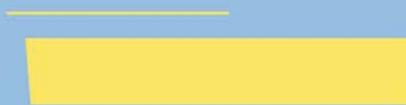


Commission on Educator Leadership and Compensation Annual Report

December 15, 2017



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Introduction

Improving student learning requires improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort.

Since beginning their work in August 2013, the Commission on Educator Leadership and Compensation members have come together to guide the successful development of the Teacher Leadership and Compensation (TLC) System. In the past, the Commission's primary focus has been the development and implementation of a process for evaluating school districts' teacher leadership and compensation plans as well as reviewing and scoring submitted plans. The Commission has shifted its focus to the other areas of responsibility given to it by the General Assembly in Division VII of House File 215.

The Commission will use this report as an opportunity to share some of the statewide TLC findings and the recommendations it has discussed with the Department of Education (Department) during its meetings.

Implementation of the TLC system began with a planning year in 2013-2014. Thirty-nine districts implemented their plans beginning in August of 2014. In the 2015-2016 school year, an additional 76 districts from across Iowa implemented their TLC plans. In August 2016, all remaining districts began implementation of TLC plans. As in the first years of implementation, the Commission continues to hear positive feedback from both teachers and administrators. Additionally, data from district end-of-year reports, the American Institutes for Research (AIR), as well as anecdotal information provided by the Commission indicates that progress is being made toward each of the state TLC goals.

Ryan M. Wise

Director

Iowa Department of Education



TLC System Goals and Progress

▶ Attract New Teachers

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

▶ Retain Effective Teachers

Retain effective teachers by providing enhanced career opportunities.

▶ Promote Collaboration

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

▶ Reward Professional Growth

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

▶ Improve Student Achievement

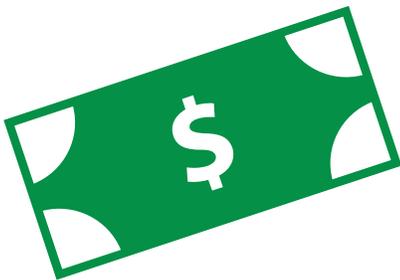
Improve student achievement by strengthening instruction.

Attract New Teachers

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.



Woodward Granger Community School District shared in their End-of-Year Report that TLC has afforded them an opportunity to compete with larger schools by offering compensation within a realm of best practices. TLC has taken some of the best teachers in the district and instead of keeping them isolated in a single classroom, has afforded the district the opportunity to spread them out to share their knowledge of teaching and learning across an abundance of content areas.



\$35,000

The new minimum salary for teachers in Iowa.



28%

Percent of teachers in Iowa who now hold a teacher leadership role.

-Basic Educational Data Survey (BEDS)



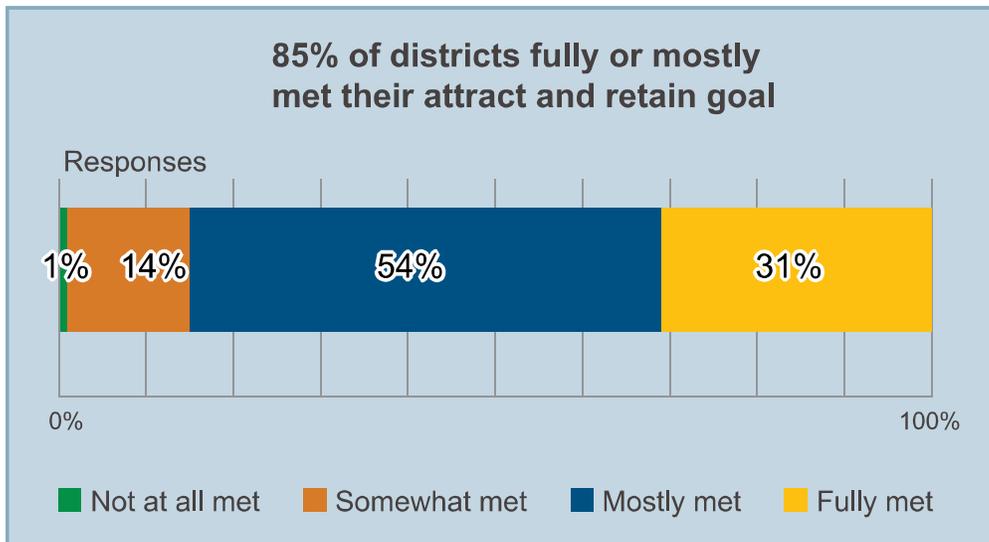
A large majority of teachers (86%) indicated that professional development supports were useful and of high quality.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by American Institutes for Research (AIR)



Increased base salaries in many districts and new opportunities for teachers to demonstrate leadership are helping districts to attract and retain teachers.

