

## 2018-2019 EES The Needs Assessment for Districts\_09212018\_09:00

Phase Two: The Needs Assessment for Districts

### **Erlanger-Elsmere Independent**

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## Phase Two: The Needs Assessment for Districts

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLC's are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) Meetings are held quarterly and include the Superintendent, Assistant Superintendent, Director of Pupil Personnel, Special Education Instructional Coach, and school PBIS Coaches. Instructional Rounds are conducted in each school annually and focus on a Problem of Practice that based on a Data Process/Logic Model (consistently utilized at the school and district level), and developed at the school level, with district support. Participants in Instructional Rounds include; Superintendent, Assistant Superintendent, Supervisor of Instruction, Director of Special Education, EL Program Coordinator, District Special Education Instructional Coaches, Principals, Assistant Principals, and Instructional Coaches, school staff, and at times regional resources with team members collaborating and joining in from the Northern Kentucky Cooperative for Educational Services (NKCES).. See attached PDF for further information detailing the Instructional Rounds process. All meetings have agendas and the Principal, Assistant Principal, and Counselor PLC's have been approved for EILA credit. Instructional Rounds have also been approved for EILA credit. Sign-in sheets for all EILA approved activities are retained by the District Professional Development Coordinator.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

HS - There is a significant gap between the TSI subgroups as compared to the White subgroup (highest performing subgroup) in the Proficiency Indicator (see attached). Significant gaps are also evident between the TSI subgroups as compared to the Two or More Races subgroup (highest performing subgroup) in the Transition Readiness Indicator (see attached). This data is from the 2017-2018 Assessment and Accountability Data for Public Release. MS - There is a significant gap between the TSI subgroup Disability-with IEP as compared to the White subgroup (highest performing subgroup) in the Proficiency Indicator (see attached). Significant gaps are also evident between the TSI subgroup Disability-with IEP as compared to the White subgroup (highest performing subgroup) in the Separate Academic Indicator (see attached). Significant gaps are also evident between the TSI subgroups Hispanic and Disability-with IEP as compared to the White subgroup (highest performing subgroup) in the Growth Indicator (see attached). This data is from the 2017-2018 Assessment and Accountability Data for Public Release. Arnett ES - Data shows a significant increase in the percent of students scoring Novice in Math from 2017 to 2018 (+ 19.3%) and a significant decrease in students scoring Proficient in Math from 2017 to 2018 (- 11.2%). This certainly contributed to the 47.9 Proficiency Indicator score for all students in 2018 and the TSI subgroup Free/Reduced-Priced Meals Proficiency Indicator Score of 41.4. This data is from the 2016-2017 and 2017-2018 Assessment and Accountability Data for Public Release.

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

HS - Proficiency data for high school was based on the ACT Reading and Math sections of the statewide assessment. Districts and schools did not know this prior to the administration of the assessment. This information would have certainly influenced decisions with regard to accommodations for students on the assessment. The ACT is not an assessment of Kentucky Academic Standards; it is a college readiness exam being used in the transitional State Assessment and Accountability system to inform aspects of accountability it was not intended for. Priorities and concerns at the high school level cannot be based on this data. Priorities and concerns at the high school level can not be based on this data. The high school will continue its improvement efforts around Domain 2: Classroom Environment of the Kentucky Framework for Teaching, specifically Component B - Establishing a Culture for Learning and Component C - Managing Classroom Procedures based on Instructional Rounds and other school level data. MS - The middle school will continue its improvement efforts around Domain 3: Instruction of the Kentucky Framework for Teaching, specifically Component C - Engaging Students in Learning based on Instructional Rounds and other school level data. They are also exploring possible modifications in the scheduling of students to address gaps in the subgroup Disability-with IEP. The Director of Special Education, Special Education Instructional Coaches, Principal, Instructional Coach and school special education teachers have had preliminary meetings to review the data and discuss solutions. Special education staff have attended various professional learning activities in the past months that increase teacher's knowledge and skills in research based instructional strategies, along with positive behavioral supports for students with disabilities. These two areas were also a focus of the district-wide professional learning day with opportunities for special and regular education teachers to increase their knowledge, skills, and application of best practice and evidence-based practice. Arnett ES - Implementation of a new Math program for core instruction began in 2017-2018 and several modifications to that curriculum have been underway since the beginning of the 2018-2019 school year. These changes were based on school level data from NWEA MAP, STAR, observational data, classroom assessments, and teacher feedback. Progress will be monitored at the school level by the administration and staff using the same data. Experience of staff and support for their growth remains a priority for the district. Fifty-five (55) new employees were hired for the 2018-2019 school year (all positions classified and certified) which represents sixteen percent (16%) of our staff. Thirty-six (36) of the fifty-five (55) were teachers (32) and instructional assistants (4) which represents fifty-eight percent (58%) of the new hires for 2018-2019. Of the thirty-two (32) teachers hired four (4) had to be emergency certified. Transiency of staff has been an issue that our district deals with for several reasons; promotion of staff to administrative and other leadership positions within our schools and district, the high concentration of schools and school districts in the Northern Kentucky region provide opportunities for staff to move for a variety of reasons, and meeting the needs of our diverse population of students and families within the Erlanger-Elsmere community requires a higher level of commitment and dedication; one that not all staff are equipped to provide. Some staff choose to seek employment in neighboring districts and schools for a variety of reasons; students with fewer needs/obstacles to their academic achievement, commute, or opportunities for promotion to name a few. We are a medium-sized district with seven schools, approximately 2500 students, and twenty-nine leadership positions [principals, assistant principals, counselors, instructional coaches] within those seven schools. Our students face many more challenges to their academic achievement and it requires dedication and commitment to our students, families, community, and knowledge and

implementation of the best practices associated with teaching a diverse student population. That level of commitment and dedication is not easily attained or sustained; with a range of opportunities for employment in the region some staff choose other schools/districts to continue their professional journey. The current landscape regarding the future of KTRS and other retirement systems associated with public education has contributed to staff turnover (retirements and leaving the profession) and a shrinking pool of highly qualified teachers to hire (for the first time in a number of years our certified staff is not one hundred percent (100%) highly qualified).

