

A Summary of Research that Supports the Instructional Resource Teacher Positions (IRTs) in Elementary Schools

Importance of Professional Development

Professional development is the manner with which we all learn and grow in our profession. The needs of our students continue to grow and change. The expectations of teachers continue to develop. Larry Wilson once said, "Our options are to learn the new game, the rules, the roles of the participants, and how the rewards are distributed, or to continue practicing our present skills and become the best players in a game that is no longer being played." Just as we expect doctors, lawyers, and other professions to be current on the latest research and methods, our teachers need to continue developing their skills through professional development.

- "Professional development is the key to the success of a school." (Holler, Callender & Skinner, 2007)
- "One of the most cost-effective methods for making significant gains in student performance on standardized tests is providing teachers with better content knowledge and instructional methods to enhance the curriculum." (Holler, Callender & Skinner, 2007)
- "In the history of education, no improvement effort has ever succeeded in the absence of thoughtfully planned and well-implemented professional development." (Guskey & Yoon, 2009)
- "A school culture that invites deep and sustained professional learning will have a powerful impact on student achievement." (Brandt, 2003)
- According to research, high-quality teaching has about five times more statistical effect than most feasible reductions in class size (Greenwald, Hedges, & Laine as cited in Frank & Miles, 2007).
- "We have a rich, untapped pool of talent in the millions of mediocre teachers that are currently in the classroom. Rather than dismiss them, we need to help them grow. If we could move two million teachers from 'mediocre talent' to even 'mediocre-strong', it would have an incredible effect on student outcomes... Rather than focusing on punishing bad schools and teachers, we need to develop a culture of development and growth." (Scott, 2010)

Importance of Site-Based, Job-Embedded Professional Development

While there are many methods of receiving professional development (attending conferences, one-day workshops, college courses, after school classes, etc.), the research repeatedly emphasizes the importance of professional development being implemented

in an on-going, job-embedded fashion, that is meaningful to teachers and allows them to practice the skills being learned with the support of a coach that can model, problem-solve, and offer feedback. IRTs provide this type of job-embedded professional development through their work in staff meetings, during team meetings, while modeling and co-teaching in the classroom, and problem solving around specific students.

- “Student achievement scores improve in schools with on-site instructional specialists.” (Reddell, 2004)
- “You can send teachers to classes all year long, but it’s not until they get help in their own classrooms with their own students that true change is created.” (Harwood, 2009)
- Allan Odden, a nationally renowned researcher from the University of Wisconsin—Madison, recommends ten areas that school districts need to dedicate budgetary dollars toward, in order to ensure success. The third item in his Adequacy Report includes Instructional Facilitators/School-Based Coaches/Mentors. Their recommendation is 2.5 FTE for every 500 students for elementary schools. (Odden et al., 2007)
- When the superintendent of Lewisville, Texas assigned an instructional specialist to three schools that had the highest percentage in the district of students at risk of failure, this is what happened:
 - DeLay Middle School’s Texas Assessment of Academic Skills (TAAS) scores increased significantly and the school was the only one of 52 district schools to be ranked in the first quartile for both reading and mathematics in 2002 on the Comparability Index, a measure designed by Texas Education Agency to rank each school with the 40 schools that most closely replicate the chosen school’s demographics, including percentage of black, white, Hispanic, economically disadvantaged and mobile students. During the prior year, this school ranked in the third quartile in both subjects.
 - Lakeland Elementary moved from acceptable to recognized in the Texas school rating system. English-speaking test takers’ 3rd grade reading scores rose from 88% passing in 2002 to 96% in 2003; native Spanish speakers’ test scores rose from 76% passing to 100% passing in that time.
 - Central Elementary’s 3rd grade reading scores rose from 78% passing in 2002 to 98% passing in 2003 for English test takers, and from 60% passing to 86% in that time for native Spanish-speaking test takers. (Reddell, 2004)
- “We need more professional development that goes way beyond traditional workshops, no matter how valuable the content of those workshops... The material needs to be embedded in instruction that considers teachers’ knowledge, experience, and unique ways of learning, and then reinforced with expert coaching and feedback to ensure changes in teaching practice.” (Harwood, 2009)

