

#32



**COMPLETE**

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

1) Implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the school district.

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

(no label)

Mostly Met

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

We hired 11.5 Instructional Coaches, 33 Lead Teachers and 43 Model Teachers. During the course of the school year we were approved for and hired a .5 Mentoring Teacher Leader. We mostly met this measure but did not fill all the budgeted Model Teacher positions. We had budgeted for 56 Model positions but fill 43 after interviewing and screening. We did meet the planned staff levels at the Instructional Coach and Lead Teacher positions.

1. . 8/15 We have been granted a modification to our plan to include a fulltime Teacher Leader Facilitator. This fulltime teacher will work directly in the recruitment, training and use of all Instructional Coaches, Lead Teachers and Model Teachers. This position will work collaboratively with the Teaching and Learning Team in providing professional support to teacher leaders and career teachers.

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

Attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities.

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

(no label)

Fully Met

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## Impact of TLC Plan

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

Johnston had a competitive salary schedule so no funds were allocated for salary enhancement. All teacher leaders received a stipend for their leadership work. Instructional Coaches received a \$5000 stipend. Lead Teachers received \$3000 and Model Teachers received a \$2000 stipend. Teacher leaders received specific contracts for the additional stipend. Professional Development was provided through required 10 days of Professional Development for Instructional Coaches and 5 days for all Lead and Model Teachers. Professional Development included KU Coaching Model Training, Steve Barkley Professional Development, AEA Cognitive Coaching Training, and self guided book studies on adult learning and student learning. In addition the teacher leaders did work in PLCs for professional learning. As we have continued the development and implementation of the TLC program and professional learning teacher leaders have been directly involved in problem solving and committee work to plan their own professional learning. We have empowered these teacher leaders to collaboratively set the direction of not only TLC program but also numerous other district initiatives.

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

Develop and deliver job-embedded PD for teachers to improve student learning.

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

(no label)

Fully Met

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## Impact of TLC Plan

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

We have a comprehensive Professional Development Plan, which has been outlined in our Comprehensive School Improvement Plan. This plan outlines weekly early release time for professional learning for all staff. Instructional Leadership Teams from each building structures their building's professional learning around the action items of each buildings school improvement plan. This coordinated professional development ensures teachers individually and collectively are focusing professional learning on student learning needs. These Instructional Leadership Teams are comprised of the Instructional Coaches, Lead and Model Teachers. Additionally, district directed professional learning days are based on improved student learning through a focus on student engagement, creativity, collaboration and critical thinking skills. 8/15 Professional Learning was greatly increased as 90 teachers were in leadership positions. Summary data from Instructional coaches show 819 Modeling sessions, 994 observation/feedback sessions, 680 Professional Learning session and 1720 consulting sessions. Summary data for Lead teachers show 527 professional learning sessions, with 1385 hours in planning for professional learning and 2082 individual teacher consultation sessions. Model teachers worked with Instructional coaches 753 times, modeled exemplary practices 1238 times and facilitated 331 professional learning sessions. End of the year learning walk data showed a range of student engagement across all eight schools from 87% to 99.2 % engagement.

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

Support new teachers in the implementation of quality instructional practices and meet their learning needs

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

(no label)

Fully Met

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

Last summer the District amended our grant to hire a .5 Mentoring Facilitator. The teacher leader for mentoring was given the opportunity to redesign Johnston Community School District's mentoring program. These revisions to provide enhanced mentoring were the direct result of teacher input via surveys and interviews. Modification included more direct interaction with teacher leader/mentors focused on enhanced student learning. The new teachers meet 6 times outside of the normal school day during the school year with a focus on each of the eight teaching standards, for formal induction into the teaching professional. These sessions were led by not only the Mentor Facilitator leader, but also teacher leaders from each of the buildings. We were able to tailor mentoring to meet the needs of individual teachers.. New teachers received support from multiple teacher leaders based on the individual new teacher needs. This support was job embedded as teacher leaders worked directly with new teachers in their classrooms. Also, new teachers observed in teacher leader classroom to gain insights from veteran teachers. For select new teachers Instructional Coaches were assigned to provide consistent on going weekly support. At the completion of this first year of implementation planned modification to further enhance the mentoring program will be incorporated for the 2015 – 2016 school year. 8/15 There were 21 new teachers who attended a total of 40 hours of professional learning support sessions designed to expose them to content related to the Iowa Teaching Standards as well as Johnston Community School District initiatives. In addition, these teachers each met individually with their mentor one hour each week to plan, implement, and reflect upon the application of this content. These weekly conversations also centered around the collection of artifacts that supported each of the eight Iowa Teaching Standards. By the end of the 2014-15 school year, all 21 mentors had logged a minimum of 30 hours with their new teacher, while 15 out of 21 logged as many as 36 hours. All 21 new teachers completed and turned in a portfolio containing an artifact and reflection for each of the 8 Iowa Teaching Standards, and 16/21 completed an action plan for the 2015-16 school year. This action plan will be supported by learning sessions and time with mentors during the 2015-16 school year. The effectiveness of the new teacher induction program can be measured by the fact that all 21 new teachers turned in a completed portfolio, and 16 new teachers completed an action plan for the following year. Survey data gathered reported that 15/21 new teachers reported individual time with mentors to be highly beneficial or beneficial, with 3 remaining neutral and 3 not completing the survey.

