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PAGE 2

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

TLC Support Session Feedback Forms: Staff members will submit feedback forms to teacher-leaders after support sessions. Using a five point rubric, the TLC will assess the leaders' knowledge, organization, communication, attitude, and support

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)

After TLC leaders provided support to staff members they send them an electronic feedback form. The following is a summary of the questions, # of feedback responses, a % of satisfaction, and a couple of the many comments that were recorded

Understanding of the content skills/issues:

369 feedback responses/99% satisfaction

“Very well researched.”

“She was fully prepared to teach us how to use the program.”

“Love her knowledge and passion and her information is always valuable.”

“Good student problem-solving suggestions offered in team, too.”

Satisfied with the assistance:

634 responses/98.4% agree needs were met

Well-organized and thorough:

634 responses/98.9% agree

“When she has researched methods/technology, she writes it all down so I can reference it later.”

“Did a great job and knew exactly what was expected.”

“We met briefly the day before to make sure the lesson was what I wanted the students to learn.”

“I love how he has everything mapped out with an agenda for each meeting and lets us provide input but keeps us moving forward.

“Love the visual with our agenda for each meeting and that the agenda is emailed to us ahead of time!

Communicated clearly and helped me understand my new learning

634 Response/97.9% satisfaction

“Communicated with us our expectations for each session, appreciated the concern for us to be able to use our time to meet our needs”

“Not only did she communicate well during the help session, but she also communicated how soon she would be able to meet with me. I appreciated that rather than just having her come in when it suited her schedule. She had me set times that would work and then told when she would try to make it in which made it possible for me to be prepared with questions.”

“She is always clear and concise. She made sure we understood the way to use the information she gave us.”

Helpful and Supportive Attitude

634 Feedback Responses/99.4 satisfaction

“I really appreciate that our curriculum leaders don't waste our time doing frivolous things. There seems a purpose to each meeting.”

“She listened to our problem and went right to work on it and found a solution quickly!”

“He listened to the areas I needed help with and found the time to support me.”

“Always answers questions and is positive about the topics.”

Would you recommend this Teacher Leader to a colleague? Why or why not? The narrative responses were favorable, staff felt the TLC leaders were knowledgeable, organized and they had a good overall understanding of meeting teacher needs.

Many hours were devoted to assisting staff with instructional practices through the AIW process, mentoring, technology integration, and data analysis. Feedback forms reflected numerous hours put into supporting staff; many more hours were not documented through the feedback forms.

Impact of TLC Plan

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

Self-Reflection: Teacher-leaders will complete a four-point qualitative rubric assessing themselves according to the 22 criteria of the five essential leadership traits. Using data and feedback to determine their own strengths and weaknesses, teacher-leaders will share a summary with administrators and use their findings adjust their SMART goals.

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

(no label)

Mostly Met

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

The teacher leaders reflected both the fall and spring of the 2014-15 school year in five categories: implementation of knowledge and pedagogy, facilitation (focusing on adult learners), implementation and data analysis, dispositions/core beliefs, self-reflection. They scored themselves as meeting standards within the category as High Implementation, Implementation, Low Implementation or No Implementation. We assigned a score of 4, 3, 2, 1 respectively. The scores from the standards within a category were then summed to provide an overall category score. We then analyzed the change in the category score for each leader and the change in the composite (sum) score of all categories. We also analyzed the change in average category score for all leaders from fall to spring. The following changes were seen: Knowledge and Pedagogy: +0.9375 Facilitation Skills: -0.0625 Implementation and Data Analysis: +0.8125 Dispositions/Core Beliefs: -0.0625 Self-reflection: -0.4375 Composite scores increased from an average of 40.0625 to 41.25, an increase of 1.1875 points. Data collected from the reflective rubric indicated that one TLC Leader's did not complete the reflection in both the the spring. This data was not included in the analysis.

PAGE 4

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

Mentoring: The TLC committee will use interviews, surveys, and teacher-longevity data to determine the effectiveness of the mentor program outlined in the plan.

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

(no label)

Fully Met

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

Monthly meetings were held with the 5 mentors and the 13 mentees (9 second-year, 4 first-year) with discussions centered around the Iowa Teaching Standards and Benchmarks (ITSB), Iowa Code of Ethics, District/Consortium Standards and Benchmarks, and student achievement. Additionally, discussions were centered around student needs and specialized staff were invited to meetings to share information and the benefits of their programs for the students. All the new teachers were provided explanation and examples of the ITSB, one new professional stated, "I enjoyed having the handout detailing what was needed for our portfolio as well as information about what artifacts might overlap." In addition to the monthly meetings, mentors were required to meet with the mentees at least one more time per month to review and discuss an outline of objectives that related to the four major components of a professional educator: Personal, Professional, Curriculum/Instruction, Systematic; mentors and mentees met this expectation 100% of the time. One mentor stated in a survey, "I like that our monthly expectations are clear." At the conclusion of each meeting, surveys were completed to evaluate the effectiveness of the program and offer suggestions for improvements. Suggestions were taken into consideration and programming was adjusted to meet the needs of the teachers. After completing the 2-year Mentor and Induction program, all 9 teachers met and exceeded the state evaluations and were recommended to receive their standard teaching license. Highlights shared by the mentees focused on the time provided to work on their teacher portfolio with the availability of mentors to offer suggestions and feedback for improvement.

