

2016-2017 TLC End of Year Report Form Template

Attract and Retain Teachers

Please put your goal that most closely aligned to “attract and retain effective teachers” in this field. If you do not have this as a goal leave it blank.

1a. Local TLC Goal

Tipton will attract and retain effective teachers by providing quality and comprehensive mentoring program to initial teachers through personalized collaboration, coaching and mentoring.

1b. To What extent has this goal been met

Not at All Met

Somewhat Met

Mostly Met

Fully Met

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

Our prior district data indicated that there were gaps in our current mentoring program. The data analysis showed that there were continual issues with scheduling conflicts and lack of release time for the mentor/mentee. There was a lack of observation and feedback and there was no evidence or documentation for beginning teacher retention. Another area that needed improvement was the support and training for our mentors.

During year 1 of the TLC implementation, 8 teachers attended the NTC, Beginning teacher training at GWAEA. The Grant Wood AEA Mentoring and Induction pools together local and national resources to make certain that every school in the region has access to proven and research-based induction, mentoring and coaching programs.

The District mentor activity logs and the end of year survey showed that mentees spent an increased amount of time observing their mentors and other teachers in and outside of the district. Time was spent after the observations reflecting on instructional practices and how to implement strategies in their classrooms. On average mentors and mentees spent 1.5 hours per week reflecting and meeting on district initiatives, instructional practices, observational feedback and classroom management. All new teachers indicated that the time spent with their mentors was valuable and that they felt very supported their first year of teaching.

Monthly meetings were held with the model/mentor teachers to provide they support needed. During these meetings the mentor teachers were able to problem solve issues, discuss current trends in education and discuss appropriate instructional practices and classroom management techniques that would support the new teachers. The mentors also indicated in the year-end survey that they felt

supported by the district administration and that the monthly meetings were beneficial to their success as a mentor.

The district also held a new teacher academy for 2 days prior to the beginning of the school year. During this time the mentors and new teachers were able to meet and begin planning for the beginning of the school year. Also during this time they were able to review process and procedures and begin looking at the district curriculum in order to have a successful school year. Based on an initial teacher survey, the new teachers felt the academy and weekly meetings prepared for them for the beginning of the year and classroom challenges. Additional areas of success for the initial teachers were in the areas of support by the mentor in professional growth. The survey of the initial teachers provided data that supported that observation and observation feedback from the mentors contributed to the professional growth of the new teachers.

Based on the survey data and feedback, we feel that we are providing the new teachers and mentors a quality program that provides a supportive environment and professional growth that will enhance the quality of education provided at Tipton. We feel that by providing this support to our initial teachers will help in the retention of new staff.

Collaboration
Please put your goal that most closely aligned to “promote collaboration” in this field. If you do not have this as a goal leave it blank.

2a. Local TLC Goal

Leadership roles will promote collaboration among teachers to support student achievement. Support and encourage teachers to grow, refine and share their expertise with one another.

2b. To What extent has this goal been met

- Not at All Met Somewhat Met Mostly Met Fully Met

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

The Tipton TLC team would agree that this goal was fully met. We were able to hire two instructional coaches and 14 model/mentor teachers. These positions created a high collaborative culture within the TLC instructional support team. Monthly meetings were held to discuss and learn about quality coaching practices, mentoring support, collaborate on instructional practices and develop more collegial conversations that spanned K-12. Data gathered from the model teachers support this claim. All model teachers agreed or strongly agreed that by working with an instructional coach helped them to improve their instructional practice, increased collaboration, addressed their professional needs and helped to increase student achievement. This collaboration not only impacted these 16 staff members but also helped to improve collaboration among those with whom they coached. The instructional coaches observed, videotaped, strategized and provided feedback to the model teachers and other professional development teams. They worked with the model teachers to implement new instructional practices

followed by collegial discussions on what worked and next steps. The instructional coaches were also part of the administrative team meetings to help provide the principals with additional support in their building initiatives. Instructional coaches also participated in their own professional development through the AEA. Jim Knight, Pete Hall and the AEA’s Leadership support network provided the coaches with collaborative tools that not only helped them grow as collaborators and coaches but also to provide the appropriate tools for the model teachers.

