

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, June 26, 2017 7:18:38 AM **Last**  
**Modified:** Monday, June 26, 2017 7:26:47 AM **Time**  
**Spent:** 00:08:08  
**IP Address:** 67.55.220.190

---

PAGE 2

---

<b>Q1: Name of School District</b>	North Iowa Community Schools
<b>Q2: Name of Superintendent</b>	Cory Myer
<b>Q3: Person Completing this Report</b>	Kelly Ruth Winter

---

PAGE 3

---

**Q4: 1a. Local TLC Goal**

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. Retain effective teachers by providing enhanced career opportunities.

---

**Q5: 1b. To what extent has this goal been met**

(no label)	Somewhat Met
------------	--------------

---

**Q6: 1c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

Our school report card measures of staff retention look promising, with a 2-year average of 90.9% for elementary, 92.3% for middle school, and 89.7% for high school -- all of these averages are above the state averages.

If we could allow these numbers alone tell our story, we would have met our goal -- but looking ahead to the fall of 2017, we are seeing greater turnover. In all 3 buildings (which we are reporting here as 1 due to many shared staff members), we are losing 10 staff members out of a full staff of about 41 (including some part-time teachers). Seven of these teachers are moving out of the district, often due to family considerations. The statewide implementation of TLC has actually meant a growth in job openings and likely facilitated some of these moves -- a factor that we would anticipate would stabilize in future years. The other three departing teachers plan to leave the profession, including one part-time CTE teacher who was pursuing licensure through alternative means. Of our five new teachers who began in the fall of 2016, three will be returning. The returning teachers reported feeling supported by their assigned mentor, the TLC coaches, and the staff as a whole. Those departing reported leaving because of personal reasons that did not deal directly with their teaching or because they did not feel they were a good match for the NICSD.

In an end-of-the-year survey, teachers were asked to report what keeps them at North Iowa. Our greatest factor was local and family ties (55%), followed closely by "general satisfaction and general feelings of competence in current position" (52.5%). Connections with students and staff were also popular reasons to stay, with 50% and 42.5%, respectively. "Opportunities for Leadership and Professional Growth" was one of our lowest items, chosen by only 22.5% of our staff -- but 88% of our staff reports that it feels professional growth is at least somewhat valued and rewarded at NI (scoring a 3, 4, or 5 out of 5). We hope that TLC work will impact these scores positively in the future. Our program data and our teacher surveys show that the overwhelming majority of our staff members see the program positively and have been happy with their engagement with it. At this point, we are satisfied that we have been able to reach out and form bonds with teachers. This engagement is not yet yielding retention, but as the program grows, we hope that it will.

---

**Q7: 2a. Local TLC Goal**

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

---

**Q8: 2b. To what extent has this goal been met**

(no label)

Mostly Met

---

**Q9: 2c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

Our two instructional coaches collaborate with teachers through sustained coaching cycles or shorter means of support. This year, 68% of our teachers report engaging in these activities, consistent with the program's coaching logs. This fostered many conversations about classroom practice.

The Student-Centered Coaching course provided coaching protocols emphasizing conversations on learning targets and student progress. After a coaching cycle, teachers reported feeling reflective, positively challenged, and satisfied with student learning. One teacher wrote, "Having an outside set of eyes made me realize things that I would have missed before. I had to be more transparent with my teaching and explain my thoughts which made me reflect deeper on my teaching." Another reported, "I never would have thought of some of the activities and probing questions [the coach] did, coming in as an outsider."

Our mentors took Mentoring Matters courses, which set protocols for interactions with new teachers. Mentees often spoke positively about these collaborations, as one wrote, "I honestly couldn't tell you how often [my mentor] and I met. We met informally at least once a week which was very beneficial for me. We spoke about specific kids, home situations, curriculum, standards, and about one-hundred additional topics." We have conducted surveys and started making plans to further formalize the expectations for this mentor-mentee work for the 2017-18 school year.