PAGE 5

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

Hiring and Renewal Process: After using a rigorous hiring process that includes an application, interviews, and an assessment of past practice, the TLC council will analyze additional interview, survey, retention rate, and teacher-leader documentation to determine the reliability of the hiring and contract renewal process.

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

(no label)

Fully Met

Impact of TLC Plan

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

TLC job descriptions were emailed to all certified staff and posted in each attendance center. Candidates for TLC positions were asked to fill out an application that included resume, credentials, and responses to three questions about their leadership and background, and submit it to building principals. The interview process included interview questions that align to the required qualifications for each position. The interview questions were centered around the candidates' knowledge of content and pedagogy, facilitation skills, implementation and data analysis, disposition and core beliefs, self reflection, and resource and technology. The interview teams consisted of an equal amount of administrators and TLC committee members. Once a consensus is reached to place the best candidate in the TLC position, it is communicated to the superintendent our hiring recommendations, who in turn will make the recommendation to the HCSD-TR school boards. Upon approval from the boards, a year long position will be offered to the candidates. We were pleased with the results from our implementation of the hiring and renewal process. For the 2015-16 year we have more teachers in the TLC positions due to rigorous recruiting activities throughout the year. We had 100% of the current leaders re-apply for TLC positions. In the 2014-15 year 21/29 positions were filled by qualified candidates. As of June 6, 23/30 positions were filled for the 2015/16 school year. The positions not currently occupied will remain open to certified staff until filled. We were excited to be able to add AIW anchor coach positions for the 2015-16 school year. After we examined the candidate pool for 2014-15 we amended the interview process for returning TLC leaders. The TLC committee reviewed the interview questions and number of interviewees for the TLC candidates who were applying for their current TLC position. A returning leader with no competition would have one administrator and 1 teacher present. If there was competition for a position or a new candidate was interviewed then there would be 2 administrators and 2 teachers present. We also narrowed down the interview questions for the returning candidates to be more reflective of previous experience and to look forward to possible goals in planning for the next school year.

Impact of TLC Plan

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

Performance Review: Based on SMART Goals, Observation Records, Data-Driven Action Plans, Support Session Feedback Forms, and interviews, administrators will complete a teacher-leader Performance Review focusing on the five essential leadership traits and make recommendations for future TLC position consideration. The TLC Site-Based Review Council will conduct interviews to determine the effectiveness of the Performance Review Process.

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

(no label)

Fully Met

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

The performance of the Humboldt Teacher Leaders is based on the number of teachers that met each of these leadership traits: Knowledge of Content and Pedagogy - 18/18 Facilitation Skills - 18/18 Implementation and Data Analysis - 18/18 Dispositions/ Core Beliefs - 18/18 Self Reflection - 18/18 Strengths of teacher leaders - Positive impact on professional development. Knowledge and expertise of working with adults. Teacher Leaders were well organized, prepared, and sent out agendas prior to meetings and professional development Provided technological applications that are practical and lead to effective instruction in the classroom. Ability to work with individuals and small groups. They learned the strengths and qualities that made individual teachers successful and used that knowledge to help teachers, listening to their needs, and following up after working with teachers. Willing to do extra research on topics brought to the table by teachers to allow them to be successful in the classroom. Had access to the district data the TLC committee used to justify the need for their position, using the information in their presentations with staff. Able to analyze teacher needs from professional development reflections and verbal and written teacher feedback. Believed in what they were doing as teacher leaders and believed they could make a difference for teachers. Reflected on their individual performance. Willing to attend professional development opportunities outside the District. Extra Assistance Needed for Teacher Leaders - Continue to work to improve facilitation skills of large group sessions. Leaders need to work on floating around the room, giving breaks to give teachers time to work with each other and keeping teachers focused and on task. Basic skills of facilitation are new to many of the leaders and training would be essential to help group presentations. Build upon their confidence in their skills as leaders. For many Teacher Leaders, this was their first leadership opportunity, so they need time to develop confidence in their

Impact of TLC Plan

skills. Evaluators of the Teacher Leaders felt they did a great job, but sometimes they were more critical of their skills. Teacher Leaders will practice making all the data available to them useful for their own use. Teacher feedback was provided, but the data was never organized in a way that allowed them to see their strengths and weaknesses. Teacher Leaders will continue to work on developing SMART goals and reflecting on their individual progress with input from their evaluator. The District will continue to provide assistance to Teacher Leaders in how to write a good SMART goal that is specific, measurable, attainable, relevant and time bound.

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).