## Impact of TLC Plan

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

Coach and model effective instructional strategies to promote the learning and academic growth of all students.

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

(no label)

Mostly Met

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

Teacher leaders logged involvement in classrooms modeling teaching, working with PLCs to promote student learning. These logs were comprehensive in nature and included monthly data on modeling and classroom visit. For example data was collect on by all leads on the following categories with district summary data following. The number of times I worked with a team of teachers/PLC was: 877, The number of times I worked with an individual teacher was: 2082, The number of hours I spent planning professional learning was: 1384, The number of times I facilitated professional learning was: 528, The number of hours I was engaged in required building or district meetings related to teacher leadership (outside of contract time) was: 284, The number of hours I was engaged in required building or district professional learning related to teacher leadership (outside of contract time) was: 321. In regard to student achievement the following summarizes student achievement on Iowa Assessments. Iowa Assessment Overview • All building administrative teams and instructional leadership teams are reviewing their data to determine progress & growth of all students. In addition, Iowa Test data is one of several data sets we use to develop their school improvement plan for 2015-2016. • Continue to focus on improvement areas by individual buildings and by subgroup analysis • Elementary boundaries were changed so a large number of students changed buildings. • The data contains all students who took the test. • This report does not analyze results based on full academic year (FAY). • Reading proficiency rates increased at Timber Ridge, Wallace and in grades 6, 9, 10 & 11. • Math proficiency rates increased at Beaver Creek, Lawson, Timber Ridge and in grades 9 & 10. • Science proficiency rates increased at Beaver Creek, Lawson, Timber Ridge and in grades 6, 8, 9 & 11. • Percent of students scoring in the advanced level increased in Reading - grades 3, 4, 5, 9 & 11 Math - grades 6, 7, 8 Science – grades 4, 5, 6, 7, 9 & 11 • Proficiency rates at the advanced level ranged from 18% advanced in 11th grade to 50.4% in 9th. In math from 37% advanced in 10th grade to 62.5% advanced in 6th grade and in science 26% advanced in 10th grade to 42.7% in 11th grade. • Proficiency rates in Special Education subgroup increased in Reading - Timber Ridge, Wallace and grades 7, 8, 10, 11 Math - Beaver Creek and grades 7 & 8 Science - Lawson, Timber Ridge and in grades 7, 8, 9 & 11 • Proficiency rates in Free/reduced subgroup increased in Reading – grades 6, 8, 9, 11 Math – Beaver Creek & Lawson Science – Grades 8 & 11 • Proficiency rates in ELL subgroup increased in Reading – Wallace, Summit & JMS Math – Horizon, Lawson, Wallace, JMS & JHS Science – Horizon, Lawson, Summit, JMS & JHS

## Impact of TLC Plan

**Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).**

The following consideration for TLC was present to the Johnston School Board on June 8th. A. Ensure that the Teacher Leadership project works together with the Foundation for Excellence plan. B. Determine if teacher leadership positions have a term limit. C. Formalize teacher leadership practices, including the possibility of a handbook. D. Continue to determine the roles for all leadership positions, especially lead and model teachers. E. Continue to define what decisions are building-based and which are district-based. F. Ensure quality professional development is available to teacher leaders. Determine what is on district time and what is outside of district time, and what counts as professional development? G. Determine how teacher leadership impacts our administrative practices.

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

TLC directly impacted each school's improvement plan as Instructional Leaders worked directly with staff to implement professional learning based on the student learning data in each individual building. For example at Johnston Middle School they were instrumental in helping to implement engaging activities for teacher who requested assistance. A specific is how an Instructional Coach reworked a lesson with a teacher to improve 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.

## Impact of TLC Plan

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**Q19: Name of School District:** Johnston Community

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**Q20: Name of Superintendent** Corey Lunn

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**Q21: Person Completing this Report** Bruce Amendt

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**Q22: Date of Submission** June 25, 2015

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