

#30



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, June 15, 2015 1:55:24 PM  
**Last Modified:** Thursday, August 13, 2015 3:08:15 PM  
**Time Spent:** Over a month  
**IP Address:** 173.16.249.225

PAGE 2

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

Improve recruitment and retention of high-quality teachers.

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

(no label)

Mostly Met

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

Colo-NESCO has fully transitioned to using teachiowa.gov for recruitment efforts. Connections made with local colleges and universities through the TLC grant and ongoing outreach enabled us to recruit additional student teachers for the 2014-2015 school year. For the 2014-2015 school year the district had 6 first year teachers and 4 second year teachers. For the 2015-2016 school year we will have 5 first year teachers and 4 second year teachers. Over time we would like to see the number of teachers leaving drop, however some of the teachers who left were ones who maintained reservations about the teacher leadership program. This is not surprising with the initial implementation of a new, far-reaching initiative like the Teacher Leadership and Compensation grant, and some attrition should be expected.

Our Climate Survey results showed several factors of note. Increases in the Agree/Strongly Agree categories were seen in the following areas from 13-14 to 14-15:

- 38.27% more teachers feel the district’s mentoring and induction program meets the needs of new teachers
- 33.16% more teachers feel the districts mentoring and induction effectively supports mentors
- 14.74% more teachers feel they understand district goals and priorities
- 10.73% more teachers feel they have opportunities to participate in school planning and decision making
- 17.29% more teachers feel the district has set a clear direction for improving student achievement
- 30.79% more teachers feel professional development has provided them with strategies they have incorporated into their instructional delivery
- 12.28% more teachers feel that Professional Learning Communities encourage collaboration

Less positive trends were evident as well. For the second year in a row we failed to receive any responses to our Staff Exit Survey. This makes it difficult to understand the reasons individual teachers are leaving and evaluate if there are any trends. Additionally, a survey of students teachers was not conducted this year. Finally, increases in the Disagree/Strongly Disagree categories were seen in the following areas:

- 11.13% fewer teachers feel they are encouraged to provide district level suggestions on ways to improve programs or services
- 10.20% fewer teachers feel safe stating their opinions about Colo-NESCO programs and issues facing the district, even if they disagree with the approach being taken
- 11.52% fewer teachers feel the faculty has an effective process for making group decisions

Student teacher surveys were not given this year.

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

Fully support initial teachers as they enter the profession.

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

(no label)

Mostly Met

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

Our initial teachers were, on the whole, very successful and were vocal about the positive support they received throughout the year. Mentoring logs showed mentors and initial teachers meeting on a regular basis to provide “just in time” support. More of this time was spent on logistical support, as opposed to instructional support, than is ideal. Our survey of first and second year teachers showed the following:

- 100% of mentees felt they were able to meet with their mentors for the needed amount of time
- 100% of mentees agree they are comfortable approaching their mentor for support
- The majority of mentees were ranked mentors as extremely skilled in:
  - o Active listening
  - o Providing constructive feedback
  - o Establishing relations based on trust
  - o Communication
  - o Working to meet mentee goals
  - o Motivating mentees
  - o Building confidence
- 88.9% of mentees rated their overall quality of mentoring they received as very high

Areas for growth for mentoring and induction in the coming years includes:

- Increase the effectiveness of mentee observations of mentors
- Increase mentor skill in providing instructional feedback
- Increase the time mentors and mentees spend looking at data
- Increase mentor support for mentees in differentiating instruction
- Increase mentor support in helping mentees prepare for evaluations
- Increase mentor support in helping mentees prepare their portfolio
- Increase support for new teaches with formative assessment strategies.

Initial teacher observations indicated that discussions and work done in mentoring sessions was, for the most part, translating into the classroom practice of new teachers. New teacher portfolios were not reviewed this year.

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

Provide aligned and differentiated professional development.

