

#37



COMPLETE

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

The Dubuque Community School District developed two impact questions to evaluate the progress of the DCSD Teacher Leadership program. The first question, To what degree do Teacher Leaders know, use and implement the Standards for Professional Learning with fidelity and competence? intends to measure the development and growth of Teacher Leaders. The district interpreted three primary pieces of summative evidence to measure the knowledge, use and implementation of the Standards of Professional Learning:

- A locally developed TLC Peer Feedback survey,
- A locally developed end-of year evaluation of each Teacher Leader,
- The SAI II from Learning Forward.

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

(no label)

Mostly Met

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

Listed on order of strength as perceived by each group.
TLC Peer Feedback

Completed by Peers
Learning Community
Resources
Learning Designs
Leadership
Outcomes
Implementation
Data

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

To what degree do Teacher Leaders know, use and implement the Standards for Professional Learning with fidelity and competence?

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

(no label)

Mostly Met

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

End of Year Evaluation: Listed in order of strength. 1. Learning Community 2. Learning Designs 3. Resources 4. Data 5. Implementation 6. Outcomes 7. Leadership

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

To what degree does each school know, implement and demonstrate the benchmarks of highly effective schools?

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

(no label)

Fully Met

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

Areas in each outcome identified as an area of concern:
 Leadership • How well educational leaders address existing and potential conflicts. • How well educational leaders recognize staff members' accomplishments, expertise, and leadership potential. Learning Supports • How well the school engages families and the community to support student learning. • How well effective discipline and behavior management systems support teaching and learning school-wide. • How well educational leaders and staff members actively support the discipline and behavior management system. Continuous Improvement • How well educational leaders ensure that teachers receive constructive feedback through periodic observation, coaching and lesson study. • How well the intervention and enrichment materials are identified in the written curriculum. • How well extensive communication ensures that all stakeholders are a part of the decision-making process. • How well a research-driven approach is used to identify problems and solutions. Curriculum, Assessment and Instruction • How well the intervention and enrichment materials are identified in the written curriculum. • How well formative and summative assessments are identified in the written curriculum. Professional Learning • How well professional learning is collaborative, is job-embedded and address both individual and school-wide needs. • How well professional learning builds cultural proficiency. Characteristics of Effective Instruction • How well learning targets are translated into assessments that yield accurate results. • How well classrooms differentiate instruction for student interest. • How well the instructional design incorporates a variety of products.

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

Respondent skipped this question

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

Respondent skipped this question

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

Respondent skipped this question

Q13: 5a. TLC Local Plan Measure (5)	<i>Respondent skipped this question</i>
Q14: 5b. To what extent has this measure been met?	<i>Respondent skipped this question</i>
Q15: 5c. Description of Results (5)(limited to 3000 characters)	<i>Respondent skipped this question</i>

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).	will send via separate e-mail
Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.	will send via separate email
Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:	<p>Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.</p> <p>,</p> <p>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.</p> <p>,</p> <p>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.</p> <p>,</p> <p>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.</p> <p>,</p> <p>Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.</p>

Impact of TLC Plan

Q19: Name of School District:	Dubuque Community School District
Q20: Name of Superintendent	Stan Rheingans
Q21: Person Completing this Report	Lynne Devaney
Q22: Date of Submission	8/31/2015