-2016-17 TLC End-of-Year Report Summary



-2016-17 TLC End-of-Year Report Summary

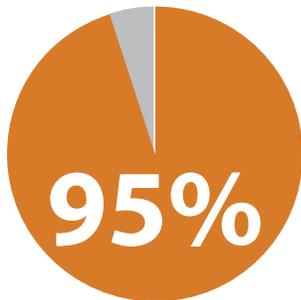
Retain Effective Teachers

Retain effective teachers by providing enhanced career opportunities.



93% of mentees in Council Bluffs Community School District report they are satisfied with their mentor and 87% of them rated quality of feedback excellent or very good. That is up 29% over the past year.

-Council Bluffs End-of-Year Summary Report



A large majority (95%) of teachers and administrators reported that TLC had a positive impact on their professional work climate.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

Mentors and coaches have helped increase new-teacher retention rates.

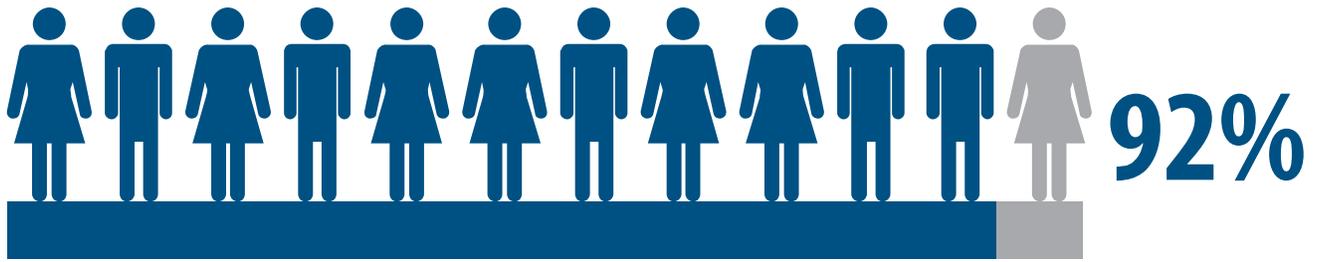
-2016-17 End-of-Year Report Summary



Salary increases

were, in some cases, considerable.

-2016-17 TLC End-of-Year Report Summary



I look forward to returning to my school next year and TLC has impacted my interest in returning.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



86% of teachers indicated that professional development supports were useful and of high quality since the implementation of TLC.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



Work Climate

84% of teachers and 95% of administrators in TLC districts indicated that TLC is positively affecting their professional work climate.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

Promote Collaboration

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.



West Delaware Community School District reported in their End-of-Year Report that teacher-led professional development regularly results in 100 percent teacher satisfaction on surveys, district officials report that “collaboration is the new normal.”



84%

of districts reported mostly or fully meeting their goal for promoting collaboration.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



88%

of teachers were satisfied with teacher collaboration and 85% believed that collaboration was effective.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