---

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

(no label)

Mostly Met

---

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

Data provided by administrators indicated that teachers were seen to be implementing strategies learned in professional development at a higher rate this year than in previous years. Staff survey data also supports this conclusion. 30.79% more teachers agree/strongly agree that professional development has provided them with strategies they have incorporated into their instructional delivery. Anecdotal information and survey results also indicate that Professional Learning Communities (PLCs) were also seen to be more effective this year. 11.38% more teachers agree/strongly agree that PLCs work to ensure all students learn. 12.28% more teachers agree/strongly agree that PLCs encourage collaboration. This year the entire district met once a month for “whole district” professional learning. Feedback we received throughout the year indicated that staff would prefer to meet in a PK-4 and 5-12 settings to ensure professional development was targeted to their level. For next year the district will still have an overarching theme for professional development, but the actual sessions will be split to target strategies that are most effective for teachers at different levels.

PAGE 5

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

Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of these teachers.

---

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

(no label)

Somewhat Met

---

## Impact of TLC Plan

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

Evaluation of teacher leaders was and is a work in progress during this first year. Initially Lead Teachers/Coaches were using a Teacher Leadership Rubric to self-rate and to monitor progress over time. However, this tool was not used consistently enough to provide a good evaluation of changes in teacher leader skill. This tool was also not applicable enough to other teacher leader roles. For next year, the district plans to use the Teacher Leader Model Standards to evaluate and support the growth of all teacher leaders throughout the year. Teacher leaders will meet with the TLC Coordinator and/or their administrator mid-year and at the end of the year to conduct this evaluation. This information will be used to plan professional learning for teacher leaders. Lead Teachers/Coaches used documentation logs throughout the year to track their work. This enabled them to monitor how their release time was being spent and evaluate if they were spending the right amount of time on the right things. In addition, starting in January, they tracked the number of teachers they were working with and if this was coaching "heavy" or "light". Throughout the year the number of teachers coaches worked with increased from a low of 5 per week to a high of 18. The level of "heavy" coaching went from a low of 1 per week to a high of 8. We would like to see this number continue to increase over time. Instead of using the Woodruff Scale we used a scale we developed in-district that is described in the other part of this response. All teacher leader roles were filled, however some teachers did take on more than one teacher leader role. We had more than 25% of staff in teacher leadership roles for the 14-15 school year. The primary professional development teacher leaders received was monthly meetings with their teacher leader group and the TLC Coordinator. These consisted of book studies and discussions around topics relevant to that group. PLC leaders were given an opportunity to attend a De Four PLC training over the summer and mentor teachers were given the opportunity to attend Heartland AEA's mentor training. Professional development was mostly concentrated on Lead Teachers/Instructional Coaches and the TLC Coordinator/Instructional Coach. They attended Jim Knight trainings through Heartland AEA, monthly networking meetings, and other professional learning sessions.

## Impact of TLC Plan

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

Improve student achievement in all subject areas.

### 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 Iowa Assessment results can be found in the chart provided (emailed separately to Lora Rasey). This chart compares results from 2013-2014 (prior to TLC implementation) to 2014-2015 (year 1 of TLC implementation). However, we do not believe we have enough data yet to show that the TLC Program is having an impact on student achievement.

## PAGE 7

### 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).

Improve the climate and culture in the district to raise the overall level of trust in the district and teacher's comfort stating their opinions. Retain more teachers so we have fewer first year teachers over time. Continue to build and improve our local mentoring curriculum and support including building the skills of mentors. Separate district PD so it is targeted by grade level (PK-4 and 5-12). Formalize procedures for the evaluation of teacher leaders. Increase student achievement.

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

During our visit by the Department of Education teacher were very vocal about the support they have received through TLC program. Teacher were more positive than ever about the quality of the professional learning they were receiving.

## Impact of TLC Plan

**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.

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.

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.

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.

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

PAGE 8

<b>Q19: Name of School District:</b>	Colo-NESCO
<b>Q20: Name of Superintendent</b>	Jim Verlengia
<b>Q21: Person Completing this Report</b>	Becky Slater
<b>Q22: Date of Submission</b>	June 15, 2015