### **ATTACHMENTS**

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## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Increased levels of social and emotional support that our students need based on counselor referrals, student, staff, and parent survey data, therapeutic partnership data, school-based health center data, attendance data, and behavior data. A trend that is effecting academic, cultural, and behavioral measures is staff turnover, which, as explained in the Priorities and Concerns section, is an obstacle we have to overcome for a variety of reasons. In 2016-2017 there were nine (9) certified and classified employee retirements. In 2017-2018 the number of certified and classified retirements in the district jumped to seventeen (17). We have had thirteen (13) retirements through October 31 in the 2018-2019 school year. Since July 1, 2017 we have had to replace eleven percent (11%) of our staff due to retirement. We are also finding it difficult to fill vacant positions with qualified candidates. We have four (4) teachers that are emergency certified for the 2018-2019 school year. This will be the first time in at least seven years that we have not been able to place highly qualified staff in all of our certified positions. Conversations with local post-secondary institutions show a significant decline in students entering the teacher preparation programs, which will extend this problem well into the future. Additionally, the Kentucky Teacher Internship Program (KTIP) was not funded in the biennial budget. So, at a time when we are losing our most experienced and qualified staff members and faced with replacing them with newer, inexperienced staff the district is forced to divert more funds to the teacher support program. We currently have twenty-five teachers participating in the district's mentoring program, which represents twelve percent (12%) of our certified staff.

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**KCWP 6: Establishing Learning Culture and Environment** The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment. 1) Continue current, and cultivate new, external partnerships to promote the academic and social/emotional growth of our students 2) Focused support for school level interventions to address their Problem of Practice as determined through the Instructional Rounds process 3) Support for administrative roles within the schools (Principal, Assistant Principal, Counselor, Instructional Coach) through effective implementation Professional Learning Communities 4) Focus on our professional learning and teacher support structures through the development of the district's professional learning plan and associated school level professional learning plans and for school level interventions to address their Problem of Practice as determined through the Instructional Rounds process 5) Continue our commitment to the coaching model with instructional coaches in all the schools, along with more specialized instructional coaches such as district wide instructional coaches that work with special education and general education classes for both instructional and behavioral strategies 6) Continued support for schools as they continue to work on building up their behavior and social/emotional RTI resources and structures 7) Implementation of a system of support for new teachers within the district 8) Continue district-wide implementation of Positive Behavior Interventions and Support (PBIS)

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.




**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our strength is the culture of our school district and our commitment to the students and families we serve. Assessment data is a part of the equation, but not the sole factor. We strive to work under a growth mindset and model this for our students and families. The district's intentional focus on wrap-around services for students and families is having a positive impact and those efforts should not be abandoned, but should work symbiotically with initiatives to address current priorities and concerns. A few examples of the wrap-around services provided for students and families are; health clinics, dental clinic, 21st Century Learning Community Centers at five school locations, Families in Transition Coordinator, participation district-wide in the Community Eligibility Program, numerous external partnerships for counseling and support services, Family Resource/Youth Service Centers at all schools, and parent academies. Additional support programs include; Special Education, ELL, counseling, pre-school (state and blended programs, Head Start, Early Head Start), full-day kindergarten, expansion of STEM and project-based learning courses, Advanced Placement and dual-credit opportunities, expansion of career opportunities and district-wide PBIS.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 EES Mentor Program	EES Mentor Program Guide	,
 Instructional Rounds	Erlanger-Elsmere Schools Instructional Rounds process for district and school improvement.	
 Needs Assessment Current State and Priorities/Concerns Data	Needs Assessment Current State and Priorities/Concerns Data	,

# TEACHER MENTORING PROGRAM



# TEACHER MENTORING PROGRAM

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## MISSION STATEMENT

It is the mission of the Erlanger-Elsmere School District Mentoring Program to provide information, support, and encouragement for the success of educators new to the district.

## MENTORING PROGRAM

All educators who are first year teachers, teachers with alternate certifications, emergency certifications, or teachers who have been out of teaching will be a part of the district mentoring program. Other educators may be included at the district's discretion. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

The mentor will observe the mentee as a peer observer and will collect, share evidence, and provide feedback to the mentee for formative growth purposes only. The mentor will not score an educator's practice, nor will peer observation data be shared with anyone other than the mentee unless written permission is granted by the mentee.

## THE MENTOR

A mentor is a teacher with at least three years of teaching experience who is approved by the district as a mentor.

### MENTOR QUALIFICATIONS

1. A mentor must possess a valid Kentucky Teaching Certificate.
2. A mentor must attend a meeting/training with the district.
3. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
4. A mentor must agree to abide by the expectations stated as "Mentor Responsibilities".

