Teacher Leadership and **Compensation System**

Published Fall 2021

2020-21

Statewide End-of-Year

Report Summary

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

Administration
Ann Lebo, Director and Executive Officer
of the State Board of Education

Division of Learning and Results
Amy J. Williamson, Deputy Director

Teacher Leadership and Compensation
W. Scott Dryer, Education Program Consultant
Lora Rasey, Education Program Consultant

Table of Contents

Introduction

Iowa continues to be innovative in leveraging the Teacher Leadership and Compensation (TLC) system towards school improvement efforts. TLC continues to be one of the most comprehensive initiatives of its kind in the United States. TLC 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 the following baseline: 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 2020-21 school year marked the fifth year that every district in the state has implemented TLC. The state allocated $167,281,928 in fiscal year 2021 (FY21) to support districts in their TLC implementation efforts. Each district received $340.89 per pupil to implement their plans.

Districts are required to keep an updated TLC plan on file with the Iowa Department of Education (the Department). District TLC leadership teams meet to assess the impact of their plans and revise as needed. Districts plans may 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. The process 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 2020-21 school year. Each district's complete end-of-year report is available at https://reports.educateiowa.gov/EOYPublic/.
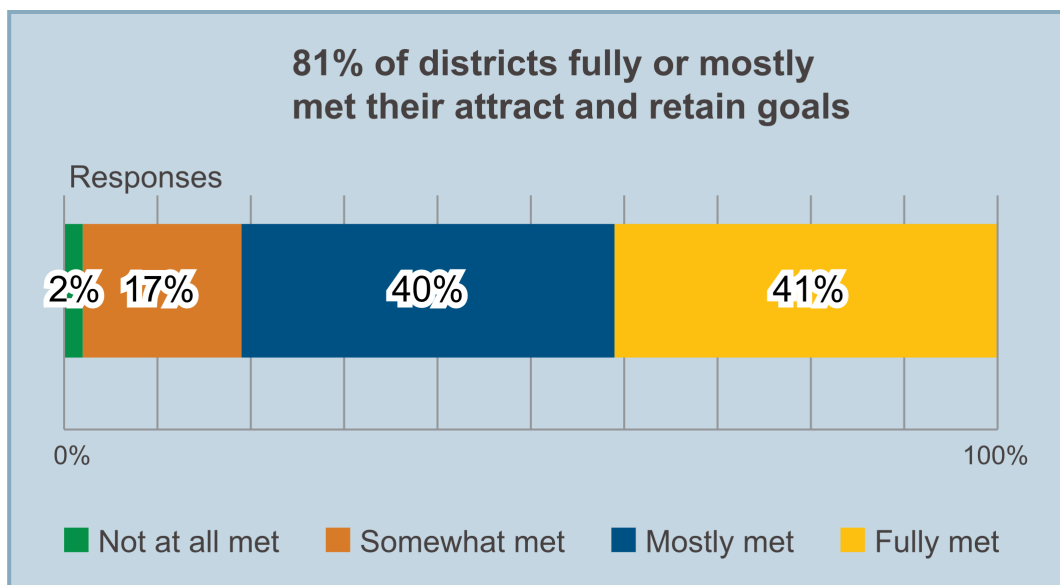
Attract and Retain

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 are reporting solid performance in attracting and retaining new-to-the-profession as well as career teachers.

81% of districts fully or mostly met their attract and retain goals

Responses

| 2% | 17% | 40% | 41% |

0% 100%

- ■ Not at all met ■ Somewhat met ■ Mostly met ■ Fully met

Key Findings

Districts cited that mentoring and induction supports new-to-the-profession teachers in **personal well being** in addition to professional growth.

- **Indianola:** When asked to score their work/life balance out of 10, 91% of new teachers responded with a score of 6 or better. This is in stark contrast to the same question asked of all teachers. Only 50% of career teachers scored themselves that high. In addition, while no new teachers scored work/life balance at a 1, 2, or 3, 28% of career teachers did. In digging deeper, we found that the teacher mentor coordinator begins every conversation with checking on the teacher's family and self before moving to the work of the classroom.

- **Garner-Hayfield-Ventura:** Feedback about the program remains positive, and over the years, comments connected with improvement of the program have been utilized when planning for the following year. Comments have included: "Talking through successes and challenges with other young teachers was incredibly helpful." "The downtime - having time at meetings to decompress and talk with other teachers in a more relaxed setting was some of the best times for me." "I

would say my mentor did a great job of helping me with some of the day to day problems." "Having a mentor teacher is very valuable for any new teacher, especially for first year teachers. It helped a lot due to the high demands of being a teacher."

- **Gladbrook-Reinbeck:** 100% of beginning teachers who completed the survey felt that their needs as beginning teachers were being met. The following quotes are what a few mentees had to say about their mentor/mentoring program: "Meeting with [my mentor] every other Monday was always a great time to connect and share about how things are going. We were always able to brainstorm possible things to try with students who like to push it to the max. [My mentor] was also great about observing me and giving feedback." "[My mentor] was very helpful with Individual Education Plan (IEP) planning, setting schedules, and any behavior charts I needed throughout the year. [My mentor] is someone I was very comfortable going to any time I needed help."

- **New Hampton:** When surveyed, 72% rated the mentoring experience as a 5 out of 5 and an additional 28% rated it a 4. "It was very beneficial, especially coming in and having never worked in a school before. My mentor has not only been a mentor but a great friend and confidant as well! It's been the perfect match."

Districts identified an **increase in the effectiveness** of beginning teachers as a result of mentoring.

- **Benton:** A new-to-the-profession teacher shared that, "Planning with (my instructional coach) helped me to be reflective in my teaching and she supported me in helping me find materials for my vision in my lessons. She helped me make my lesson engaging and relevant." Another teacher said, "I appreciate all of the guidance that my instructional coaches have given me during the course of the school year. I was grateful for the feedback when instructional coaches came and observed my classroom."

- **Cedar Falls:** The information below summarizes the reflection of 23 year-one and year-two new-to-the-profession teachers. Of those 23, 20 will remain for the 2021-22 school year.

  - Our district mentoring and induction program reflects the needs of beginning teachers: 95.4% agreed or strongly agreed. (4.7% = Neutral)

  - Our district mentoring and induction program helps teachers develop and enhance competencies for the Iowa Teaching Standards: 97.6% agreed or strongly agreed. (2.3% = Neutral)

  - Our district mentoring and induction program helps teachers develop a repertoire of research-based instructional strategies. 83.8% agreed or strongly agreed. (16.3% =neutral)

  - Our district mentoring and induction program helps beginning teachers become reflective practitioners: 95.4% agreed or strongly agreed. (4.7% neutral)

  - Our district mentoring and induction program promotes continuous improvement. 100% agreed or strongly agreed.

