

Legislative Report Teacher Leadership and Compensation

December 2022

INTRODUCTION

Iowa's Teacher Leadership and Compensation (TLC) System continues to be an innovative tool to support school improvement efforts and has been identified as one of the most comprehensive initiatives of its kind in the United States. The system rewards effective teachers with leadership opportunities and increased pay, attracts promising new teachers with competitive starting salaries and more support and fosters greater collaboration for all teachers to learn from each other.

The overriding philosophy of the system is multi-faceted, but boils down to one idea: Improving student learning requires improving the instruction they receive every day. There is no better way to do this than to empower Iowa's teacher leaders to lead the way.

Through the TLC system, teacher leaders take on additional responsibilities such as supporting colleagues, analyzing data, assisting with instructional strategies both in-person and online, coaching and co-teaching, technology integration and induction of new staff.

The goals of the TLC system are to:

- Attract able and promising new teachers by offering competitive starting salaries as well as providing short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teachers by providing pathways for career opportunities that come with increased responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

The 2021-2022 school year marked the sixth year that every district in the state has implemented TLC. The state allocated \$169,611,537 in fiscal year 2022 (FY22) to support districts in their TLC implementation efforts. Each district received \$349.07 per pupil to implement their plans.

Districts are required to keep an updated TLC plan on file with the Iowa Department of Education (Department). District TLC Leadership Teams meet to assess the impact of their plans and revise as needed. District plans can be found at <https://reports.educateiowa.gov/EOYPublic/Home/Plan>.

Districts continually reflect on their progress towards the vision and goals of their TLC plans. This reflection helps districts make changes to ensure that they leverage TLC to influence their school improvement process. As part of the plan, each district is asked to provide a description of how it will determine the impact and effectiveness of TLC, including short-term and long-term measures. This report summarizes the data provided in end-of-year reports submitted by school districts during the 2021-2022 school year. This data represents views, goal progress, and level of implementation as interpreted by district teachers, teacher leaders and administrators. It should be noted that these results reflect a year of unprecedented challenges for our education system, and should be reviewed and interpreted with this understanding. Each district's complete end-of-year report is available at <https://reports.educateiowa.gov/EOYPublic/>

STATE GOAL # 1 - ATTRACT AND RETAIN

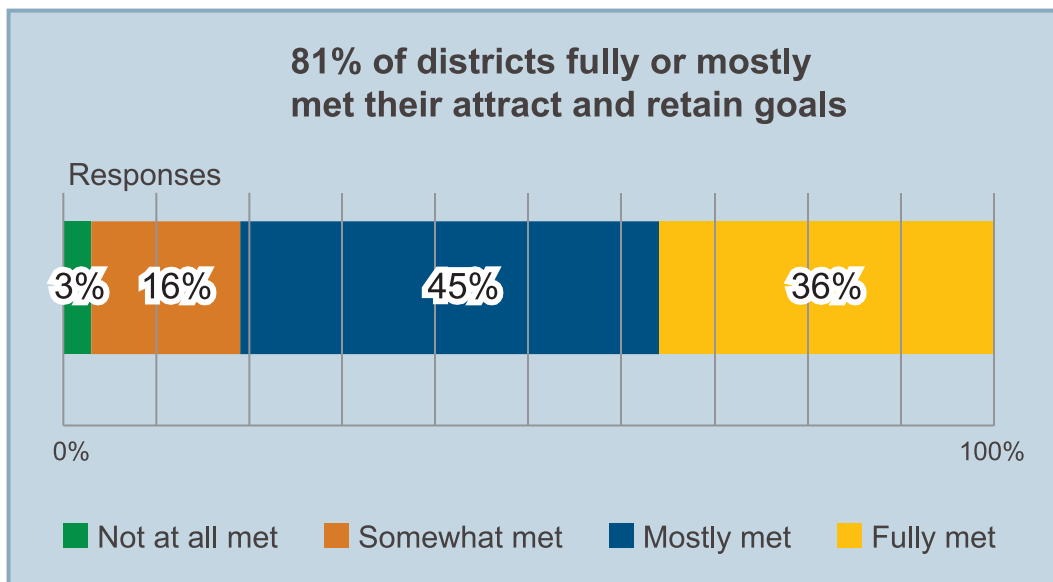
GOALS

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

Retain effective career teachers by providing enhanced career opportunities.

