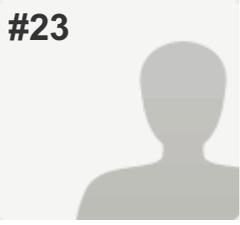


#23



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Monday, June 29, 2015 2:19:55 PM

Last Modified: Tuesday, June 30, 2015 3:55:56 PM

Time Spent: Over a day

IP Address: 207.165.59.250

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

In what ways has student achievement improved as a result of professional development aligned to instructional improvement?

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)

Thanks to the TLC Grant, TLC leaders are embedded throughout the district to support instructional practices that have improved student achievement. An instructional coach regularly attends PLC meetings to help guide discussions about student data and secure necessary resources that will target student needs. Model lessons have been videotaped to provide exemplary models of research-based instructional practices. Both veteran teachers and teachers new to education have been offered a “menu” of options to utilize through the instructional coaches.

The AIW framework has been used to improve core instruction. TLC leaders have worked along side the Grade Level Facilitators, using the lens of an AIW Local Coach, to guide and reflect upon the revising of student tasks, instruction, and student work. The district conducted an AIW correlation study to look at the relationship between the quality of student tasks and student work. There was a 30% increase in both high scoring student tasks and the accompanying student work, compared to the previous year.

District Board of Education Annual Progress Report Goals for the 2014-15 school year:

Early Literacy: By the end of the 2014-15 school year, the percentage of first grade students meeting benchmarks on the FAST Assessment (composite scores) will increase from fall to spring testing. GOAL MET

Fall proficiency 76.42% - Spring proficiency 97.25%

Reading: By the end of the 2014-15 school year there will be an increase in the percent of students in fifth grade scoring proficient or higher in reading on the Iowa Assessments. As fourth graders, in 2013-14, 84.3% of the students scored proficient or above in reading on the Iowa Assessments. GOAL MET

In 2014-15, 91% of 5th graders scored proficient or above in reading on the Iowa Assessments.

Mathematics: By the end of the 2014-15 school year, there will be an increase in percent of students in fifth grade scoring proficient or higher in mathematics on the Iowa Assessments. As fourth graders in 2013-14, 90.2% of the students scored proficient or above in mathematics on the Iowa Assessments.

GOAL MET

In 2014-15, 98% of 5th graders scored proficient or above in mathematics on the Iowa Assessments.

Science: By the end of the 2014-15 school year there will be an increase in the percent of students in third grade scoring proficient or higher in science on the Iowa Assessments. As second graders in 2013-14, 86.2% of the students scored proficient or above in science on the Iowa Assessments. GOAL MET

In 2014-15, 95% of third graders scored proficient or above in science on the Iowa Assessments.

Social Studies: By the end of the 2014-15 school year there will be an increase in the percent of students in seventh grade scoring proficient or higher in science on the Iowa Assessments. As sixth graders in 2013-14, 84.1% of the students scored proficient or above in social studies on the Iowa Assessments. GOAL MET

MET

In 2014-15, 96.2% of seventh graders scored proficient in social studies on the Iowa Assessments.

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

How have our new and veteran teachers leaders benefited from the utilization of the TLC plan?

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)

During the 2014-15 school year there has been 100% participation from the veteran teaching staff. This participation has varied from the levels of consulting all the way to heavy coaching. The log we created has a 4 choice continuum menu. Coaches may consult, collaborate, observe, or coach. The coaches logged in 299 interactions at the coaching stage. These interactions have included co-teaching, modeling, or collecting data requested by the teacher. There were 18 "heavy coaching" sessions logged. These sessions would have involved multiple meetings, data collection and goal setting with individual teachers. In previous years, 10 hours or 1,200 minutes a semester was the requirement for mentoring a 1st or 2nd year teacher. The TLC grant requires 240 minutes monthly, which would be 2,160 minutes for the entire school year. We have one first year teacher and 8,889 minutes have been logged in this year. We have three 2nd year teachers. The TLC requirement is 30 minutes weekly, 120 minutes a month, or a total of 1,080 minutes for the year. For the 3 2nd year teachers we have logged a total of 10,235 minutes, averaging 3,112 per 2nd year teacher. The grant also included teachers new to the district. There were 9 fulltime career teachers and 1 part time career teacher new to Gilbert, for the 2014-15 school year. The TLC requirement is 30 minutes weekly, 120 minutes a month, or a total of 1,080 minutes for the year. We have met for a total of 25,391 minutes with this group, averaging 2,539 minutes per each new career teacher to the Gilbert district. Minutes not included in the grant: Long-term substitutes: over 4,000 minutes 16 non-certified staff: over 2,200 minutes AEA Staff: over 2,000 minutes

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

How has student achievement data changed?

