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Q1 Name of School District

Central DeWitt

Q2 Name of Superintendent

Dan Peterson

Q3 Person Completing this Report

Jen Vance

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Q4 1a. Local TLC Goal

Attract new, quality teachers to the Central DeWitt CSD

Q5 1b. To what extent has this goal been met

(no label)

Mostly Met

Q6 1c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

The Administrative Team continues to focus efforts on teacher recruitment and sharing information about our district with prospective teachers. Because we live so closely to the Quad Cities (Bettendorf, Pleasant Valley, North Scott, and Davenport Schools), we continue to be challenged with competitive salary, benefits and locations. The Administrative Team made appearances at local universities during the 2016-2017 school year in an effort to educate prospective teachers about the Central DeWitt Community School District. Members of the Administrative Team visited teachers in a teacher education program at St. Ambrose to talk about the importance of the interview and paperwork. In addition, our district willingly takes on student teachers in an effort to showcase our district. Our goal was to have 95% of new teachers to stay at Central. As of May 30, 2017, one of our seventeen first or second year teachers are leaving the school district. This puts us at 94% retention. Of the five first year teachers, none are leaving the district. Other data from the new teachers includes the following: 100% of new teachers created a SMART goal with their collaborative Data Team; 100% of new teachers participated with a teacher team to work through the PLC Process to improve instruction through identifying essential standards and reviewing common assessments. New teachers worked an average of 12,000 minutes with their induction coach. We would like to believe that increased support as well as a competitive minimum salary has led to retaining quality teachers.

Q7 2a. Local TLC Goal

Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in the Central DeWitt Community School District.

Q8 2b. To what extent has this goal been met

(no label)

Fully Met

Q9 2c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Principals met with Instructional Coaches once monthly. Formal observations only occurred for the Instructional Coaches who were on the district evaluation cycle. Video taped conversations were an addition to admin/IC collaboration this year for coaches on the evaluation cycle. Each teacher collaborated with their coach to create an individual professional goal as part of their Individual Professional Development Plan.

Individual Career Development plans were created between IC and each of their roster teachers. These plans were also reviewed by building principals. The plans served as a goal setting tool to drive the collaborative work between ICs and teachers throughout the year. The Instructional Coaches also created their own Individual Career Development to support their work with teachers.

According to the Teacher Leader Quarterly Surveys, teachers reflect the following about their collaborative opportunities: 84% of teachers believe collaboration with his/her instructional coach has moderately/substantially impacted planning & preparation; 79% believe collaboration with his/her instructional coach has moderately/substantially impacted instruction; 72% believe collaboration with his/her instructional coach has moderately/substantially impacted data analysis; 67% believe collaboration with his/her instructional coach has moderately/substantially impacted classroom culture. In an effort to move into deeper coaching, set a goal of taking at least 80% of our teachers through at least one coaching cycle. The coaches met their goal and were able to guide 82% of our teachers through at least one full cycle.

This was our first year of Thursday morning PLCs. We are utilizing the four questions of a PLC that also align nicely with our background in the 5 Step Data Process. PD Facilitators led these collaborative meetings. We had 21 teams this year who met 32 times. The focus of the work this year was identifying essential standards. Every team had a team SMART goal. The goals were set while considering the following questions:

-How will this goal impact student learning?

-How will attainment of this goal impact practice or learning environment?

Each PD Facilitator, Model Teacher, and Instructional Coach prepared a reflection presentation to review their groups work during the 16-17 school year. We believe this goal is fully met considering not only the implementation of collaboration time during the school day on a weekly basis but also the guidance from our TLC system and professional development in regards to effective collaboration. We look forward to continuing to grow this work in the 17-18 school year.

Q10 3a. Local TLC Goal

Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers.

Q11 3b. To what extent has this goal been met

(no label)

Fully Met

Q12 3c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

A Teacher Retention Survey was given to teachers on May 10, 2017. We had a 95% participation rate on the survey. . 94% of teachers in our district either agree or strongly agree that they are satisfied with their job. 96% of teachers are committed to our district. 91% of teachers feel they have adequate opportunities for professional growth in our district. Our Teacher Leadership directly contributes to the opportunities for professional growth our teachers have.

As of May 30th, 6 of 130 teachers have resigned/retired from the Central DeWitt CSD. This means in year two of our Teacher Leadership System, 4.6% of teachers left their current positions in the district.

