

#38



COMPLETE

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Q1: 1a. TLC Local Plan Measure (1)

Increase the availability of teacher leaders to coach, collaborate and reflect with classroom teachers.

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Instances from Google Calendars of the Instructional Coaches

1,249 Classroom observations

773 Modeling lessons

267 Walkthroughs

200 Administrative collaborations

79 Coaching collaborations

47 Model Classroom reflections

Three Instructional Technology Coaches

710 hours Collaborating with other colleagues

517 hours Facilitating PD

This light level of collaboration would not have occurred without the TLS framework.

9/3/15:

- Number of teacher leader applicants
- 46 Mentor applications
25 Department Head applications
23 Instructional Coach applications
18 Model Classroom Teacher applications
13 Curriculum Leader applications
12 Instructional Technology Coach applications

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Q4: 2a. TLC Local Plan Measure (2)

Increase the fidelity of implementation with district professional development practices proven to increase student achievement.

Q5: 2b. To what extent has this measure been met?

(no label)

Somewhat Met

Impact of TLC Plan

Q6: 2c. Description of Results (2) (limited to 3000 characters)

The collaborative role of Instructional Coaches and Model Classroom Teachers has been designed to increase fidelity and understanding of professional development practices. The Model Classroom Teacher role was new within our system and took some time for staff to understand its purpose and potential benefits. We foresee this opportunity being used more frequently this year as we implement the new version of our mathematics curricular resource, Everyday Mathematics 4. The secondary schools had formal School Improvement Leaders in place prior to TLS funding, so the fidelity has been better measured from their vantage point at Evans Middle School and Ottumwa High School.

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Q7: 3a. TLC Local Plan Measure (3)

Increase educator retention rates.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

In establishing baseline data, of our 347 teachers, 13 (3.75%) retired after the 2014-15 school year. Another 12 teachers (3.5%) resigned positions at Ottumwa to pursue employment elsewhere. We have not taken the time to compare this to previous years but will do so in the future. Also, anecdotally, we had one teacher who had applied for a consultant position with an Area Education Agency. She decided to stay with us because of an opportunity presented through TLS funds.

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Q10: 4a. TLC Local Plan Measure (4)

Improve student achievement through strengthened and improved instruction.

Q11: 4b. To what extent has this measure been met?

(no label)

Somewhat Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

AYP/Iowa Assessment results are difficult to include in this kind of format. We believe the TLS structure will begin to reap its true benefits with the 2015-16 school year and could more accurately attribute student achievement progress, or lack thereof, to the TLS Curriculum Leaders, Instructional Coaches, Model Classroom Teachers, PLC Leaders, and Mentors. 9/3/15: Detailed data was emailed to Becky Slater.

Q13: 5a. TLC Local Plan Measure (5)	<i>Respondent skipped this question</i>
Q14: 5b. To what extent has this measure been met?	<i>Respondent skipped this question</i>
Q15: 5c. Description of Results (5)(limited to 3000 characters)	<i>Respondent skipped this question</i>

Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

As a necessary part of our original grant and realizing adjustments in funding are required as more GPAEA districts are approved in the second year, the TLS steering committee worked to re-vision the allocation of resources for the upcoming school year. We have agreed to eliminate the Department Head positions from the TLS framework to alleviate confusion and avoid supplanting of general fund dollars, decreased the number of days for Model Classroom Teachers, added an Instructional Coach focused on supporting our increasing demands with English Language Learners, and instituted PLC Leaders to distribute responsibility for the school improvement structure. Fortunately, OEA representatives Brooke Fischels and Kevin McGinity have already met with Superintendent Davis Eidahl and been able to revise the Memorandum of Understanding to reflect these changes for the 2015-16 school year. They are outlined below: To best meet our local context and current needs, our plan allocates for the following additional Instructional Coaches -- approximately one per 600 students: •Preschool and Douma (the entire southside K-1 population) •Liberty Elementary (the entire southside 2-5 population) •Horace Mann/James Elementaries (split position) •Eisenhower/Wilson Elementaries (split position) •Evans Middle School (1 coach) •English Language Learners (K-12 position) In addition, we anticipate selecting 34 PLC Leaders, 30 Mentors for first- and second-year teachers; 9 Model Classroom Teachers; 4 Department Heads, three Instructional Technology Coaches, and three additional Curriculum Leaders – with the intent of focusing on those with strong STEM (Science Technology Engineering and Math) background to complement the extensive literacy knowledge and skills of our existing evaluators. This year, we added an Instructional Coach to focus on our English Language Learner population. It was recommended by the ELL team and our Director of Student Supports. The revised aspects of our initial plan have already been sent to Ryan Wise and approved for the upcoming year.

Impact of TLC Plan

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

TLS (as we like to refer to it and focus on system more than the compensation) has quickly become an integral part of the Ottumwa Schools for providing additional layers of support for teachers, administrators, and students. With a year under our belt, everyone seems more comfortable with what their roles and responsibilities entail and how they fit into the overall school improvement structure.

Q18: 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.

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Q19: Name of School District:

Ottumwa School District

Q20: Name of Superintendent

Tom Rubel (as of July 20)

Q21: Person Completing this Report

Eric Sundermeyer

Q22: Date of Submission

July 29, 2015