- Cindy Didway, Superintendent of schools in Yuma, Arizona credits coaching with the significant improvement in student achievement that they experienced between 2004 and 2007. At one school, the percent of teacher that were actively engaging students jumped from 47% in 2004 to 79% in 2007. During that same period, the percentage of 8th graders meeting or exceeding standards rose from 24 to 58% in reading and went from 51% to 65% in math. (Harwood, 2009)
- “In a four-year period, from 1995 to 1999, Memphis City Schools was transformed from a struggling inner-city district to one nationally and internationally acclaimed for its success in systemic school reform. Schools were given the option of selecting from eight reform models. All eight reform models had the commonality of site-based professional development. (Ross, 2001)
- “Educators at all levels need just-in-time, job-embedded assistance as they struggle to adapt new curricula and new instructional practices to their unique classroom contexts. This analysis [a review of all studies between 1986 and 2003 on the effectiveness of professional development] confirmed the vital importance of follow-up. Virtually all of the studies that showed positive improvements in student learning included significant amounts of structured and sustained follow-up after the main professional development activities.” (Guskey & Yoon, 2009)
- “In the last two decades, research has defined a new paradigm for professional development—one that rejects the ineffective “drive-by” workshop model of the past in favor of more powerful opportunities.” (Darling-Hammond & Richardson, 2009 as quoted in Stein, Smith, & Silver). The most useful professional development emphasizes active teaching, assessment, observation, and reflection rather than abstract discussions (Darling-Hammond & Richardson, 2009 as quoted in Darling-Hammond & McLaughlin). Professional development that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Darling-Hammond & Richardson, 2009 as quoted in Blank, de las Alas & Smith, 2007; Wenglinsky).
- “In a review of nine studies, Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found that sustained and intensive professional development was related to student achievement. The three studies of professional development lasting 14 or fewer hours showed no effects on student learning, whereas other studies of programs offering more than 14 hours of sustained teacher learning opportunities showed significant positive effects. The largest effects were found for programs offering between 30 and 100 hours spread out over 6-12 months.” “The research described here points to the effectiveness of sustained, job-embedded, collaborative teacher learning strategies.” (Darling-Hammond & Richardson, 2009)
- “It’s essential to emphasize the long-term, ongoing nature of professional development as opposed to a short-term commercially promised quick fix.” (Chappuis, S., Chappuis, J., & Stiggins, 2009)

- “Just as the classroom teacher influences student learning more than any other variable does, the skill of the facilitator [of a teacher learning team] is central to the success of the learning team.” (Chappuis, S., Chappuis, J., & Stiggins, 2009)
- “Brain research shows why interactive, sustained, job-embedded approaches to learning work.” (Nevills, 2003)
- “In four middle schools in Topeka, Kansas, 98 of 125 teachers are using the research-based strategies instructional coaches have introduced. Teachers have seen the effect on their students.” (Knight, 2004)
- “Building shared knowledge is a critical element in professional development, but shared knowledge will improve schools only when people apply that knowledge. Furthermore, it is only when a staff begins to apply new learning that teachers will come to the deeper level of understanding that enables them to adapt new practices to their own setting.” (DuFour, 2004)

Table 1 Effect sizes for training outcomes by training components

	Knowledge	Skill	Transfer of Training
Information	.63	.35	.00
Presentation of theory	.15	.50	.00
Demonstration	1.65	.26	.00
Theory + demonstration	.66	.86	.00
Theory + demonstration + practice		.72	.00
Theory + demonstration + practice + feedback	1.31	1.18	.39
Theory + demonstration + practice + feedback + coaching	2.71	1.25	1.68

Source: Joyce & Showers, 1995, p. 112

Importance of Teacher Leadership

Dr. Nerad has emphasized the importance of teacher leadership. This value was clearly outlined in his proposal to reorganize the district to become more aligned with the Strategic Plan. At the elementary level, IRTs are the only official teacher leadership position.

