



Commission on Educator Leadership and Compensation Meeting Notes

Date: July 22, 2020

Time: 2 to 4 p.m.

Location:

<https://IDOE.zoom.us/j/99245108888?pwd=WG1WZUMraE9YK2w3NFJlK25YTERWUT09>

Members Present: Debra Barry, Lisa Bartusek, Mike Beranek, Elizabeth Brennan, Mary Jane Cobb, Kevin Ericson, Janelle Brouwer, Paul Gausman, Jim Green, Roark Horn, Jeff Orvis, Diane Pratt, Zipporah Smith, Doug Wheeler, and Ann Lebo

Others Present: Lora Rasey, Scott Dryer, Catherine Jacques and Jody Crane

AGENDA ITEM: Welcome and Opening Introductions

Lead: Lora Rasey

Notes:

Lora Rasey introduced Scott Dryer who joined the Department on July 13 as an Education Program Consultant. He will be joining her in working with Teacher Leadership and Compensation (TLC).

Commission on Educator Leadership and Compensation (CELC) members participated in an introduction exercise – Penny for Your Thoughts. They shared their name, position, and something interesting that happened to them on the year of their coin.

AGENDA ITEM: Region 9 Data Presentation

Lead: Catherine Jacques, Region 9 Comprehensive Center

Notes:

Catherine Jacques presented a PowerPoint that addressed:

- The Role of TLC in Promoting Early Literacy Growth
- What is the Region 9 Comprehensive Center?
 - Provides capacity-building services to state, district, and school leaders in Illinois and Iowa.
 - Operated by the American Institutes for Research through a U.S. Department of Education grant.
 - Three focus areas:

- Support the region in making measurable progress toward key education priorities.
 - Connect partners with expertise and evidence-based resources.
 - Elevate success stories from across the region.
- Needs Assessment Methodology: Districts with the Highest Year Over Year Growth in Early Literacy
- What we Learned about TLC and Early Literacy
 - Most teacher leaders reported an explicit and intentional focus of their work on early literacy.
 - The most common teacher leader supports for improving early literacy instruction and student outcomes were coaching and support for:
 - Curriculum implementation
 - Data-driven instruction
 - Early literacy-specific instructional strategies
 - Many teacher leaders were familiar with FAST outcomes, but less familiar with formative or progress monitoring data on student learning over time.
- What we Learned About Best Practices
 - Co-teaching and regular collaborative meetings with teachers (e.g., PLCs) were frequently mentioned as important supports.
 - The most frequently mentioned strategies for building positive relationships with teachers were:
 - Providing non-evaluative support
 - Showing honesty and vulnerability
 - Offering collaborative decision-making
- Next Steps
 - Finalize needs assessment analysis
 - Share final findings with Iowa Department of Education
 - Share success stories and best practices from specific schools and districts

Debra Barry stated that in Linn Mar, interim teachers who are progress monitoring may not be able to interpret that data if they haven't actually done that work.

Catherine Jacques responded that in some places, teacher leaders were looking at progress monitoring data with teachers. In other places, they were not looking at data daily/weekly/monthly. It was more looking at data two to three times a year and doing a deep data dive, but not doing progress monitoring over time. Not everybody does it the same way. It would be interesting to pull that data apart and see those who are able to articulate a little bit more. Was it just because of their individual comfort level or was it tied to the types of collaboration that they do with teachers. So far, they have not seen that in the data. They have not seen any correlation, but they are still doing analysis. That may be something they can take a look at and see if there is something they can pull out.

Lora Rasey reported that services offered by the Region 9 Comprehensive Center are part of a federal grant.

Follow Up:

Lora Rasey will send Region 9 updates to CELC as available.

AGENDA ITEM: Update on Iowa Instructional Framework

Lead: Lora Rasey

Notes:

Lora Rasey provided an update on the Iowa Instructional Framework. Work continues with NIET; however, due to COVID-19 things have changed.