  - Our district mentoring and induction program provides teachers sufficient training in order to effectively mentor beginning teachers. 90.7% agreed or strongly agreed and 9.3% were neutral.

- **Spencer:** "My mentor/mentee meetings have been super beneficial and I feel that I am always learning something new and adding to my toolkit of teaching skills. I appreciate the new outlook I have for shared reading and I would like to continue learning about shared reading, decodable texts, guided reading and interactive writing."

- **Center Point-Urbana:** One way Center Point-Urbana (CPU) measures impact is by gathering data on the high leverage tools used by the mentor and induction coach and CPU beginning teachers. The high leverage tools/processes include: observation cycles (3 full cycles per year) lesson planning including "Planning for Effective Instruction," "Lesson Plan Backwards Design" and "Designing Standards-Based Units of Study" (3 lesson planning tools per year), co-

assessment and goal setting (3 times per year), analysis of student work (at least once a year), Inquiry-Cycle Action Plan - includes a full Plan-Teach-Reflect cycle of Lesson Planning, Observation, and ASW (minimum 1 per year per 2nd-year teacher).

Districts noted that teacher leaders provided **support and resources** that attributed to the success of new teachers.

- **East Marshall:** "100% of the first-year new teachers and new-to-the-district teachers reported that our current mentoring program provided them with quality professional development. 94% of the first-year new teachers and new-to-the-district teachers reported that they were better prepared for a leadership position within their building. 100% of the first-year new teachers and new-to-the-district teachers reported that the mentoring program provided them with ample training and classroom support."

- **Clarke:** "Our model teachers also provided support to new teachers on staff. Model teachers provided resources, articles, videos from others, and videos of themselves teaching via a shared Google Classroom. Model teachers also held open office hours two times each month for new (and career) teachers to drop in and work through ideas and/or questions they had about anything instructional in nature."

- **Osage:** "Our mentee survey data shows that our new teachers felt supported by their mentors and the mentor coordinator. The areas that were included in the survey were communication, leadership and relationship building as well as having areas for suggested improvement and areas of strength. 100% of our mentees completed the survey. On the survey, over 95% of the scores were 4 or 5 on a 5-point scale for the mentors. Over 87% of the scores were 4 or 5 on a 5-point scale for the mentor coordinator. Specifically, they said that the mentor coordinator was organized and communicates well. Mentees said that they felt that they could go to their mentors with questions and felt supported."

- **Waukee:** "The mentor/mentee program is designed to support first year, second year and new-to-Waukee teachers within the district. Each teacher is assigned to a building mentor. As mentioned previously, 116 building mentors provided this support during the 2020-21 school year. Mentors assume the responsibility for modeling and guiding mentees through the PLC process and daily instructional routines. They engage their mentees in learning-focused conversations around relevant instructional topics and practices."

Districts reported **evidence** that TLC has been viewed as positively **contributing to the retention** rates of teachers.

- **Hampton-Dumont:** "'I feel more a part of the school district as a result of the mentoring program.' This quote, and the rest of the results from this mentoring survey show evidence of the support our teacher leadership program is able to provide for teachers new to our district and, more importantly, new to the profession. This support enables us to retain quality teachers."

- **CAL:** "Our mid-year mentoring survey showed mostly positive results. As an example, we had 100% positive responses for the following prompts from the eight teachers in our mentoring program:

    - I experienced learning through the mentoring program
    - I experienced growth through the mentoring program
    - I feel better about my career as a teacher
    - I feel more a part of the school district as a result of the mentoring program

  The results of this mentoring survey shows evidence of the support our teacher leadership program is able to provide for teachers new to our district and, more importantly, new to the profession. This support enables us to retain quality teachers."

- **Moulten-Udell:** "A survey was administered at the end of the year, collecting feedback and comments on the TLC positions. All feedback was positive and/or constructive. A few examples of comments include: 'The TLC positions have helped me decide to stay at Moulten-Udell because they have been the support system that has been necessary within my first year of teaching. When I had questions about anything, they were all there to provide feedback and help!' ''Knowing who to contact first for support in an area is very beneficial when you need help. I do have a position so I do benefit financially so that encourages me to stay."

- **Bedford:** "Enhanced career opportunities were provided for the two instructional coaches and eight mentor teachers by providing additional leadership opportunities within the District along with financial compensation for those additional career opportunities. This is evident in the staff retention rates of all ten highly effective teachers who maintained the leadership status through instructional coaches and mentor teachers during the fourth year of the program and leading into the fifth."

- **Charter Oak-Ute:** "100% of the new professionals who responded to the survey indicated the mentoring program contributed to their decision to remain in the districts. In addition, 83% of our mentors indicated that they believe our districts have enough support in place through our TLC mentoring plan and program to support mentors with their responsibilities."
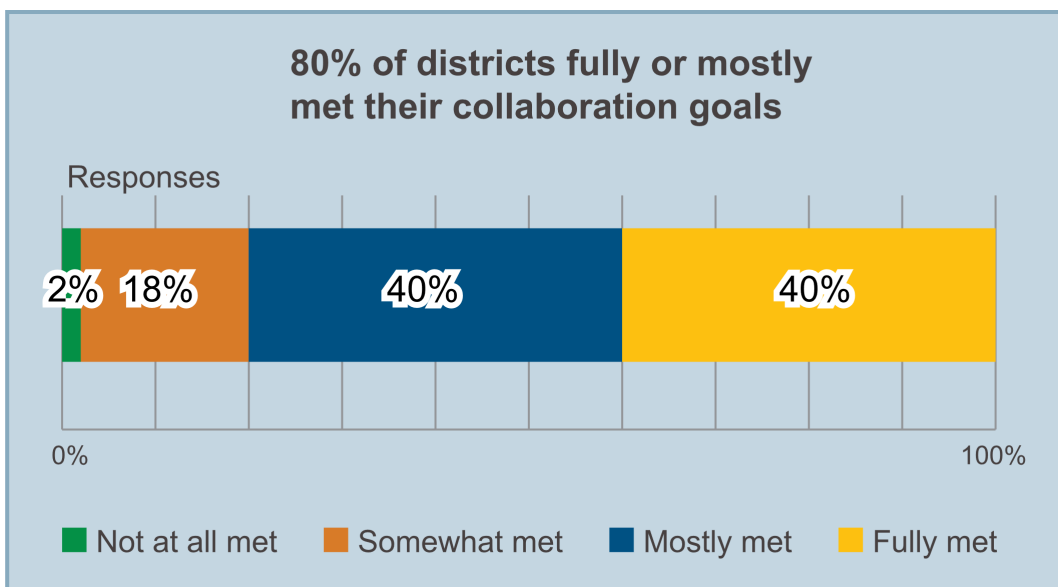
Collaboration

Goal

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

Summary

As a result of TLC, districts have made collaboration a common practice through various strategies such as peer observation, coaching cycles, co-planning and co-teaching, Individual Career Development Plans (ICDP) and PLCs as identified in the Iowa Professional Development Model (IPDM).

