

#34



**COMPLETE**

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

Embrace a transformative system that will lead to student academic growth and social-emotional well-being.

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

(no label)

Mostly Met

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

Achievement results: We are beginning to see some positive impact on student learning as a result of teacher leaders. Teacher Leader Impact on Student Learning Example:

Two teachers co-teach a 7th grade Integrated Math for a team at one of secondary level schools. The teachers approached a building instructional coach in the spring to assist them with increasing engagement in the classroom. Although the students were compliant, the teachers felt that they weren't overly enthused to be in class. They wanted support from a coach to help make the class more engaging for their students.

First, the instructional coach collected baseline data. The coach then asked the students at the conclusion of class to tell her/him on a scale of 1-4 how engaged they were throughout the lesson (1 being not at all engaged and 4 being very engaged). Students were also asked to give suggestions of how to make the class more exciting. The most frequent suggestions included more group work and games.

Next, the teachers and the instructional coach co-planned to incorporate the students' suggestions into the lesson plans. They also decided to add in more opportunities for students to participate, especially for students who are reserved and do not like answering questions in front of their classmates.

This is an ongoing project, and not all of the strategies and ideas have been incorporated into all of the lessons yet. Pre and post data were collected from the students using a Kahoot activity (Kahoot is an interactive quiz game where students answer questions via a computer, iPad, or smartphone). Not only did engagement increase during the class where the teachers and coach used Kahoot, but it proved to be a great formative assessment that guided the teachers' instruction. The teachers looked at the Kahoot data and were able to determine who needed more learning supports for a quiz the following day. As a result, the lowest score on the quiz that next day was an 88 percent.

Teachers and administrators have embraced the TLC system in the West Des Moines Community School District. Teachers appreciate the opportunity to work collaboratively with their colleagues. Teacher leaders work side by side with groups of teachers taking what they learned through professional development and embedding it in their classroom to improve student learning. Administrators report working with teacher leaders has helped professional development be more intentional, connected, and differentiated for teachers. Additionally they are seeing evidence of the professional learning being applied in the classroom. We are beginning to see student academic growth as a result of our teacher leader program. This is evidenced by elementary FAST data. For example, instructional coaches and teachers work collaboratively to analyze the data and identify specific targeted intervention needed for individual students. As a result there is a significantly higher number of students who are now proficient as measured by the spring FAST assessment.

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## Impact of TLC Plan

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

Improve student outcomes by improving instructional practice through collaboration, sharing of instructional practices, and the implementation of the district leadership framework (the EEI).

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

(no label)

Somewhat Met

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

Principals collect EEI walkthrough data on a monthly basis. This data is shared with their supervisor monthly. Most frequently observed areas are: learning targets, differentiation, and a focus on questioning. Principals have shared EEI walkthrough data with building level leadership teams as a check with building professional development plans. Professional Learning Communities have worked on unpacking standards and creating common formative assessments. Throughout the first year of implementation 57%-78% of our teaching staff have worked at least one time with the instructional coach assigned to their building. The work ranges from creating common formative assessments, providing professional development, modeling, analyzing data, and identifying affective instructional practices to implement in the classroom. Professional development curriculum facilitators have worked with directors, classroom teachers and administrators to implement effective professional learning communities. Examples of Feedback from Staff \_\_\_\_\_ has been very helpful. She has always helped me with whatever I have asked her to help me with. She is professional and attentive to our building needs. \_\_\_\_\_ is a fabulous coach! She has helped me perfect my teaching and implementation of new learning strategies for my students. With the implementation of state mandated MTSS this year she has helped staff to understand it. She has trained us and guided us every step of the way. I have really enjoyed the information, research and ideas from our instructional coach. I have appreciated the intervention support that my coach provides me. She is very open to my questions, concerns, and requests. \_\_\_\_\_ has done a nice job in our building this year. She has a lot to offer to the conversation and is always positive and has a smile on her face. \_\_\_\_\_ has been a great asset to our PLC and with planning new strategies to use with my students. \_\_\_\_\_ superb job as a teacher leader. Very knowledgeable in her field of expertise and is a great role model for others. \_\_\_\_\_ is in the top 1% of educators. \_\_\_\_\_ has been a terrific coach. She is very strong in data and helping teachers to use data for instructional decision making. \_\_\_\_\_ has been a pleasure to work with. She has helped me grow as a professional and has taught me many instructional strategies. The coach in my building has helped me to be a stronger instructional leader. The coach has helped the teachers to plan and implement the new universal screening and has done a nice job of providing training and professional development to them. The coach did a great job of providing ideas to teachers for interventions to use with students depending on their need.

## Impact of TLC Plan

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

Create enhanced and fluid career options with flexible yet limited years of service that are annually reviewed, supported with appropriate compensation, and are accompanied with ongoing professional development.

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

(no label)

Mostly Met

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

Our plan included 10 different flexible teacher leader opportunities. We had 322 completed applications for our teacher leader roles; 125 for positions with a fte and 197 for stipend teacher leader roles in our district. 26.7% of our teachers served in some sort of teacher leader role in the first year of implementation. On average, respondents who have worked in the district for fewer than three years are more likely to agree that "All employees in the district are held to the same standard of excellence as I am," "I have opportunities to participate in decision-making for issues that affect me and the people I serve," "I am kept informed about matters related to my job," and "I am listened to and treated as a valued employee." as indicated through the staff workplace survey.