### MENTOR TEACHER RESPONSIBILITIES

The responsibilities of the Mentor Teacher are to:

- Develop a collegial/professional relationship with the mentee.
- Orient the mentee teacher to the district, to his/her school(s), and to building procedures.
- Attend the mentor/mentee district meeting.
- Gather necessary resources to assist the mentee with planning efforts. Examples include curriculum guides, handbooks, schedules, etc.
- Schedule an observation with the mentee at least once per quarter. In addition, arrange for appropriate observations by the mentee of the mentor and other professionals.
- Discuss the teacher's responsibilities and expectations in the school district based upon the EES Teacher Handbook, the Kentucky Code of Ethics for Educators, and the Kentucky Teacher Standards.
- Establish a system of on-going communication with the mentee.
- Maintain professional confidentiality in the professional relationship.
- Share resources for professional learning opportunities.
- Attend district professional learning opportunities.

- Ensure the mentor relationship and professional learning plan process is separate from the formal employment evaluation process.
- Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
- Provide suggestions as ways to improve the school district’s mentoring program.
- Complete a minimum of twenty (20) hours (10 per semester) of out-of-class consultation and support through mentoring.
- Complete a minimum of ten (10) hours (5 per semester) of in-class consultation and support with the mentee teacher.
- Assist the mentee in understanding, implementing and progressing toward meeting the Kentucky Teacher Standards.
- Collaborate with the mentee teacher and connect them with additional resources and supports as needed or as requested.
- Assist mentee teacher with professional growth.
- Recognize that not all mentor/mentee relationships will work for a variety of reasons. Consult with the principal if challenges with the professional relationship arise.
- Enter in- and out-of-class activities on the electronic timesheet by the required deadlines.
  - The due date for the Fall Timesheet will be due by **December 18<sup>th</sup>**.
  - The due date for the Spring Timesheet will be **May 10<sup>th</sup>**.
- Upon approval of the time sheets, one stipend will be paid to each mentor in the spring for both semesters

## OUT-OF-CLASS AND IN-CLASS ACTIVITIES

### **Some Examples of ACCEPTABLE out-of-class activities are:**

- Time outside of the school day to discuss and plan for lessons, parent conferences, progress reporting, progress monitoring, and/or other activities related to achieving the teacher standards.
- Review with the intern the intern’s professional strengths and areas for growth.
- Discuss ways to integrate technology into instruction.
- Discuss and plan for parent/teacher conferences and “role-play” possible conferences.
- Discuss classroom management and share PBIS and other strategies and techniques.
- Collaborate to create a variety of formative and summative assessments.
- Disaggregate data to differentiate instruction and plan instruction.
- Discussions outside of the school day related to meeting student needs, classroom concerns, problem solving, support, interventions, instruction, time management, behavior management communication, etc.

### **Some Examples of UNACCEPTABLE out-of-class mentoring activities:**

- Attending faculty meetings with the mentee.
- Attending professional learning activities with the mentee.
- Attending SBDM meetings with the mentee.
- Shopping for class materials or other items with the mentee.

- Attending a conference with the mentee.
- Attending parties or other social gatherings.
- Attending SBDM, school improvement planning, or other committee meetings.

**Some Examples of ACCEPTABLE In-Class Mentoring Activities:**

- Observe the mentee teaching a lesson focused on specific area or strategy.
- Observing the mentee’s teaching style, rapport and positive to negative interactions with the students.
- Observe student group work.
- Observe classroom transitions and offer suggestions.
- Observe intern’s integration of technology.
- Jointly observe another teacher and discuss specific model areas of the observation.

**Some Examples of UNACCEPTABLE In-Class Mentoring Activities:**

- Committee Meetings
- Field Trips
- Staff or Faculty Meetings
- Training Sessions or Workshops

## THE MENTEE

### MENTEE TEACHER RESPONSIBILITIES

The responsibilities of the Mentee are to:

- Develop a collegial/professional relationship with the mentor.
- Attend the mentor/mentee district meeting.
- Schedule an observation with the mentor at least once per quarter.
- Discuss the teacher’s responsibilities and expectations in the school district based upon the EES Teacher Handbook, the Kentucky Code of Ethics for Educators, and the Kentucky Teacher Standards.
- Establish a system of on-going communication with the mentor.
- Maintain professional confidentiality in the professional relationship.
- Share resources for professional learning opportunities.
- Attend district professional learning opportunities.
- Reflect on the year together and be open to suggestions to improve the performance and mentoring relationship.
- Provide suggestions as ways to improve the school district’s mentoring program.
- Collaborate with your mentor in understanding, implementing and progressing toward meeting the Kentucky Teacher Standards.
- Be open and responsive to mentor suggestions for professional growth.
- Recognize that not all mentor/mentee relationships will work for a variety of reasons. Consult with the principal if challenges with the professional relationship arise.
- Participate in the district meeting with the principal and mentor teacher.



- Attend the required four (4) after school support sessions through NKCES (Northern Kentucky Cooperative of Educational Services)
- Spend the required ten (10) in-class hours with the mentor teacher
- Spend the required twenty (20) out-of-class hours with the mentor teacher
- Collaborate with the mentor teacher to professionally grow, develop, and ask for additional assistance as needed.

## THE BUILDING ADMINISTRATOR

### **BUILDING ADMINISTRATOR RESPONSIBILITIES**

- Provide support to the mentee teacher and mentor teacher.
- Check-in with mentee teacher and mentor teacher to facilitate professional and productive collaboration.
- Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
- Provide common release time or joint planning time to facilitate mentor/mentee interaction.
- Allow time to complete mentor/mentee classroom visits.
- Share resources for professional learning opportunities.
- With prior district approval, reassign a mentor if necessary.
- Ensure the formal evaluation process is separate from the mentor relationship.
- Provide additional supports to the mentor and mentee as needed.
- Reflect on the year and offer suggestions to improve the district mentor program.