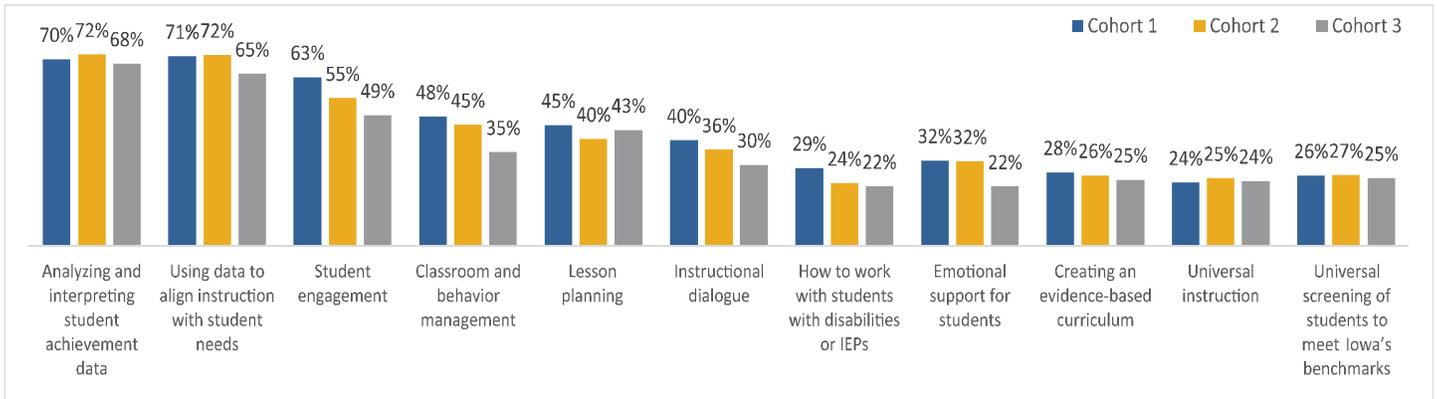


We learned from focus groups that:

- Since implementation, TLC has offered teachers more flexibility to work and collaborate with their peers.
- TLC has provided more chances to engage in intentional collaboration with peers.
- TLC, through the use of learning teams, created an environment in which dedicated time was spent each week for all staff to collaborate.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

What Teacher Supports are offered in schools or districts?



-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

Reward Professional Growth

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation.



80% of Oelwein Community School District teachers reported being very satisfied with career opportunity to advance as Model/Mentor Teachers, Curriculum Leaders, Success Coaches, and Instructional Coaches.

-District End-of-Year Report



\$157 million



\$135 million

Of the \$157 million allocated in FY 2017, TLC districts spent more than \$135 million to compensate teacher leaders for their increased responsibilities and additional contract days.

-FY 2017 District Certified Annual Reports



Teacher Development

84% of districts reported mostly or fully meeting the goals they set for rewarding professional growth and effective teaching.

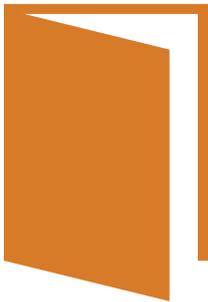
-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



Effectiveness

92% of teachers and 99% of administrators agree TLC roles are effective in increasing support for teachers and improving student achievement through improved instruction.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



Availability and Roles

Classroom teachers and teacher leaders from all six districts interviewed in focus groups by AIR, reported that TLC provides opportunities to assume an array of leadership roles. These leaders are then available to support classroom teachers in effective teaching.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



Betterment

Classroom teachers across four of the six district focus groups perceived their professional development opportunities as being tailored to fit their needs.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

Improve Student Achievement

Improve student achievement by strengthening instruction.



In North Tama County Community School District, the district was pleased to share on its End-of-Year Report that it achieved its highest Iowa Assessment results in 13 years during its first year of TLC implementation.



87% of teachers and 93% of administrators reported that TLC is effective in

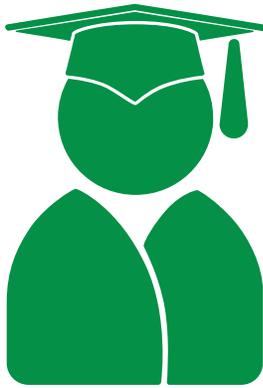
improving instruction.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



Classroom teachers from all six districts who participated in focus groups, reported improved learning and instruction through access to coaching from TLC teacher leaders.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



98% of districts shared increases in student achievement, graduation rates, college entrance rates or other indicators of progress toward reaching their student achievement goal.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR



AIR found that Iowa educators overall held favorable views of the TLC System, with views becoming more favorable on statewide surveys between the second and third years of implementation. Teacher retention and student achievement have not substantially changed, on average, during the first three years of program implementation; it may take more time to observe any impacts of TLC-related supports on these outcomes.

Results from the Statewide Teacher Survey from 2016 to 2017 show a 13% increase in teachers in the strongly agree range for perceived effectiveness of TLC.

-Iowa's Teacher Leadership and Compensation Program: Findings From 2016-17 by AIR

The Commission met five times in 2016-2017 and focused on TLC implementation statewide. The following strengths and successes are from the perspective of the Commission based on the review and reflection on multiple sources of data.

Strengths and Successes

At the State Level

- There is excitement now that TLC is at full implementation.
- The quality of professional development has increased along with effective collaboration.
- Collaboration between districts and area education agencies has increased.
- Schools and districts are increasingly engaged in systematic approach to school improvement.
- Districts and educators are provided with an ongoing system of support through the Department, area education agencies, and state professional organizations.
- 28% of teachers hold a teacher leadership role. These teacher leaders are making a difference and strengthening the professionalism of Iowa's teachers.