- “Teacher leaders contribute tremendously to a school. They can mentor new faculty members, contribute deep knowledge of their school and community to the decision-

making process, provide examples of outstanding teaching to colleagues and support school improvement efforts (Lattimer, 2007 as quoted in Barth; Lieberman & Miller).

- “Teacher leadership means different things to different people. Team leaders, department chairs, [IRTs] and respected teachers live it every day: They experience the pushes and pulls of their complex roles, located somewhere between administrative leadership and almost invisible leadership. Yet many administrators, school board members, citizens, and even teachers don’t recognize or understand teacher leadership (Donaldson, as quoted in Ackerman & Mackenzie).
- Teacher leaders can “cast themselves as sources of support, not supervisors, permitting their colleagues to decide how to incorporate proposed changes into their classrooms.” One teacher leader commented that “by casting herself as a collaborator, rather than an authority, she enabled her veteran colleagues to take some ownership over changes to their practice.” (Johnson & Donaldson, 2007)
- “Teacher leaders assume a wide range of roles to support school and student achievement. Whether these roles are assigned formally or shared informally, they build the entire school’s capacity to improve.” (Harrison & Killino, 2007)
- “Award-winning school districts have made teacher leadership a key part of their strategies for continued success.” (Reeves, 2007)

SUMMARY

“When educators learn, students learn.” (Hirsh & Killion, 2009) It is critical that as a district, we have a clear plan for professional development. Hirsh and Killion (2009) have put together the following table to describe the type of transformation of professional development that districts need to strive toward, in order to see concrete changes in student achievement.

Changing Professional Development

When these eight principles drive professional development decisions and practices, concrete changes will be visible in practice.

From ...	To ...
Inservice education and staff/professional development	Professional learning
Individual learning	Team-based, schoolwide learning
Increasing the number of staff development days or periods	Restructuring the workday of all educators to ensure daily learning experiences
Credit-based relicensure/recertification systems	Performance-based systems

Separate individual teacher, school, or district professional development plans	Effective professional learning embedded into team, school, and district improvement efforts
Professional development as an expenditure	Professional learning as an investment
Improving teaching practices	Improving teaching quality and student learning
Relying on outside experts	Tapping and building on internal expertise
A single career path for teachers	Multiple options for teachers to become leaders in schools
Standardization	High standards for teaching, professional learning, and student learning

Source: Hirsh and Killion (2007, p. 111).

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Instructional Resource Teacher: Interview Protocol

Candidate: _____

Interviewer: _____

Date: _____

Interviewing for schools: _____

- 1. Please tell us why you are interested in this position and how your recent job experiences and personal strengths make you an excellent candidate for this position.**

Rubric: Elementary Certification—K-5 or CC. Minimum of 5 years of exemplary classroom teaching experience that includes teaching literacy and math.

0-No experience leading school based teams or planning staff development activities. Has no elementary teaching experience or elementary experience has been many years ago and there is evidence that the teacher has not kept current on the changes in curriculum and pedagogy. Experiences and knowledge has not prepared them for being an IRT.

3-Experience leading SIP/Action Teams/Leadership Team or other school based teams. Is currently an exemplary elementary school teacher and has current knowledge of curriculum and pedagogy. Experience and knowledge has somewhat prepared them to be an IRT, but it would take a great deal of training to help them achieve success.

5-Previous experience as a SW facilitator, coach or IRT and possesses high flexibility, excellent interpersonal communications, organizational skills, and empathy. Has a great deal of experience planning and leading professional development. Experience and knowledge has prepared them to be an IRT and they could immediately begin successfully.

