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COMPLETE

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Q1 Name of School District

Northeast Iowa Leadership Consortium

Q2 Name of Superintendent

Nick Trenkamp

Q3 Person Completing this Report

Carol Wenger

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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 enhance 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 consortium of four schools has a total of 158 teachers on staff. Out of the total numbers of staff, eleven staff members will not be returning to their teaching positions in 2017-18. Four of the eleven will be retiring from teaching and the other seven staff members have found employment in other districts in the state. All the openings for 2017-18 school year have already been filled as of June 5.

23% of the consortium staff had leadership roles: mentor teachers, learning lab teachers, instructional coaches, and consortium coordinator. During the 2017-18 school year, the consortium is expanding teacher leadership roles to 34% through additional PLC teacher facilitators.

Surveys of Year 1 and Year 2 teachers (and new to district teachers) indicate that 88% of the respondents felt that the mentoring program benefitted them. 85% of the new teacher staff are staying in their current positions.

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)

Somewhat Met

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

Voluntary coaching cycles between teacher and instructional coach resulted in 100% of consortium teachers feeling that the relationships built between them and the instructional coaches were positive. While assessing the level of interaction between teachers and coaches, coaches were asked to fill out surveys examining coaching interactions.

Categories of interaction and survey results are listed below:

Level of Interaction

Level 0

No Contact beyond pleasantries

Level 1

Relationship Building

Informal conversations

Level 2

Focused Conversations Initiated by Teacher or Coach

Level 3

Assisting

Collected data with short-term analysis

Level 4

Reflective Conversation on Instructional Practices

Level 5

Coaching Cycles including student goals and instructional standards

Mid year results 158

30- 19%

43- 28%

29- 19%

22- 14%

14- 9%

16- 10%

End of year results 158

22- 14%

43- 27%

34- 22%

26- 17%

23 -15%

21- 13%

Teacher Testimonials: They have helped me develop new ideas and way to provide instruction. The instructional coach has helped me break apart the standards and look at what the students need to know. Collaboration with the instructional coach has been a key component in the progress of the students in the classroom.

The coach helped with putting standards into my lessons and helped gear my teaching towards student achievement.

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)

Somewhat Met

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

Based on our approved TLC plan, the NILC employed 24 mentors, 6 learning lab teachers, 4 instructional coaches, 1 technology integrationist, 1 consortium coordinator which comprised 23% of the total staff. The 24 mentors worked with Year 1 and Year 2 teachers, as well as new to district teachers. The 6 learning lab teachers worked to demonstrate effective teaching strategies revolving around school-wide initiatives such as PBL, 21st Century Skills, MTSS, and workshop model for math instruction. The 4 instructional coaches and the technology coach worked to build relationships and strived to raise the level of professional learning regarding standards and student achievement. (See chart above in Goal 3) The consortium coordinator built relationships, examined student data to determine trends in student achievement within and among consortium students, worked with coaches to better reach teachers, and worked with individual district leaders to develop common professional development opportunities among all consortium schools.

Q13 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

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)

All four districts in the consortium are involved in gathering FAST Assessment Data. In examining end of year data from all four districts, it became apparent that the PK group of students was the only group of students that consistently (and logically) made gains throughout the school year. All four schools showed 6th graders scoring at the same or improved test scores throughout the year, and three out of four schools showed students gains from fall to spring in grades 3, 4, and 5. Interestingly enough, the one school that did not show gains in grades 3, 4, and 5 DID show gains in grades K and 1 while the other three schools did not.

While looking at consortium data is a new reality for us, the results of this study helps us conclude that we can learn from each other. While planning common professional development days, we will use the Defour PLC model and examine our teaching practices at specific grade levels, look at the common formative assessments used by each school, determine successful interventions used to improve student achievement, and then replicate those methods in all school districts to achieve student success.

All four districts in the consortium are involved in Iowa Assessment Data. For math this year the range for the consortium was from 65% to 94% proficient. There were a few scores that were out of the range-44% up to 100%. There were no reading scores below 59%. Most reading scores were between 60% and 92%. Science scores were in a range of 59% to 95%. Throughout the consortium, tenth graders seemed to show the most growth in all subject areas. The focus of PD throughout the consortium for next year is going to have a focus on the Formative Assessment Process which will allow teachers and instructional coaches to work to strengthen student achievement by working to develop clear learning targets and success criteria that are centered on the standards. Teachers will also be working collaboratively with other content/grade level alike teachers throughout the consortium schools in PLCs to support each other in this work.

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

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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.

The consortium has made changes to their plan to have 5 and a half instructional coaches for next year that are K-12. We hope this change will allow for more coaching opportunities with individual teachers. The other major change is to create consortium-wide PLCs that will allow teachers throughout the consortium to collaborate with other teachers in the same grade/subject area. Model teachers will also be a position that is open to teachers to apply at any time throughout the year to demonstrate successful teaching practices that other teachers can learn from.

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

I have appreciated having another set of professional ears and eyes for support. This is particularly true for being a singleton for what I teach in our building.

We have improved student achievement in the area of math and have implemented a workshop approach to math. we have also looked more closely at the core.

I have been given a sounding board to test out and improve new strategies. He (the coach) then offered follow up and opportunity for feedback to aid in best meeting the needs of the students.

With the help of the coach, a rubric was formed for standards being assessed as well as help with activities to put in place to help students reach those standards better than they had in the past.

I have improved my use of assessment both formative and summative and advanced my knowledge of assessment and standards.

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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.