

# TEACHER LEADERS ACADEMY

Strategic Planning through  
Professional Development

By Theresa Christian, Ed.D.  
Assistant Superintendent  
El Dorado Springs R-2 Schools

# Strategic Planning

## 2013-2017

### 0 **Fall 2013 – Adopted 3 Year CSIP**

#### 0 Goals:

- 0 90% or above on APR
- 0 Create Pacing Guides, Priority Learning Standards and Academic Vocabulary across all Content Areas
- 0 Implement new Educator Evaluation System

### 0 **Fall 2016 – Revised 3 Year CSIP**

#### 0 Goals

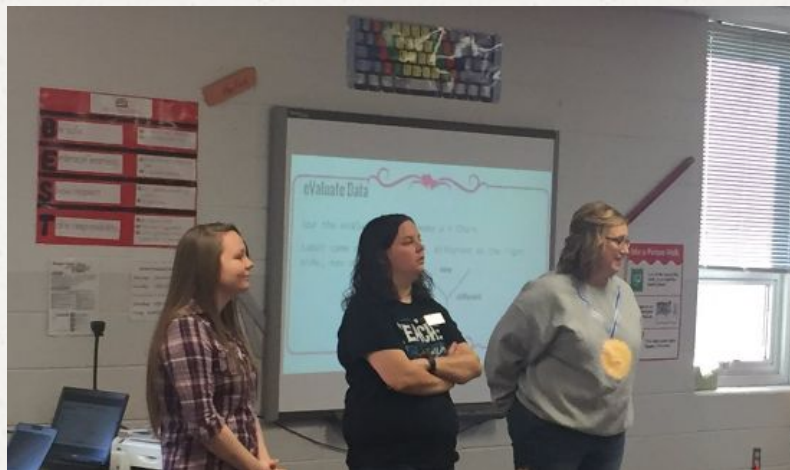
- 0 95% or above on APR
- 0 Align Instruction & Assessment to Pacing Guides, Priority Learning Standards and Academic Vocabulary
- 0 Implement Inquiry Cycle Process through Teacher Leader Academy

# From Strategic Planning to Implementation



**2017 –**

- **95% APR Score**
- **Earn On Track points in ELA and Math on MAP Scores**
- **Curriculum & Instruction – Continue implementation of Board Adopted Priority Learning Standards as well as Academic Vocabulary**
- **Develop District Communication Plan**
- **Establish instructional goals for technology integration in the classroom**
- **Implement Teacher Leaders for District-Wide Professional Development**
- **Emphasize safety and security district-wide**



## Student Success

- Annual Review of APR and other District Data to determine direction for next school year
- Continue to focus on attracting, choosing, and retaining teachers that place an emphasis on quality and relevant curriculum
- Annual review of District curriculum, including the Priority Learning Standards, Pacing Guides and Academy Vocabulary.
- Explore the possibility of a school resource officer or a student advocate to address at risk students
- Explore the possibility of an alternative school
- Bright Futures program to meet the basic needs of students such as housing, clothing, food, etc.

# Teacher Leaders' Role

## Expectations for Teacher Leaders:

- Commit to 6 training sessions throughout school year.
- Plan and implement District PD initiatives at Building level.
- Provide technical support at the Building level for teachers.
- Model best practices related to District PD initiatives at Building level.

## Teacher Leaders in Action:

- Book Study - Five Dysfunctions of a Team by Lencioni
- Building Toolbox of Facilitation Strategies
- Leading implementation of Inquiry Cycle District-wide
- Providing Technical Assistant on Professional Development Plans to fellow teachers (not a requirement)