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)

TLC coaches have met with grade level or content area teams, gathering sorting, and delivering data. They have worked with grade level teachers/teams to determine intervention groups. They have used common assessment data to form groups to better meet student needs. TLC coaches at the elem. and inter. level have helped with the progress monitoring piece of FAST, training and trouble shooting with both certified and non-certified staff. At the middle school our TLC coach has compiled data to be reviewed for the purpose of better meeting student needs. She has also worked with teachers in reviewing progress monitoring data. At the high school level the instructional coach meets weekly with the Tier 2 and 3 Intervention team. All district APR student achievement goals were met.

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

In what way has implementation of the TLC plan impacted our school culture?

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

(no label)

Fully Met

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

Staff was surveyed throughout the year to help measure the effectiveness of the implementation plan. They were asked to chose on a liken scale of 1-4, their feeling of trust with their building's instructional coach. The end of the year survey results showed 73% of respondents felt a high level of trust, 19% felt a moderate level of trust, 3.2% felt some trust, 1.6% felt a low level of trust, and 3.2% had not had enough interaction with the instructional coach in their respective building. The same scale was used when asked to think about the instructional coach's affect on student learning. Of those who responded 41.3% felt there was a high affect, 47.6% felt it was a moderately high affect, 6.3% felt there was a moderately low affect, and 4.8% there was a low affect on student learning. They were also asked how well the grade level team leader affected student learning. Of those who responded 22.2% felt there was a high affect, 49.2% felt there was a moderately high affect, 17.5% felt there was a moderately low affect, and 11/1% felt there was a low affect on student learning. The same question was asked about the TLC coordinator and the affect this position had on student learning. Of those who responded 33.3% felt there was a high affect,

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47.6% felt there was a moderately high affect, 14.3% felt there was a moderately low affect, and 4.8% felt there was a low affect on student learning. This was a pleasant surprise because this position is the farthest removed from the classroom, but is still favorably viewed as having a positive impact on student learning. Our lowest numbers came when looking at our model teachers. This did not surprise us because this position did not have the interaction with staff the way that was hoped. Of those who responded 9.5% felt there was a high affect, 33.3% felt there was a moderately high affect, 27% felt there was a moderately low affect, and 30.2% felt there was a low affect on student learning. Testimonials taken from our end of the year survey: "I was so pleasantly surprised with the ways that the TLC staff could support teachers (assessment, review of data, new ideas, and help to see a new idea come to reality)." "Having someone help with accountability for student improvement, MTSS, will improve our student achievement." "I feel the efforts to make things more unified across buildings helps be more unified in vision for a school district and ultimately our students." "I valued the expertise, data collection, organization of data, research, and time spent to visit with each teacher to discuss needs." "The biggest thing that helped me was availability when I struggled with specific items." "I met with ____ frequently and I felt like she did a nice job of helping me focus on being a better me/teacher. There was a lot of self reflection, scheduling visits to observe other classrooms, ALWAYS followed up, looking into our data and digging in to see what we really needed to focus on." "I liked that the teacher in our building asked us what we wanted to work on and helped us in those areas." "I valued the feedback I got from my TLC leader when I asked her. She had very professional and practical ways to handle any problems or concerns I had. She also modeled and kept high expectations in how she organized herself and professional development. Next year, I expect she'll continue to do the same." "You were all amazing—I don't know how we got along with out you? Keep up the fantastic work; I really appreciate how approachable and supportive you have been." "I valued being able to ask my building rep for help/questions that I didn't have time to research and answer. I also think it was really helpful to have our instructional strategist be a part of our parent teacher conferences as someone who was pretty unbiased to the student being discussed but was still able to offer some good discussions on how to help the student." "Continue supporting teachers!" I valued the weekly meeting. I appreciated having them a part

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of our planning time to go over what has worked, suggestions for implementations, etc..” “I appreciated that our PLC and PD time was more focused.” “I valued the advice I got from the coaches. They were available and willing to help not only give advice but with supplies I needed and any thing else. I also really appreciated the way they organized and distributed the student data to us. It saved all of us a lot of time.” “I valued the insight I was given by _____ tremendously and she was always ready to help in what ever way possible. It was good to have a sounding board who tried to see things and understand them from a fine arts perspective.” “Valued: Having _____ involved in PD planning and implementation process. Having her as a resource for investigating programs from around the country. Suggestions: Having the grade level team leaders more involved in the PD and MTSS process.” “It is important to have a resource person who can stay on top of how new things work. It is also valuable to have a person who can research a problem for you when you need to differentiate for a special circumstance.” “The collaborative model as well as _____ willingness aide in data collection, MTSS, and collaboration.” “I feel we had a good start on concept/theme but would find it helpful to continue this learning and experience.” “Valued: The data collecting and organizing that our TLC did for us! The wealth of advice and resources our TLC provided.” “I really appreciated having people that checked in on me to make sure things were going well.” “As a teacher new to the district, I definitely valued the New Teacher AIW scoring group that was available monthly to go through how to score competently the different tasks and work. I would suggest having an after school session and before school session for those teachers who aren’t available after school due to coaching or other commitments (possibly once a season rather than every month like the after school time.)” “I valued our instructional coaches and the coordinator making time to collaborate with teachers on an individual and group basis. It was good to have new input into difficult group situations and to have a different perspective on team meetings about students. I felt all those who worked in our building this year easily fit into the roles and it felt very natural.” “Keep doing what you’re doing-thanks for all your help!” “_____ did a great job offering suggestions and help when needed. I really valued her hard work and contributions that she made. My suggestion would be for her to continue what she has been doing.” “I valued the opportunity to serve as a model teacher and would suggest that anyone thinking about getting

