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<b>Q1: Name of School District</b>	Norwalk
<b>Q2: Name of Superintendent</b>	Duane Magee
<b>Q3: Person Completing this Report</b>	Amy Gage

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

Local Goal #5: To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

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

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(no label)	Mostly Met
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**Q6: 1c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)**

The 2016-2017 Norwalk Mentoring and Induction Program was led by four Lead Mentors and two Directors of Teaching and Learning. There were 23 first and second year teachers within the district this year. The program is structured to support mentors through ongoing training and support utilizing direct support from induction courses, 25 hours of professional contact interactions with lead mentors, quarterly Learning Focused Interactions (LFIs), and release time for Lead Mentors and Mentees to meet and engage in job-embedded professional development during the school day.

Surveys and interviews designed around a central focus of "To what extent does the Norwalk Mentoring and Induction Program meet the needs of first and second year teachers?" was conducted at the end of the year. The results indicated that 100% of first and second year teachers believe they have a positive and learning-focused relationship with their mentor. Additionally, 93.4% of our mentees have expressed high levels of emotional support and a collegial environment with additional comfort in getting their questions answered. While mentees feel Norwalk has a great program, 27% wish for additional time in observations and discussions with their mentors which has improved from the 15-16 school year (54%). As a system, Norwalk will look at how to have the experienced TLC leaders assist lead mentors in order to further support learning and/or how to provide release time for lead mentors to observe mentees.

As we examine other themes, we have found that the collaboration time with other teacher leaders was an indicator with a lower score than some of the other areas. Another emerging theme indicated that the mentees would like to have more collaboration time with other teacher leaders. While 86% of the mentees felt as if there was enough collaboration, 14% indicated they would appreciate more time with other teacher leaders. Our lead mentors will have a focus for the 2017-2018 school year on incorporating more support for mentees with PLC leaders and curriculum leaders.

Lead Mentors will participate in training similar to instructional coaches on the different kinds of support for improvement in this area next year (ie: cognitive coaching, Jim Knight). While both first and second year teachers indicated this need, this was more strongly indicated within Norwalk's second year teachers. In terms of teacher retention data, Norwalk had a total of 202 certified staff members in 2016-17. Of those 202 certified staff, 15 are leaving the district (92.5% retention rate). 12 are leaving due to resignation while 3 are leaving due to retirement.

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

Local Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model.

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

(no label)

Mostly Met

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

**TLC Survey Data**

Every winter, our entire staff is given a survey to offer feedback about teacher perception of the alignment of our TLC system to our actual TLC goals. Staff are asked to indicate a degree of alignment on a continuum: 4 = highly aligned; 3 = aligned; 2 = somewhat aligned; 1 = minimal alignment. Staff are asked specifically as to the degree they believe our TLC system is aligned to this goal: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM. 102 teachers (nearly 60% of teachers) responded to this question in 2016-17, and the results are indicated as follows: Highly aligned (23%), aligned (52%), somewhat aligned (24%), minimal alignment (1%). This data indicates that approximately 75% of our staff feel as though our TLC system is aligned with our goal of improving professional collaboration.

**TLC 360 Data**

All K-12 TLC leaders receive formative 360 feedback at three separate times over the course of the school year. The surveys are a part of formative, non-evaluative, goal-setting conversations between teacher leaders and their administrators. The number offered reflects the percentage of teachers who either agree or strongly agree with the statement over the course of the 2016-17 school year.

“This TLC leader contributes to the development and maintenance of a collaborative culture, building a team/school culture that is characterized by trust”:

Instructional Coaches (94.12%), Curriculum Leads (93%), Lead Mentors (96%), PLC Leads (96%).

“This TLC leader prepares and supports the development of collaboration skills”:

Instructional Coaches (97%), Curriculum Leads (89%), Lead Mentors (98%), PLC Leads (88%).

This data indicates that a high percentage of our staff believes that are TLC leaders effectively foster collaboration and trust within a PLC culture.