80% of districts fully or mostly met their collaboration goals

Responses

| 2% | 18% | 40% | 40% |

0%   100%

■ Not at all met   ■ Somewhat met   ■ Mostly met   ■ Fully met

Key Findings

Teacher Leader lead collaboration time was a **value to teacher growth and learning.**

- **Newton:** Coaching cycles continue to be the best way to ensure quality, individualized professional development. Instructional coaches work one on one with the teachers providing resources, strategies, and modeling. 100% of teachers evaluating their coaching cycles said that working with their coach helped further their professional goals and/or progress on their Specific, Measurable, Achievable, Relevant, Time-Bound (SMART) goal. The eight full-time coaches compiled over 1000 coaching interactions. The coaches' expertise in taking teachers through the cycle is a major reason why over 94% of the teachers stated that they will sustain the usage of strategies discussed during the coaching cycle.

- **Johnston:** We continue to see evidence of increased collaboration at all levels in our district. As a district, we conduct an annual survey of administrators, all certified staff, and our TLC teacher leaders to help monitor the effectiveness of our programming and the progress toward our goals. Our 2020-21 data shows that 76% of our staff believe that working with a TLC teacher has led to improvement in their instructional practice….In all of our buildings, TLC teachers supported

professional learning around instruction during a Pandemic. This included how to utilize technology purchased by the district, reinforcement of PLC work, as we had a large number of students who were enrolled in our Digital Dragons online learning environment, and supporting teachers as they navigated the multiple educational pivots we experienced during the year. Our building instructional leadership teams (made up of TLC teachers and building administrators) studied our district data to develop and implement professional learning on a bi-weekly basis. TLC teachers presented learning around the use of district technology supports purchased during the pandemic, building related Continuous Improvement Plan (CIP) goals. TLC teachers also provided coaching sessions and data collection around the building CIP implementation.

- **Roland-Story:** "An end-of-year survey was administered to staff for feedback on the impact coaches and TLC are having in our district. A few results from that survey follow: 97.8% of respondents agree/strongly they see the coach as a collaborator rather than an evaluator 95.7% agree/strongly agree that the coach as a deep understanding of effective teaching strategies 100% agree/strongly agree that the coach's activities focus on supporting implementation of effective strategies 95.6% agree/strongly agree that the coach help me reflect on my practice 91.5% agree/strongly agree they have improved the way they teach based on interactions with the coach 89.1% agree/strongly agree that they have sustained instructional changes with the support of the coach."

- **Edgewood-Colesburg:** "According to surveys that are used to get teacher feedback after professional development sessions, professional development has become a more engaging, thoughtful, and effective process rather than what the buildings were prescribed previously. Teacher content teams and grade alike teams engaged in a variety of learning that extends upon the best practice, research-based, strategies gained in various professional development opportunities.

- **Waterloo:** "We were able to increase cross-district collaboration with the increase in virtual meetings. Our instructional coaches began either journey using Student-Centered Coaching as their model for instructional coaching. Our coaches completed at least two mini-cycles every trimester with individual teachers or teams. Our instructional coaching data is used to support and drive coaching work. We use it to reflect and refine coaching practice and ensure we adjust to provide the supports necessary for improved student achievement and growing teacher efficacy."

Professional Learning Community (PLC) leaders worked with collaboration teams to focus on **key district and building initiatives.**

- **Carroll:** "Flexibility of the PLC structure allows for customization of the focus dependent upon the needs of the building. Elementary and middle school teachers meet in PLCs to discuss the academic, social/emotional, and behavioral needs of their students. High school PLC leaders facilitated discussions around the areas of: parent engagement, student engagement, climate/culture, and social/emotional health."

- **Sigourney:** "Of the teachers that responded to the May 2021 survey, 100% of the elementary teachers felt the PLC teacher leaders (TLs) helped move the building forward. Also 100% of the teachers that responded at the High School felt the PLC TLs moved the building forward this year...District wide, 95% of the teachers felt the TLC program supported classroom teachers to move forward in regards to instructional practices, curriculum alignment and meeting the TLC goals and professional development."

- **Tipton:** "During the 2020-21 school year, Instructional coaching promoted personalized learning at the middle school and continues to work with Area Education Agency (AEA) and Highlander to engage the teachers in collaborative conversations and coaching cycles centered around the learning outcomes of personalized learning. We have also added data facilitators to each building and modified the model teachers to classroom facilitators. The instructional coaches engaged the four classroom facilitators in coaching cycles each semester for a total of eight cycles that focused on teacher professional goals. In addition to classroom facilitators, the instructional coaches increased their coaching cycles from the previous year, multiple book studies, and

professional development for lead teams at the middle and high school centered around building goals. The data facilitators collected and organized data and provided the information to the building administrators and instructional coaches so that collaborative conversations could center around student learning, building and district data."

- **Cedar Rapids:** "All teachers in the District were served by teacher leaders in some capacity. In our multi-tiered teacher leadership system, ongoing collaborative practices take place in multiple arenas. Professional learning, which is targeted to the job description and needs of each TL role is provided to all teacher leaders to support their leadership. Collaborative teams include:
  - Professional Learning Community, (PLC) 100% of teachers
  - High Reliability Schools Teams – all schools
  - Tier Teams (Positive Behavior Supports and Safe and Civil Schools Teams) – 31/31 schools
  - Department Chairs – all high schools
  - Instructional Coaches – all schools"

- **Clear Lake:** Using a teacher's log, which indicates levels of collaboration (focused dialog/observation initiated by the teacher; reflective conversation about instructional practices/observation; and/or Student Centered Coaching cycles), 85 of 102 teachers (83%) have worked on at least one of those levels with our TLC coaches. Kids in Action presentations were created by the TLC coaches and the classroom teachers they worked with to share their experiences through video and pictures to showcase the learning that was occurring in the classroom. Members of our Guiding Coalition were a tremendous help in leading our collaborative teams through our PLC process. The addition of guiding coalition to TLC leadership positions is helping more staff develop their leadership throughout the District."

- **Denison:** "High school teachers collaboration time is built around our full day PD. 100% of the teachers participated. This will continue to be a focus area for the building. One of the biggest benefits of TLC we saw was in professional development. PD was teacher driven based on collaborative BLT meetings. We are continuing to move the ownership of PD from administration to teachers. We had an instructional coach in all four buildings this past school year. We saw benefits in student learning when the instructional coach met with teachers. The best results we are seeing is from the instructional coach at the elementary level who observed and gave informal and formal feedback to all teachers in the building throughout the school year."

