



TEACHER QUALITY STUDENT ACHIEVEMENT Professional Staff Development Comprehensive School Improvement

2017-18

Staff Development Days

August 17

October 26

October 27

February 19

April 30

**TQSA Website is found on the district web site
under "committees" & linked to the Intranet**

Teacher Quality Student Achievement Committee

**Carol O'Donnell
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Quinton Shepherd ex-
officio**

Teacher Quality Student Achievement Committee Responsibilities

Senate file 277 (SF277), passed in 2007, requires each district and AEA to create a teacher quality committee with equal representation of administrators and teachers.

- The teacher members are appointed by the LMEA.
- The administrator members are appointed by the Superintendent.
- The Board of Education approves the committee.

The committee must function under the Iowa Open Meetings Law or Iowa Code Chapter 21. This includes conforming to the requirements regarding the timelines related to postings of meeting agendas, retention of official minutes and records.

The duties of the Teacher Quality Student Achievement Committee are as follows:

1. Monitor the local implementation of the Student Achievement and Teacher Quality program.

2. Following the Iowa Professional Development Model, determine the use and distribution of the professional development funds. As the legislative language states, "the use of the funds shall be balanced between the school district, attendance centers, and individual professional development plans." Additional SF277 language also states, "The goal for the use of the funds is to provide one additional contract day or the equivalent thereof for professional development."

All professional development plans, including district, attendance centers, and individual plans, must be aligned with the Iowa Professional Development Model (see page 4) including:

- The career development of individual teachers is aligned with the Iowa Teaching Standards (see page 5)
- Use of research-based instructional strategies is aligned with student needs and the district improvement goals
- Evidence of instructional improvement components includes student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observations, reflection, and peer coaching.

3. Monitor the professional development in each attendance center to ensure that the professional development meets the school district, agency, attendance center, and individual professional development plans.

4. Monitor the district teacher evaluation requirements to ensure they are "conducted in a fair and consistent manner throughout the school district or agency. In addition to any negotiated evaluation procedures, develop model evidence for the Iowa Teaching Standards and criteria." The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met with observation and which evidence meets multiple standards and criteria.

5. Ensure the agreement negotiated pursuant to Chapter 20 determines the compensation for teachers on the committee for work responsibilities required beyond the normal work day.

After studying the data, analyzing the professional development needs at the individual, building, and district level, and carefully considering the options for ways funds may be used and distributed across the three levels, the Linn-Mar Teacher Quality Student Achievement Committee has determined the allocation and use of Professional Development funds.

A summary of this year’s plan is outlined below. 2016-2017 data *(to be updated with 2017-18 data when monies received from the state)*

Total PD Allocation from State	\$299,483
Individual PD Allocation *per diem for PDD workshop	\$200,428 (~67%)
Committee Members (teachers)	\$5,000 (~1.7%)
Building PD Allocation *\$1000 base to each building + # FTE x 127.00 (1 day sub pay)	\$85,278 (~28.4%)
District PD Allocation	\$8,777 (~2.9%)

The TQSA committee has developed criteria for Building Allocations/Expenditures based upon the Iowa Professional Development Model using the Plan, Do, Study, Act process.

- The PDSA criteria have been incorporated into application/reporting forms to be utilized for accountability of fund expenditures and effect on teaching and learning for the state report.
- The building leadership team will review the group or individual applications and will collaborate with the applicant(s) on the expectations for the activity or project.
- These forms, as well as samples for each level, can be found on the TQSA website linked from the district site (District – Committees – TQSA).

Learning opportunities that are the most likely to result in increased student learning should get priority when deciding what to fund. See the state parameters below.

PD most likely to get results

- *Collective team effort
- *Focused on research-based instruction in a domain area
- *Data collected on how often and how well teachers are using strategy
- *Frequent and sustained over time
- *Connects Pedagogy (way to teach) to Content (what to teach) to Student