SUMMARY

Through opportunities for teachers to have meaningful leadership roles, as well as the implementation of improved hiring, mentoring and induction programs, districts reported they fully or mostly met their goals in attracting and retaining new-to-the-profession as well as career teachers. TLC opportunities around this include meaningful leadership roles, and implementation of improved hiring, mentoring and induction programs.



DETAILS FROM THE DISTRICTS

- Mentoring supports and resources have been developed and implemented in order to create more opportunities for mentors and mentees, along with instructional coaches, to interact with one another.
- By offering long-term professional development, a collaborative, inclusive culture and competitive salary, teacher retention rates were reported by many districts.
- Teacher leaders in the role of mentors create a supportive environment that promotes the personal and professional well-being of teachers.
- Mentors continue to participate in professional development in order to increase their skill set.

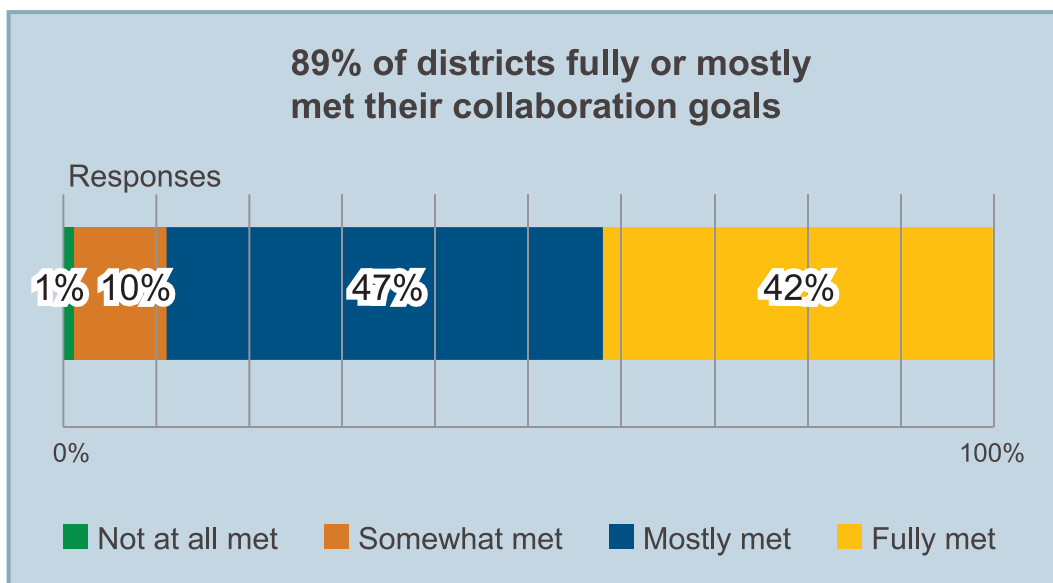
STATE GOAL #2 - COLLABORATION

GOAL

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

SUMMARY

Districts reported they have fully or mostly met their collaboration goals. Collaboration as a common practice includes various strategies such as peer observation, coaching cycles, co-planning and co-teaching, Individual Career Development Plans (ICDP) and Professional Learning Communities (PLCs) as identified in the Iowa Professional Development Model (IPDM).



DETAILS FROM THE DISTRICTS

- Teachers worked with instructional strategists to develop professional development goals and action steps, and then participated in ongoing follow-up coaching cycles. Through these conversations and related observations, teachers received feedback from the instructional strategists on their progress toward their goals. Examples of content within individual coaching cycles included the rigor of math instruction, standards alignment, formative assessment, summative assessment and classroom management strategies.
- Teacher leaders collaborated with fellow teachers during professional development time as well as collaboration time before, during and after the school day. Teacher leaders facilitated staff learning during monthly full-day professional development days. All teacher leaders were willing and able to collaborate throughout the year.
- Data leaders helped guide analysis of student achievement data and interventions for students in need.

- Teacher leaders improved instructional practices through collaboration, dialogue and modeling for all teachers. For teacher leaders to nurture and successfully impact colleagues' practice and student performance, school and district leaders must create an environment that provides flexibility, mutual respect and credibility for their own work, as well as supporting and providing opportunities for professional development and collaboration.