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involved should do so.” “I value how the TLC employee worked with teachers in the elementary. There was always a sounding board to be able to have background knowledge, understanding, and expertise in many areas to be able to springboard forward in my teaching and instructional time.” “The accessibility of Lindsey to assist within the classroom and to help gather/interpret data.” “I valued the input both ___ and ___ gave to me with staff development initiatives and with the new FAST testing.” “TLC people were very willing to offer ideas and help with whatever I asked them about.” “I really appreciated ___ always being willing to help us as a team AND as individuals. She helped us gather resources for instruction, shared viewpoints and ideas, and supported us during our PLC time.” “Honestly, I wouldn’t change too much. I like how ___ was there for me to “vent” classroom frustrations and would listen. They she would offer suggestions, but never force anything on me. Ultimately, it was up to me to choose or not to choose what she suggested.” “I appreciated ___ willingness to go into the general education classroom and give me feedback on some of my behavior kids. I would like more of this next year if possible.” “I can’t think of any suggestions right now. But, I valued being a part of the TLC team this year. I felt like the responsibility I had this year was the perfect amount for me. I felt like I was part of a team that wants to better our education foundation here at Gilbert.” “I value the instructional coach position at the middle school and all the work done to assist in implementing an effective MTSS. ___ has entirely taken over data collection, an aspect of MTSS that was time consuming, difficult for teachers, and the reason I believe it has not been entirely successful in past years. The grade level coordinator position has allowed for better communication and collaboration between grade levels, which has contributed to a more unified school culture.” “I valued all the data collected, the support to collect data, and the team documents to input data. Some things, like the survey done to help special ed teachers seemed redundant since all the questions were information in the IEPs. It also seemed odd to not have the conversation directly with the special ed teachers. We appreciate having a 3rd party in some of our PLC meetings but at the same time it would be nice to be able to meet as a team without always having the building coordinator there. The roles then got confusing for team leaders.” FYI – the special education teachers asked the instructional coach to gather information referred to in this testimonial. “Consistent support throughout the school year and the gathering and sharing of resources.” The

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information shared is just some of the comments made by staff. Most comments were very positive and all have been read and discussed to better meet the needs of teachers next year. (the surveys are done confidentially, names are not shared with other TLC members)

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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>

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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).	<p>We will be adding 1 more grade level facilitator at the preschool level. There will be monthly building PLC meetings with each building's grade level facilitators, instructional coach, and the TLC coordinator. These meetings will be designed to aid the grade level facilitator in the workings of agendas, keeping the meetings focused and on track, along with data collection. Our model teachers will have the requirement of 4 instead of 8 video taped exemplar lessons. They will partner with the instructional coach and/or the TLC coordinator as a learning partner in the coaching cycle. They are expected to utilize the Defined STEM website and incorporate ideas into lessons for recording or observing. The expectation is to show infusion of technology within lesson and/or student involvement with the use of technology for recording or observation. Instructional coaches will partner with the model teachers in the coaching cycle. They will co-plan and co-facilitate professional development at the building and district level. We will be changing the minutes that instructional coaches meet with teachers who are new to the district, these are career teachers not 1st or 2nd year teachers, to 30 minutes weekly only for the 1st semester instead of the whole year.</p>
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Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

The fact that we have met all our APR goals and have had 100% participation from teachers in our first year is evidence that TLC has had a positive impact on our district, but most importantly our students. We have had time added to our day; meaning that teachers have extra support to help all students be successful critical thinkers and problem solvers. Teachers are focusing on students and best practice instructional models. TLC is supporting this through consulting, collaborating, observing, and coaching. Data driven conversations during PLC meetings are driving instruction.

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.

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Q19: Name of School District:

Gilbert Community School District

Q20: Name of Superintendent

Lindsey Beecher

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Q21: Person Completing this Report

Carrie Clark

Q22: Date of Submission

June 30, 2015