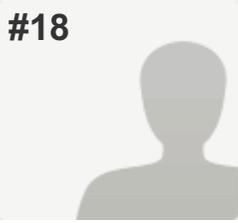


#18



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Monday, June 29, 2015 9:19:00 AM

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**Time Spent:** 00:44:31

**IP Address:** 216.159.98.3

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**Q1: 1a. TLC Local Plan Measure (1)**

How Much Did We Do?

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**Q2: 1b. To what extent has this measure been met?**

(no label)

Fully Met

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### **Q3: 1c. Description of Results (1) (limited to 3000 characters)**

The evaluation of our Teacher Leadership System (TLS) starts with an analysis of our selection process. Our staff was aware of the TLS opportunities for the 2014-2015 school year. Ninety-three percent of staff surveyed responded strongly agree or agree (on a strongly agree, agree, disagree, strongly disagree, not applicable scale) when asked if they were aware the TLS positions.

The State of Iowa requires at least 25% of teachers be in TL positions. Our TLS surpassed this requirement, which employed 438 teachers who fulfilled one or more roles, equaling over 34% of teaching population in the fall.

Hiring teams completed their work dutifully with 40 of the 42 different roles being filled. The roles of Mentor Teacher and Curriculum Writer were not hired due to an unexpected, diminished need for the roles. This modification was reported to the state in correspondence dated September 29, 2014. The Department of Education approved the changes.

The 40 teacher leader roles fall into 18 categories, for which professional learning was designed and delivered. Those teacher leader categories included:

- Lead Induction Coach
- Induction Coach
- Instructional Design Strategist
- Instructional Design Strategist Facilitator
- Teacher Leadership System Facilitator
- Behavior Specialist
- Curriculum Facilitator
- Learning Supports Facilitator
- Professional Learning Community Leaders
- Professional Development Facilitator
- Resolution Team Facilitator
- Teacher Quality Facilitator
- Building Leadership Team Member
- Positive Behavior Interventions and Supports Leader
- Technology Integrationist
- Model Classroom Teacher
- Department Chair
- Cooperating Teacher

All teachers in the District were served by teacher leaders in some capacity. According to teacher leader logs, there were over 6000 collaborative planning sessions in the 2014-2015 school year. The most common content of those sessions included:

- Formative Assessment
- Student Engagement
- Standards Based Grading
- Technology Integration
- Learning Targets/Standards
- Rubrics/Proficiency Scales
- Differentiation/Small Group Instruction
- Classroom Management

Our conclusion is that our Human Resources Department, Hiring Teams and Professional Learning Departments did a fantastic job meeting our goals for carrying out the selection process with fidelity and integrity and providing professional learning to all teacher leaders.

**Q4: 2a. TLC Local Plan Measure (2)**

How Well Did We Do It?

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**Q5: 2b. To what extent has this measure been met?**

(no label)

Fully Met

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**Q6: 2c. Description of Results (2) (limited to 3000 characters)**

One of our goals with our TLS was to create opportunities for teachers to lead while remaining in the classroom. Ninety percent of teacher leaders were able to do just that. Our second goal was to provide support which equipped them for success. When our teacher leaders were surveyed, the following percentages represent how favorably (strongly agree or agree) they responded to questions about their preparation for their teacher leadership roles: 85% of teacher leaders believed their job requirements were what they expected, 87% of teacher leaders believed they received the support they needed to carry out those requirements, 91% of teacher leaders felt confident in being able to do their work, and 89% of teacher leaders believe they have been entrusted to make decisions in their leadership roles. As a result of the structures for support being carried out in our TLS, 87% of our teacher leaders, who had the option of returning, have agreed to be a teacher leader in 2015-2016. We have concluded that the TLS Survey and Human Resources data illustrates the quality of the preparation and professional learning our teacher leaders were provided.

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**Q7: 3a. TLC Local Plan Measure (3)**

Are Teacher Leaders More Effective?

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**Q8: 3b. To what extent has this measure been met?**

(no label)

Fully Met

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**Q9: 3c. Description of Results (3)(limited to 3000 characters)**

Our method of measuring the professional growth of teacher leaders was a tool we designed, called the Continuum of Development (COD). It was based on the Iowa Department of Education's Framework for Learning Supports and the New Teacher Center's Mentor Standards. Focus areas of the COD included: Adult Learning, Collaborative Culture, Communication, Content/Pedagogy/Assessment, Systems Thinking, and Data. Each focus area has more specific and descriptive indicators defining levels of proficiency and the graduated levels of leading to proficiency. Each indicator has a Likert Scale of 10 points to help teacher leaders pinpoint their skill level (1-3 is Beginning/Emerging, 4-7 is Applying, and 8-10 is Innovating/Integrating). All teacher leaders, who were fully or partially released from the classroom, reflected on their practice using the COD as they developed their Individual Professional Development Plan in the fall of 2014. A reflective conversation took place with their supervisor at that time. In the spring of 2015, these same teacher leaders reflected using the same process and tools as in the fall. The fall and spring reflections were compiled to determine the growth of teacher leader groups for the purpose of determining future professional learning and support for these groups. According to this data: 91% of TLS groups saw a 10% increase or more in their mean Continuum of Development scores and 55% of TLS groups saw a 25% increase or more in their mean Continuum of Development scores. Our extra-duty teacher leaders were asked to reflect using the COD process in the spring of 2015 in order to collect baseline data. All five of these roles had a mean score of at least of 7 out of 10, which is the highest level of "Applying" on the COD. Our Building Leadership Teams (BLT) were asked to submit a team score when reflecting on the COD. Seventy-four percent of our BLTs assessed themselves as having an "Applying" score or better in every category of the Continuum of Development. We have concluded that our teacher leaders are more effective as evidenced by the growth and level of proficiency demonstrated on the Continuum of Development.