- 2. a. A teacher in your school comes to you for support in how to assist a struggling math student in their class. They bring you a copy of the student's Problem Solving Interview. Based on the child's answer to the JCU (Join Change Unknown) problem, determine a teaching point and write a story problem to address the appropriate teaching point.**
b. How would you use this information and the math standards to coach the teacher in how to meet the needs of this student? (Second grade interview, Fifth grade student)

Rubric: Strong knowledge base in content areas of Math. Ability to problem solve with teachers to address needs of struggling students. Ability to model best practices in math for all elementary teachers.

0-Limited knowledge- Restates the exact problem in the interview. Directly instructs the student how to solve the problem using a traditional algorithm. Indicates an inappropriate teaching point.

3-Moderate knowledge- Writes a story problem that focuses on the child using number relationships to solve a problem. Makes an effort to write a problem that connects with the child.

5-Strong knowledge- Thinks aloud about the question and makes observations about what the child is able to do. Some observations may be:

- ❖ Child begins to see part-part whole relationships
- ❖ Uses inefficient counting strategies
- ❖ Understands the problem type
- ❖ Does not use derived facts consistently.

Writes a JCU problem and uses a number range in the child's Zone of Proximal Development such as 10, 15. Uses numbers with a small difference or a difference of 10. Talks about place value concepts, crossing or privileging 10. Number choices may be similar to; 20, 30 or 10, 13 (10 + a single digit.) Mentions that the need to work on fact fluency to connect strategies in problem solving. The story problem is tailored to the perspective experience or interest of the child.

- 3. There has been a dramatic increase in English Language Learners at your school. A veteran teacher is heavily reliant on the sequence of a traditional mathematics textbook and is displaying a very defensive stance towards making changes to a more student-centered classroom. What approaches would you use to assist this teacher through the change process?**

Rubric: Ability to support adult learners in acquiring skills to differentiate instruction for a wide range of learners including students with disabilities and English Language Learners.

0-Minimal knowledge of the change process. Response shows a lack of sensitivity to the teacher's struggle. Response includes actions that may make the situation worse, such as "telling" the teacher what to do, or doing nothing at all.

3-Moderate knowledge of the change process. Understands that this is a sensitive issue. Plans professional development for the grade level team and delivers that PD during a team meeting. Offers resources to the struggling teacher.

5-Strong knowledge-Understands that change occurs at both individual and organizational levels; cites importance of ownership and consensus building. Recognizes that change is a process that occurs at a personal level and involves periods of anxiety, leaving comfort zone, taking risks; reaching out for support and supporting others. Cites literature on the change process. Understands that this is a delicate situation, and you can't come across as "the expert". Describes multiple ways of gaining the teacher's trust (offering to help her with assessments, covering her class), as well as methods for finding a way into the classroom (asking her if you can practice something with a small group of her students that you learned in your Friday PD that focuses on the teaching and learning cycle or assessment driving instruction, working with a teammate and encouraging them to share what they learned in a team meeting, etc.).

4. **a. The data on these charts is from your school's 6 trait writing assessment at 3th grade. A SIP goal at your school focuses on academic success for African American males. Take a few minutes to look at these results, and describe what type of professional development opportunities you might plan for teachers.**

Rubric: Documented success using assessments and other data sources to inform decisions regarding instructional practices. Ability to lead professional development initiatives in literacy in an elementary school setting.

0 – Applicant struggles to read data charts. Discusses Traits in general terms with no specific professional development ideas beyond sharing data with staff.

3- Applicant notices specific strengths and weaknesses at the school level and compares African American male data to school data. Suggests a few p.d. ideas including sharing disaggregated data with 5th grade team, looking more closely at writing samples to consider specific aspects of writing and developing teaching points for the remainder of the school year.

