

Collector: Web Link 1 (Web Link)
Started: Monday, June 19, 2017 1:56:23 PM **Last**
Modified: Monday, June 19, 2017 2:03:39 PM **Time**
Spent: 00:07:15
IP Address: 67.43.18.85

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Q1: Name of School District	North Scott CSD
Q2: Name of Superintendent	Joe Stutting
Q3: Person Completing this Report	Sue Kane

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Q4: 1a. Local TLC Goal

Continue a strong mentoring program for beginning educators to address issues of increasing teacher confidence, expertise, and collaborative relationships, thereby improving self-confidence and retention rates in a challenging profession.

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

(no label) Mostly Met

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

The district is training all mentor teachers in the Journey to Excellence (JtE) mentoring and induction process. This year one cohort totaling 9 teachers was trained to add to the pool of potential mentors. Relicensure credit was offered for these sessions and 56% of the participants took advantage of this option, a 9% increase from the previous year. A total of 38 teachers are now trained in JtE or approximately 15% of certified staff. The purpose for training multiple teachers is to improve our ability to match first or second year teachers with an experienced teacher in their department or grade level, and preferably in the same building. This is typically done but not always possible. This was a comment made by a new teacher in response to a question about their satisfaction with the mentoring they received this year. Beginning educators responded on a survey they felt good relationships had been created with the veteran teachers.

This year the mentors of first or second year teachers received additional professional learning in four sessions. Topics covered included: stages in teacher development, mentoring phases and reflective practice. It was also an opportunity for mentors to build their own collaborative community.

This was the second year for our booklet describing North Scott's Mentoring and Induction Plan which includes release time for mentors and the beginning educator. 35 days were coded to mentoring professional leaves, on a par with last year's number. Next year we will be looking at options for teachers to meet outside of the school day because one of our district strategic plan goals is to increase teachers' time in the classroom.

This year there were 20 first and second year teachers and mentor partnerships who met 278 times to collaborate. This number is similar to last year's data. Mentors recorded their formal meetings on monthly logs, many of them also noting how they met informally with the new teacher almost daily. 95% of the new teachers remain in the district who held a full-time contract. The one teacher representing the 5% is relocating and planning to continue in education.

Q7: 2a. Local TLC Goal

Build and promote strong collaborative teams to positively impact student achievement, using teacher knowledge and data to formulate effective instructional decisions.

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)

North Scott entered into its fifth year of working with UNI on the Partnership in Comprehensive Literacy (PLC) model, expanding this coaching model into all five elementary buildings. As part of this model coaches are trained to become literacy/instructional coaches and develop building systems with administration for collaborative work. All five buildings minimally held weekly grade level meetings to discuss curriculum planning, assessments, data analysis and instruction. Each building had grades meet four times a year to place students on an assessment wall in Reading and Writing. Math was added this year. Coaches coordinated monthly MTSS meetings with counselors, teachers, and interventionists to review student needs. Peer coaching is the most recent addition to the collaborative meetings being coordinated by instructional coaches.

At the secondary level it is the second year of developing and implementing Professional Learning Communities. Schedules were created to provide common collaboration time for Core areas and World Language. This year the schedule was again adjusted to provide common time for non-core areas to meet collaboratively. An additional focus for the secondary was the topic of Gradual Release of Responsibility so teachers would have common language to discuss instruction.

Some anecdotes to illustrate the power of collaboration include:

- a. A secondary science teacher wanted to postpone working with a coach but the growth she experienced in her classroom after working closely with the coach changed her mind on the value of this opportunity. This teacher went on to complete more coaching cycles with her coach after the required cycle was completed.
- b. One peer reviewer wrote about an elementary coach: “_____ never lets us take the easy road. Her questions push us to think about our practice and the practice of the teachers we work with at a much deeper level!”

Many of the peer reviews included statements similar to the ones shared. They illustrated how teachers see collaboration impacting their work with students and the power of coaching strengthening instructional practices.

The classroom teacher leaders at the secondary level met four times this year for professional learning and collaboration. The elementary teachers also met four times, an expansion from last year when they met once. This was in response to their feedback indicating they would like to create a stronger learning community for their leadership group.

Each of the elementary and secondary instructional coaches' groups met almost weekly keeping agendas and minutes. Both groups created a professional learning community and collaborated to build their knowledge and effectiveness in each building. In 2016-17 the K-12 coaching team continued to meet to collaboratively once a month, more than last year. These teacher leaders are now the members of the district's Comprehensive School Improvement Team with administrators and met five times throughout the year. Together the team completed a joint book study on Building Teachers' Capacity for Success by Pete Hall and Alisa Simeral. A focus for next year's agenda will be established prior to the start of the 2017-18 school year.