- **Dunkerton:** "Our District implements the Professional Learning Communities framework for collaboration which addresses four key questions; 1). What do we want our students to know or be able to do (standards)? 2). How will we know that our students have learned (assessment)? 3). How will we respond if they haven't learned (intervention)? 4). How will we respond if they already have mastery (enrichment)? All teachers have built in time with grade level and/or content area colleagues to discuss student data, and collaborate around instructional strategies and practices. Staff survey data shows that our staff are satisfied with the TLC team and the collaborative culture it creates. 100% of our teachers completed the staff collaboration log for the school year indicating at least thirty-six hours of collaboration with colleagues."

Collaboration efforts focused on **individual teacher goals as identified in their Individual Career Development Plan (ICDP).**

- **CAM:** "Individualized Growth Plans were the primary source of teacher development for 2020-21. Teachers selected an area from the Iowa Instructional Framework for their plan's focus allowing for personalized improvement in addition to improvement in building and district goals. Many individualized growth plans focused on the "Activities and Materials" indicator emphasizing online learning needs. Observations were put on hold to minimize personal contact and COVID exposure. The instructional coach met monthly with teachers to look at growth plan goals, and collaborate to find resources and solutions for stress and online learning demands. Individual

Growth Plan conversations centered around the Iowa Instructional Framework, MTSS, and online learning resources. Observations will resume for 2021-22 with teachers being observed and scored three times throughout the year: Coach, Principal, and Mentor. Pre and post conference conversations will center on the NIET revised student-centered rubric and the Iowa Teaching Standards."

- **Ankeny:** "These collaboration opportunities are focused on individual teacher goals and aligned to their ICDP. Collaboration is ongoing throughout the year and evidence is collected through a learning focused interaction form. ...Perception survey results highlighted over 92% of teachers shared the role of our instructional coaches provided direction and support for their ongoing learning. 87% of teachers shared that the instructional coach support improves their practice in respect to classroom instruction and 90% shared that instructional coaches positively impact student learning through meeting the learning needs of teachers."

- **Waverly-Shell Rock:** "Through the TLC system, we were able to continue offering several structures to support meaningful collaboration among teachers. These included: courses for licensure renewal and graduate credit; robust mentoring and induction support; collaborative district and building professional development; participation in conferences and workshops; and development and improvement of system supports, including data collection and analysis and research and implementation support. Over the 2019-20 school year, 100% of Waverly-Shell Rock teachers participated in at least one of these collaborative opportunities."

- **South Hamilton:** "Our ICDP data showed 100% teachers completed an ICDP plan in collaboration with our instructional coaches and were assisted by regular clarification reminders. Many teachers participated in a book study led by our instructional coaches that will help teachers fulfill their ICDP requirement."

Districts **adjusted collaboration efforts** in the 2020-21 school year, as a result of the pandemic.

- **Wayne:** "In past years, we have scheduled weekly and monthly collaboration time for teachers. Due to scheduling issues and lack of substitute teachers that arose from teaching during a global pandemic, collaboration time was very difficult to schedule during the 2020-21 school year. Instructional coaches (ICs) met with their assigned teacher groups during professional development days to discuss instructional/ intervention strategies and to review data along with their regular coaching interactions throughout the school year, but weekly meetings amongst teachers was not feasible this year. In our end of year teacher leadership survey, 89.3% of our teaching staff reported that collaboration with their instructional coaches impacted student learning. ICs continue to meet weekly with administrators, TL coordinator, and teacher coaches (TC); they also meet monthly as a group with the coordinator and TC, to discuss strategies, successes, and concerns…Collaboration is implemented in many formats in our district and we see its value for not only student achievement but also teacher growth and learning. Another way we have implemented collaboration has been requiring teachers to plan and team teach a lesson with each of our three lead teachers during the school year, and then reflect with their IC after the lesson. We have also required teachers to videotape two lessons during the year and then reflect and discuss their reflection with their IC as well. Survey data showed that 78.6% of teachers felt that videotaping teaching in their classroom provided them with informative data to improve instruction and/or meet student needs. Both of these have provided unique opportunities for collaboration among staff. We plan to reimplement weekly collaboration into our 2021-22 school year."

- **Van Buren County:** "Teachers had more than 30 collaboration opportunities available during the 2020-21 school year. Due to the high number of students receiving remote learning, the Board approved additional collaboration time for elementary grade level teams to plan for and record remote learner instruction…Teachers were able to collaborate around a variety of needs including: new research--based curriculum adoptions, teacher knowledge of curriculum and standards, development of lesson plans, and reviewing student data and adjusting to meet the needs of face-to-face and remote learners. The secondary teachers spent a great deal of time

focused on Standards Based Grading, with support from their master teacher. Data collected from the end of the year TLC survey indicated that 96% of the teachers at Van Buren County Community School District felt that the time devoted to collaboration had a positive impact."

- **Boyden-Hull:** "Boyden-Hull believes collaboration improves teacher effectiveness. In the fall, coaches and administrators planned technology professional development for teachers. This was designed as Covid-19 forced teachers to develop their online skills to support online learners. Teachers worked together to discuss and plan how they could teach students in their classroom and at home synchronously. One of our District's goals was to ensure students did not fall behind academically in the event they had to spend time quarantined at home. During their work with teachers, coaches answered technology questions while continuing to emphasize implementing Approach, Practice, Learning (APL) strategies in the classroom."

- **Eastern Allamakee:** "Collaboration has been very high and has stayed that way, even with COVID-19. In fact, we surveyed the teachers in regards to COVID-19 and the TLC program, and approximately 90% of the staff showed great appreciation to the involvement of the TLC staff and coaches with the Return-to-Learn Plan (R2L), and in the assistance of virtual learning and the use of learning management systems. Teachers continue to be encouraged to attempt strategies that bring students to a higher level of thinking as well as greater engagement. Individual surveys show that all staff felt that TLC staff positively influenced activities and collaboration in the school. Personalized professional development, as facilitated by the TLC Leadership, has been embraced by 100% of the staff, and it was very significant during the pandemic, as this gave teachers the time they needed to plan for the virtual Wednesdays (which was part of our R2L plan)."

TLC supported collaborative opportunities created **greater collegiality and community** among teachers.

- **Estherville-Lincoln Central:** "Our TLC program provided our teachers many opportunities to collaborate and learn together which has led to improved networking and collegiality. One component of our TLC program is providing Extended Learning Opportunities (ELO). These are optional learning opportunities held outside of school hours led by teacher-leaders and offered to all interested staff; 43% of our teachers participated in an ELO this year. The leaders develop a course of learning tied to our district/building goals. Each course lasts nine weeks or one quarter. They meet once a week for at least six sessions total. The content varies widely and provides opportunities for all grade levels and curricular areas. A mid-year and end-of-year survey helped gauge effectiveness of the ELO opportunities and support that they are beneficial to the participants with 100% of the participants rating their experience as either effective or very effective."