5- All of the above plus discusses the fact that writing is a building-wide goal and that data should be shared across the school. This assessment measures instruction from 3rd through 5th grade. Applicant points out the need for code-switching conversations and explicit instruction with African American students regarding when it is appropriate to use casual dialect vs more formal academic language. Applicant recommends that 3rd through 5th grade teachers get together to look at writing samples, notice specific strengths and weaknesses in the actual writing samples and set grade level goals for improvement. Recommends practice with individual conferencing, modeling of writing in front of students, specific feedback focused on one or two most accelerative teaching points and increased volume in writing. Suggests work with staff toward ongoing support with school level common sample gathering at multiple points in the year with time spent looking at student writing to measure progress toward building goals.

5. **In a 2/3 multiage classroom, a teacher has reading levels that range from a level 4 to a level 28, including three students with IEPs. The teacher has come to you because she is struggling with how to meet all of the needs. What are two coaching strategies you will use to support this teacher?**

Rubric: Ability to support adult learners in acquiring skills to differentiate instruction for a wide range of learners including students with disabilities and English Language Learners.

0--Applicant is unsure of steps that may support this classroom teacher. Comments on the difficult situation multiage classrooms create. Suggests that the Sp. Ed. Teacher could take the most struggling students out of the room for support.

3--Applicant suggests that the special education teacher meet with the classroom teacher to create a plan of support. Refers the teacher to the Literacy Notebook for support. Recommends more guided group time for the lowest text reading level students.

5- Applicant requests a classroom visit to gather data around routines and student needs. Pulls together the instructional team to strategize and brainstorm ideas for improved implementation. Recommends intensified instruction for most struggling students. Suggests both routines and instructional strategies based on student data. Applicant expresses that ongoing support is provided to ensure that implementation is successful.

6. A teacher has asked for support in teaching about inferring. Please look through this picture book. Then model a “think-aloud” as if reading to a group of 4/5th graders demonstrating the comprehension strategy of inferring. Explain why thinking aloud is a powerful teaching tool.

Rubric: Strong knowledge base in content areas of Literacy. Ability to model best practices in literacy.

0 – Applicant is unsure or uncomfortable with the task. Reads aloud, but does not pause to share meta-cognition. Demonstrates asking questions of the students to engage them in the story. Discusses student enjoyment of the story as a reason for reading aloud.

3—Applicant is able to model a “think-aloud” pausing occasionally to model meta-cognition. Explanation connects thinking aloud to comprehension in general terms. Demonstrates a basic understanding of inferring.

5 – Applicant reads aloud and pauses just a few times to model thinking. Uses Traits of a Reader stems to begin “think aloud.” For inferring. Demonstrates a thorough knowledge of inferring, and clearly explains how the author doesn’t explicitly say certain things, but you can infer what they meant, because of your previous knowledge and the context of the story. Applicant knows that when teachers think aloud it gives students a window into what goes on in a reader’s head when they comprehend. It helps students understand that reading is thinking and teaches them how to verbalize what is happening in their head when they read.

7. The k/1 team in your school is struggling to have productive team meetings each month (They get along fine, but they spend their time planning field trips. The ESL/CC teachers feel like they have no voice in curricular decisions and the meetings are a waste of time, etc.). Your principal has asked you to facilitate their meetings for the next couple of months, to get them focused on student achievement. What steps would you take to support this team?

Rubric: Demonstrated skill in collaborating with classroom teachers, resource teachers, and principal in planning for literacy and math professional development. Ability to problem solve with teachers to address needs of struggling students.

0—Describes walking into the team’s next meeting with an agenda in hand to facilitate the meeting. Tells the team that the principal said that they have to facilitate their meeting. No thought is given to the individuals on the team, to the reasons they’re struggling, or the needs that they have. This person basically describes “taking charge” of the meeting and pushing them through to the proposed end result.

3—Let’s the team know that they will be facilitating their meetings for a while. Solicits input into creating an agenda.