Coaches and administrators are reporting that teachers are now collaborating more than ever on their own. The district gives an Environmental Scale for Assessing Implementation Levels (ESAIL) at all buildings in the fall and spring to collect data on different criteria including collaboration levels. At the High School there was an increase of 17.25% in the perception that collaboration had increased during the year, and at the Junior High it rose by 8.06%. One of the greatest areas of growth at the secondary was the percentage of teachers who use instructional coaches to support their knowledge and reflective practice. At the Junior High the percentage that met this criteria rose by 12.33% and at the High School increased by 15.82% from previous spring data. They have multiple criteria measured bi-annually to share as part of the UNI literacy Partnership in Comprehensive Model. We track data by building. For example, the elementary buildings rate the effectiveness of collaboration between teachers, using below, approaching and meeting as the levels of implementation. This year's data on meeting this criteria ranged from 93% to 100%.

Q10: 3a. Local TLC Goal

Reward experienced teachers with opportunities to share their knowledge in leadership positions that fosters the growth in learning, inquiry, and reflective practice of all teachers.

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)

The district has more than \$35,000 on the base and has used the TLC funds to support teacher leaders. 20% or 48 of the certified staff held a leadership role. This is less that we were striving for and had hoped to increase this percentage with the hiring of five additional elementary classroom teachers for the year. The one 7-12 TLC Coordinator will remain in the position in Year 3. 90%, or 9/10, of the K-12 instructional coaches will continue next year, and 80% of classroom teacher leaders will continue. One coach is moving out of state and three teachers opted out of the classroom leadership positions. Eight mentors completed their two year rotation with their beginning educator.

Stipends for the TLC positions reflect the amount of time teachers are asked to work beyond the contracted days to participate in and provide professional development. They range from \$1000/year for mentors to \$10,000 for the 7-12 TLC Coordinator who works an additional 15 days/year. This remains the same.

The application pool continued to be less than expected for classroom teacher leaders. We were able to fill a 1FTE elementary coaching position after a year of vacancy for a total stipend of \$6000/year. We filled two of three teacher leader positions opened this spring. For 2016-17 we added five one-year elementary teacher positions because we were short one coach at that level. They have discontinued as planned.

100% of the district and building professional development was impacted by input of the instructional coaching teachers. Feedback from classroom teacher leaders was included to create, present, and facilitate meaningful and effective PD throughout the district.

Professional development for the secondary coaches has included the second year of eight days with New Teacher Center and sessions with a consultant from the AEA who covered topics such as Jim Knight's coaching model, working with adult learners, and coaching stances. There was little to no AEA support which was different that our first year of implementation. Elementary coaches had monthly on-going professional development with a national network of teachers through the University of Arkansas and two days on the UNI campus. Secondary content teacher leaders received four half-days of professional learning on the components of being a good leader, having difficult conversations, facilitation, and PLC versus co-planning. Elementary classroom teacher leaders received embedded professional learning minimally two to three times a month with the coaches. Additionally, all K-6 classroom teacher leaders attended four professional learning "boot-camps." Plans to participate in "rounds" as a K-12 coaching team did not occur but was a request to implement next year so they can develop a collaborative approach to the coaching cycle process and learn from one another.

Q13: 4a. Local TLC Goal

Build and promote strong collaborative teams to positively impact student achievement, using teacher knowledge and data to formulate effective instructional decisions.

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)

This was North Scott's second year with teacher leadership in all seven buildings and the focus of the work was to continue developing strong professional learning communities and a guaranteed and viable curriculum. The development of common assessments was a strong focus in the core content areas. The plan was to begin a systematic protocol to provide baseline data on student achievement, but we did not yet complete this task. The long term goal will be to collect longitudinal data showing students are improving their proficiency levels in meeting content area standards.

The second area of focus was on instructing and developing the understanding of Tier 1 interventions and instruction with teachers. The coaches and classroom teacher leaders were involved in this work by providing professional learning on how to impact student achievement with focused, intense interventions in the classroom before moving them to a Tier 2 or 3 intervention in the MTSS framework. We collect data on the number of students receiving Comprehensive Intervention Model reading and writing strategies which fall into Tier 2 or 3. The number of students has grown from 209 to 426 in the past four years as more teachers were trained and more students could be accommodated with focused interventions.

This year the district starting developing knowledge and learning around the Gradual Release of Responsibility to build instructional practices that move from direct instruction to independence for the student. The goal is to mesh this with the Professional Learning Community practices to improve classroom instruction. It will also be the focus of classroom walkthroughs by coaches, administrators, and teachers next year. At the elementary buildings teachers are increasingly participating in peer observation and feedback sessions to learn from one another. We hope to expand this practice further throughout the system.