**Marzano Level I Survey Data: Safe and Collaborative Culture**

In the 2016-17 school year, Norwalk began using the Marzano High Reliability Schools survey as a way to monitor progress toward our school improvement goals. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Our goal is to have a district average of 4.0 or higher in every category as that would indicate that most of our staff agrees with the idea that we engage in the high leverage collaboration indicator. Our data related to this goal is as follows:

“Teachers have formal roles in the decision-making process regarding school initiatives.” = 3.8

“Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.” = 3.8

Our data analysis tells us that though we are on the positive side, we have some work to do to improve our scores to an average of 4.0 or higher. It is a district goal for all Norwalk buildings to be certified in Level I: Safe and Collaborative Culture by the end of the 2017-18 school year.

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

Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.

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

(no label)

Somewhat Met

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

**TLC Staff Survey:**

Every winter, our entire staff is given a survey to offer feedback about teacher perception of the alignment of our TLC system to our actual TLC goals. Staff are asked to indicate a degree of alignment on a continuum: 4 = highly aligned; 3 = aligned; 2 = somewhat aligned; 1 = minimal alignment. Staff are asked specifically as to the degree they believe our TLC system is aligned to this goal: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework. 92 teachers (approx. 50% of teachers) responded to this question in 2016-17, and the results are indicated as follows: Highly aligned (12%), aligned (43%), somewhat aligned (39%), minimal alignment (5%). This data indicates that approximately 55% of the staff who completed the survey feel as though our TLC system is aligned with our goal of improving effective teaching. This is a decrease from last year (from 70% to 55%), so we are in the process of gathering further data to learn more about this decrease. One possible reason is related to our study of a new instructional framework (see below for more info) coupled with new teacher evaluation processes. We know that there is an implementation dip during second order change, so we hypothesize that as teachers learn more about an instructional framework and quality evaluation structures that they become more reflective and have a more accurate self-assessment about where we are in relation to our target.

**Marzano Level II & III Survey Data: Instructional Framework & Guaranteed and Viable Curriculum.**

In 2016-17, Norwalk formally began using the Marzano High Reliability Schools survey as a way to monitor progress toward our school improvement goals. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Our goal is to have a district average of 4.0 or higher in every category as that would indicate that most of our staff agrees with the idea that we engage in the high leverage professional growth indicator. Our data related to this goal is as follows:

“Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.” = 4.1

“Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.” = 3.78

“Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.” = 2.8

This data indicates that while our teachers feel supported in their professional growth and feel that professional development is of quality and related to their goals, they also believe we have work to do in the area of implementing quality interventions. This is an area that our instructional coaches are specifically going to target in 2017-18 by designing PD around explicit strategy instruction, a high-leverage intervention strategy for struggling learners.

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

Local Goal #1: To improve student achievement through systemic, comprehensive instructional coaching.

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

(no label)

Fully Met

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

## Impact of TLC Plan - 2016-2017

### Iowa Assessments

2014-2015	2015-2016	2016-2017
Reading - 86%	Reading - 86%	Reading - 85.1
Math- 89%	Math - 89%	Math- 87.4%
Science - 86%	Science - 87%	Science - 84.4%
Social Studies - 85%	Social Studies 83%	Social Studies -83.1%

While the proficiency data has stayed the same for Reading and Math, the growth has increased. The 2016-17 scores are the scores from our database and not from the Dept. of Education.

### AIMSweb (universal screening)

Reading Fluency - CBM  
Kindergarten LSF - 97%  
1st Grade - RCBM-82%  
2nd Grade-RCBM-86%  
3rd Grade-RCBM-88%  
4th Grade-RCBM-80%  
5th Grade-RCBM-90%  
6th Grade-RCBM-78%  
7th Grade-RCBM-75.6%  
8th Grade-RCBM-81.5%

### Math Concepts and Applications (CAP)

Kindergarten - Quantity Discrimination - 87%  
1st Grade-Quantity Discrimination - 87%  
2nd Grade-87%  
3rd Grade-70.1%  
4th Grade-64.4%  
5th Grade-64%  
6th Grade-81%  
7th Grade-83.2%  
8th Grade-74.4%

As we examined our 2016-2017 AIMSweb benchmark data in Reading and Math over the course of the last few years, an inconsistent pattern of proficiency has emerged. While the benchmark gives some direction to guide instruction, it does not provide sufficient data to specifically guide teachers' daily instructional decisions. Norwalk will be reviewing our balanced assessment system to examine a variety of assessments which can provide more accurate description of student learning that will also guide instructional decisions. As we examined our K-8 benchmark data in both reading and math, both sets of data showed growth over time with the same group of students.