5—Describes checking in with each individual on the team at some point during the week, to get their sense of how the meetings are going. Tries to establish a supportive role as a good listener and a resource. Asks the team if it would be OK to participate in their next meeting as a resource to them. During their meeting offers suggestions, and brings resources to them. Asks questions that gets the team thinking about student achievement. Offers to facilitate next month’s meeting and helps to devise the agenda. Asks the team what they would like to accomplish and makes some suggestions about student achievement. The next meeting, starts a discussion of the purpose of the meetings, and the team’s goals. Works on ground rules if needed. Carefully steers the team to meaningful discussions around student achievement. Demonstrates the sensitivity that is needed in guiding a team of adults.

8. After meeting with an instructional team for several weeks and you realize upon reflection that progress toward your goals has been stagnant. How will you move forward?

Rubric: Demonstrated skill in collaborating with classroom teachers, resource teachers, and principal in planning for literacy and math professional development.

0—Answer reflects that the candidate sees the problem residing within the teachers, and focuses on how to “fix them”. Solution includes reorganizing the team structure. Does not consider looking for support from outside the team to help with progress.

3—Response includes a level of reflection. Response indicates a level of collaboration, and willingness to seek additional advice. Can describe multiple strategies that they would try.

5—Reflects with the team, to ensure that the problem doesn’t lie in the systems or strategies they are using during their meetings. Is there a clear vision and purpose for their meetings? Suggests talking to individual team members about their perception of the team’s lack of progress. Consults with other teams in the school, the principal, consults with other IRTs, DIRTs, or outside experts. References research on effective teams. Asks for additional resources (possibly a longer period of time, such as a half day sub release) to work more intensively with the team. Response includes an extensive array of options that they would try.

9. In a team meeting, a second grade teacher expresses that they don't think second graders should be inspecting equations. After extensive discussion, the teacher challenges you to model "Inspecting Equations" with a second grade class. Talk to us about the value of inspecting equations for second graders and tell us what would you model for the teacher?

Rubric: Strong knowledge base in content areas of Math. Ability to model best practices in math instruction for all elementary teachers.

0 – Applicant is unsure or uncomfortable with the task. Suggests that inspecting equations helps students get the correct answers to a problem. Modeling reflects minimal knowledge of inspecting equations as an activity for students beyond practice of arithmetic skills.

3–Applicant is able to model an inspecting exercise. Explanation connects inspecting equations to expanding students number sense in general terms. Demonstrates a basic understanding of the intent of inspecting equations.

5 – Applicant demonstrates in-depth knowledge and passion for the intent of inspecting equations and the connections with other balanced math blocks and the process standards. Explanation will include the aim at understanding the role of the equals sign, mathematical notation, computational fluency and number relationships. May make reference to Thinking Mathematically by Tom Carpenter. Selection of equations for modeling clearly highlights how the use of equations can deepen students' number sense and problem solving abilities.

10. What do you believe are the root causes of the racial achievement gap? How will you work to reduce this gap through your professional development with teachers?

Rubric: Ability to problem solve with teachers to address needs of struggling students. Ability to support adult learners in acquiring skills to differentiate instruction for a wide range of learners including students with disabilities and English Language Learners.

0—Response focuses primarily on problems with the child and the family. Work to reduce this gap focuses on increasing parental involvement, hosting evening events, and surface level tasks.

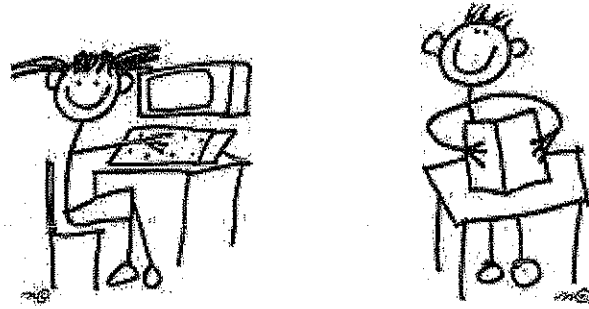
3—Response focuses on the school and the gap existing because schools have not met the needs of the student. Professional development focus would be on increasing culturally relevant practices, better differentiation, acceleration, and high expectations for all students.

