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PAGE 2

Q1: Name of School District	North Kossuth Community School District
Q2: Name of Superintendent	Travis Schueller
Q3: Person Completing this Report	Julie Runksmeier

PAGE 3

Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
Q5: 1b. To what extent has this goal been met	<i>Respondent skipped this question</i>
Q6: 1c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)	<i>Respondent skipped this question</i>
Q7: 2a. Local TLC Goal	
Teachers benefit from improved collaboration with peers around classroom instructional strategies.	
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)

First, the positions created by the grant allowed for specific responsibilities to be given to teacher leaders to promote and allow the time necessary for this collaboration. Each lead teacher was in charge of leading the weekly PLC's where they would bring a topic to discuss, follow up from professional development learning, or share happenings from the classroom. However, once a month, the instructional coach and teacher leaders met together, along with administration, to discuss system and building wide issues, success, and barriers and develop the monthly calendar which lead to the PLC's. The monthly calendar was shared with all the teachers which lead to a very positive feeling of what the time was being used for.

Secondly, teachers were much more comfortable that past years in sharing classroom practices and being open to listen to new ideas as needed. This is a direct effect of TLC and the type of reflections and support that come from that structure. This was more easily practiced at the elementary level than the middle school level. We are still working on how to take the positives from what was created from the elementary to build on for secondary.

Finally, the ongoing practice of looking at data to drive instruction was a common learning theme across the year for learning and the TLC grant provided the roles, times, and structure to allow for this important conversation to be ongoing to best impact student learning. Student data was one measure to be used for the effectiveness of the TLC program. Overall, the data from Iowa Assessments and FAST showed an increase from Fall to Spring; but there is always room for improvement! Since this was the first year, a learning year, of having a TLC program, we now better know some ways to use the model to have an even better impact on our students and to be more effective for all teachers.

Q10: 3a. Local TLC Goal

While there was not a specific goal related to this written, we feel all of our goals in the framework of Teacher Leadership and Compensation lead to rewarding professional growth and effective teaching. We wanted to reward those teachers who seek out learning and are willing to help others learn for the benefit of all our students.

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

(no label)

Somewhat Met

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

We are looking to more description to not only the roles and responsibilities of a teacher leader but also the qualities a leader has; being proactive, willing to think outside the box, maintaining positivity, etc....

Q13: 4a. Local TLC Goal

Teachers will improve instructional practices by engaging in high-quality PD opportunities for professional growth.

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

(no label)

Somewhat Met

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

This goal was what drove the weekly PLC's and Early Out Professional Development at all levels. We were a little uncertain on how to make this work at the beginning of the year, but over the course of the year a system developed to take what was learned during professional development and carry it into PLC's. We began to create a calendar where we would put in the learning from the early out professional development and then have a follow up assignment or reflection in a PLC. A large focus of this was the instructional practices used in the classroom. Teachers found this process to be beneficial but needs to be more explicitly focused on learning targets.

Teachers were asked to complete a written reflection of this at the end of year along with looking at their own classroom data. What was interesting from these reflections was many teachers tended to focus on what a individual student could or could not do at the end of the year instead of reflecting on their own classroom instructional practices. They did not connect success to changes in classroom instruction and likewise students with little growth; there was not a reflection on what was changed in the classroom. This is something that will be emphasized more next year.

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 you 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.

We will consider adding some descriptions for the quality of a teacher leader to the current chart of teacher leader roles and responsibilities. Based on some of the positive feedback from this year, we will make the connections to early out professional development and PLC follow up much earlier in the year and have the PLC's be focused on learning goals that are sustained throughout the year. We want to keep coming back to the important learning and not let anything "go away".

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

There has been a very positive reception to PLC's and the need to want to learn. Great conversations took place that really lead to student achievement. But, many times the conversations did not always carry over into the classroom. The instructional coach was able to be a bridge connecting elementary and middle school learning. Many times she would hear of an issue at the middle school and then also hear of it in an upper elementary grade as well, so it became obvious that is where some learning needed to happen. Also, having time dedicated to learning and collaborating in a structured way has been a large and positive impact on the climate and culture of the district.

PAGE 6

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.

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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.

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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.

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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.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
