, 2016
Time: 10:00 – 2:45
Location: Grimes Office Building – State Board Room

MEMBERS PRESENT: Sue Alborn-Yilek; Troy Arthur; Lisa Bartusek; Mike Beranek; Mary Jane Cobb; Joan Corbin; Kevin Ericson; Mary Jo Hainstock; Sam Harding; Roark Horn; Donna Lee Huston; Jeff Orvis; Ottie Skattum; Paula Vincent; Doug Wheeler; Ryan Wise; Judy Zeka; Diane Pratt; Paul Gausman

MEMBERS ABSENT: Jeff Stanley

AGENDA ITEM: Welcome

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<tr>
<th>Expected Outcome</th>
<th>Lead</th>
<th>Follow Up</th>
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<tr>
<td>Welcome and Review the Agenda</td>
<td>Becky Slater</td>
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Notes:
- Each participant shared their name, position and experience with teacher leadership.

AGENDA ITEM: CELC Annual Report Review and Feedback

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<tr>
<td>Review the current draft of the annual report and provide feedback for revisions.</td>
<td>Becky Slater</td>
<td>Revise CELC annual report and sent to Commission members for feedback.</td>
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Notes:
- Becky reviewed the discussion at the last meeting on the Annual Report and the Status Report. At that time the plan was to submit them together but a decision was made to submit them separately. This honors the two deadlines and allows us to separate the Commission’s report from the more data heavy status report.
- Commission members were given time to review the report and were asked to write on a their thoughts on revisions on a notecard.
- Commission members made groups of three to discuss and chart feedback on the draft.
• Groups of 6 were made to again discuss and chart feedback on the draft.
• Groups shared their feedback and a general discussion was held.
  o Group 1:
    ▪ Consider revising the organizational structure to be focused on the five TLC goals in the original legislation.
    ▪ The wording for the challenges section seems opinionated. Could these be revised or aligned with the recommendation in the next section?
    ▪ Consider including consistent data benchmarks that can be used each year.
    ▪ Add the challenge of filling roles in some districts.
  o Group 2:
    ▪ Can more context be provided for the student achievement data?
    ▪ Some wording revisions were suggested.
    ▪ Consider rephrasing challenges as actions and link them to recommendations.
    ▪ Consider beefing up the conclusion.
  o Group 3:
    ▪ Add an explanation about how districts report their measures and goals.
    ▪ Clarify the promising practices recommendation.
    ▪ Include the need to address the TLC funding myth.
    ▪ Make the report more fact based and less anecdotal.
  o General discussion:
    ▪ Add more quantitative data.
    ▪ Include that all districts are implementing.
    ▪ Include the ongoing support provided throughout the state.
    ▪ Include information on how long it takes to see impact.
    ▪ Clarify the Commission’s role in relation to High Needs Schools
    ▪ Include the states and organizations that have looked at Iowa’s teacher leadership work.

**AGENDA ITEM**: District Profiles

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<td>Discuss possibilities for disseminating district profiles.</td>
<td>Becky Slater</td>
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**Notes**:
 o Becky introduced the reasoning for district profiles – districts are asking about what is happening in other districts. Becky also clarified that this is intended to be more about TLC implementation practices, successes, and challenges rather than best instructional practices.
 o Commission members were provided with two examples – the Tennessee Teacher Leader Guide Book and a sample blog/article.
Commission members were asked for feedback on format and topics.

Comments:
- Include practices that are in-line with intent of the law even if they are not required.
- Tennessee report is a good guide for how to tell the teacher leadership story.
- District profiles could be more of an ongoing “report” that could be released every month with a large summary report at the end of the year.
- Need to think carefully about the purpose and the audience.
- Tennessee’s might be a better example for how to share TLC information and successes with the wider public.
- Make the format simple, interesting, colorful, and clear. Include graphs and bullets.
- Could include video vignettes.

How to Disseminate:
- Could have this on the Department of Education’s website as a feature each month.
- Could be in a feature in the School Leader Update although this might not reach some TLC coordinators who are not administrators.
- Utilize AEAs and their networks.
- Should be digital.

Consider having tags by topic so people can find information on the topics most relevant to them.

Could be organized by TLC goals with examples of successes for each goal.

Need to find out from districts what they want to know.

Could have a featured district and include a list of struggles or opportunities they encountered during implementation.

Could categorize the items by the 7 buckets of the framework of learning supports.

Topics that would be of interest:
- Annual Review of Assignments
- Longevity in teacher leader positions
- Data points and benchmarks to measure district TLC goals
- Strategies to enroll career teachers
- Administrator Roles
- Changes for administrators
- Setting the system up for success
AGENDA ITEM: TLC Evaluation

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<tr>
<td>Provide an update on the Department’s TLC evaluation efforts.</td>
<td>Becky Slater</td>
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Notes:
- Becky explained that this time is intended to follow up information from the last meeting.
- She reviewed the follow-up information that was sent after the last meeting.
- The group reviewed the district end of year report data that was disaggregated by cohort and discussed it. The discussion included:
  - We need to remember that end of year reports are self-reported by districts and are sometimes perception based.
  - Districts did identify specific data, both quantitative and qualitative, to be included in their reports in their original TLC plans.
  - The goals districts set vary a lot.
  - Districts not having consistent goals makes it difficult to draw conclusions from these reports.
  - The AIR work is a statewide perspective and serves to balance out the district perspective in these reports.
  - Currently Iowa doesn’t have a metric that shows improvement of instruction. Without this it is difficult to determine if we are strengthening instruction.
    - The Council on Educator Development has recommended learning progressions that could help with this.
  - Becky provided an update on the AIR work.
    - Very positive feedback.
    - We anticipate seeing an implementation dip in early data.
    - The public document is expected in early December and AIR’s annual report in January.
    - We will be changing student assessment so this may impact the report in the future. However, AIR’s contract will likely be up before this would impact their work.
    - The Governor has longer term view of student achievement and his view of the success of the system is not limited to student achievement.
  - End of Year Report:
    - Consider formatting the student achievement section to look like other areas or consider moving it to the end.
    - How do districts define full, mostly, somewhat, and not at all?
    - Are the goals long term goals?
      - Goals vary by district in terms of specificity and timing.
    - Districts include multiple measures and some are weightier than others.
    - The variety in these reports is related to the tight/loose nature of this initiative and local control in the state.
    - Can we go back? Are there opportunities for districts to report more uniformly?
Mississippi Bend AEA is offering a TLC evaluation class. This is being shared in the TLC Statewide Support System and may spread.

- Becky provided an update on change requests since the last CELC meeting.
- Both the Department and AEAs help connect districts so they can collaborate and learn from each other.

**AGENDA ITEM:** Professional Counselors

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<td>Provide an update on contacts related to professional counselors.</td>
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**Notes:**
- There has been an increase in the number of contacts the Department has received on this issue. This in part due to districts getting flagged while completing BEDS reports and from professional counselors encouraging each other to advocate for change.
- The reason professional counselors cannot receive TLC funds is that they have a professional license and not a teaching license.
- The Commission shared pros and cons of recommending a change.
- No recommendation for a change to the legislation was made at this time.

**Next Meetings:**
- Zoom in January (date and time TBD)
- April 11, 2017 from 10:00-3:00