A PowerPoint was presented that addressed:

- Iowa Instructional Framework Summary - Cohort 1, Year 2
 - 80 School Districts have participated
 - Webinar held in May for Year 2 content
 - 3-day Training for new Teacher Leaders has been moved to September in a virtual format
 - Train the Trainer: October 13-14, Format TBD
 - Deep Dive 1 *Environment/Equity*: November 12-13 or November 17-18, Format TBD
 - Deep Dive 2 *Teacher Knowledge of Students*: January 14-15 or January 20-21, Format TBD
 - EE Pass access continues. Each district may add as many teachers as they desire to their account.
- Iowa Instructional Framework Summary – Cohort 2, Year 1
 - 16 districts will participate
 - 3 day Framework training has been moved from July to September in a virtual format
 - Train the Trainer Dates: October 13-14, Format TBD
 - Deep Dive 1 *Standards and Objectives and Activities and Materials*: November 10-11, Format TBD
 - Deep Dive 2 *Thinking, Problem Solving and Presenting Instructional Content*: January 12-13, Format TBD
 - Multiple Webinar Sessions will be posted on the Department website.
 - Access to Online Tools and Resource Training through EE PASS. EE PASS includes a wealth of resources and materials geared toward supporting an educator's understanding of the Iowa Instructional Framework. These resources include video library, training modules, online trainings, and professional development library.

Lora Rasey directed CELC members to review handouts that were included in the working agenda.

Mike Beranek asked whether NIET added anything to their framework about continuous distance learning. If they have, has anything happened related to our current affairs? Lora Rasey directed CELC members to review a handout titled "Additional Supports."

She reported that the Department has been looking at online supports. There could potentially be funding available to provide additional resources.

Diane Pratt asked whether schools are required to participate in the instructional framework. Lora Rasey shared background information regarding the desire for districts to adopt a framework. Diane Pratt asked how districts reported to the Department what framework they were using. Lora Rasey responded that districts were surveyed regarding the instructional survey they are using.

Mike Beranek stated that he was trying to make a connection between the Region 9 data and the instructional frameworks that are used in Iowa. Will folks who have specific instructional frameworks receive the Region 9 data...If folks were relying heavily on the data collection of progress monitoring, etc., and not being able to identify formative assessments, will there be application from the Region 9 data into the instructional frameworks being used? That is exemplar of people having a hard time identifying formative assessment.

Lora Rasey indicated that tools are being put together for all districts and requested that Catherine Jacques add a statement into future reporting – “within your instructional framework, how well are you using formative data?”

Catherine Jacques stated that she’s not sure if the challenge is whether teacher leaders are unfamiliar with the formative assessment and data, but teachers are and that is just not identified in that way. Consider decisions based on formative data.

Mike Beranek stated looking at the basic data such as 5-minute fluency test should be at the lowest level and the PLCs should be working at higher levels which is discussing formative assessments and other ways to ensure that students are achieving. He thinks there is some information there that can be gleaned.

AGENDA ITEM: Plan Changes

Lead: Lora Rasey

Notes:

Lora Rasey reported on plan changes that are in support of Return-to Learn. Several good plan changes have been received reflecting how districts can support the changing needs of teachers for teacher leadership.

Lora Rasey directed CELC members to review the plan change data and to think about the following questions:

- How many plan changes do you think have been approved this school year?
- What parts of the plan do you think have had the most changes, and why?
- What overarching themes do you think have occurred?

Lora Rasey has worked with several leadership teams to review their plans.

Follow Up:

Lora Rasey will send CELC members an explanation of plan parts.

AGENDA ITEM: End of Year Reports

Lead: Lora Rasey

Notes:

A PowerPoint was presented that addressed the following:

- Due date moved from June 30, 2020 to August 1, 2020
- 173 districts have submitted
- 155 districts have yet to submit
- Reminder to be sent July 24
- Email to district Superintendents
- Team has set process for reviewing and reporting data

Mary Jane Cobb reported that there is a group of new teachers coming into schools this fall who were unable to finish their student teaching opportunities. They did not get the full practicum experience and time with a coordinating teacher to help them. Those teachers are going to need more mentoring and support. Teacher leaders and teacher leadership is the place that that happens. Could there be communication from the Department to districts with special emphasis on how those teachers are being supported?

Mary Jane Cobb stated that on the original teacher leadership application, there were questions around mentoring and how teacher leadership plans were going to support existing mentoring plans. Those underlying plans and funding requirements have now gone away. They are getting feedback from new teachers that is all over the place across the state. We can't lose sight of the fact that those teachers need support.

Lora Rasey responded that some training comes from area education agencies (AEAs). She'll be meeting with the TLC support group next month and will share this information with them. She'll highlight some of the positive plan changes for mentoring and induction. When the mentoring and induction piece went away, districts still have choices.

Mike Beranek asked if the plans that have been resubmitted, have looked at the possibility of redefining some of their roles if there is a shortage of substitutes or educator. Need to explore the potential rules being bent and getting highly qualified people to help when situations are dire. This information will be included in action steps.