However, in general the collaboration among the entire staff only slightly increased. The staff was given a survey on their perception of collaboration within the district. Even though the TLC team felt collaboration was at an all time high among the leadership group, we were very aware that the district did not have the same collaborative culture. The survey data showed that even though 98% of staff members frequently participated in the collaborative activities with colleagues at their school, the collaborative discussions were only informal. The data showed that 96% of the staff engaged in collaboration that was informal and focused only on specific student learning. Compare that data to the data that only 51% observed other teachers and received targeted feedback on instructional practices.

The survey data also showed that teachers feel that the collaboration is productive and time is well spent, but the time spent in collaboration did not address their professional needs, instructional practices or increase student achievement.

Reward Professional Growth
Please put your goal that most closely aligned to “reward professional growth and effective teaching” in this field. If you do not have this as a goal leave it blank.

3a. Local TLC Goal

Reward professional growth by providing career pathways for teachers to share their expertise and move its professional development towards a coaching model. Increase leadership responsibilities through job-embedded, ongoing professional learning with continuous support and compensation.

3b. To What extent has this goal been met

- Not at All Met Somewhat Met Mostly Met Fully Met

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

The teacher leaders at Tipton went through a rigorous application and interview process. The interview committee was made up of administration and teachers and the superintendent reviewed all applicants that were recommended for a position. The teacher leaders were reviewed quarterly by the program lead with a final summative review at the end of the year. The review processes was focused on a rubric that was modified from Teacherpreneur. The entire staff was also surveyed at the end of the year to determine the effectiveness of the hiring process. All staff was aware of the TLS program and the positions available with 87% of the staff stating that the hiring process was clear and fair.

Interviews and survey data of the teacher leaders provided positive feedback about the TLS program. The model teachers overwhelming agreed that by working with an instructional coach helped them to improve their instructional practices, increased collaboration, addressed their professional needs and

helped to increase student achievement. The model teachers did express concern about the effectiveness of the position after only one year of implementation. Getting into other teachers classroom and encouraging teachers to visit their classroom for observations were their greatest concerns. Common statements collected during the teacher leader interviews were, “How do we get teachers to observe others?” and “How do we get teachers comfortable being instructional partners?”

Another area of consideration is how effective the mentoring program is on leadership. Based on the survey data and feedback from the mentors we are providing a quality program that provides a supportive environment and professional growth for those who are mentoring a new teacher. All mentor teachers stated that they strongly agree that by collaborating with the new teacher and providing instructional support has given them additional skills as a leader.

Survey data of the staff showed that 98% of the staff felt that leadership positions are attainable within the district but only 78% of the staff feel encouraged and supported in becoming a teacher leader.

Another data point that we have considered is how many of the teacher leaders will return for the following year. All model teachers and instructional coaches will return for the 2017-2018 school year. The percentage of teacher leadership roles provided by the TLS is 21% and as our district continues to grow we hope to increase that number by providing additional pathways for teacher leaders. We hope to provide leadership positions such as Collaborative group facilitators, curriculum development leads and additional model/mentor teachers.

Student Achievement (required)
Please put your goal that most closely aligned to “improve student achievement by strengthening instruction” in this field.

4a. Local TLC Goal

Our goal is to improve student achievement by strengthening the quality and depth of instruction through ongoing job-embedded professional development and teacher support in all content areas of the Iowa Core.

4b. To What extent has this goal been met

- Not at All Met Somewhat Met Mostly Met Fully Met

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

This is the first year for Tipton Community School district to participate in the Teacher Leadership System. If we are to correlate our plan with student achievement, we need to review our Iowa Assessment Data and the professional development and instructional support provided through our leadership system. Even though this data and method of collection has been reviewed by the team and been deemed the most effective way of measuring the program effectiveness on student achievement, we do not have sufficient Iowa Assessment data to make a comparative analysis to determine if the program has impacted student achievement. According to the Iowa assessments there was no appreciable increase in student achievement in reading, math or science. Another data point, which we

have reviewed to determine areas for targeted job-embedded professional development is the Iowa Report Card. Reviewing this data frequently throughout the school allowed the teacher leaders to gain a focus of what type of professional development to provided the staff. The middle school and high school focused a great deal on understanding what it means to be college and career ready. The teacher leaders were able to clear up misconceptions of the teachers and began to provide small pockets of teachers with assistance in this area of what College and Career ready students need to have to be successful. Collaborative discussions around the data and instructional practices took place during the early out Wednesday Professional development sessions. The focus for the elementary staff was to continue to look at those students in our subgroups and how best to close the gap. The teacher leaders met with collaborative teams to discuss the skills that were needed for these students and what instructional practices would help them meet their growth target. Tipton community school district has continually held student achievement as a high priority and with an increase of our time with teachers providing job embedded professional development student achievement will be impacted.