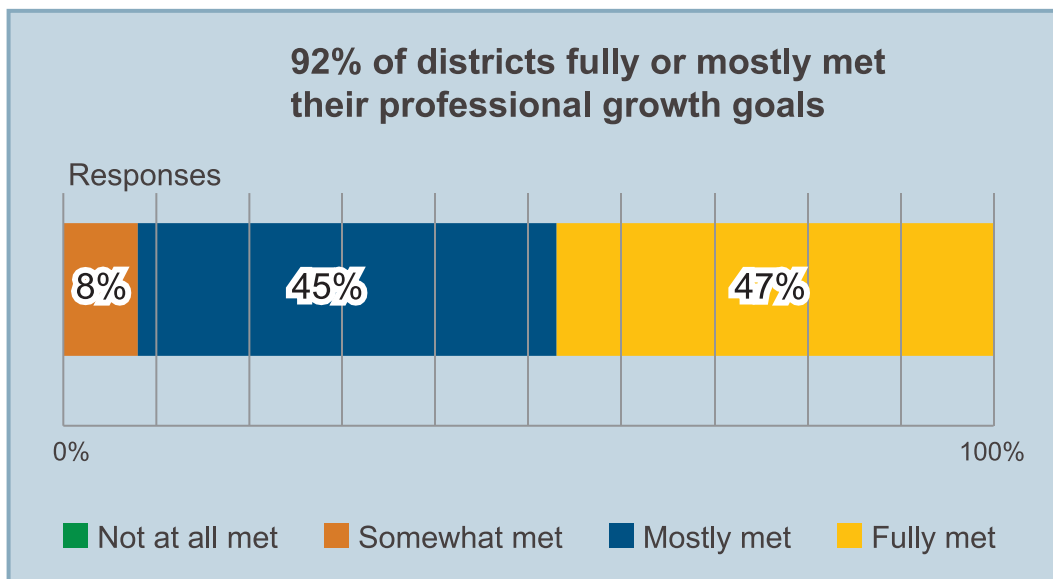
STATE GOAL # 3 - REWARD PROFESSIONAL GROWTH

GOAL

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

SUMMARY

A majority of districts reported they have fully or mostly met their professional growth goals. End-of-year reports indicated that TLC offered new pathways for exceptional leaders to share their best practices with their colleagues. Through the TLC process teachers benefited from professional learning through collaborative practices, district and building level as well as small group opportunities. Districts shared that professional development is driven by district, building, grade level/content level needs as well as individual teacher needs.



DETAILS FROM THE DISTRICTS

Districts reported:

- Professional learning was targeted to the specific needs of the TLC teacher leadership roles based on the data from the previous school year and the reflective feedback following each meeting. Professional learning included the Instructional Coach - Iowa Instructional Framework, Virtual Learning Strategies, Shared Leadership Technology Integration Coach - Iowa Instructional Framework, Virtual Learning Strategies, Shared Leadership Data Team Leaders - Data Team Process, Analysis of Student Work and The Iowa Instructional Framework using Specific Descriptive Feedback.
- Professional development included instructional coaches supporting building-level, job-embedded teacher learning; technology integration coaches supporting district-wide, job-embedded teacher learning; data team leaders and instructional leadership team members supporting grade-level or department-level, job-embedded teacher learning; mentors supporting individual professionals new to the profession/district; and selection

review committee members supporting the implementation of the TLC system district-wide.

- Improved professional development was achieved through the successful implementation of the instructional coach model, engaging teacher leaders in the professional development process and having teacher leaders facilitate Professional Learning Communities. Further, teacher leaders analyzed the outputs of the professional development process to determine the quality and relevance of the professional development.
- Teacher leaders ensured quality professional development that was differentiated for district, building, teacher and student needs.