Paul Gausman requested something from the Department that addresses the need for flexibility in the way teacher leaders are used during the COVID-19 pandemic. Lora Rasey directed Gausman to see an attachment that deals with additional supports and talked about potential changes to that document.

CELC members were divided into breakout rooms to review Ideas for 2019-20 Reports and discuss what has worked, what hasn't worked, what would they like to see?

Feedback:

CELC members reported on discussions during the breakout sessions:

Lisa Bartusek reported that her team wanted insights included into how the teacher leaders were impactful in the COVID crisis. They liked the use of real teacher testimonials – talking about how their work was impacted and continuing concerns with the amount of carryover funds. They wondered if there was a way to identify a reason for carryover.

Lora Rasey referenced a document regarding plan changes and encouragement of using carryover money.

Scott Dryer stated that there are a lot of testimonials from teachers and TLC leaders that can be extracted. There are also a lot of explanations and information regarding COVID. That information has been tagged and that data will be pulled.

Catherine Jacques will gather quotes for the report.

Lora Rasey indicated that progress in the four goal areas need to be reported.

Mary Jane Cobb reported that the vision might also play into the report. One of TLC goals is teacher retention and recruitment. As we are ending the 2020-21 school year, we look at what the retention data has been over the previous years. We give ourselves permission to focus on the retention piece this year given the strain on teachers in the system. Remind everybody that retention was always been a part of this and with the emotional toll that this year will take on educators, we need to focus on that part of this work. Tee that up in reporting but then looking for the next year.

Mary Jane Cobb asked about the connection between districts reporting their TLC goals and the Department's school improvement accountability process. Lora Rasey responded that the Department staff members refer to those plans all of the time. They refer to the Multi-Tiered System of Supports and school improvement plans especially on the student achievement goals. There was discussion regarding TLC goals and the CASA plan, and how they might be linked.

Scott Dryer indicated the need to get a message to all administrators regarding the flexibility in the plan due to COVID.

Follow Up:

Lora Rasey will develop talking pieces to be shared at superintendent meetings.

Lora Rasey will highlight some of the positive plan changes for mentoring and induction in the end of year report.

AGENDA ITEM: Sharing: How has teacher leadership and compensation supported COVID-19 / Return to Learn needs in LEAs?

Lead: Ann Lebo

Notes:

Ann Lebo shared her long-term vision for TLC and how the immediate circumstances have shifted. If you look at COVID specific, there are a couple ways we have relied on not only TLC individuals, but teachers in general to offer feedback in the return-to-learn process.

If you go back to the beginning of what TLC was about - how do you maximize the talent of our experts which are teachers and making sure we are relying on teachers - going to our teachers and giving them a voice in this process. That expands this role too. If we think how some of our traditional TLC roles have evolved from the beginning to now and in light of now, there is opportunity to rethink how we capitalize on this somewhat as well.

One thing in terms of long-term vision, we originally saw this as a very fluid process for educators going in and out of the classroom and retaining that connection. Now there are different steps beyond that. It is important we don't forget that aspect and we remember that so much talent is on the table that we need to make sure we are moving in.

Whether or not its offering some flexibility in existing TLC rules, expanding some of those rules, looping in additional teachers in different ways, allowing some flexibility in how those positions look going forward, allowing flexibility to specialize what those positions might focus on this year. Knowing there are a lot of different needs this year that we are going to look to our teacher leaders for.

Part of that depends on how it has been structured in the system already, but jointly it is opportunity to shift. This whole process has taught us our ability to shift is going to be called upon more so even in the past. We know that as educators, we need to shift often. This is taking this to a different level. Making sure we are providing that voice an opportunity to as many teachers as we can, maximizing this TLC resource as a platform to do that, and being open to a long-term shift of how we can build upon this and make it better. We have a lot of challenges now, but she believes we will be better on the other side for what we've learning from this and what we have the opportunity to change as a result.

Ann Lebo requested to hear from CELC members to offer any inputs on how they would like to see it change going forward.

Ann Lebo welcomed Scott Dryer and expressed excitement to have him and Lora Rasey working in this area.

Kevin Ericson likes the idea of flexibility to change the roles. As a teacher, he wants to keep in mind the fact that there are awesome administrators and not so awesome administrators (just like there are with teachers). He doesn't want an administrator to flex the role of a TLC teacher to make that teacher his assistant or use them so that they don't have to do a lot more.