Low likelihood PD

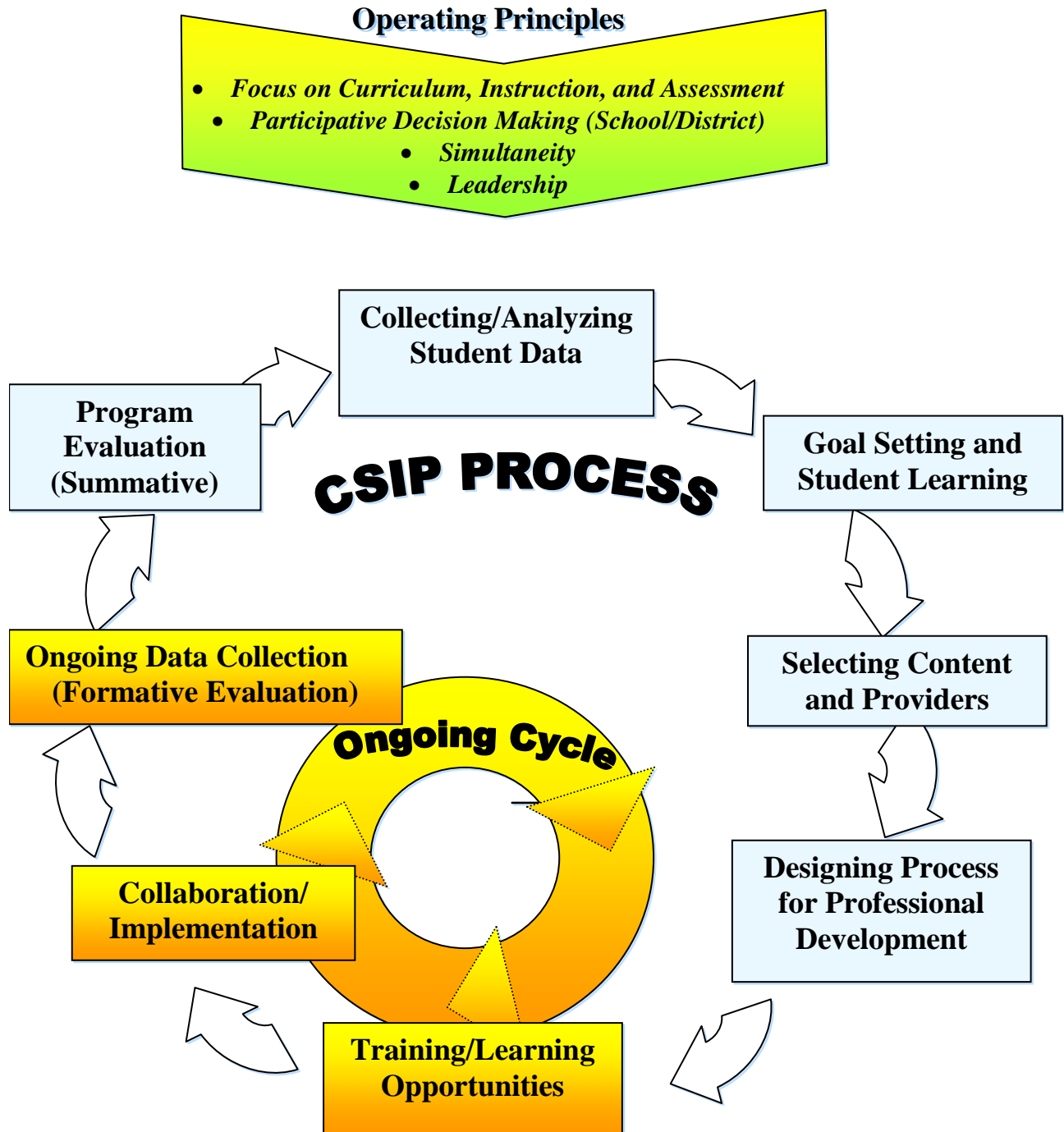
- *Single events with no sustained activities
- *No collaboration with peers to work on extending the knowledge or skills
- *Book study groups – discussion without demonstration or lesson planning
- *Make and take workshops

Based on previous years, here are successful LM uses of TQSA money:

- Interactive workshops rather than sit & listen conferences
- Teaching the trainers who then return to district & share this knowledge district-wide via workshop offerings

Iowa Professional Development Model:

Student Learning at the Center of School Improvement/Staff Development



Iowa Teaching Standards & Criteria

1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	2. Demonstrates competence in content knowledge appropriate to the teaching position.	3. Demonstrates competence in planning and preparing for instruction.	4. Uses strategies to deliver instruction that meets the multiple learning needs of students.	5. Uses a variety of methods to monitor student learning.	6. Demonstrates competence in classroom management	7. Engages in professional growth.	8. Fulfills professional responsibilities established by the school district.
<p>The Teacher:</p> <ol style="list-style-type: none"> Provides evidence of student learning to students, families and staff. Implements strategies supporting student, building, and district goals. Uses student performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. Creates an environment of mutual respect, rapport, and fairness. Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Uses student achievement data, local standards, and the district curriculum in planning for instruction. Sets and communicates high expectations for social, behavioral, and academic success of all students. Uses student's developmental needs, backgrounds, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources including technologies, in the development and sequencing of instruction. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom instruction with local standards and district curriculum. Uses research-based instructional strategies that address the full range of cognitive levels. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building achievement goals. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa Professional Development Standards

<ol style="list-style-type: none"> Professional development aligns with the Iowa Teaching Standards Professional development focuses on research-based instructional strategies aligned with the school district's student achievement needs and the long-range and annual improvement goals established by the district. Professional development targets instructional improvement and is designed with the following components: <ul style="list-style-type: none"> ◆ Student achievement data and analysis ◆ Theory ◆ Classroom demonstration and practice ◆ Observation and reflection ◆ Teacher collaboration ◆ Integration of instructional technology, if applicable Professional development includes an evaluation component that documents the improvement in instructional practice and the effect on student learning. Professional development supports the career development needs of individual teachers.
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Category of Goals:	Professional Growth System Goals (Evaluation)	PLC Smart Goals	Building Improvement Plan Goals	District CSIP Goals
Who writes:	Teachers - can be done collaboratively <i>May or may not relate to PLC smart goal</i>	Teachers/ PLC Teams	Building Administrators	Committee – as approved by district administrator
Report to:	Building Administrators	Building Administrators	District Administrators	Community; administrators; teachers
Timelines: • When written • When reviewed	Page 29-30, 31, or 32 of Professional Growth Handbook (for career teachers) Goal could be multiple year	<ul style="list-style-type: none"> • Drafted end of previous school year • Written beginning of the school year (August) • Ongoing review with each PLC team meeting 	Annually (August)	Updated annually
Impacting:	Individual teacher	Student learning (backed by data)	Teachers & Students	Teachers & Students
Align with:	Iowa Teaching Standards (Page 6 of Professional Growth Handbook)	Building Goals District Goals Elementary= Literacy & Mathematics Secondary= Literacy, Mathematics, Science, Technology, or Safe/supportive Schools	District Goals of Literacy, Math, Science, Technology, Safe/Supportive Schools	Literacy Math Science Technology Safe Supportive Schools