At the District Level

- A wide variety of supports are available for teachers and administrators.
- Other needs across the system have been uncovered and are beginning to be addressed as districts undertake this systemic work.
- Research is available on effective strategies that can be used to improve both systems and instruction.
- Increased professional learning and dedicated leadership roles have provided better direction for professional learning communities.
- School climate and culture among staff is positively impacted by TLC.

At the Teacher Level

- Teachers report being more empowered.
- More professional learning options are available to teachers, including large group, small group, and individualized professional learning opportunities.
- Teachers are being compensated for their time, leadership, and expertise.
- Supports for new teachers have increased.
- Differentiated career paths are available.
- Teacher feedback is being used regularly to reflect on teaching practices.

Needs and Recommendations

Identified by the Commission

Ensure students remain the focus and ultimate benefactors of TLC.

Provide increased strategic communication with parents and communities to build awareness and understanding of TLC and its impact.

Encourage all classroom teachers to access teacher leaders and coaching.

Emphasize the need for state assessment that aligns to core curriculum standards.

Provide ongoing supports to districts at varying stages of implementation, including:

- Providing area education agencies funding to ensure the continuation of professional development opportunities.
- Creating ways for districts to share their experiences implementing TLC including successful practices, barriers they have encountered, and how challenges were overcome.
- Disseminating guidance on how and when teachers should transition in and out of leadership roles.
- Sharing methods districts can use to ensure the next generation of teacher leaders are being developed.
- Communicating the importance of clearly defined teacher leader roles and being transparent about teacher leader responsibilities.
- Developing a shared understanding of what effective teaching looks like to ensure smooth implementation and growth through the use of instructional rubrics.
- Providing professional learning for district administrators to help them transition to leading a local teacher leadership system.
- Addressing common TLC myths, including the belief that TLC takes good teachers out of the classroom.

Secure ongoing funding for the Department so they can continue to provide support and coordinate the systemic implementation and evaluation of TLC.

Continue to refine the evaluation process by:

- Including the impact on culture and climate in the evaluation system.
- Determining if any common measures should be used by districts as a part of the program evaluation.
- Including student survey data in the evaluation process.
- Establishing multi-year implementation benchmarks.
- Ensuring accountability and reporting requirements don't take away from the focus on instructional improvement.
- Taking into account varying demographics when determining impact the of TLC (such as increase in percent of low socio-economic-status or special populations such as English language learners and special education students).

Conclusion

The Commission continues to be proud of the work every district in Iowa has done to implement their teacher leadership plans and that Iowa has become a national leader in this area. State departments of education, universities, and national organizations have reached out to learn from Iowa's teacher leadership experience and expertise.

In the 2016-2017 school year every district in Iowa was a part of the TLC system. The findings shared in the report are based on 39 districts with three years of implementation, 76 districts with two years of implementation and 218 districts with just one year of implementation. The Commission operates with the understanding that implementation takes time and that significant improvements in student achievement are unlikely to manifest in the short-term. Other school systems such as those in Ontario, New York City, and Charlotte took four to 10 years to show the impact of large scale reforms and initiatives. However, changes in retention rates, collaboration opportunities, career opportunities, and job satisfaction will serve as leading indicators that TLC is achieving its goals.

The Commission recognizes that TLC is the largest school improvement initiative to take place in their lifetimes. This pride and recognition makes them only more aware of the importance of "getting this right." The Commission is encouraged by the progress districts are making and the impact TLC is having on improving teacher practices to impact student learning. Commission members believe that TLC truly has the power to end the educational lottery that continues to exist and ensure that every child, no matter what district, school, or classroom they are in, receives a world-class education.

The Commission also understands that TLC does not, and cannot, operate in a vacuum. TLC must be considered a part of an overall approach to strengthening achievement in Iowa. The Commission seeks protected funding for the continued implementation of TLC. Other state policy and funding decisions have an impact not only on how TLC is implemented but how it is perceived. In addition, the Commission strongly recommends that funds are allocated to support the critical TLC work being done at the Department and in area education agencies. The oversight, coordination, collaboration, and evaluation these agencies provide is essential to the long-term success of Iowa's TLC system

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