## THE DISTRICT COORDINATOR

### **DISTRICT MENTORING COORDINATOR RESPONSIBILITIES**

- Review and approve Mentor Timesheets.
- Coordinate with the district office for financial reimbursement for mentor teachers.
- Coordinate mentee and mentor teacher activities throughout the year.
- Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.
- Share resources for professional growth and development opportunities.
- Address the challenges/concerns presented by the building administrators and/or mentors and mentees.

## MENTOR/MENTEE BEGINNING OF SCHOOL YEAR CHECKLIST

### Orientation

- Attend mentor/mentee meeting
- Ensure mentee attended district new employee orientation or is rescheduled to do so
- Provide information about the school, district and community to mentee
- Familiarize the mentee with district and building procedures
- Review all applicable handbooks and emergency procedures
- Review school and district calendar

### Building

- Introduce teacher to staff
- Demonstrate use of building equipment
- Discuss school and office procedures
- Show them how to access files and other resources specific to meeting individual student needs

### Classroom

- Assist with analyzing classroom set-up and arrangement
- Review Response to Intervention Universal Screeners and school and district processes
- Review time schedule, duties, expectations, monitoring, supervision, and student activities procedures
- Share organizational systems for report cards, progress monitoring, homework, parent communications, etc.
- Review student information provided in Infinite Campus
- Discuss and plan for Positive Parent Contacts to start the school year
- Establish meeting with mentee
- Introduce technology systems, programs, trainers, resources
- Review Kentucky Teacher Standards, District Employee Handbook, and Kentucky Teacher Code of Ethics
- Review field trip policies and procedures
- Review attendance procedures
- Acquaint mentee with cumulative folders, assessments, permanent records, confidentiality and medical alerts
- Help mentee establish the district required Substitute Teacher Folder
- Review student services offered/referral procedures for school counselors, counseling, etc.
- Review extracurricular activities and school calendar of events with mentee
- Discuss technology, technology programs, assessments, telephone, social media, and other procedures
- Review MAP Assessment Windows and how to access results along with other assessment tools utilized at the school and district levels
- Show how to obtain classroom supplies
- Obtain school resources (textbooks, curriculum guides, etc.)
- Give a tour of the building, parking area, confirm procedures for key cards and entry/exit

- Review crisis management plan and procedures
- Review student monitoring expectations and discuss supervisory duties/procedures
- Review effective teaching methods of a lesson/unit
- Review IEP, PSP, and GSSP plans for students in the mentee's classes and regular classroom teacher requirements
- Assist with planning the first few weeks of school
- Review PBIS procedures and expectations for students and adults
- Review daily tasks of attendance, lunch count, recess, etc.
- Discuss family volunteers and classroom visits and procedures
- Discuss instructional and other programs specific to the school as needed
- End of August-Discuss: What went well? Growth Areas? Plans to address growth areas?

## MONTHLY CHECKLIST

- Review unit and lesson plans with the mentee and discuss strengths and areas for growth. **Having no lesson plans to review is unacceptable and lesson plans must be provided to the mentor to review and discuss with the mentee.**
- Discuss the strengths of students in the mentees classes, especially of those students who may be struggling in any way. How might those strengths be utilized in the classroom?
- Discuss formative and summative assessments and how the teacher is utilizing them to inform instruction.
- Discuss learning styles and student strengths
- Discuss behavior management strategies and any concerns with classroom procedures and routines. What routines and procedures are successful and which ones need revisions or minor tweaking?
- Assist with developing or improving upon classroom management strategies
- Discuss progress reporting, report cards, and other ways in which student progress is communicated
- Discuss classroom Tier 1 instruction and differentiation of instruction
- Discuss documentation of communications interactions, etc.
- Discuss positive and regular parent communications and parent engagement school plan
- Discuss procedures for new students who enroll after school starts. What are the procedures for positively integrating them into the classroom culture?
- Discuss positive to negative interactions of teacher to student and assist with analysis
- Encourage daily reflection teaching
- Discuss any areas mentee is struggling with or concerned about
- Discuss MAP testing window and how the teacher may access results, MAP resources, and utilize the data to inform instruction
- Review policies and issues that relate to student retention, failure, credit recovery, and summer school
- Discuss the role of SBDM at the school
- Discuss PBIS re-teaching after school breaks (holiday, PLC Days, etc.) How is the mentee re-teaching and reminding students when they return? **(Important Pre K-12, not just elementary.)**
- Discuss upcoming school events, programs and expectations for faculty and staff
- Other relevant discussions as needed about various issues, events, programs, etc.
- Advise on and discuss special events, inclement weather, school cancellations, and snow-day procedures
- Give suggestions for keeping momentum and student engagement
- Discuss and review school break procedures and end of year procedures and responsibilities
- Encourage on-going reflection throughout the school year
- Other discussions as needed

## PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The mentee teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference are to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation.
4. Identify specific standards (teacher and curriculum) and areas of instruction to be observed.
5. Provide feedback regarding the intended lesson.

## PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

1. What are your instructional objectives for this lesson?
2. What curriculum outcomes are identified?
3. What type(s) of assessment is needed for this lesson (pre, post, formative, summative, etc?)
4. What will you be doing during this lesson?
5. What will the students be doing during the lesson?
6. How will you know when the instructional objectives are accomplished?
7. What are your expected student behaviors?
8. How will you assure the students are engaged and that student behavior meets the intended expectations?
9. How will you differentiate instruction to meet the needs of all learners?
10. Other questions specific to the lesson or classroom, etc.

## POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support a growth mindset and a commitment to growth and improvement.
6. Develop the Mentee Teacher's skills in self-analysis.

## POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

1. How did the lesson go?
2. What did you feel were some of the more effective parts of the lesson?
3. Did you achieve the objective you had planned?
4. What did you feel did not go as you had intended?

5. How did you differentiate the lesson in terms of product, process, and/or content?
6. How did you check/assess for understanding before, during, and after the lesson?
7. If you were to teach the same lesson tomorrow, what would you change or do differently and why?
8. Did you make any changes in the lesson as you taught it? How and why did you decide to make those adjustments?
9. What will you do next to connect this lesson to future learning or what will be your next steps?

## MENTOR/MENTEE OBSERVATION SHEET

**Date:** Click or tap to enter a date.

**Class:** Click or tap here to enter text.

**Mentee Teacher:** Click or tap here to enter text.  
text.

**Mentor Teacher:** Click or tap here to enter

### **Pre-Observation: What am I looking for? (Mentor)**

Click or tap here to enter text.

### **Observation Notes: (Mentor)**

Click or tap here to enter text.

### **Action Plan: (Mentor and Mentee)**

Click or tap here to enter text.

### **Follow Up Date & Notes for Discussion/Review:**

Click or tap here to enter text.

**Other:**

Click or tap here to enter text.



\*IN-CLASS ACTIVITES LOG (5 HOURS PER SEMESTER)

TEACHER STANDARD	DESCRIPTION OF ACTIVITY	DATE	LENGTH OF TIME

**\*This is an optional form for your record keeping only. ALL IN-CLASS HOURS must be entered online.**

\*OUT-OF-CLASS ACTIVITES LOG (10 HOURS PER SEMESTER)

TEACHER STANDARD	DESCRIPTION OF ACTIVITY	DATE	LENGTH OF TIME

\*This is an optional form for your record keeping only. ALL OUT-OF-CLASS HOURS must be entered online.

## MENTOR/MENTEE GROUND RULES

**Availability:** We may stop in either person's room as needed. There will be planned times for meeting together.

**Atmosphere:** We will respect each other's time and space and maintain a growth mindset. We will meet together to discuss strengths and areas for growth. We will do our best to work together and stay focused on the academic and social-emotional needs of our students, always focusing on the whole-student.

**Tone:** We will be aware that we are each human and that our job at times can be stressful. We will be serious and professional in our approach to working together remembering that a good laugh is often the shortest distance to achieving a health working relationship.

**Promptness:** We will both respect the value of each other's time by being prompt at our set meeting times and keep our meetings concise. If we are unable to keep the set meeting time, we will notify the other as soon as possible.

**Confidentiality:** We agree to keep our discussions professional and maintain confidentiality unless a student is in danger and/or other issues arise, which we are legally and/or ethically required to report.

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Instructional Rounds

Erlanger-Elsmere Schools Approach to District and School Improvement

# The Comprehensive Process

- ▶ Problem of Practice Development
- ▶ Pre-Rounds Meeting with School Staff
- ▶ Instructional Rounds
- ▶ Post-Rounds Work with School Staff
- ▶ Ongoing Integration and Support for Schools

# Problem of Practice Development

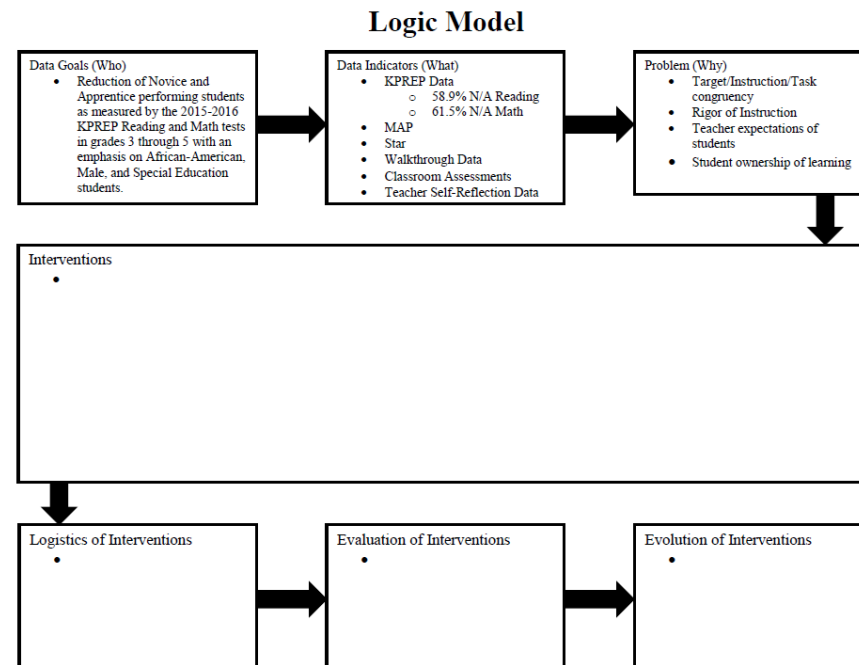
PoP Meetings, Data Analysis and the Logic Model

# Data Analysis

- ▶ The district administrative team schedules a Problem of Practice Development meeting with each school administrative team
  - ▶ District administrative team consists of the Superintendent, Assistant Superintendent, Supervisor of Instruction, and Director of Special Education
  - ▶ School administrative team is typically the Principal, Assistant Principal/s, Instructional Coach, and Counselor/s
- ▶ Prior to the PoP meeting the school team will have met independently and worked through steps 1 - 4 of the Data Analysis 5-Step Process (Question, Data Table, Graphic Representation, Observations)
- ▶ Step 5 of the process is what happens in the PoP meeting
  - ▶ The Hypotheses of Practice becomes the school's Problem of Practice

# The Logic Model

- ▶ During the PoP meeting the group works through the Data Goals, Data Indicators, and Problem sections of the Logic Model using the school's Data Analysis
  - ▶ Data Goals - the who
  - ▶ Data Indicators - the what
  - ▶ Problem - the why (Hypotheses of Practice)





## Logic Model

### Data Goals (Who)

- Reduction of Novice and Apprentice performing students as measured by the 2015-2016 KPREP Reading and Math tests in grades 3 through 5 with an emphasis on African-American, Male, and Special Education students.