- **Cedar Falls:** "This school year we facilitated learning walks and learning labs in order to support teacher collaboration and build efficacy within our buildings. On each date for learning walks, this involved up to 16 different learning walks opportunities. This process included building "look-fors" around common building goals. These three walks focused on Universal Design for Learning (UDL) framework and community building in the classroom. This allowed us to facilitate conversations around effective instructional practices gleaned from our colleagues and to build understanding surrounding UDL principles.""

- **Davis County:** "TLC has resulted in increased collaborative opportunities and led to a greater network of teacher support. 93% of survey respondents indicated they believe TLC has provided more collaborative opportunities. People in all our identified TLC roles (coaches, Professional Learning Team (PLT) leaders, new teacher guides, model classroom teachers) and beginning teachers, indicated that they had multiple and various opportunities to work with others throughout the school year. When asked about the biggest changes/impact that professional learning teams have had, changes in feelings of collegiality and consistency in classroom practices topped the list. One PLT leader responded, "Our team grows closer every year. As a

result, our planning and instruction is stronger. We have all learned each other's strengths, weaknesses, and preferences and can use those when planning and creating lessons.'"

- **AHSTW:** "Staff surveys showed that over 90% of our staff members have accessed the support of our instructional coaches and 100% of our new-to-the-district teachers have also participated in professional learning by accessing model teachers and participating in instructional rounds. Access to the above stated professional development opportunities have led to new learning for staff members in the area of instruction and classroom management skills. In addition, our PLC process promotes, encourages, and provides embedded opportunities for collaboration. The observations and time for collaboration have allowed for increased learning."

- **West Hancock:** "PLC teams, led by TLC members, met for collaboration during professional development sessions and a few times between PD days to discuss the formative assessment process. Teachers were also able to collaborate with staff from North Iowa Schools to discuss how the formative assessment process was being implemented there. Instructional coaches conducted mini-coaching cycles, and also offered ongoing feedback and meaningful support through the Iowa Instructional Framework. Each teacher completed an Instructional Framework Collaborative Cycle at least once throughout the year. These provided an opportunity for every teacher to receive continued feedback and support from a coach multiple times throughout the year. In addition to this, instructional coaches also worked with teachers on their Individual Career Development Plans and supported them throughout the year."
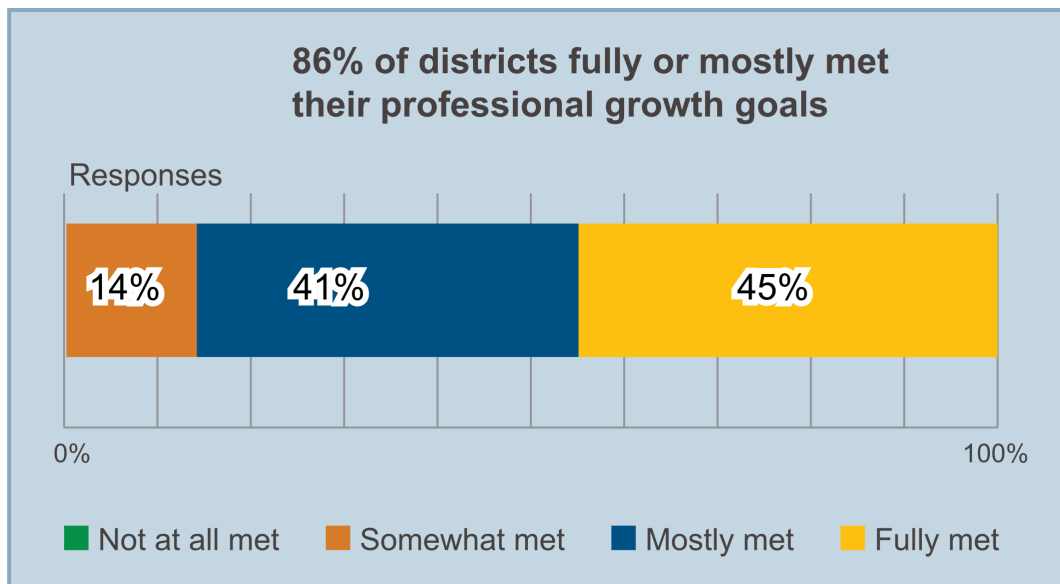
Reward Professional Growth

Goal

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

Summary

TLC offers new pathways for exceptional leaders to share their best practices with colleagues, without having to leave the classroom full time. A review of the End-of-Year reports indicated that teachers benefited from teacher leaders in the areas of professional development, online learning, social and emotional learning, as well as face-to-face teaching and learning.

86% of districts fully or mostly met their professional growth goals

Responses

14% 41% 45%

0%   100%

■ Not at all met   ■ Somewhat met   ■ Mostly met   ■ Fully met

Key Findings

Districts reported that teacher leaders supported teacher needs as a result of the many **changes in educational delivery, and student needs** during the 2020-21 school year.

- **Akron-Westfield**: ""During the 2020-21 school year our district focus was to give the staff tools necessary to make this synchronous school year a successful one. There were several professional development sessions given by the TLC team on technology and how to teach with the tools we have at our disposal. Specifically, we helped the staff get accustomed to programs like Google Classroom, Seesaw, Ed Puzzle, Google Meets, Pear Deck, and Kahoots. In addition to teaching the staff about these tools, we allowed them time to use the technology and provided them the opportunity to share with other staff members how they were implementing the use of the tool. The staff was able to collaborate and get ideas from each other. To support staff and professional development plans the teacher leaders met with teachers to examine data, collaborate and provide professional development in a hybrid learning environment."

- **West Sioux:** "Teachers are willing to work towards the goal of increasing student achievement when they feel like they are part of the plan. Many teachers have expanded their knowledge of hybrid teaching and learning, online learning, and intervention strategies. The TLC staff at West Sioux began by working with the needs of our staff and led them towards training that will help our students. Our students needed help with dealing with the pandemic, filling gaps and holes caused by the disrupted learning from 2019-20. In doing so many teachers were willing to advance their own learning to help the students in the classroom. These teachers began to share testimonials about what they are doing and through "create your own" PLCs, helped their co-workers to start their own path to improving the teaching and learning in their own classroom."

- **Indianola:** "All curriculum and instruction lead teachers reported a large portion of both their learning and their innovation focused on technology, blended learning, remote learning, and/or engaging students during this challenging year. Not only were they able to grow as teachers, but they were happy they could support their colleagues through this role."

