

#402

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, September 08, 2017 12:07:21 PM
Last Modified: Thursday, September 14, 2017 6:07:03 PM
Time Spent: Over a day
IP Address: 207.28.51.1

Page 2

Q1 Name of School District

Southwest Valley- Corning and Villisca

Q2 Name of Superintendent

William Stone

Q3 Person Completing this Report

William Stone

Page 3

Q4 1a. Local TLC Goal

Respondent skipped this question

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

Respondent skipped this question

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

Respondent skipped this question

Q7 2a. Local TLC Goal

Expect all to collaborate

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)

Post coaching feedback tool; PLC artifacts; PLC agendas; SMART goal data; Formative assessment

Our district created three new TLC positions: one half-time curriculum director and two instructional coaches, one for our two elementary schools; one for the middle school and high school. We feel that our collaboration goal was met through a variety of methods, with the help of all three TLC positions, under the guidance of district administrators. The curriculum director and both instructional coaches met weekly with their building administrators, as well as attending monthly Administrative Team meetings, where everyone discussed ways to impact the learning that takes place at SWV.

Our Curriculum Director led district-wide in-services to prepare all staff, K-12, to make the move to Standards-Referenced Grading. Month by month, we met as a district, as building groups, as lead team groups, and as PLC groups to discuss the methods by which we would be making the changes necessary to reinvent our system of determining grades. Everyone had to be on board for this change to happen, and our Curriculum Director became our focal point throughout the process. She helped teachers more fully understand the standards: how to bundle them and how to create proficiency scales that would truly be indicative of a student's comprehension and progress.

Our instructional coaches worked side by side with teachers, collaborating daily to meet building and district goals. Our elementary coach worked with special education teachers in both buildings conducting FAST testing, and the results were that teachers had the information they needed to guide learning for all students. She was also involved in several coaching cycles throughout the school year, improving instruction with each cycle.

Our middle school/high school coach worked with teachers, particularly with new staff members, several of whom were new to teaching. Though all beginning teachers had mentors with whom they regularly met, the coach was able to provide continued assistance with lesson planning and with classroom management strategies. The secondary coach also implemented "School Learning Walks." These walks were designed to allow teachers to get out into the building and see what was happening in other classrooms. Either the teacher used his or her preparatory time, or the coach took over instruction in the teacher's classroom. The secondary coach also presented Wormeli's summarization strategies to all faculty, 6-12, in an attempt to improve reading across the curriculum.

Both coaches worked with teachers in various subject areas about how to teach to the standards. Extensive work was done in all buildings and at all grade levels, as teachers came to understand the tenets of Standards-Referenced Grading and how students would benefit from this practice. Both coaches at various times conducted short surveys for all faculty members in order to determine how effective their efforts were.

Although it was the first year for TLC positions at Southwest Valley Schools, we definitely saw a movement toward building-wide and district-wide cohesiveness. We attribute that, at least in part, to the addition of these new professional positions.

Q10 3a. Local TLC Goal

Respondent skipped this question

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

Respondent skipped this question

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

Respondent skipped this question

Q13 4a. Local TLC Goal

Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all

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)

First of all, we need to move to Standards-Referenced Grading as a way to insure that all students are learning. Students learn to “play school,” and some are able to make it through classes without learning the required skills. Our move to SRG is an opportunity to make sure that all students are performing, all students are progressing, before they move on to the next level. This may seem simplistic on the surface, but now students will be required to demonstrate their comprehension of the standards. The district and all its shareholders have decided to take this step in a very purposeful manner, and our curriculum director and coaches are both involved in guiding teachers through the transition. We want our students to be the best learners they are capable of being.

Secondly, we want our students to be career and college ready when they graduate, strong citizens with 21st Century skills. Both our instructional coaches, our curriculum director, and a strong core of faculty members will begin MISIC’s 3-C cadre training during the summer, so that they can make connections for the rest of the staff about how to include career and college readiness, along with citizenship and 21st Century skills, into a strong curriculum that truly benefits all students. The 3-C training works hand in hand with SRG, giving teachers the skills they require to teach the standards in such a way that students can be successful.

Finally, after examining Flip Flippen’s Capturing Kids’ Hearts model, we have decided to move forward with training our 6-12 faculty and staff because we truly believe that it can impact our student body like no other program available today. There are several principles implicit in this program that can change the way that individuals interact with one another. When teachers enter into a respectful, personal relationship with students, the level of engagement in a classroom has the potential to increase dramatically. This is the crux of the model, and we see it as a way to change many of the problems we see in classrooms today: dependency on social media, addiction to devices, attendance problems, and lack of respect for authority. Several members of both the middle school and high school staffs have been trained, and all of them consider the program to be a welcome change in how our school can operate. Our curriculum director has been trained in Capturing Kids’ Hearts, and our MS/HS instructional coach will be trained along with the rest of the staff before the start of the 2017-2018 school year. In that way, there will always be support from the TLC staff.

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

Replicate excellence in every classroom

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)

PD feedback tool, PD/Curriculum implementation data

Teachers in our district vary quite a lot. As in many districts, we have teachers with 30+ years of experience, and we have teachers who just finished college. They are incredibly diverse in their knowledge and in their classroom capabilities. Younger teachers are far more adept at using technology, for instance, while more experienced teachers may have better classroom management styles.

