

# Iowa's Teacher Leadership & Compensation System

*Partnering for the success of students*

IACTE  
October 27, 2016



# Update # 1: Statewide TLC System



# Teacher Leadership & Compensation System

Division VII of HF 215 created the Teacher Leadership and Compensation System, as well as the Teacher Leadership Supplement (TLS) categorical funding stream.

## Goals:

- attract and retain effective teachers
- promote collaboration
- reward professional growth and effective teaching
- improve student achievement by strengthening instruction



# Theory of Action

**IF** we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, **THEN...** student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

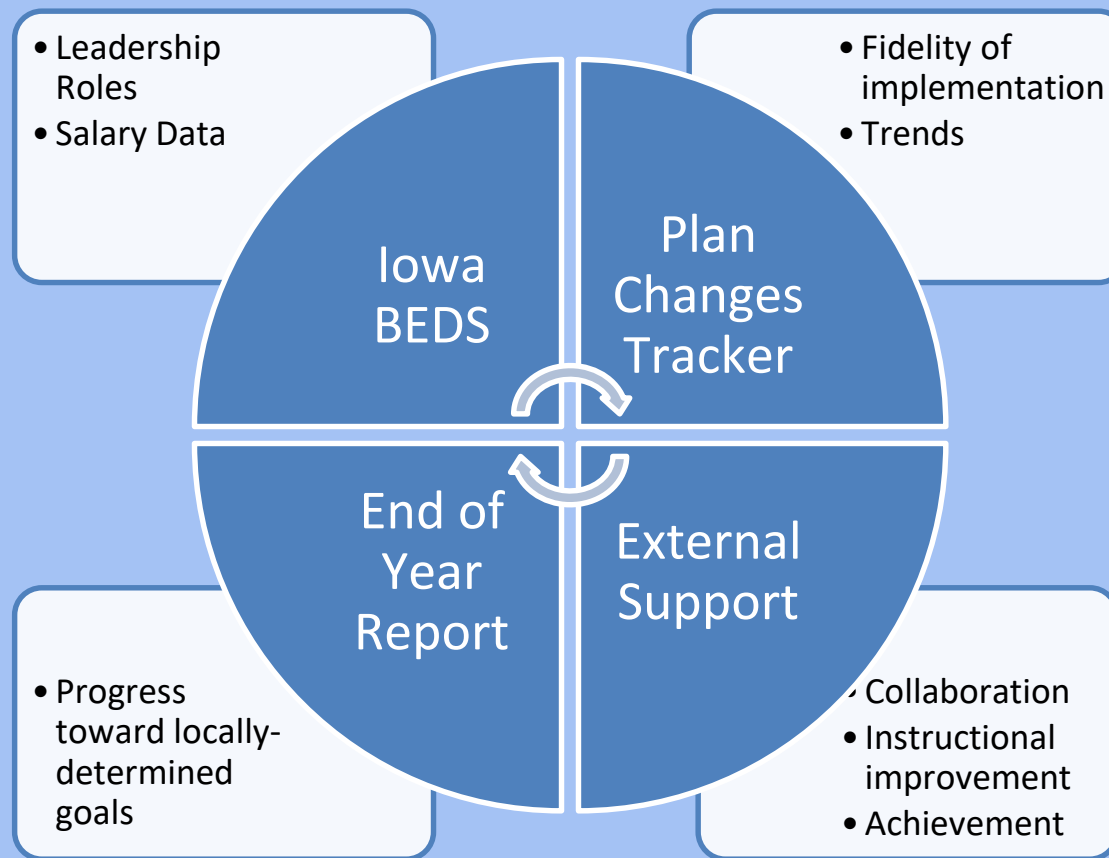


# Five “Must-Haves” for Local Plans

- Minimum salary of \$33,500
- For new teachers: Additional coaching, mentoring, and opportunities for observing instructional practice
- Differentiated, multiple, meaningful teacher leadership roles
- Rigorous selection process for leadership roles
- Aligned professional development













# TLC Evaluation

The central focus of the Department's evaluation plan is on ensuring the TLC system achieves the goals of attracting and retaining effective teachers, promoting collaboration, rewarding professional growth and effective teaching, and improving student achievement by strengthening instruction. Our approach to evaluation includes four key components.



# Information and Support

The [Agora Community](#) on the AEA PD Online website will serve as the one-stop-shop and collaboration hub as districts implement their local TLC plans.