- **Dallas Center Grimes:** "Our curriculum facilitators were instrumental in locating digital resources to share with teachers to include for students and families that could be used during the at-home portion of the hybrid learning as well as for our online teachers to use in their online instruction of students. They also worked in collaboration with our instructional coaches to create digital choice boards for professional learning opportunities for our staff to increase their knowledge and use of technology. These teacher leaders were on the front line supporting our teachers as they worked to integrate this new learning into their repertoire of instructional practices. There was not a single teacher in the district who did not work with a teacher leader in some capacity this year to integrate new learning into the classroom. Our goal for the following year will be to capitalize on the trust and relationships built through all of the collaboration in providing the just-in-time job-embedded professional development to our teachers this year."

Districts shared that TLC teacher leader supports **directly impacted teacher's professional growth across the district.**

- **Belmond-Klemme:** "The district/building administrators and the TLC Team, along with AEA support, review what is in place for PD, based on the Iowa Professional Development Model (IPDM), at the district and building level in order to make adjustments to ensure that the professional development provided results in improved, effective instructional practices and increased student achievement. Two ICs collaborated with administration & staff to help create ICDPs for the district. The ICDPs are aligned with District goals and address specific measurable goal(s) and provide a rationale for the plan. The ICDPs include documentation of collaboration with school personnel and data gained from the implementation of the ICDP."

- **Brooklyn-Guernsey-Malcom**: "The high school had seven members that met monthly to discuss and support the building goal of essential standards, instruction and assessment. Their goal is to provide the consistency and direction needed for more school-wide implementation and direction. At the elementary we had nine members and we focused on defining and clarifying the MTSS interventions and supports for better implementation school-wide with an emphasis on our Tier 3 and Individual Education Plan (IEP) students. Both leadership teams helped with our district wide Return to Learn plan and played a vital role during the summer. Based on reflections from individual career development plans and our mentoring survey results, many teachers commented on the support they have received through the TLC positions which helped them to increase their skill and knowledge as an effective teacher."

- **Coon Rapids:** "Our professional development plan supports teachers working in PLC teams as they identify and deconstruct essential standards. This is our second year having two half-time instructional coaches as part of our TLC plan. The instructional coaches visited every classroom multiple times this year to begin to develop an open door collaborative culture where teachers learn from each other. Our two mentor coaches also worked closely with new teachers within weekly collaborative meetings as well as individual coaching cycles. As we work to meet this goal, our two half-time instructional coaches and our full time technology integration coach

continued training with Heartland AEA on coaching strategies. Their goal was to visit every classroom multiple times, and to develop relationships that create a culture where teachers ask to collaborate for continuous learning. 94.9% of teachers surveyed reported feeling comfortable having another teacher enter their classroom. This is up from 77% from the previous year."

Districts cited that professional development, led by TLC teacher leaders, **supported identified data based needs within the district.**

- **Boyer Valley / Woodbine:** "Throughout the year, whole-day professional development was held in both districts. Long-term professional development occurred with the implementation of PLCs throughout the school year. These groups developed goals, researched strategies and held collaborative meetings in order to improve student achievement. Another piece of long-term professional development was the continuation of Positive Behavioral Interventions and Supports (PBIS) implementation in both districts. Throughout the year, teachers also had professional development time to research, plan, implement, and reflect on their personalized professional development goals, which was also offered as a license renewal course through the district. Throughout the year, teachers also met with TLC leaders to discuss data and how to use that data to the greatest effect within their classrooms. FastBridge reading assessment (FAST) data was used to implement interventions at a more in-depth level to support student learning. Many teachers also participated in coaching cycles, during which teachers went through some job-embedded professional development on various effective teaching practices."

- **Wapsie Valley:** "BLT members were instrumental in helping building principals and instructional coaches review and expand upon district and building level goals. These goals helped identify the professional development throughout the year, and staff members appreciated the clarity and consistency. Unlike many districts in the state of Iowa, our building leadership team was heavily invested in the District's R2L. 100% of the team met 1-3 times/week last summer and 1-3 times/month all school year to revisit the plan and to determine the PD needs of the district. Most BLT members helped organize and lead Social and Emotional Learning (SEL) activities for the staff during our once/month all day professional learning days. The team felt it was important to model the activities and ideas that teachers were being asked to do with their students."

- **Bedford:** "Through the leadership of our instructional coaches and mentor teachers, we are able to provide more meaningful professional development for all teachers within our district. Through our TLC program, we are able to implement job-embedded weekly collaboration and professional development. Through our TLC program, we have become much more focused on effective instruction and strategies that can be used to enhance student learning. With our weekly collaboration time, the instructional coaches and mentor teachers have the time to work with the staff analyzing student data to really delve in to determine the needs of our students."

Districts shared that professional development, supported by teacher leaders, **directly supported student growth, school improvement and MTSS efforts.**

- **Mount Vernon:** "Each school has increased its frequency and quality of academic interventions for its students, and has focused professional learning time on using data to monitor the effectiveness of the current MTSS structures. The ten-minute meetings addressed in the collaboration goal are designed for teachers to develop individual and team goals related to implementing an effective MTSS plan. Our technology ed camp was also the next step in the execution of the District's equity plan to ensure quality learning opportunities for all students. Moving forward, the TLC/DLT leaders are providing feedback in the development of the District's professional learning calendar for the 2021-22 school year. This group will also assess FastBridge and Iowa Statewide Assessment of Student Progress (ISASP) data at the end of the 2020-21 school year, and at the beginning of the 2021-22 school year, to determine what learning gaps may still exist as a result of the COVID-19 Pandemic. The focus will be on both academic growth data, and data related to the social-emotional well-being of students. The District will then reassess its goals and interventions strategy based on that data."

- **Iowa City:** "This focus of Teacher Leadership professional development transferred into the development of teachers. The common language from Hammond helped teachers identify the types of students they wanted to foster (independent learners), the type of teacher they needed to be (warm demanders), how to provide high quality feedback (the asset-based feedback protocol), among others. It helped make the ideals of equity into concrete ways of being and practices that could then impact the outcomes and experiences of students. In addition, the modeling of the PD, and the work of teacher leaders, helped teachers develop the strategies they would need to engage students in remote and hybrid learning."