On the Iowa Assessments the data indicates our percentage of 3rd through 11th graders proficient in Reading, Math and Science are above the AEA and state averages. The Reading cohorts all showed growth with the one exception of 10th-11th grade. All grade level cohorts showed growth in Math and Science from 2015-16 to 2016-17.

MAP tests are given in the Fall and Spring. This year observed growth in grades 3-10 was positive in Reading and Math. Last year we had negative growth in the 10th grade cohort. Looking at the percent of students who met their projected growth from Fall to Spring our percentages improved in Reading in all but one grade (10th where it dropped 4%). In Math there was growth in the percentage of students meeting their growth goals in all grades, except for 7th. Quarterly, IPI data is collected at the High School level. There was a decrease in Level 6 with Student Active Engaged Learning going from 24.7% in 2015-16 to 15.63% this year. This data will need to be studied over the 2016-17 school year to see if there is an upward shift observed as the Gradual Release of Responsibility is implemented through professional development and coaching supports. The goal would be to return to the higher percentage seen in 15-16. The short and long term goal would be to continue this low disengagement rate with the practice of highly relevant, impactful instruction.

At the elementary level comprehensive assessment walls were created for Reading and Writing using common formative assessments, Fontas and Pinnell Reading benchmarks, Iowa Assessments, MAP, and in some grades FAST data. Between the fall and spring there is data to indicate a positive shift of moving students from being below and approaching proficiency to meeting or exceeding proficiency in Reading. Data indicates a similar trend in improving student writing proficiencies. For example, we have data from one building which shows the following shift with fifth graders this year in Reading: Below proficiency 8.06% fell to 3.23%, Approaching proficiency fell from 22.58% to 12.9%, Meeting proficiency rose from 62.9% to 70.97%, and students Exceeding proficiency rose from 6.45% to 12.9%. This same data is collected from all five elementary buildings. In Fall 2016, each building added Math data to track students who are below, approaching, meeting or exceeding proficiency levels. Data collected from the same 5th grade as above showed the percentage of students below and approaching proficiency went from 40.32% in the Fall, down to 30.03% in the Spring. The percentage of meeting and exceeding in Math in the Spring rose to 70.97% from 59.68% in the fall. The long term goal remains to create a data wall in the secondary buildings. The focus of professional development next year will be on Math instruction and interventions so we will watch to see how this baseline year of data is impacted.

New this year is the district strategic plan where we are collected the data on the number of students who are projected to earn a 22+ on the ACTs using their MAP scores. We are also tracking the number of students who have been in the district 3+ years and the subgroup of low SES to see if there are any trends to consider in future curriculum and instruction development. We have this data for 5th through 10th graders.

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

Respondent skipped this question

Q17: 5a. Local TLC Goal

Provide avenues to implement school reform priorities within the district, by expanding the roles of teacher leaders to support these efforts.

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

(no label)

Mostly Met

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

Traditionally professional development supporting school reform initiatives was designed by the administrative team both at the district and building level. When the district first hired two teacher leader coaches in 2012 this model began to shift. Now meetings with teacher leaders and administration are held to co-design professional development as part of doing business in the district and buildings. A new transition this year was the increased use of our teacher leaders in more prominent roles of the professional development system. Teacher leaders facilitated district team meetings, led book studies, and delivered or co-delivered professional development in small and whole group settings. This model will continue next year as the feedback has been positive and the teachers feel they are a significant part of the larger system. At the elementary level the coaching team designs whole, small group, and individual professional learning. In all cases teacher surveys are sent out to determine the learning needs and interests of the staff. Teacher leadership has allowed the district to meet more diverse needs of staff and move away more completely from one-size-fits-all. Agendas and minutes are kept by the elementary and secondary coaches throughout the year. Google docs is used extensively to keep records of teacher leader work products for professional development in the district.

One area the secondary was focused on this year was to increase reflective practice. This year, we met our goal of doubling this to a minimum of 42%, because 47% indicated we were meeting this benchmark. Long term we would like to see this number above 95%. At the elementary buildings data indicates between 93% and 100% are satisfied with their collaboration and professional learning opportunities.

This year some of the professional development session topics covered by teacher leaders included: Gradual Release of Responsibility, grading practices, building goals, and different instructional strategies. Last year on our last inservice day, April 18, all teachers were able to choose what professional development sessions to attend after responding to interest surveys. The teacher leaders and administrative teams followed that up with additional opportunities to do “Ed-Camp” sessions as planned for this year. The schedule has changed next year to add a “floating PD” day that teachers can apply to use hours towards their own professional goals. We will be collecting data on the types of PD applied for and usage. Non-core areas were given the opportunity to develop their own professional learning plans so their needs are more directly addressed. It provided more guidance and focus for their work and will be continued.