Ann Lebo indicated she has seen those roles shift in some places a little bit. The Department would welcome any ideas or suggestions how we can keep that in check. Lora Rasey and Scott Dryer will look at those positions to determine the role. If there are specific things to look at to screen those, we can consider this.

Paul Gausman requested a statement from the Department giving districts room for instructional support if needed. Substitutes will be a real issue.

Ann Lebo summarized - So a statement from the Department to help guide that and maybe a framework for consideration to make sure we're not getting too far out of line of what someone is comfortable doing, maybe we can help mitigate that too.

Paul Gausman stated that it would be a blessing if districts didn't have to submit changes to their TLC plan while navigating COVID.

Ann Lebo summarized - We allow flexibility but have opportunities for teachers, if there is concern then we could step in.

Lora Rasey stated that she could extend the document that was sent out addressing this issue in May.

Scott Dryer shared his perspective coming from an administrative role. His vision is not that teacher leader roles changed in such a way that administrators can use them in any way. The change is more from a standpoint of if we are not going to have face-to-face learning they will be on the frontline of doing research and creating an online process and developing professional development for teachers as their jobs change.

Mike Beranek talked about friends on the east coast that were concerned about the quality instruction and curriculum that they were receiving from school while at home. West Des Moines used their teacher leaders to develop online curriculum and weekly plans that he shared with his east coast friends.

Mike Beranek thinks teacher leaders are providing a huge important service for educators in the classroom for the students they serve and that is one exemplar that the materials that were developed by our teacher leaders were so good that other districts enjoyed that. We all want to maintain a high-level quality education for Iowa students in the classroom. If substitutes or other helpers are in short supply, we have highly qualified people who may help out.

In some districts, there is a hard line on what the role of a teacher leader can be. There needs to be a hard line, but during this time when we are in a crisis and there is potential for having folks help out in the classrooms who may not be qualified to be

teaching our children; possibly those individuals serving in teacher leader roles may be a part of it. Teacher leaders will play an invaluable role in helping to develop and implement online curriculum, continuous learning, distance learning and the whole idea of PLCs, there will be so many questions that PLCs will have in terms of how you collect data, what are you using, and what is a formative assessment. Teacher leaders will play a vital role and the investment in the state is critically important. He does not want them locked into positions that may not help students in the classroom.

Ann Lebo reported that the Department will be sending out additional information on the canvas platform and how we will offer that. Her understanding is that one of the aspects of that work is the ability to offer statewide content through a vetted process. If we could reach out to this group and help capture that on the platform, that would be a great way to extend their impact and help find another platform for them to collaborate... for those that may have to be out of the classroom, offer something out of the classroom whether it's from a learning or teaching perspective.

Mike Beranek commented that he thinks exemplars from other districts would be very helpful for districts that have the same level of personnel available to them. For a statewide kind of thing, that might be something he would want to have a continued conversation about, any kind of repository of how districts are utilizing various parts of our curriculum would be great.

Mary Jane Cobb stated that there is a group of new first year teachers that did not get to finish their student teaching. They will need a tremendous amount of additional support. She thinks teacher leaders is where that comes from. Is there is any direction or guidance from the Department's perspective that can be given to districts?

Lora Rasey stated there are a variety of mentoring programs. Some are through the AEAs, some are contracted out and TLC money is used to bring different things in, and some have provided their own. That is what has happened with the TLC plans because that is not part of a separate mentoring plan anymore. Lora Rasey will discuss this with the AEA mentoring individuals that are part of the TLC support group, which meets in August.

Ann Lebo also requested that Lora Rasey reach out to Larry Bice to loop him as well. We have to get our hands on this group of people because they are unique and that is something that is very specific to COVID and transitioning to a new environment. If the Department can get something out – whether it is a set of guidance, some principles to follow..whatever we think could come from the Department to help support districts to do this. Maybe this group can look at it and make sure we are capturing the right ideas and make sure we get a hold of that group. The Department will look at identifying new graduates.

Ann Lebo commented that she cares a lot about this initiative. All of the ideas have been great. Whatever the Department can do to help ease and support what's needed while keeping a handle on what we want it to be, will be valuable.

AGENDA ITEM: Thoughts for 2020-2021 – Possible Action Steps

CELC members were divided into breakout rooms to address the Vision Sharing Tool. Feedback and comments were added to the document.

AGENDA ITEM: Next Steps, Meetings and Adjourn

The meeting adjourned at 4:10 pm.