### Data Indicators (What)

- KPREP Data
  - 58.9% N/A Reading
  - 61.5% N/A Math
- MAP
- Star
- Walkthrough Data
- Classroom Assessments
- Teacher Self-Reflection Data

### Problem (Why)

- Target/Instruction/Task congruency
- Rigor of Instruction
- Teacher expectations of students
- Student ownership of learning

## **Problem of Practice:**

Analysis of data (KPREP, NWEA-MAP, Star, Walkthrough Data, Classroom Assessments, and Teacher Self-Reflections) indicates that learning tasks, activities, assessment, and teacher delivery are partially aligned with the learning target. This approach does not allow for connections to be made or rigorous student outcomes.

## **Guiding Questions:**

- Do students know what they are learning?
- Do students know why their learning is important?
- Do the task, delivery of instruction, and the learning target match?
- What type of specific feedback (teacher and/or peer) are students receiving?

## **Questions to ask students:**

- What are you learning?
- Why is it important?
- Is this interesting to you? Why or why not?
- Does the work you are doing now make your brain work hard?

## **Sample Problem of Practice**

The District and School Team collaborate to write the school's problem of practice based on the Data Analysis Process and the Logic Model. Guiding questions and student questions are developed for the observers as well. Most go through several drafts before being finalized for the Instructional Rounds.

# Pre-Rounds Meeting with School Staff

Orientation to the Instructional Rounds Process

# Orientation

- ▶ The District Administrative Team meets with the school's staff prior to the Instructional Rounds to:
  - ▶ Orient staff to the Instructional Rounds process
    - ▶ Key points are; what happens before, during, and after the observations, the process is meant for continuous school improvement and not the evaluation of individual teachers, and that it is honest, professional dialogue (Getting out of “The Land of Nice”)
  - ▶ Discuss the Data Analysis, Logic Model, and Problem of Practice
    - ▶ Here is where we begin that honest, professional dialogue; this is what the data is telling us needs improvement in this school to reach Data Goals
  - ▶ Discuss Post-Rounds Work with Staff
    - ▶ We discuss how the staff will be included and what they will be asked to do to develop the Next Steps for the school after Instructional Rounds

# Instructional Rounds

Schedule, Participants, and Process

# Schedule and Participants

- ▶ School Administrative Team is responsible for the observation schedule
  - ▶ Room numbers and grade levels are all that appear on the schedule of observations; no teacher names
- ▶ District Admin Team is responsible for participants and groups
- ▶ All Principals, Assistant Principals, Instructional Coaches (School and District), Superintendent, Assistant Superintendent, Supervisor of Instruction, and Director of Special Education have been trained and participate
  - ▶ NKCES has collaborated and participated in Instructional Rounds with us

[Enter School Name]				
<b>Classroom Observation Schedule</b>				
[Enter Date of Instructional Rounds]				
815-900	Welcome: Sharing the School Context & Problem of Practice			
	Group 1	Group 2	Group 3	Group 4
9:00-9:15				
9:15-9:30				
9:30-9:45				
9:45-10:00				
10:00-11:30	Debrief of Classroom Observations with the Affinity Protocol			
11:30-12:00	Lunch/Host School Selection of High Leverage Patterns for Root Cause Analysis			
12:00-TBD	Root Cause Analysis - The Five Whys			

# Observations and De-briefing

- ▶ Groups complete observations according to the observation guidelines and schedule (60 - 90 minutes)
- ▶ Using the Affinity Protocol each group works through Description, Analysis, and Predictions in a 90 minute time-frame
- ▶ Each group presents to the school administrative team their Description, Analysis, and Predictions
  - ▶ We are looking for patterns across the groups



Instructional Rounds: The Debrief Process

Handout 3

## Moving Up the Ladder of Inference Using the Affinity Protocol

### 1. Description

- Read through your notes from the observations, your "pieces of evidence"
- Star data that seem relevant to the problem of practice and/or data that seem important
- Select 5-10 pieces of data and write each on an individual *Post-It*™ note

Within your small group

- Share your pieces of data, helping each other stay in the descriptive (not evaluative) voice ("What did you see/hear that makes you think that?")
- Everyone speaks once before anyone speaks twice
- On your first sheet of chart paper, sort/cluster the evidence (on *Post-It*™ notes) in ways that makes sense to your group, that help you make sense of what you saw.
- Single pieces of evidence can be a "group" (a *Post-It*™ note can stand alone). If evidence belongs in more than one cluster, copy it again on a second *Post-It*™
- Label your clusters.

### 2. Analysis - Identifying Patterns

- As a group reflect on your descriptive data and on how you have labeled your clusters of data. Identify patterns by writing a generalization statement for each cluster of descriptive data. It is often helpful in this step to use qualifying descriptors like some of the students; 50% of the students; students in 3 of 4 classes; etc.
- With the group, discuss patterns making sure to account for variation as well as similarities.
- On your second sheet of chart paper, chart the patterns in short phrases or sentences. These will represent your Analysis/Pattern statements.