The NICSD staff also engaged in AIW work for a second year. Staff members meet in teams a couple times a month to score each other's work, a process that is both structured and collaborative. Teams have reported varying feelings of satisfaction with this process, and we continue to seek out additional training to make this meaningful collaborative work for all teachers, a time to discuss, support, and challenge one another about classroom practice.

According to surveys, our teachers' willingness to collaborate has remained steady. About 73% of teachers reported feeling quite or somewhat comfortable collaborating on our fall survey, compared with about 71% in the spring. While we aim for growth, we see this stability as a relative win with negative factors that could have led teachers to feel isolated and less open to collaboration, including a perceived lack of community support after a narrowly failed PPEL vote and the statewide changes in collective bargaining rights. Some teachers have said that contract changes could promote feelings of distrust and competition among staff members, so we are encouraged that teachers still report feeling open to collaboration and that many have opened their doors to TLC coaches throughout the school year.

Although we had originally listed "student surveys" as a measure for our collaboration, we could not develop a survey that would meaningfully measure teacher collaboration through student opinion.

---

**Q10: 3a. Local TLC Goal**

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

---

**Q11: 3b. To what extent has this goal been met**

(no label)

Mostly Met

---

**Q12: 3c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

Our teaching staff has embraced new TLC opportunities by applying for TLC positions and engaging one another. We have had no trouble filling our team, including 2 coaching positions, 4 mentor/lead teacher positions, and 8 District Leadership Team positions. Each time we have hired, we have had at least one more applicant than needed to fill the positions. We have had two openings on the TLC team for the 2017-18 school year -- one for a mentor (due to a teacher moving away) and one for a DLT position. The individual who resigned the DLT position accepted the open mentorship spot; we will fill the open DLT position in the fall.

Our two coaches, who have full- or half-time release from regular teaching duties, have both reported feelings of satisfaction in their new positions. Both coaches have worked with teachers K-12, allowing them to share their expertise and continue to learn about practice in a variety of classrooms. This new learning is both inspiring and motivating for career teachers. Through communication with the administration and broader staff, the coaches reported a better understanding of the wider school system, helping them become more powerful advocates for teachers, student learning, and productive change. As these coaches interact with teachers K-12, this renewed passion for and understanding of the teaching profession spreads.

Our mentors reported feeling they made meaningful contributions to our new teachers' work. Mentors said mentees' growing confidence was "a win" and that they really felt like they were making an impact when new teachers asked questions and were open to suggestions. Some mentors expressed concern over the match between additional training and the work they were doing as mentors/lead teachers. Due to our high volume of new hires for 2017-18, we have cut back on the coursework required of our mentors in favor of giving them more time to work with new teachers. We are also, through surveys and research, seeking to formalize our mentoring expectations to ensure that new teachers get the needed support. Surveys showed we may have overlooked the importance of new teachers meeting with each other to celebrate success and discuss challenges -- our team is discussing how we can better facilitate this next year.

Our DLT members reported the lowest feelings of satisfaction with their position, with only about one-third of survey respondents feeling that DLT is making some of the desired impact. Many mentioned that meetings have been more about getting information than sharing ideas and making decisions. With this feedback, we have made plans to restructure this group's work for next year by distributing information more efficiently, focusing meetings on key questions or goals, and seeking more input from team members. Almost all survey respondents reported feeling that this new format can or will create a more meaningful and productive role for DLT.

---

**Q13: 4a. Local TLC Goal**

Improve student achievement by strengthening instruction.

---

**Q14: 4b. To what extent has this goal been met**

(no label)

Mostly Met

---

**Q15: 4c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

We are incrementally improving student achievement by strengthening instruction and finding effective ways to show improvement. Some measures listed on our plan -- parent and alumni surveys and walk-through data -- are no longer conducted at NICSD and, because of the tenuous connection to TLC impact, were not gathered by the program itself.