Exit questions were asked of the six individuals leaving the district at the end of this year. After questions, it was determined that 3 teachers are retiring, 1 leaving due to husband attaining a new job in a different city. 2 are leaving to seek teaching positions in different locations.

Instructional Coaches met as a collaborative team on Tuesdays for two hours, August through May (20 times total). In addition, Instructional Coaches participated in eight, full-day Coach Training Workshops provided by the New Teacher Center. PD Facilitators met once per month from August through May, focusing on leadership and the PLC process. This group had four additional contract days to learn about the PLC process and how they would serve as a leader of their team. The Model Teachers met for one hour, each quarter, to develop instructional strategies and classroom practices teachers would be observing. The Model Teacher's collaborated with the Instructional Coaches to find ways to increase traffic in model classrooms. As a result of this collaboration we hosted our first Model Teacher week. Coaches have become more aware of Model Teachers strengths to support their efforts of directing roster teachers to the resources model teachers have to offer. Model Teachers were utilized to present on the use of Canvas in the classroom. In January, five Model Teachers presented at the Connections Conference hosted by our district. As of May 31st, all TLC positions in our district have been filled by our Site Based Review Council.

Q13 4a. Local TLC Goal

Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers.

Q14 4b. To what extent has this goal been met

(no label)

Mostly Met

Q15 4c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

There were a total of 292 Model Teacher visits logged in the 2016-2017 school year. This is an increase of 112 visits from the 15-16 school year. We attribute this to the implementation of Model Teacher week in which we expected every teacher in the district to get out of their room at least once to visit a model teacher's classroom. Classroom coverage was provided by instructional coaches and administrators.

100% of first and second year teachers felt the collaboration with their induction coach either substantially or moderately impacted their instruction. 80% of veteran teacher felt the collaboration with their instructional coach either substantially or moderately impacted their instruction.

We successfully implemented an MTSS system in grades 4th-6th during the 16-17 school year. We can now say we have an aligned MTSS system in kindergarten through sixth grade. This work could not have been completed without the support of our teacher leaders, specifically Instructional Coaches and PD Facilitators. 70% of our students in grades K-6 are meeting benchmark as evidenced by the Spring 2017 FAST assessment. This number tells us we need to continue to evaluate our universal tier while continuing to fine tune our targeted and intensive supports for those not meeting benchmark. Instructional coaches and model teachers will play a key role during the 17-18 school year in a roll out of a K-6th grade literacy plan to help create consistency within our Universal Tier.

MAP data was not used on a wide scale basis this year in our district. We are currently in the process of evaluating the necessity of the MAP assessment in our district.

Please use the file below to review our Iowa Assessment results. Teachers participated in goal setting as part of professional development prior to the assessments and reviewed their goals once the results were received.

Professional Development this year focused on collaboration and the components of the PLC process. Teacher leaders supported this focus through their work with their PLC groups. The main component of the PLC process we worked with was identifying essential standards and are ready to begin the 17-18 school year in a place to learn more about and create formative assessments.

Walk through data was not collected this year but we hope to determine a focus for walk-throughs and get back on track in the 17-18 school year.

We are looking to continually see an increase in academic achievement but are crediting our successes to the implementation of consistent frameworks that encourage quality instruction. The implementation of these frameworks could not have been carried out without the support of our teacher leaders. In many instances we were able to see teachers take part in large group learning during PD and take that back to their classroom to be individualized with their instructional coach. A specific example of this is the workshop model for reading and writing in a 5th grade classroom that directly supports the district's K-6th grade literacy plan.

Our instructional coaches had the goal this year to move into "heavier coaching" by tracking coaching cycles as opposed to visits with teachers. During the 16-17 school year 80% of our teachers moved through a complete coaching cycle with their instructional coach.

Q16 4d. If you wish to upload a file with student achievement results you can do that here.

Central DeWitt Iowa Assessments.pdf (61.2KB)

Page 4: Put any goals you wish to report on, but don't directly align with state TLC goals, on this page.

Q17 5a. Local TLC Goal

Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities.