### 3. Prediction

- Predict what students are learning based on the data (from Step 1) and the pattern statements (from Step 3).
- List your Prediction statements on a your third sheet of chart paper, using this prompt: "If students in this school did exactly what teachers asked them to do, (based on your group's observations) what would they know and be able to do?"

### 4. Next Level of Work

- Review descriptive evidence, analysis and patterns, and predictions in light of the Problem of Practice
- Think about and discuss what students need next in order to expand their learning opportunities around the Problem of Practice
- Brainstorm recommendations for next moves for the school.
- On your fourth sheet of chart paper, write 2 to 4 recommended actions to be completed by the school (it is helpful to describe these recommendations in terms of "to be completed by next week, by the end of this semester, by the end of the year, etc.)

# Post-Rounds Work with School Staff

Root Cause Analysis and Next Level of Work



# Presentation of Findings and Identifying High Leverage Patterns

- ▶ The staff is broken up into small groups and assigned to a set of Description, Analysis, and Predictions from Instructional Rounds
- ▶ They are given some time to review and discuss the information
- ▶ Each group presents their set of Description, Analysis, and Prediction to the rest of the staff
- ▶ The staff will take some time to discuss the patterns recognized across the groups
- ▶ They will select the ones that they feel are “high leverage”; those that if changed would have the most significant impact on their Problem of Practice and Data Goals
- ▶ As a whole group or in small groups we will apply the Root Cause Analysis to the high leverage patterns selected by the staff
- ▶ The staff will then identify the Next Level of Work to be done at the school

# Identifying High Leverage Patterns and Root Cause Analysis

## High Leverage Pattern

Students can't explain why they are learning what they are learning.

	Why?	Why?	Why?	Why?	Why?
Why?					
Why?					
Why?					
Why?					
Why?					

# Next Level of Work

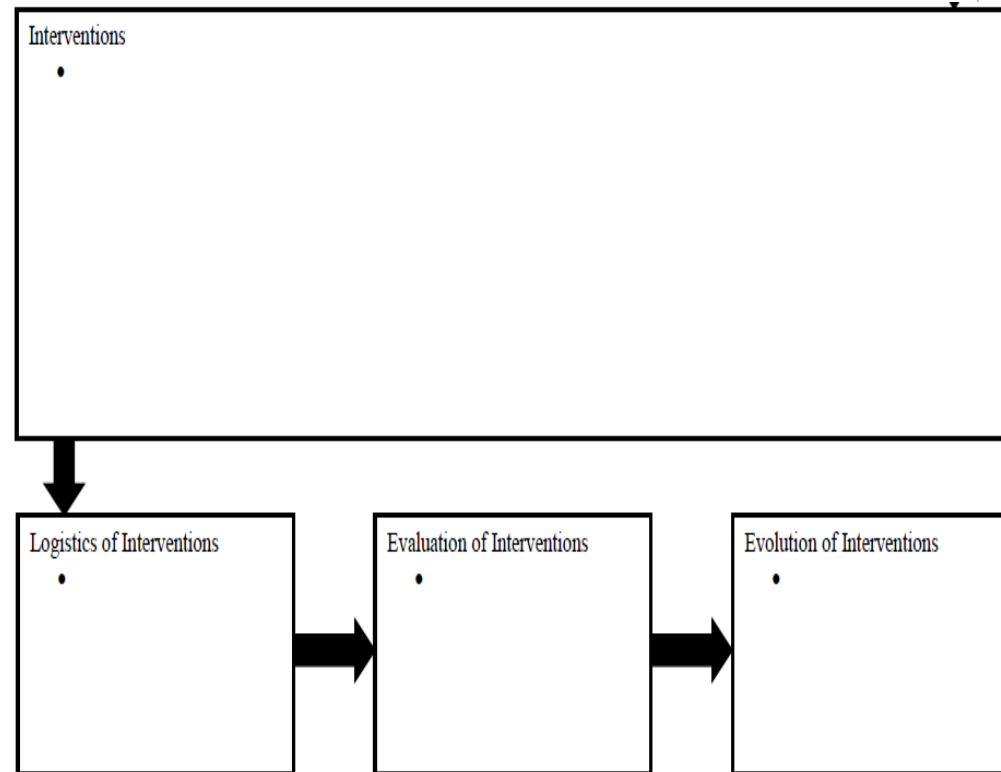
- ▶ Based on the Root Cause Analysis the group or groups will discuss and determine the Next Level of Work for the school
  - ▶ The school administrative team remains involved in this process
  - ▶ Existing structures and systems at the school are considered
  - ▶ Next Level of Work recommendations should be selected for their impact on the Problem of Practice and Data Goals of the school and can be for immediate, short-term, or long-term implementation