- **Newton:** "A new leadership opportunity arose this year with the development of four committees: Equity, Academic, Safety and Social/Emotional. A stipend was provided to those teachers who were on the committees to create district level guidance and protocols in each of the four areas. The teachers and administrators on those committees sent out surveys, created FAQ's and communiques to increase transparency in the buildings and the community so all stakeholders had a clear picture of student and teacher roles and expectations in the new learning environments from their TLC survey, "Data from our TLC surveys showed that 92 percent of teachers who worked with teacher leaders indicated the collaboration impacted, or highly impacted, their instruction. Narrative feedback regarding the impact strongly suggested that all teacher leader roles played a significant role in impacting instruction across all grade levels."
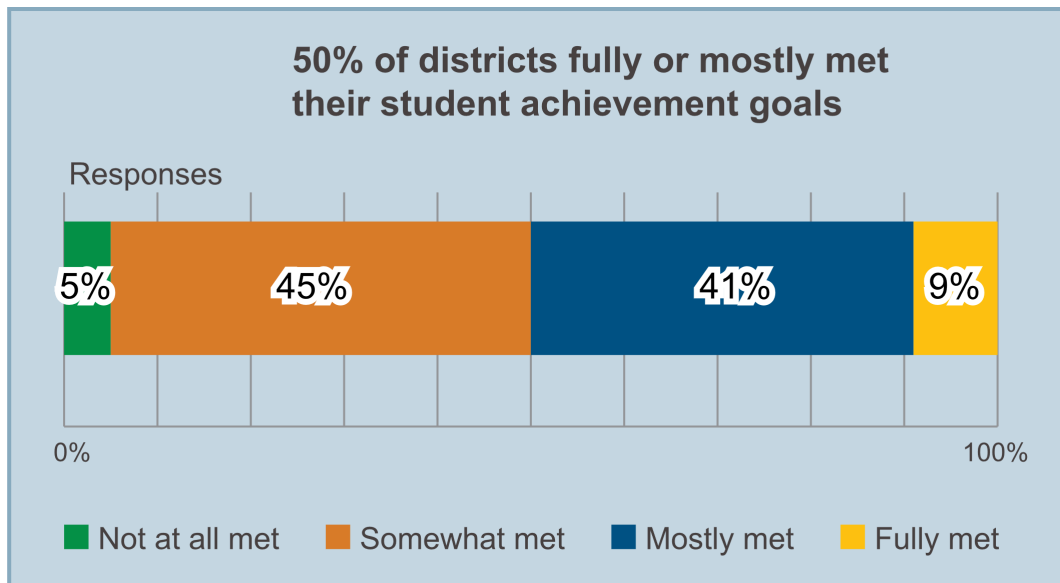
Student Achievement

Goal

Improve student achievement by strengthening instruction.

Summary

In their end-of-year reports, most districts shared 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. They 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.

50% of districts fully or mostly met their student achievement goals

Responses

| 5% | 45% | 41% | 9% |

0%   100%

■ Not at all met   ■ Somewhat met   ■ Mostly met   ■ Fully met

Key Findings

Districts reported a **correlation** between the implementation of teacher leadership and student achievement.

- **Postville:** "The most pivotal component in implementing the TLC plan in Postville Community School District in our fifth year is student achievement. As a district in our fifth year of the TLC process, we have consistently seen the most growth in student achievement. In Cora B. Darling Elementary, we went from statewide accountability designation of "needing assistance" to "commendable". In John R. Mott High School, we went from a statewide accountability designation of "needing assistance" to "acceptable". Due to COVID-19, there is a lack of data to analyze that we were anticipating for this school year. Based on the data we had access to grade levels and subject areas where formal coaching cycles took place and coach support was evident. All formal coaching cycles saw an increase in student achievement for all cycle goals as

well as some correlations to grade-level, building-level, district-level, and state-wide assessments."

- **Nashua-Plainfield:** "This was our fourth year of implementation so we are beginning to see impact on improved instruction and student achievement. According to our end-of-year TLC perception survey, more than 96% of teachers reported that they believed their instruction has improved with the implementation of the TLC program. 90% reported that they believed the TLC program had a positive impact on student achievement. Our IPI data was collected four times throughout the year. This measured student involvement and higher order learning. The data showed an increase in student learning conversations and a decrease in disengagement among staff and students. There was also a slight decrease in "lecture-type" delivery as we worked toward our goal of becoming a Project Based Learning (PBL) school. We hope to see this trend continue by increasing student centered activities in future years. We have also added two instructional coaches to our program to assist with the implementation of instructional strategies. We implemented interventions and grade-level teams that worked on articulating power standards and assessment. In the secondary level, it was noted that the students receiving D's/F's had decreased from the first semester to the second semester."

- **WACO:** "WACO's ultimate goal is to improve student achievement. Our firm belief is that we can do this by strengthening the ability of teachers to deliver effective instruction. The TLC system has provided us the avenue to do this. Previously, after determining that our 4+1 calendar did not allow for consistent, meaningful professional development, changes were made for the 2017-18 school year. These changes were kept in place for the 2018-19 and 2019-20 school year. The district and building team leaders designed a calendar that maintained our four-day week, yet allowed for consistent professional development for four hours every-other Friday. Our goal was to increase attendance and make professional learning more meaningful. District-level PD included providing PD that was meaningful and was a joint effort of the administration and the following TLC teams: District and Building Team Leaders, Elementary Instructional Coach, Secondary Instructional Coach and District Technology Coach. This would not have been possible without the TLC system in place."

Teacher leaders supported classroom teachers in **analyzing student assessment data to inform instructional planning.**

- **North Polk**: "At North Polk we desire to draw a line between teacher growth and student achievement. In order to do that well, we have founded the results based coaching tool within the student-centered coaching model. This is a shift for us this year. It was a good year to pilot this tool within a pandemic year. Our coaches took on a variety of duties and we wanted them to focus their energy and time towards the remote teaching and support for our students that were not face to face. Coaches still used the results-based tool to capture teacher growth and student growth with at least four teachers. All coaches met this goal and shared the student growth data. The exciting news is that 100% of the coaching cycles (4-6 weeks in length), we saw an increase of student achievement based on formative assessment. This data blew us away and really captured what is hard to quantify. We have added monthly meetings for principals and coaches to meet monthly to review this learning and growth and focus on the data. As a result of taking on this action research, we were able to accomplish a great deal of evidence to support this shift toward student centered coaching and move to more of a heavy coaching cycle for our teachers. We have also seen our coaches in the classroom more when doing a coaching cycle that is more student centered. We are now looking at launching a rejuvenation of coaching for the 2021-22 school year, due to the pandemic, but also to keep the focus on students and growth."

- **Norwalk:** "The instructional coaching team began using a tool called the Results Based Coaching Tool (RBCT) this year. Developed by Diane Sweeney, the tool assists coaches in measuring the impact of coaching cycles on student achievement. Data from the RBCT indicates that when teachers engage in full student-centered coaching cycles, it does make a difference on student outcomes. For example, data indicated that at the beginning of a coaching cycle, the average percentage of students who were proficient on the standard chosen for the goal was just 16.09%.