COMMUNITY RESOURCES	EXPLORE BY FOCUS AREA
 Self Assessment	 Adult Learning
 On-Demand Learning	 Collaborative Culture
 Community Forums	 Communication
 Events	 Content Pedagogy & Assessment
 Toolbox	 Systems Thinking
	 Data
	 Organizational Leadership

[bit.ly/tlcagora](http://bit.ly/tlcagora)

Log in as guest to access Agora Community

# Update #2: TLC Teacher Preparation Advisory Group





# TLC Teacher Preparation Advisory Group

## Planning Meeting #1 Discussion:




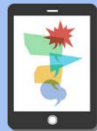



- How do we share practices?
- How can we collectively ensure future teachers have awareness of TLC?
- TLC = Training & Attracting  
What is our role in attracting teachers?

Future Meeting: Spring TBD








Interested? Email: [shudson@iw.edu](mailto:shudson@iw.edu)

# Creating a System of Support

The Department of Education is working with stakeholders across Iowa to identify, coordinate and provide opportunities for teacher leaders and school leaders to build the knowledge and skills they need to be successful in these new leadership roles.

	Adult Learning	Collaborative Culture	Communication	Content, Pedagogy & Assessment	Systems Thinking	Data	Organizational Leadership
							
Focus Areas	Design and delivery of professional learning.	Facilitation of group processes and development of necessary structures for professional learning environments to be effective.	Cultivation of skills associated with effective dialogue with colleagues.	Implementation of research and best practice in content (Iowa Core), instruction and assessment.	Integration and alignment of district and statewide educational improvement efforts.	Facilitation of data analysis and data-informed decision making.	Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage.

## TLC System - Framework for Learning Supports

	<b>Adult Learning</b> 	<b>Collaborative Culture</b> 	<b>Communication</b> 	<b>Content/Pedagogy/ Assessment</b> 	<b>Systems Thinking</b> 	<b>Data</b> 	<b>Organizational Leadership</b> 
<b>Focus Areas</b>	Design and delivery of professional learning	Facilitation of group processes and development of necessary structures for professional learning environments to be effective.	Cultivation of skills associated with effective dialogue with colleagues.	Implementation of research and best practice in content (Iowa Core), instruction, and assessment.	Integration and alignment of district and statewide educational improvement efforts.	Facilitation of data analysis and data informed decision making.	Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To use knowledge and understanding of adult learning styles and preferences; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning or to support those who do.</li> <li>• To incorporate existing and emerging technologies in the design and delivery of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To cultivate educator's facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.</li> <li>• To utilize peer to peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.</li> <li>• To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To give and elicit honest, open, and constructive feedback.</li> <li>• To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions.</li> <li>• To seek and engage in non-evaluative, reflective dialogue with colleagues.</li> <li>• To balance advocacy and inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in studying and applying current professional literature and pursue professional learning opportunities focused on content, instruction and assessment.</li> <li>• To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction.</li> <li>• To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards.</li> <li>• To support colleagues in the alignment of content, instruction, and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the processes of school improvement and 2nd order change.</li> <li>• To align teacher leadership efforts to implement:                             <ul style="list-style-type: none"> <li>- MTSS</li> <li>- Iowa Core</li> <li>- Early Literacy.</li> </ul> </li> <li>• To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards.</li> </ul>	<ul style="list-style-type: none"> <li>• To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning, or to support those who do.</li> <li>• To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning.</li> <li>• To facilitate program evaluation and impact in collaboration with team.</li> </ul>	<ul style="list-style-type: none"> <li>• To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders.</li> <li>• To develop the <a href="#">Professional Capital</a> of an organization.</li> <li>• To cultivate a mindset that supports empowerment of teacher leaders.</li> <li>• To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership.</li> <li>• To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/ situation analysis).</li> <li>• To identify a change process and support teachers and teacher leaders as they experience change.</li> </ul>



# Update # 3: Identifying Teacher Leader Positions to Support Pre-Service





# Identifying Teacher Leader Positions to Support Pre-Service and Cohort

- Consider the Cohort (Year 1, 2 or 3)
- When speaking to the LEA, consider aligning your request (Field Experience, Practicum, Student Teacher) with various roles or work of Teacher Leaders:
- Model Teachers - Not Released - Use their classroom as a laboratory and resource to support instructional practice of other teachers at their school.
- Curriculum Leader- May or may not be Released- Experts on curriculum areas.
- Technology Integrationists - Usually part or fully Released - Support technology in curriculum.



# Identifying Teacher Leader Positions to Support Pre-Service and Cohort

- Specialist Support - May or may not be Released - Support such areas as PBIS, Special Ed, ELL, ELP, etc.
- PLC Leads - Not usually Released- Provide BLT support and integration to PLCs.
- Mentors - May or may not be Released - Support to beginning teachers and sometimes career teachers.
- Instructional Coaches - Usually fully Released - Provide support and collaboration to all teachers in order to improve instruction.
- TLC Coordinators- Usually fully Released - May be a Teacher Leader or a LEA Administrators.

# Questions & Answers