# Ongoing Integration and Support for Schools

The Continuous Improvement Model

# The Logic Model Continued

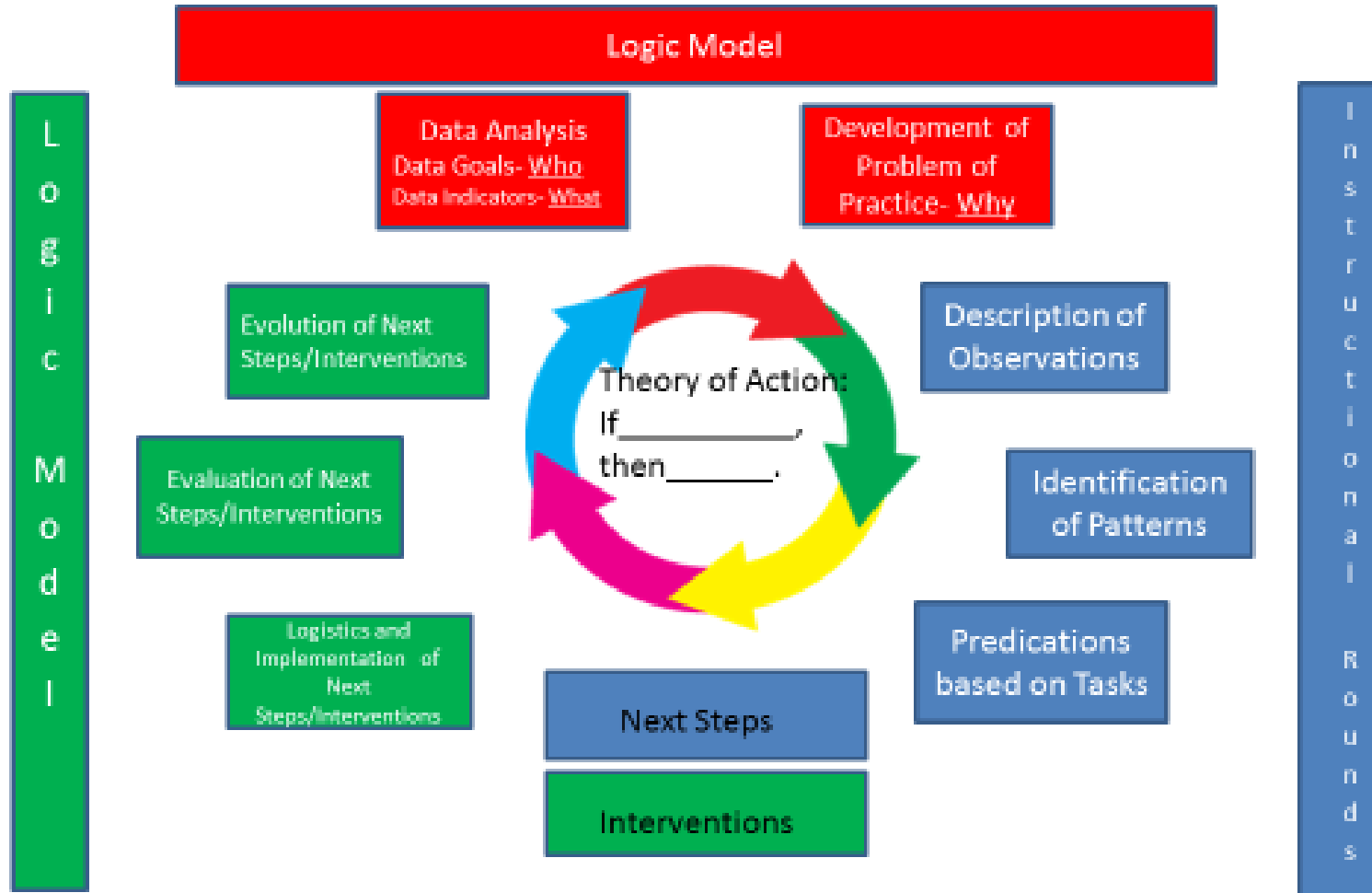
- ▶ The identified Next Level of Work is placed on the Logic Model under the Interventions section
- ▶ School principals, with their administrative teams, are tasked with completing the Logistics of Interventions, Evaluation of Interventions, and the Evolution of Interventions sections of the Logic Model
  - ▶ Their completed Logic Models are submitted to the Superintendent as evidence related to their evaluation



# Support for Schools

- ▶ With the Logic Models we can identify what support is required at each of our schools from the District level to consolidate and focus our resources
- ▶ The school Logic Models serve as a focused improvement plan with a Theory of Action
  - ▶ If we [insert Interventions] then [insert Data Goals]
- ▶ Beginning in 2016-2017 schools will begin the process with the Evaluation of their Interventions; that data will be used to repeat the process and develop the Problem of Practice for Instructional Rounds

# Integration of School Improvement Processes



# EES Needs Assessment

## Current State and Priorities/Concerns Data

### High School Data

Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator
HS	White		61			80.1
HS	African American		41.2			69.7
HS	Hispanic		29.2			80
HS	Asian					
HS	American Indian or Alaska Native					
HS	Native Hawaiian or Other Pacific Islander					
HS	Two or More Races		43.2			90.9
HS	English Learners plus Monitored	Y	16.6			35.4
HS	Free/Reduced-Price Meals		46.2			76.5
HS	Disability-with IEP (Total)	Y	26.4			40

### Middle School Data

Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
MS	White		62.9	58.5	13
MS	African American				
MS	Hispanic	Y	59.2	52.9	8.4
MS	Asian				
MS	American Indian or Alaska Native				
MS	Native Hawaiian or Other Pacific Islander				
MS	Two or More Races		61.1	52.6	9.8
MS	English Learners plus Monitored				
MS	Free/Reduced-Price Meals		58.1	54.4	11.9
MS	Disability-with IEP (Total)	Y	34.3	40.9	6.2

### Arnett Elementary School Data

Math 2016-2017 (128 students)				
	% Novice	% Apprentice	% Proficient	% Distinguished
	26	39	30	4
Math 2017-2018 (125 students)				
	% Novice	% Apprentice	% Proficient	% Distinguished
	45.3	32	18.8	3.9
<b>+/-</b>	<b>+19.3</b>	<b>-7</b>	<b>-11.2</b>	<b>-.1</b>



# Count of Title