5—Response indicates an understanding of the institutional racism that is inherent in our society, schools, and classrooms. Shows an understanding of White privilege and the place it plays in perpetuating the achievement gap. Discusses how students have to code switch between home and school. Response includes an understanding of culturally relevant practices and how to ensure that every classroom is relevant to all students. Shares some examples of ways to model this for teachers, through literature, music, welcoming routines, design of the classroom, and content that is relevant for every single lesson.

11. Is there anything you would like us to keep in mind about you as we consider candidates for the IRT position?

No scoring for this question – used only as a way of closing the interview for candidates

Glendale's Journey...



Constructing a Comprehensive Literacy Vision

Our goal: Deliberately aligning

--Professional Development

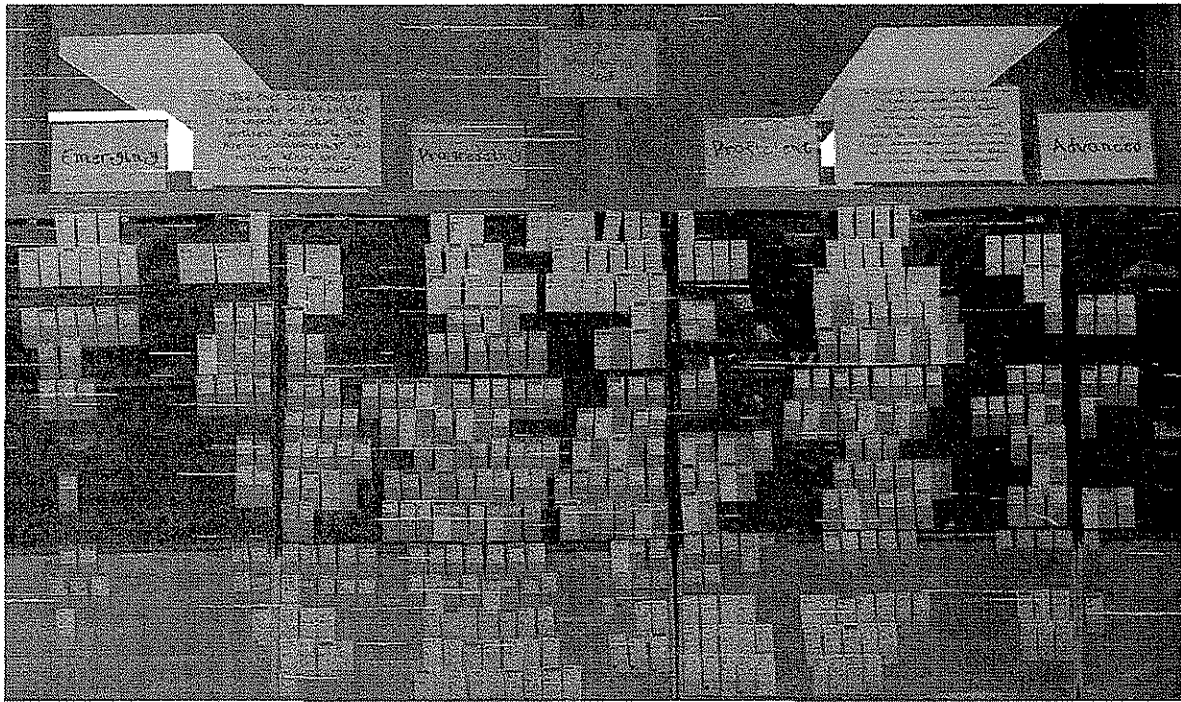
--Assessment

--Curriculum

--Instruction

--Intervention

--Resources



Glendale's Progress Monitoring Wall (PMW)

What is it?