Our focus was determined by the following data retrieved from the Iowa Report card. The elementary is considered high performing at 79% with an overall proficiency rate of 87%. We continue to close the gap in the elementary with 73% of students in our subgroups meeting their expected growth

Tipton middle school has an acceptable ranking with 59% but an overall proficiency of 82%. Closing the gap is significantly less in the middle school with only 36%, of our subgroups meeting their expected growth, which is less than the expected by growth by 17%. However, our College and career ready growth is 50% compared to the college and career readiness at 39%.

Tipton high school is also ranked acceptable at 62% with an overall proficiency of 84%. Closing the achievement gap is close to the state average at 48%. The high school had 37% of the students making the expected growth. 48% of the students are college and career ready with only 27% of the students making the expected college and career ready growth.

Other Goal 1

5a. Local TLC Goal

[Click here to enter text.](#)

5b. To What extent has this goal been met

Not at All Met

Somewhat Met

Mostly Met

Fully Met

5c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

[Click here to enter text.](#)

Other Goal 2

5a. Local TLC Goal

[Click here to enter text.](#)

5b. To What extent has this goal been met

Not at All Met

Somewhat Met

Mostly Met

Fully Met

5c. Description of Results Including Short and Long-Term Measures (Please limit response to 3000 characters/500 words)

[Click here to enter text.](#)

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](#).

The Tipton school district is committed to the implementation of the Teacher Leadership plan. We continue to review our data, gather teacher feedback and hold informal discussions on the impact of the leadership system within Tipton. There are a few areas that we have concluded that will need adjustments. This is not an adjustment to the plan but how best to support the plan and those in leadership positions. We have realized that additional support is needed to provide all involved the necessary tools that will ultimately impact student achievement. Our first step will be to discuss ways that we can promote the teacher leaders and how they can help support teachers in the classroom. Finding the answers to the current reality of the staff perception of what a teacher leader does and what they can do to support the classroom teacher will help us to determine the next steps of promoting the leadership system. Providing the necessary support for the teacher leaders and model teachers is also a crucial piece that we will continue to support through personalized professional development. Promoting what they can do within in their classroom to help other teachers and model quality instructional practice is a key piece to the success of the program and the teacher leaders. Through the use of the Pineapple chart we will continue to observe teachers implementing instructional practices that have an impact on student achievement.

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

As Tipton started on the path of implementing the TLC, we were aware of how other districts struggled to implement the model teacher position. From the very beginning we knew that these positions could and would be very valuable to the district but did not know where to begin. However, we knew a plan needed to be put together to bring everyone onto the same page of understanding of not only the plan but also how we could work together as a team to ensure that the implementation of the plan was a success. We began with making a schedule of monthly meetings for the model teachers. These meetings focused on creating a safe environment for the teachers to discuss not only their teaching practices but for them to share the successes, failures and the risks they were about to take.

Our first year has had a great impact on our teacher leaders. Providing them the support for them to become stronger leaders within a safe environment has allowed the leaders to grow in many ways. During these monthly meetings, professional development focused on their needs, wants, building the capacity of the team and providing the tools for their success.

During these meetings and other formal/informal conversations, the teacher leaders were quoted as saying.

“These meetings helped me to develop my collaboration skills and leadership skills”.

“Without these meeting and new opportunities I would have never have taken some of the risks that I did in my teaching. Going through a coaching cycle gave me more confidence in not only my teaching but also my leadership skills.”

“I was able to see other perspectives. Not only the perspectives of other teachers, but also the students.”

And Finally, “the support and professional development that we experienced monthly, helped me to confirm that what we are being asked to do is much more than just being a ‘model’ classroom teacher, this is about building the capacity of all teachers to learn and to share their practice with others”.