

#38



COMPLETE

Collector: Web Link 1 (Web Link)

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

Teacher leader portfolios

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

(no label)

Somewhat Met

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

Teacher leader folders were a work in progress in year one. We need to refine expectations as to what goes into completing them. We need to keep them in our minds as the year progresses so we keep them up to date and make them meaningful.

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

Staff Surverys

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

(no label)

Fully Met

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

Staff perceptions of our teacher leaders demonsrated positive feedback from all. Staff are very excited about the TLC concept. They appreciated the leaders help and willingness to put the work in to help them be the best they can.

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

Bright Bytes Surver

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

(no label)

Not At All

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

This was missed.

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

Mentor Peer Evaluation

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

(no label)

Fully Met

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

New teacher feedback was very positive. The additional time spent with their mentors in the district was successful. They were able to enhance the mentoring days with the AEA and make the work they did more meaningful. It helped to develop the mentor/mentee relationship.

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Q13: 5a. TLC Local Plan Measure (5)

Student Outcomes

Q14: 5b. To what extent has this measure been met?

(no label)

Somewhat Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

I say somewhat met as it is too early to tell if TLC is truly impacting the one-time assessments such as the Iowa Assessments and MAP as well as the graduation and attendance rates. However, our coaches did some work with specific classrooms on team-teaching. Results on the FAST assessments show showed very positive results. Student achievement in the those classrooms as compared to those that did not have the team teaching were significant. 9/8/15: 4th Math – 84%; 8th Math – 83%; 11th Math – 81%; 4th Reading – 68%; 8th Reading – 70%; 11th Reading – 79%; 4th Science – 97%; 8th Science – 88%; 11th Science – 80%; ACT – 22.8; Graduation rates 95.65; Attendance 97.2

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

We are going to hire one less model teacher and one additional instructional coach. The instructional coach will work in the area of ESL. The number of Hispanic students in our district continues to grow. Our plans over the next several years will be to implement SIOP with fidelity. The new coach's job will be to work with classroom teachers to help demonstrate and implement the SIOP model.

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.

TLC has been a success in the first year. We knew going into the year we would start with mostly light coaching with the hope of achieving more heavy coaching as the year progresses. The year progressed as we expected. There was some initial hesitancy from teachers, but that quickly subsided. Every teacher utilized our coaches. Our professional development was greatly enhanced as a result of TLC. We were able to offer individualized professional development days and we had two of our own in-house mini-conferences called Rocket University (we are the Rockets). Staff feedback on professional development was overwhelmingly positive.

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: Rock Valley

Q20: Name of Superintendent Chad Janzen

Q21: Person Completing this Report Chad Janzen

Q22: Date of Submission 7/1/2015