Measurement Set 1: Feedback form---adjust the scale on the form for more accurate data on number of minutes of support that was provided, using portions of hours. Teacher feedback was provided, but the data was never organized in a way that allowed them to see their strengths and weaknesses, so we will work on that for 2015-16. On the District Weekly PD Reflection we will ask for some type of response for large group pd that was lead by a TLC leader to collect data on large group facilitation. We were also thinking that one of our next steps could be to move from satisfaction, to the level of implementation, as a way to gauge the level of change in the classroom--- "did I change my practices because of this support". Measurement Set 2: We only had minor changes in self reflection from the end of 1st semester to the end of the 2nd semester, the committee felt that this was due to the short time for growth between December and May. Real growth should be calculated from the beginning of the position to the end of they year. For those that are in the same position we will calculate growth from Spring to Spring with the Leader providing, only 1 data point a year. New leaders will now complete a self-reflection in Aug/May. We will also use a google form for the reflection survey to help us be more efficient in analyzing the data. Leaders that have more than one positions---only fill out one reflection. The TLC Committee also did not provide any TLC Leader professional development around leadership or facilitation in 2014-15 and will spend the summer looking for some types of facilitation techniques to provide in 2015-16. We will also add a question on the Self-Reflection to include Smart Goal Results. Measurement Set 3: Mentoring The

Impact of TLC Plan

levels of support of our mentors/mentees seemed to be favorable. The district TLC Mentor Coordinator will attend a 4-day training this summer to help move the mentoring process forward. Measurement Set 4: Hiring and Renewal process We will amend the interview process--for those that reapplied, with no competition. We will also narrow down the interview questions for the returning candidates to be more reflective of previous experience and to look forward to possible goals in planning for the next school year. Measurement Set 5: Performance Review We discovered that Facilitation Skills in large group settings needs to be focused in on during TLC PD in 2015-16. None of the TLC Leaders wrote Data-Driven Action Plans, we suggested that those that lead PD over time or who work with a teacher or group of teachers over time will be instructed in writing the plans.

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

Comments gathered from Feedback Surveys tell our story of success and the impact the TLC have had on our district goals of 1:1 Technology Integration, Mentoring, AIW PD Implementation, improvement in literacy scores, and much, much more: "We were able to look at what all areas of literacy needed for next semester. People broke into groups and discussed the focus for next year's curriculum. We were able to see that both the reading and writing standards need to be together. Perhaps grade levels can only meet once a semester. The leaders did a great job! Very happy and productive year." "She instructed me about how to set up a class on Khan Academy and how I could manage the skills and expectations of my students as they work to master the various skills. She showed me how to recommend skills and concepts for my students based on what they have done and how to monitor their progress through Khan Academy." "During quarter 3 my mentor was able to come into the classroom and observe how I was doing with instruction and behavior. She was able to observe how things were going and when we met she was able to give tips or ideas for me." "We focused on making Student Connections to improve behavior. I felt that our time visiting with our grade level team was well spent discussing certain students that we continue to struggle with in the classroom. We discussed what we thought might be causing their negative behavior as well as different ways to address/improve it." "It is obvious that she believes in what she is doing, and truly wants to help those students in poverty." "She made it very clear that she is available to come in and observe, to meet with teachers and help think of ideas and to put in her time to help do research!!" "She is welcome in my classroom any

Impact of TLC Plan

day! Her attitude is always positive and supportive and makes me feel as though she cares. She has confidence in her knowledge of AIW and how to support teachers through the process.” “She is always welcoming to me in the morning or any time of day. She is a dedicated teacher who not only is constantly teaching herself new things but other peers as well.” “Very supportive and invited any and every staff person to ask her questions or mention one thing she could help with in the classroom.” “He had a great attitude and was supportive in our current teaching practices. He also maintained a professional attitude in asking questions that helped us to analyze more deeply our current teaching practices, and help us to think about the future.” “Not only did she communicate well during the help session, but she also communicated how soon she would be able to meet with me. I appreciated that rather than just having her come in when it suited her schedule. She had me set times that would work and then told when she would try to make it in which made it possible for me to be prepared with questions.” “She is able to see from many sides and act as a devil’s advocate giving me multiple ways to view an idea. when giving an example she would explain in multiple ways so it would make sense to me.” “She helped me by breaking it down step by step so that I could see how to do it. She even took me back to the beginning and walked me through a couple of times so I made sure I understood.” “The reflection time I enjoyed the most because I was allowed time to talk with teachers and to reflect over what I was doing well in my teaching capabilities and what I could do better on.” “Our curriculum meetings were well organized with a visible agenda and purpose. I felt as though all committee members were listened to and our ideas were reflected in the agenda and outcomes.” “The meeting was very beneficial. We filled out our log and made plans for the next meeting. Many questions were raised about expectations for the strategic help that we are suppose to provide for our low achieving readers. We also helped each other through some of the hurdles we are experiencing with Infinite Campus.” “Any time we were able to work with the standards was helpful. In addition, some of the best days we had were that in which the 7-12 teachers communicated about vertical alignment in writing as they discussed the possibility of accelerated options for students.”

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

Q19: Name of School District:	Humboldt CSD
Q20: Name of Superintendent	Greg Darling
Q21: Person Completing this Report	Tamela Johnson
Q22: Date of Submission	July 8, 2015