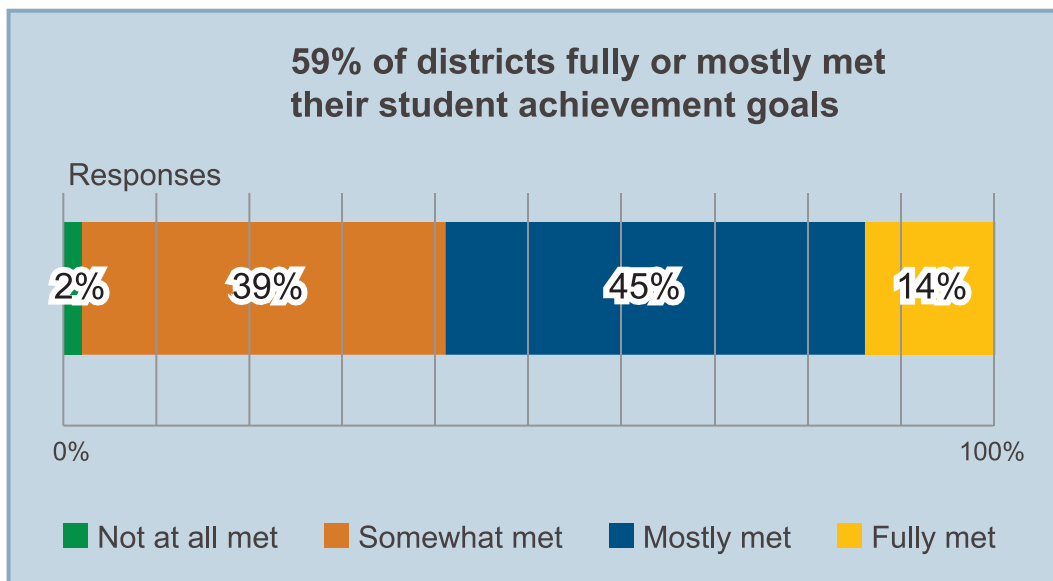
STATE GOAL # 4 - STUDENT ACHIEVEMENT

GOAL

Improve student achievement by strengthening instruction.

SUMMARY

Districts reported that they fully or mostly met their student achievement goals. Report results indicate increases in academic performance as a result of continued teacher growth through professional development. Districts used various data sources to assess the impact of their TLC program on academic performance, including internal assessments, universal screeners and teacher observation. Districts widely reported TLC as one of several factors contributing to their self-reports of student achievement gain, and districts saw a greater tie between the TLC program and their self-reports of student achievement as they refined implementation of the TLC system.



DETAILS FROM THE DISTRICTS

Districts reported:

- A correlation between the implementation of teacher leadership and student achievement was evident.
- Student achievement grew as a result of all instructional coaching cycles. The coaching cycles included pre/post assessments, goal setting, analysis of student work, collaborative planning and shared learning to build knowledge content and pedagogy. Half of the coaching cycles included co-teaching.
- Student achievement scores continued to show improvement in many areas through the work of data leaders and teachers and their deep analysis of student data from Assessment System for Teachers (FAST), the American College Test (ACT) and Iowa Statewide Assessment of Student Progress (ISASP). The data directed decisions to

strengthen instructional practices through research based strategies to increase academic achievement for students.

- Instructional coaches matched high-level instructional strategies with student data in order to improve teacher practice. When teacher practice improves, then student growth and achievement will be evident on a variety of assessments. Those high-level practices included, but were not limited to, demonstration teaching, lesson and unit planning, classroom observation and feedback, analysis of student work, cooperative assessment of instructional practices, facilitating collaboration among teachers and setting professional goals that align with the Iowa Teaching Standards.
- The 2021-2022 school year brought back the ability to create mixed groups for **Multi-tiered System of Supports** (MTSS) interventions, thus increasing their individual target intervention times and matching interventions to individual needs. Students were grouped by data identified needs and provided interventions based on needs. This TLC process led and supported the MTSS work.

COMMISSION ON EDUCATOR LEADERSHIP AND COMPENSATION RECOMMENDATIONS

The Commission for Educator Leadership and Compensation is required to provide recommendations annually to the Director of the Department of Education, the state board of education, the governor and the general assembly. The recommendations of the commission this year include:

- Explore and create ways for TLC to attract, recruit and retain a diverse field of teachers.
- Provide professional development opportunities for administrators to advance their roles as TLC advocates for teachers, teacher leaders and site-based leadership teams.
- Provide tools for teacher leaders that support best practices within districts, across districts and with outside agencies.
- Develop ways to showcase districts that have implemented exemplary TLC processes.
- Develop a reporting system around the four state TLC goals that promotes evidence-based implementation along with tools and resources to assist districts in their reporting.
- Support new-to-the-profession teachers through strong mentoring programs and other TLC resources.

ASSURANCES

- The school district will have a minimum salary of \$33,500 for all full-time teachers.
- The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
- The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
- A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

- The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

COMMISSION MEMBERS

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