Other measures listed on our plan may offer long-term indices of a school's growth, but TLC is unlikely to impact them after one year. This includes dropout data (5 students in 2015-16, 3.5%, and 7 in 2014-15, 4.9%), home-school rates (3.5% for 16-17; 4.3% for 15-16; 3.9% for 14-15), post-sec. attendance rates (85.7% of 2017 grads plan to attend post-sec. training, compared with 82.8% in 2016 [89.7% with military-bound]), attendance data (ave. elem., MS, HS percent attendance for 16-17: 94.7%; for 15-16: 94.44%), and referral rates (MS ISS/OSS: 31 for 16-17; 40 for 15-16 and HS ISS/OSS/Detentions: 209 for 16-17; 246 for 15-16). These numbers reveal some undesirable trends (e.g. lower attendance) and encouraging ones (e.g. fewer dropouts and office referrals). We hope that as TLC positively impacts instruction, more students will be motivated to attend school, engage with learning, and follow behavior expectations -- ultimately yielding higher achievement over time.

We are similarly unsure of what weight we can put on Iowa Assessment results, both because of the fledgeling nature of our TLC program and due to ambiguity about IA's future and match with the Iowa Core. Some of our classes showed gains and other showed losses. Our Building-Level Achievement Goal is for at least 80% of students to show proficiency. For reading, this goal was met by 3 of 9 grades (3-11) this year; 1 of 9 for 2015-2016. For math: 2 of 9 grades (3-11) this year; 3 of 9 for 2015-2016.

NICSD and its TLC program have given more attention to elementary reading fluency, as measured by FAST, which has yielded strong progress. This spring, 62.16% of students met benchmark, compared with 49.12% for spring 2016. We are encouraged by an increase of almost 15% -- a real and measurable indication that we are making some progress towards our 2018 District Goal of 95% of students K-4 meeting benchmark. Kindergarten (not including k-prep) especially made gains, with 79.55% of students meeting 2017 spring benchmark (vs. 54.85% in 2016). Our elem. administrator and teachers raised the bar, and the TLC program helped to facilitate implementation of new and existing reading programs.

The direct impact of our TLC program's instructional coaches can be seen in the coaching cycle reflection data collected during major co-teaching work with teachers. Of the 10 cycles with complete data, teachers reported low proficiency rates on pre-assessments (11.2% ave.). In post-assessment data, the average proficiency rate for these classes moved to 84%. On end-of-year surveys, teachers reported that coaches were helpful, knowledgeable and professional.

**Q16: 4d. If you wish to upload a file with student achievement results you can do that here.**

*Respondent skipped this question*

**PAGE 4: Put any goals you wish to report on, but don't directly align with state TLC goals, on this page.**

**Q17: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q18: 5b. To what extent has this goal been met**

*Respondent skipped this question*

**Q19: 5c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

*Respondent skipped this question*

**Q20: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q21: 6b. To what extent has this goal been met**

*Respondent skipped this question*

**Q22: 6c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

*Respondent skipped this question*

---

PAGE 5

---

**Q23: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

As mentioned above, there are a few plan changes we need to make, particularly to how we measure our program's success. When we laid out the plan before actually doing the TLC training and work, some things-- like student, alumni, and parent surveys and walk-through data -- seemed like feasible measures. The more we have learned, however, the less feasible or useful this data seems -- and other measures, such as information from coaching cycles (including teacher feedback and student proficiency rates), seem to carry more promise.

It's also worth mentioning that we submitted and received approval for a rather large change to our plan last spring, after our initial hiring process had begun. Our choice to pivot and trade some mid-level positions for inclusion of the DLT and a second part-time instructional coach was very powerful. While we are still working to leverage that District Leadership Team to its fullest potential, the addition of the second instructional coach yielded instant benefits. It has allowed the program to move successfully with two people working more collaboratively to lead it and getting into more classrooms to work closely with teachers, a practice with a great deal of impact.