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**Q10: 4a. TLC Local Plan Measure (4)**

Are Teachers More Effective?

## Impact of TLC Plan

### Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

### Q12: 4c. Description of Results (4)(limited to 3000 characters)

To determine whether our teachers are more effective as a result of the TLS, we surveyed all District teachers. Six hundred ninety-seven teachers (72% of respondents) believed that the support provided by the TLS improved their instructional practice. Teachers were also surveyed about whether certain teacher leader roles positively impacted their instructional practice. A favorability rating indicates what percentage of teachers believe that a particular teacher leader role improved their instructional practice. Over 81% of TL roles had a favorability rating of at least 70%. In the same survey, teachers were also asked about whether certain teacher leader roles positively impacted student achievement. In this case, the favorability rating indicates what percentage of teachers believe that a particular role enhanced student achievement. Again over 81% of teacher leader roles had a favorability rating of at least 70%. Teachers clearly indicated that their instructional practice has improved due to their interaction with the TLS. We also concluded that it has positively impacted new teacher retention. There were 91 teachers new to the district hired for the 2014-2015 school year (41 new to the profession and 50 with one year or more of teaching). Thirty-six of the 41 teachers new to the profession and 48 of the 50 teachers with experience are scheduled to be part of the Cedar Rapids Community School District for the 2015-2016 school year.

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### Q13: 5a. TLC Local Plan Measure (5)

Has Student Achievement Improved?

### Q14: 5b. To what extent has this measure been met?

(no label)

Somewhat Met

**Q15: 5c. Description of Results (5)(limited to 3000 characters)**

Our TLS was in its inaugural year in 2014-2015. If we were to correlate the effect of the TLS on student achievement, we must look for changes in the data from the previous years to this one. One method of measuring student achievement is the Iowa Assessment. Regarding reading and math, there was no appreciable increase in student proficiency or expected growth according to this measure, nor a reduction in achievement gap. According to our standards-based District Elementary English Language Arts Assessment, student achievement improved. It is an assessment given to every first through fifth grade student. The percent proficient has increased at each grade level in the last year. According to our standards-based District Elementary Math Assessment, student achievement also improved. This assessment is given to every kindergarten through fifth grade student. The percent proficient has increased at three of the six grade levels in the last year. At the middle school level, one of the measures our district uses for student achievement data is D and F data. With this data, we want to see the number of D and F grades decrease. Three of our six middle schools saw the number of D and F grades in math courses decrease in the last year. Two of our six middle schools saw the number of D and F grades in reading courses decrease in the last year. According to the Scholastic Reading Inventory, our ninth grade scores remained nearly the same. The percent proficient moved from 70% to 69% in the last year. Our tenth grade scores showed considerable growth, with the percent proficient moving from 60% to 71% in the last year. The Scholastic Reading Inventory is not given to 11th and 12th grade students. Our high schools are in their inaugural year in implementing standards-based district math assessments, therefore the following is baseline data at this time. The percent proficient in Algebra 1 was 49%, Geometry was 63% and Algebra 2 was 39%. According to our District Suspension data, overall suspensions have decreased by 8% in the last year and the number of the students suspended has decreased by less than 1%. According to our District Office Referral data, overall referrals have decreased by 5% in the last year. We conclude that our students demonstrate greater proficiency and growth on assessments which are standards-based. We anticipate improved results with other measures.

## Impact of TLC Plan

**Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).**

While we were pleased with the TLS implementation data, we understand that the inaugural year brought with it the need for teacher leaders to build relationships and leadership proficiency. Our data says that the support given met teacher leader needs for the first year. Looking into the second year, we plan to increase the rigor and expectations for the level of influence that teacher leaders will have on the quality of instruction and student learning. We will use each building's school improvement plan, as well as the district's professional learning focus, to determine the work of teacher leader across the district.

**Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.**

The district and building plans drive the work of the teacher leaders in our district. The Building Leadership Teams specifically utilize these plans to guide the professional learning to support quality instruction, thereby impacting student learning.

**Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – 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.

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Teacher Leader Percentage – 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.

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Teacher Compensation – 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.

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

<b>Q19: Name of School District:</b>	Cedar Rapids Community School District
<b>Q20: Name of Superintendent</b>	Dr. David Benson
<b>Q21: Person Completing this Report</b>	Mary Ellen Maske and Stephen Probert
<b>Q22: Date of Submission</b>	6/29/15