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

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.

Teacher leadership has been a tremendous asset for our district. We started with instructional coaches in a couple of buildings four years ago and this funding has allowed us to expand into all seven sites. It also allowed us to reward our elementary model classroom teachers financially and add secondary teachers to this tier of leadership. We have been able to strengthen our mentoring practices with TLC.

As this year progressed we identified some strengths and areas for improvement. Our strengths included:

1. We developed a rigorous hiring process where the right people were placed in the teacher leader positions. We were able to hire a new elementary coach after a one year vacancy. 3 of 32 classroom teacher leaders chose not to continue and five one-year positions are ending. We were able to replace 2 of the 3 classroom vacancies. We feel the rigorous review process will remain in place for a third year.

2. Mentoring professional development was expanded to provide more opportunities for mentors to collaborate and learn more deeply effective mentoring practices. Feedback from mentors was positive and this will continue next year.

3. Increased communication between building administrators and teacher leaders on professional development, instructional practices, and data analysis. The administrative and coaching teams met to complete a book study on Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders by Pete Hall and Alisa Simeral. This joint study increased understanding of roles and responsibilities of each team member in the larger system.

4. Professional learning communities are now becoming a daily way of doing business in an organized, constructive system. Teacher leadership has increased teacher input for professional development and more ownership of our curriculum and student data. We now need to focus on the quality of the PLC meetings to ensure student achievement is impacted by answering the four questions of the PLC process thoroughly.

Updates in areas we needed to continue improve this year include:

1. Developing some systematic way to collect student achievement data from common formative assessments for all content areas. Expected change: system to collect CFA data for each unit

Results: This goal still needs to be addressed

2. Continuing to develop differentiated professional development opportunities for all staff.

Expected change: More PD days with differentiated choices for relevant professional learning using teacher interest surveys

Results: Successfully achieved this goal. Survey results and self-selected topics were incorporated into each PD day planning.

3. Increasing roles and responsibilities of our classroom teacher leaders to include more leadership opportunities.

Expected change: More PD days with differentiated choices for relevant professional learning using teacher interest surveys

Results: Completed with additional PD responsibilities. Facilitated book studies, grade level or department meetings and helped with PD presentations.

4. Raise the number of coaching cycles with staff to focus on instruction.

Expected change: All teachers receive coaching

Results: Over 90% of secondary teachers received some kind of coaching cycle support. Elementary teachers continued to receive embedded coaching either through peer visits with coaches, or individual coaching cycles.

5. Expand professional development for teacher leaders.

Expected change: Book studies and professional development from AEA consultants and district personnel to enhance UNI and NTC trainings.

Results: Did not change outside supports for training coaches this year. Completed the second year of NTC training and used UNI for on-going professional development.

6. Ensure teacher leader positions are not building management positions.

Expected change: Direct coaching time increases.

Results: The book study and five meetings with administrators and coaches helped meet this goal of decreasing management activities in the buildings.

For the next school year we will continue to focus on the six areas identified above to remain focused for the long term on building a strong TLC system in the district.

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

Here are some quotes from our feedback questionnaires given to teachers as we reviewed 2016 -17 TLC:

- “In 33 years in education the addition of the instructional coach has been the single best thing to happen.”
 - “In summary, _____ is always available and ready to assist in any way possible. She challenges me to push beyond my comfort zone and instills me with confidence. I value her opinion and know that she is extremely knowledgeable in the areas of reading and writing. She cares about all students and is willing to go the extra mile to make sure all students learn. _____ is a valuable leader in our school and district.”
 - “_____ is amazing! I don't know how she has the time to do all the things she does! She is always helping, teaching, assessing, or putting data together to help the teachers in our instruction.”
 - “_____ has incredibly strong coaching language. She's highly skilled in her communication and engages in dialogue that prompts reflection. This is a definite strength of _____'s. We can all learn from her in this area!!!
 - “I was fortunate enough to have one of our colleagues tell me at the end of their coaching cycle; "I have nothing critical to say, although I know you are looking for it. It was a painless process and I liked it. I am one who does not enjoy PD, but if all PD is like this then I am 1,000% in.”
 - “I love the idea that coaches are to "promote self-regulated teachers." _____ does this exceptionally well. A culture has been established and it is becoming a norm.”
 - “_____ helped me in a supportive non-judgmental way that helped my classroom practice in many ways.”
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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.