**Teacher Leaders**  
**Program Evaluation Plan - 2017-2018**

<b>Needs Assessment</b>	<b>Purpose</b>		<b>Participants</b>	<b>Implementation</b>		<b>Results</b>	
<i>What are your data showing about the need for the program or process?</i>	<i>What is the purpose of the program or process?</i>	<i>What are the intended outcomes?</i>	<i>Who is the intended program or process intended to serve?</i>	<i>How should the program/process be implemented with integrity &amp; fidelity to ensure attainment of intended outcomes?</i>	<i>How is implementation being monitored?</i>	<i>How will results be measured?</i>	<i>What are the results?</i>
<p>Internal Data Review revealed inconsistent teacher collaboration</p> <p>Achievement data continues reflect gaps in ELA &amp; MA</p> <p>No current process for examining &amp; reviewing data</p> <p>Morale indicated that a shift from District PD to Building PD was needed</p>	<p>Singular vision for PD w/differentiated implementation between buildings</p> <p>Increased teacher efficacy</p> <p>Utilize PD time to highest potential</p> <p>Use peers to promote/model best practices &amp; inquiry cycle</p>	<p>Learn/understand inquiry cycle</p> <p>Prepare to apply inquiry cycle for the upcoming year</p> <p>Improved morale for district PD</p> <p>Increased engagement/buy-in</p>	<p>All district teachers</p> <p><i>Who is being served? Who is not being served?</i></p> <p>Teachers Administrators Counselors Title Teachers</p> <p><u>Not -</u> Paraprofessionals Teachers who are absent New teachers to the District in 17-18</p>	<p>Consistent training with all teacher leaders using inquiry cycle</p> <p>Employ 7 norms of collaboration</p> <p>Continuous reference/pulse check for steps in inquiry cycle</p>	<p>Record Keeping Form</p> <p>District Admin Evaluate Meetings</p> <p>Complete Agendas</p> <p><i>How should implementation be monitored?</i></p> <p>Continuous reflection</p> <p>Teacher Leader peer monitoring</p> <p><i>To what degree is the program being implemented with integrity &amp; fidelity?</i></p> <p>Implementation is still ongoing (2nd year)</p> <p>Training of teacher/program has been concrete</p>	<p>↑ morale</p> <p>↓ teacher turnover</p> <p>Questionnaire</p> <p>Increased time and effective teacher collaboration</p> <p>CSIP goals</p> <p>Student Achievement</p>	<p>↑ morale</p> <p>↓ teacher turnover</p> <p>Improved teacher ownership of learning</p> <p>Change in processes/ programs</p> <p>Vision will have fidelity &amp; be continuous/ synonymous</p>

# Implementation Progress Elementary

## September 11, 2017 - PD Agenda

8:30 - 8:50 Teacher Leadership Team Opening Activity

8:50 - 9:00 Tracy L. and Tracy B. Introduction

- Goals and Expectations
- Title Reading

9:00 - 9:20 DRA2 Group Videos

- K - 3 in Library
- 4 - 5 in Heather Gooden's Room

9:20 - 9:30 Break

9:30 - 9:45 DRA2 Whole Group Videos

9:45 - 11:15 DRA2 Whole Group Discussion

11:15 - 11:25 Break

11:25 - 12:00 Teacher Leadership Closing Activity

We Are All In This  
Together!



## Implementing the Inquiry Cycle

In order to do this correctly, data must be accurate and tests must be given with:

**FIDELITY** - faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support

# Implementation Progress - Middle School

**Math** - By November, the majority of middle school students will indicate consecutive steps required to solve multi-step mathematical problems by labeling the steps numerically from problem to solution as measured by teacher observation.

1. Labeling steps
2. Simple explanation steps
3. Complete explanation of process

**ELA** - Learn and implement the RACE method cross-curricularly to increase comprehension and explanation of informational text.

1. Train staff in Oct
2. Teach method in ELA and begin implementing in Nov.
3. Laminated posters in all classrooms by Nov.

Measuring-By 2nd semester, majority of faculty will implement the RACE method.

**Science** - To improve cross curricular constructed response to 60% (average of responses) on state science assessment by 2018.

1. Develop guidelines
2. Poster for classroom
3. Demonstrate
4. Assess on the guideline



# Implementation Progress - High School

## HS PD Agenda September 11th, 2017

1. Breakfast in Library 8:00-8:30
2. **Call to Order 8:30**
3. Business
  - a. Complete SPOT activity as an Eye Opener to the topics of the committees we will focus on this school year.
  - b. Review Inquiry Cycle and District Goals for the school year
  - c. Discuss the Committee Focuses during the school year and assign teachers to different committees
  - d. "Get to Know Your Team" Activity
  - e. Inquiry Cycle: Complete Steps 1 & 2 of Inquiry Cycle
    - i. Teams will discuss purpose and burning questions (worksheet provided)
    - ii. Homework: Compile a list of data needed for November PD, Due October 1st
4. Adjourn to work in Classrooms and complete Compliance Training
5. Lunch on Your Own
6. Afternoon PD in Cafeteria with Chief Schiereck

# Implementation Implications - District

- **1 DISTRICT - 1 PLAN**
- **SINGLE VISION WITH FOCUSED GOALS**
- **3 BUILDINGS**
- **3 IMPLEMENTATION STRATEGIES**
- **RESULTS - UNITED DISTRICT WORKING TOGETHER TO IMPROVE TEACHING AND LEARNING FOR ALL STUDENTS!**