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

To increase induction and mentoring support for teachers in the district.

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

(no label)

Somewhat Met

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## Impact of TLC Plan

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

Mentors participated in added training throughout the year with a professional development course focusing on affective ways to support, create challenge to help beginning educators with strong strategy growth in the first years of their career. As well as facilitate ongoing vision for their future in the profession. All new staff to WDMCSD participated in professional development focused on Essentials of Effective Instruction, EEI. District initiatives were explored in pre-service days and classes throughout the year. For both courses, new teachers had opportunities to receive Drake graduate credit for their work throughout the year. First year teacher needs assessments filled out by the beginning educator and their mentors showed improvement from past surveys on their understanding, knowledge and application of district initiatives. Twenty nine demonstration teachers were selected over varied subject and grade areas. They were set up to open the doors of their classrooms for other teachers to observe as well as further opportunities to collaborate to learn new strategies and see new methods of classroom management and assessment. A first google site was set up just for the demonstration teachers to learn and grow, ask questions and made decisions in a safe environment. A second google site with set up with all the information for West Des Moines teachers to see what the demonstration teachers were using in their classrooms as well as how to set up a visit as well as how to fill out a special sub request. The full or half day request were set up using a google form and the district Sub Finder program was used for the sub request process. All teachers in the district had the opportunity for eight hours of professional leave time to observe demonstration teachers. In addition teachers were allowed to use these hours for working with instructional coaches as well as other ideas that would help them look into new and innovative ways to effect student learning. West Des Moines teachers were also allowed to use prep time or PLC time to observe demonstration teachers. From November to May 160+ full or half day times were set up for use to observe and learn. Over 200 one period visits with demonstration teachers were set up from December to May.

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

To better serve our diverse student population by improving teachers' capacity to build on students strengths and respond to students' social, emotional and academic needs.

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

(no label)

Somewhat Met

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

Family Engagement/Learning Supports teacher-leaders worked with teachers, counselors, building administrators, community organizations and governmental agencies to define supports already in place, plan to fill gaps in support services, and coordinate efforts between schools, families and community agencies to provide those supports. Examples include working with each school and several non-profit organizations to create a coordinated collection and distribution of school supplies including paper and pencils, clothing, non-perishable food, and personal care items. In the past each school did this for themselves to varying degrees of success and placed repeated requests to the same businesses for support. A mental health first aid class was developed and has been very well-received by staff. It meets the needs of teachers and counselors to identify student and family needs and direct them to the appropriate support person or agency. Word of mouth regarding this class has created a high demand for more sessions; this is a clear indication of meeting a need. Family Engagement/Learning Supports teacher-leaders attended a national conference and learned about evidence based comprehensive survey that could be used to gather family engagement data. We have shared this information with our Teaching and Learning Advisory Committee, Bullying Prevention Committee and School Community Network. We have tabled this conversation until we know more about what the state will do in regards to the attendance center rankings. The spring parent teacher conference attendance data for K-12 was 86%. We have also collected student achievement data for various subgroups. Below is an example of an ESL teacher working with an instructional coach and the student achievement results. ESL teacher was serving this Kindergarten student with ESL pull-out support and once a week during their time together she would progress monitor on nonsense words. You will see that this student was struggling the first 3 weeks and not making adequate growth to close the gap along with making lots of errors. After a coaching meeting working with the teacher to analyze running records and assist with digging deeper on student's daily performance, it became evident to the teacher that this student was reversing the letters 'b' and 'd' while reading words aloud. The teacher did 5 days of intervention instruction on reversing the letters and the next week the Progress Monitoring scores went above the Kindergarten's aim line. Before this meeting, the teacher wasn't aware of the power of running records and how analyzing the student's daily reads could offer guidance on where the student is struggling to make growth and what instruction to specifically provide. \*\*Date 2/12 – 3/4 were prior to intense intervention and coaching meeting \*\*Dates 3/11 – 4/22 were after the coaching meeting Now this student is on-track to meet the end of the year goal for Kindergarten!!

**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).**

We need to make adjustments based on our progress of implementation. This might include changes in teacher leadership roles based on needs of the district.

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

Teachers and administrators have embraced the TLC system in the West Des Moines Community School District. Teachers appreciate the opportunity to work collaboratively with their colleagues. Teacher leaders work side by side with groups of teachers taking what they learned through professional development and embedding it in their classroom to improve student learning. Administrators report working with teacher leaders has helped professional development be more intentional, connected, and differentiated for teachers. Additionally they are seeing evidence of the professional learning being applied in the classroom. We are beginning to see student academic growth as a result of our teacher leader program. This is evidenced by elementary FAST data. For example, instructional coaches and teachers work collaboratively to analyze the data and identify specific targeted intervention needed for individual students. As a result there is a significantly higher number of students who are now proficient as measured by the spring FAST assessment.

**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.

## Impact of TLC Plan

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**Q19: Name of School District:** West Des Moines Community School District

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**Q20: Name of Superintendent** Dr. Lisa Remy

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**Q21: Person Completing this Report** Lisa Remy and other administrators.

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**Q22: Date of Submission** August 27, 2015

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