This is where instructional coaches make a significant difference in the learning that takes place. Instead of teachers being isolated in their classrooms, going about teaching as they know it, now there is the potential to share knowledge, share ideas, share methodologies, and share successful activities. Our instructional coaches have found multiple ways to turn good teaching into a collective that finds its way into all classrooms.

When a coach observes an activity or style that works in Classroom A, she is in the unique position of being able to suggest a similar activity or style that would be of benefit to a teacher in Classroom B. This sharing was not likely prior to the addition of the instructional coach position because observation was nearly always about evaluation, rather than collective improvement of instruction.

Our instructional coaches lead excellence in other ways, as well. One example is that they present lessons on a variety of topics to all faculty at each in-service. Each of those lessons is structured as a model lesson, from which teachers can learn and grow. Not only are teachers seeing new information about summarization, for instance; they are seeing how a lesson is made more engaging by making use of an energetic delivery, strong subject knowledge, and over-preparation.

Our secondary coach came up with the idea of school learning walks, so teachers could get out of their isolated classrooms and see what was happening in other classrooms around the building. Either the visiting teacher did the learning walk during his or her prep period, or the coach took over instruction in the teacher's room for that class. Either way, a teacher had the chance to see a variety of instruction, a variety of teaching styles, and a variety of classroom management styles. Though this began as a 6-12 venture, our coaches worked together to offer School Learning Walks to all teachers, K-12.

We celebrate the good things happening in all classrooms in the district, and instructional coaches have found a way to make our faculty members more cohesive and more prone to share the best of what each teacher has to offer.

Q20 6a. Local TLC Goal

Define standards of excellence for teaching & learning within SWV

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

(no label)

Mostly Met

Q22 6c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

Classroom walkthrough data; PD/Curriculum implementation data; Individual PD plans

Short-Term Measures

1. IPI walk-throughs
2. Faculty Evaluations
3. Teacher Portfolios
4. District Goals
5. Building Goals
6. Use of Characteristics of Effective Instruction in all Classrooms
7. School Motto posted in all Classrooms
8. Instructional Coaching Cycles
9. Attention to Attendance Issues
10. Branding efforts aimed at increasing school pride
11. School Learning Walks
12. Student Testing: FAST testing, Iowa Assessments, MAP testing
13. More effective Math Series/Instruction

Long-Term Measures

1. District-Wide Curriculum Director
 2. District-Wide Instructional Coaches
 3. District-Wide At-Risk Coordinator
 4. District Lead Team
 5. Building Lead Teams
 6. Mentors for New Teachers
 7. PLC's in each building
 8. STAT teams in each building
 9. Move to Standards-Referenced Grading
 10. Move to Flip Flippen's Capturing Kids' Hearts/EXCEL Model
 11. Move to C-3 Cadre
 - a. to create students with 21st Century Skills
 - b. to create students who are college and career ready
 - c. to create students who are strong citizens in a changing world
 12. Community Involvement for Students
 13. Community Mentors for Struggling Students
 14. Community Service Learning Projects
 15. Collaboration Among Staff
-

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.

The addition of the half-time Curriculum Director position has been strongly beneficial to the district, especially as we continue to move toward implementing Standards-Referenced Grading. The Curriculum Director leads in-services routinely and with superior knowledge, and she seldom if ever leaves questions unanswered or topics unexplored. The only adjustment that we might someday consider is eventually making this a full-time position, considering the number of trainings that are required, which take her out of the district for multiple days each year.

The two full-time Instructional Coaches learned what many Coaches learn during their first year. Even when working with a faculty they've previously been a part of, building a new kind of relationship with all teachers is of utmost importance. Coaches who don't gain their teachers' trust are not successful in the position. Confidentiality, from a teacher's perspective, is another mandatory trait for Coaches. Because they work hand in hand not only with teachers but with administrators as well, Coaches must be very careful to separate those interactions. There is a very fine line, in most teachers' eyes, between being a building leader and being aligned with the evaluative responsibilities of building administration. Adjustments might include very simple ideas, such as Instructional Coaches having a separate workspace, so that they have the opportunity to communicate privately with teachers in their buildings. By doing so, confidentiality is not questioned, and relationships grow and solidify.

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

Last year, our Curriculum Director led multiple in-services, at all grade levels, to coordinate our move to Standards-Referenced Grading. Because the move to SRG is currently our number one priority, our Curriculum Director had to be able to research, plan, present, and think on her feet at all times. After a successful year of doing just that, we are one year closer to SRG being a reality, thanks in no small part to our Curriculum Director.

Our elementary Instructional Coach led several coaching cycles, but in the spring she allowed herself to be videotaped during the coaching process. This cycle was observed and critiqued by a cadre of coaches from the SE region of our AEA. It was a growth experience for all involved, especially the classroom teacher with whom she was working.

Our MS/HS Instructional Coach has worked on a variety of projects with teachers: coaching cycles, modeling instruction, creating materials that streamline how we teach the standards, presenting summarization materials for the faculty of both buildings in an attempt to improve reading across the curriculum. With several new teachers in the building, she served as an adviser, helping to create strong lesson plans and to establish classroom management strategies.

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.

,

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.