### ACT Scores

2015-2016	2016-17
English - 22.7	English - 21.6
Math - 23.5	Math - 22.8
Science - 23.3	Science - 22.5
Reading - 23.8	Reading - 23.3
Composite - 23.5	Composite - 22.6

Norwalk has 9 instructional coaches that support job-embedded professional learning.

Coaching data indicated that each coach has had coaching interactions with 100% of staff in their building related professional learning. Individual coaching/teacher interactions varied in each building and for each coach. In the 2016-17 school year, the number of individual teachers that engaged in the coaching cycle ranged from 80%-100%.

A range of individual coaching interactions have occurred to include modeling sessions, co-teaching sessions, full coaching cycle sessions, and more specific coaching conversations and interactions such as planning, analyzing data, technology integration and discussions about the change process. Individual coaching interactions from 2016-17 ranged from 80%-100% for coaches having individual interactions in the buildings. These numbers represent an increase in instructional coaching interactions for all 9 of our instructional coaches.

Impact of TLC Plan - 2016-2017

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

*Respondent skipped this question*

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

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

*Respondent skipped this question*

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

*Respondent skipped this question*

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**Q19: 5c. 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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**Q20: 6a. Local TLC Goal**

*Respondent skipped this question*

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

*Respondent skipped this question*

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**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.**

Mentees to spend more time observing in classrooms.

Mentees to also be mentored and have more time with other teachers leaders.

A focus on implementing explicit strategy instruction with all teachers.

Increase teacher access to technology integration support (K-12).

Continued professional development and training support for standards-referenced teaching and learning practices with all teacher leaders.

Ensuring increased communication to new and returning staff at the beginning and throughout the year to ensure they are aware of the TLC roles, structure and supports available to them.

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

As a year three school, Norwalk has been fortunate to be asked to present about TLC in a number of venues, including TLC events facilitated through Heartland AEA, SAI and Iowa ASCD. Topics have included our hiring practices, TLC evaluation, Standards Referenced Grading Practices, and our use of the Concerns Based Adoption Model (CBAM) to study implementation.

The DE has featured Norwalk in an April 11, 2016 article titled, "Creating a TLC System that (Really) Works". That article suggests, "As the third round of school districts in earnest begin their training for implementing their Teacher Leader Compensation (TLC) programs in Des Moines this week, they would do well to drop by Norwalk to see what this district is up to."

Through our many staff feedback surveys, we have received both positive and constructive feedback from our staff. Some of the highlighted quotes below demonstrate the impact TLC has had on our system.

"I love coaching. I get feedback and suggestions instead of criticisms and judgments."

"I have received a lot of technology help that I need, and also instructional coaching opportunities that have helped me to grow in my profession."

"We need to make sure that our teachers leaders are in the building as much as possible. I understand they need training, but we need them here, too."

"Teachers teaching teacher is the right way to learn."

"The support we have had as teachers to improve our practice is endless."

"More teachers are becoming systems thinkers. Our work has become more systemic and less siloed."

"We need to look at positions that are really affecting student achievement. I am not all positions are 'equal'."

"TLC has helped our vertical alignment so much. Our K-12 departments have really strengthened!"

"We have made huge strides toward building and district goals. Much faster than in the past before TLC."

"We still need to clarify communication to the school as a whole about the roles and responsibilities of each position."

"I love having teacher leaders. They are critical in helping us move forward as we look to improve student achievement. It allows for a lot of teacher input in professional development."

"I enjoy that the TLC leaders work collaboratively to build a better system."

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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.