However, by the end of the full coaching cycle, that percentage increased to 63.94%. This data encompasses all of the more than 70 coaching cycles completed. When broken down by building, Oviatt students went from only 15.7% proficient at the beginning of a unit to 70.9%. Orchard Hills students increased from 27.3% proficient to 82.8% while Lakewood students went from 1.8% of students being proficient to 69.5%. At the secondary level, middle school students who benefitted from coaching cycles went from 7.9% proficient at the beginning of a unit to 47.3% on average. At Eastview the average was 29.3% at the beginning and 52.9% at the end while at the high school the average proficiency at the beginning was just 13.9% but by the end an average of 45.7% of students had reached proficiency on the standard for that unit. Our coaching team will continue to refine and use the RBCT to measure the impact coaching cycles have on student learning. Qualitative data gathered from PD 360 surveys indicates that teachers who engage in coaching believe it makes a difference for their students and them. Almost all of the teachers who completed the survey said that they benefited from having a thought partner to work with them and that they would like to engage in coaching more regularly because they saw the impact it had on their students as well as their own instructional practices."

Districts shared that teacher leaders lead Multi-tiered Systems of Support **(MTSS) processes as buildings focused on student needs.**

- **Northwood-Kensett:** "Coaching cycle results and data show a positive impact on student achievement. All nine cycles indicate an increase in student proficiency based on pre/post assessment data. Six of these cycles occurred with first-year teachers, as we wanted to emphasize support for those entering the profession during an especially challenging school year. These cycles are focused on a standards-based, student-centered goal. Because the coaching cycles are standards-based, we feel this data is a strong representation of student achievement. One example of this achievement is a high school biology cycle with the goal: "Students will explain the structure and function of the digestive system." Student proficiency grew from 0% to 88% throughout the cycle."

- **Osage:** "Our district continues to develop and expand the MTSS process with our TLC process. Our long-term goal will be to continue to use data to guide instruction throughout the district. The elementary continued to expand interventions in the areas of math and Social Emotional Behavioral Mental Health (SEBMH). Morning meetings and PBIS continue to support SEBMH. The middle and high school focus shifted due to distance learning. We have resumed Positive Action Team (PAT) meetings at all levels to discuss student concern areas and develop support for those students. We have study buddies for middle school students to receive additional support from our high school students. We have hired additional SEBMH support with success teachers. This position will also support the Success Center for after school student assistance. We have also added a Science, Technology, Engineering, and Math (STEM) position to help extend the learning of all students."

- **Nevada:** "Our TLC plan was built around the framework for Authentic Intellectual Work (AIW), providing each teacher with a learning team that engages in regularly scheduled AIW scoring sessions. Teachers within our District are provided opportunities to bring teacher tasks, student work, and videos of their instruction to their learning team for structured peer feedback using the AIW rubrics as a framework. Teachers are able to choose what they bring to their teams based on how their students were performing on classroom data collected from formative and summative assessments. Our elementary staff worked this entire year to implement PLCs at their building with a focus on creating common formative assessments and using data to drive their instruction. We continued to send our elementary staff to PLC training with the hope of having all of our staff trained. The elementary staff also used their PLC time to review student FAST data and discuss interventions to use with students. The AIW/PLC framework and our TLC plan will continue to provide instructional support and collaboration efforts focused on improving lesson plans, student tasks, formative assessments, summative assessments, and instructional practices that will ultimately lead to an improvement in student achievement data during the 2021-22 school year and beyond."

- **Twin Cedars:** "At the elementary, surveys indicate that 100% of the staff have utilized an instructional coach, fidelity monitor, or MTSS coach in evaluating data. Data includes FAST universal screening, FAST progress monitoring, and monthly data reviews of the district's reading curriculum weekly assessments. Instructional decisions were made based on the data review and based on knowledge gained through professional development initiatives (PRESS, Dyslexia and Reading Corps Trainings.) Surveys and teacher reflections also indicate that 92% of our staff is confident in matching interventions to student needs. Our monthly data reviews of our curriculum weekly assessments show that 70-80% of our students are achieving scores of 80% or better on the assessments. Student scores on weekly assessments have been steadily increasing over the last three years. In 2020, 75-80% of our students were reaching the 80% mark. In 2019, 70-75% of the students were reaching the 80% mark. We consider the goal to strengthen the elementary literacy MTSS program fully met."

- **Midland:** "Based on the Tier I, II and III behavior data collected throughout the year, an elementary behavioral intervention coach has been developed through input from our District leadership team. This instructional coaching position will work with our instructors and support staff in implementing evidence-based behavior interventions and assessment practices to decrease student behavior referrals. This instructional coach will also collaborate with the colleague's work for developing classroom management strategies as well as follow-up with parents and students regarding attendance concerns. This will be the beginning steps for our district to improve students' achievement by providing this support to our teachers and parents."

Summary

The Department and its Teacher Leadership Compensation team responded to unique needs placed on school districts, in the spring of 2020, to better serve our TLC leaders. This work continued into the 2020-21 school year, as educational practices and leadership needs evolved in Iowa. This included flexibility in developing new TLC positions that could be implemented immediately to best meet the local needs of students and teachers. Some of these positions were focused on technology, online learning, as well as new teaching strategies that supported remote learning. This report contains summary data from the district's TLC end-of-year reports, which results in a more robust teaching profession based on local measures of success, according to the 2020-21 Statewide End-of-Year Report Summary.

Within the Attract and Retain goal, the report outlined the impact of TLC leaders on new-to-the profession teachers. Districts cited positive collaboration and training through mentor and induction programs, guidance from instructional coaches, and resources from model teachers. It was noted that the noted relationships lead to higher competencies within the Iowa Teaching standards for new teachers.

The data from the Collaboration goal indicated a strong connection between peer observation, coaching cycles, co-planning and co-teaching, Individual Career Development Plans (ICDP), PLCs as identified in the Iowa Professional Development Model (IPDM) and teacher growth and satisfaction. The ability to collaborate through a set TLC process, with TLC leaders put new educators in a position to be successful in multiple educational delivery models.

Regarding the Reward Professional Development goal, districts stated that professional development both from, and for teacher leaders positively impacted schools. Teacher leaders lead professional development, online learning, social and emotional learning, as well as face-to-face teaching and learning for new-to-the profession as well as veteran teachers. Likewise, teacher leaders were exposed to professional development that enhanced their leadership skills and influenced the work they do through TLC.

The final goal, Student Achievement, was also cited as a positive impact on education in Iowa schools. Districts shared self-reported 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. They widely reported TLC as one of several factors contributing to self-reported student achievement gain, and districts saw a greater tie between the TLC program and self-reported student achievement as they refined implementation of the TLC system. It is important to note that an analysis of statewide, common data sources and TLC implementation data would be needed to make causal inferences between TLC implementation and student achievement.