Q18 5b. To what extent has this goal been met

(no label)

Fully Met

Q19 5c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

The end of our second year brought about the following openings within our TLC system:

- Instructional Coach
 - o 1 vacancy/3 applicants
- PD Facilitator
 - o 4 vacancies/4 applicants
 - o Two of these were new positions
- Model Teacher
 - o 2 vacancies/4 applicants

We are in our second year of partnering with the New Teacher Center to provide our first and second year teachers with an induction coach. The program included the hiring of a full-time teacher mentor to serve our five first year teachers and twelve second year teachers (17 total). From August 2016 through April 2017, the Mentor (Induction Coach) spent 35,455 minutes with the Central DeWitt mentees, which is an average of 12,085 minutes per new teacher (1st/2nd year teachers). The topics covered within the mentor/induction program included: lesson planning, analysis of student work, inquiry cycle action planning, and post-observation reflections to name a few. The mentees met with their mentor throughout the year, but there were four "seminars" new teachers were required to participate in to enhance their professional learning and growth. The dates of these meetings as attendance rates are as follows: September 29th (88%), December 8th (100%), March 2nd 94%), and April 20th (94%). The attendance rates primarily reflect a conflict with athletic coaches who were unable to attend the afterschool seminars due to the fact they had to be with the team at a team function.

100% of 1st/2nd year teachers believe the work with their induction coach has substantially or moderately impacted their planning and preparation as well as instruction.

Each quarter, all teachers were given a "TLC Quarterly Survey" that allowed for teachers to share perception data about the TLC program and TLC personnel. With an extremely high response rate each quarter (98% was our highest during the last survey of the year), we believe the data reflects a true assessment of whether or not our climate and culture remains conducive to the TLC work. 98% of teachers responded that they "understand how the TLC system is operating and functioning in our district." In addition, 91% of teachers feel they do not have any needs not being met relative to the district's TLC system. However, 6% of teachers were not certain if their needs were being met. This is down from 14% during the 15-16 school year. We do still have room to grow as we discover what that pocket of the population is feeling they are needing that we are not providing. Moving over 80% of our teachers through a complete coaching cycle during the 16-17 school year is cause for celebration. We look forward to increasing that number during the 17-18 school year.

Q20 6a. Local TLC Goal

Respondent skipped this question

Q21 6b. To what extent has this goal been met

Respondent skipped this question

Q22 6c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Respondent skipped this question

Q23 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We struggle to find effective ways to utilize the Model Teacher position. During the 17-18 school year we are going to explore other options that still give us the benefits of getting teachers out of their classroom and watching their peers. One idea we have kicked around are host teachers. We have much to learn and look forward to exploring the possibilities.

Our SBRC is seeing the benefits of having people in a position for at least two years. A specific example of this is our PD Facilitators. Through their end of the year presentation to the SBRC we were able to see movement in our PLCs. It was a general feeling that the PD Facilitators in year two really started to make some strides. The SBRC suggested looking for a way to change the reapplication process so that the process is more involved after year two. In other words, after year one the reapplication process would be abbreviated but every two years it would be a more involved process. We plan to research what other districts do before committing to a change to our plan.

Q24 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

“The TLC system is working to educate teachers in instructional strategies to use in the classroom in order to help students achieve. Decisions made on strategies and student learning are based on data and research.” (7th grade ELA teacher)

“The TLC program is helping with student achievement in our district, and in my room. I am getting resources, feedback, and help with meeting my goals. I have found the program to be very beneficial in my classroom and for our team meetings.” (2nd grade teacher)

“My Instructional Coach is awesome! I feel that I am becoming more effective as an educator as a result of the discussions that I am having with her regarding teaching strategies and and keeping current with the data I have been collecting.” (1st grade teacher)

“I was able to see great classroom management techniques and collaborative teaching from grade K to 4 during model teacher week. I also got ideas to use in my ELA class relating to theme and small groups. The grade level model teachers have helped me by showing me the ropes for everything!!” (5th grade teacher)

Below are some responses to the question, “How has a model teacher impacted/benefitted your instruction this year?”

- Discussed strategies involving self-pacing and differentiated outcomes.
- Strategies for critical thinking and pairing students. Also given ideas for SBG and blended learning.
- Ideas for implementing classroom management and organization ideas. Also different ideas to use for reviewing concepts.
- I was inspired to try something new in my own classroom.
- How to find projects that involve getting the students and and going things while also holding them accountable.

Q25 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.