Our biggest changes for next year will probably not mean actual changes to the plan itself but rather in the enactment of it. Through staff surveys, discussion, and research, we are seeking to lay out some clearer expectations for mentors, and find additional ways to systematically support our new teachers. While we have yet to formalize these expectations, some possibilities include encouraging more frequent mentor-mentee meetings, collecting more data from mentees, providing more opportunities for mentees to meet with each other, and continuing to emphasize the importance of peer observation.

Similarly, we are seeking out more effective ways to run our DLT meetings to ensure that teachers feel they have a genuine voice in this process. Our administrators and one of our instructional coaches are attending "Fierce Conversations" training this summer and our hope and plan is that new strategies will emerge from this coursework, which we can implement with the results of our team survey in mind.

---

**Q24: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

As we move forward, we know that one huge impact will be from the continued work of our mentors. By compensating them fairly, we feel we are able to ask them to support our large number of new hires in systematic and thorough ways. We must effectively support the teachers who will be new to North Iowa next year in order to be successful. As discussed in the corresponding goal above, our new teachers this year reported feeling supported by their mentors and the instructional coaches, and looking into next year, that will be even more essential.

The biggest impact on our district this year was that we had people collaborating in classrooms, even at a secondary level, where collaboration was difficult before. In a small school where secondary teachers have many preps and may be part of a department of one or two and substitute teachers are difficult to come by for professional development and collaborative opportunities, TLC has facilitated collaboration in ways that would have otherwise seemed impossible. As instructional coaches have entered classrooms K-12, teachers have had the opportunity to meaningfully reflect on their practice and engage in co-teaching and co-planning. In our end-of-the-year surveys, teachers commented on how the instructional coaches have been able to help them rethink or fine-tune assessment practices, assist with planning, and get a better handle on classroom management.

We also collect reflective data at the end of each of our coaching cycles. Here are some of the ways that teachers said instructional coaches helped them (grouped thematically):

\* Keeping a Focus on Student Progress Towards the Standards\*

"The discussions about really connecting to the standards and determining what is truly important for student understanding... I was very helpful. I thought more about how to get students to develop a deeper understanding of

## Impact of TLC Plan - 2016-2017

understanding [. . .] was very helpful. I thought more about how to get students to develop a deeper understanding of content.”

“As my next science unit approaches, I will attempt to include a pre-Assessment. It was a nice way to monitor student learning.”

### \*Being a Sounding Board and Promoting Reflection\*

“It was great having a second person to bounce ideas off of and discuss other options when the lesson did not go as planned. It was also great to have an ELA coach help me with adding in some ELA standards. [. . .]. It was also great for students to see how two different subjects can be intertwined.”

“I think anytime that two or more teachers can help, all teachers improve their teaching and learning. My teaching was impacted by looking at the teaching material in multiple different ways.”

### \*Trying Out New Approaches\*

“My teaching was positively impacted because I felt as if I learned a few new tools and techniques that I can bring to other units/classes. One thing I really enjoyed was getting some experience with a single column rubric.”

“Through this material I believe we came up with some great ideas and all students showed growth through the unit. I will be using some of these ideas that Jon and I worked on in the future.”

### \*Pushing Student Thinking Deeper\*

“[I will] continue to work on developing more higher order thinking questions and continuing to help students gain the ability to ‘dig deeper’ into concepts.”

“[I will] continue thinking about how I can challenge students and help them think more deeply and independently.

“[I will] do activities that reinforce the concept(s) we’re learning about, instead of merely following the teacher guide and doing worksheet after worksheet.”

“I feel like I ‘stepped up my game’ in the sense that I went deeper into both text and higher level questioning.”

### \*Being that Additional Adult to Support More Students\*

“I feel like the smaller groups allowed for students to work at their own pace. I also noticed more participation in my lower group once the higher students left the room. I feel like students were open to asking questions when there were smaller groups as well.”

“The students genuinely enjoyed having the coach in the classroom. There was more opportunity for students to get the help and support they needed as the lesson went on.”

“The students received more teacher attention and teacher assistance. It was great to have two teachers give twice the amount of feedback to present to students in order for them to better their projects.”

---

**Q25: 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.