- a **tool** to guide our collaborative conversations both within and outside of our instructional teams
 - ✓ **to clarify proficiency** ~ what does it mean to be “proficient”? → We have Essential Outcomes to describe what we are looking for and we need more conversation to lead to a deeper shared understanding
 - ✓ **to build consistency in Core Practice** → We have a description of Core Practice in our Core Practice Document and we need more conversation to build a shared understanding of intentional, differentiated core practice
 - ✓ **to connect our daily practice to reporting progress** → to lead to deeper understanding of Grading Guides and how to accurately, efficiently, and consistently measure student progress
- a **tool** to facilitate developing common formative assessments and to deepen consistency of use and administration of summative/benchmark assessments
- a **method** to reflect on school-wide, grade-level, and classroom progress
 - ✓ to reflect on core practice
 - ✓ to determine intervention needs
 - ✓ to provide “checks along the way” to monitor progress and make instructional decisions

Why are we doing it?

- In order to create a guaranteed and viable curriculum and establish consistency in assessing student proficiency we are working to clarify essential learning, create common formative assessments and analyze the results to improve student achievement.
- To help us to become more explicit in meeting the needs of students in core practice by targeting our instruction based on data.
- To create a plan to monitor the quality of core instruction in our school with established check points throughout the year and a plan to respond in a timely and systematic way for students who are struggling by providing seamless, tiered, support for students (Rtl).

How are we using it?

- Using data to:
 - ✓ initiate conversations at classroom, grade, and school-level
 - ✓ inform professional development topics
 - ✓ inform coaching
 - ✓ guide problem solving conferences
 - ✓ determine, develop, & monitor interventions
 - ✓ measure progress toward SIP goals (data targets)

Kindergarten

What are the criteria?	Why were these selected?	How are we measuring them?
Letter ID	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • PLAA assessment • anecdotal notes • observations from word work
Letter Sound	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • PLAA assessment • anecdotal notes • observations from word work
"TRL"	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • anecdotal notes from small group instruction (talking about and interacting with books) • PLAA assessment

1st Grade

What are the criteria?	Why were these selected?	How are we measuring them?
Text Reading Level	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • Rigby <u>and</u> formative running records
Known Words (in reading & writing)	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • writing sprints • PLAA assessment • writing samples • running records
STRACT ("strategic	<ul style="list-style-type: none"> • Report card item 	<ul style="list-style-type: none"> • running records (looking for

activity" ~ reading strategies & reading cues)	• One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing	patterns of reading behavior) • anecdotal notes from small group instruction
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Grades 2-5

What are the criteria?	Why were these selected?	How are we measuring them?
Text Reading Level	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • Rigby <u>and</u> formative running records
Comprehension	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • comprehension rubrics • conversations • written responses • anecdotal notes from independent reading conferences
Child as Reader	<ul style="list-style-type: none"> • Report card item • One interdependent dimension of reading that when combined with other criteria gives us a holistic view of how the reader is developing 	<ul style="list-style-type: none"> • reading logs • Independent Reading rubric • anecdotal notes from independent reading conferences

Essential Understandings Guiding Our Work:

Opportunity to learn MUST move beyond the question "was it taught?" to "was it learned?"

"The fact that teachers collaborate will do nothing to improve a school. The pertinent question is not "are they collaborating?" but rather, "what are they collaborating about?"

"Collaboration= A systemic process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve better results for their students, their team, and their school."

What We Are Learning:

- We cannot meet the needs unless we assume collective responsibility
- The dialogue around these ideas have resulted in academic focus, collective commitments and productive professional relationships that enhance learning.
- At the same time that we are creating a system of intervention, we are also building capacity of every teacher in the school to become more effective in meeting the needs of students in core.

- The best way to provide powerful feedback to teachers and turn data into information that can improve teaching and learning is through team created and team-analyzed common formative assessments.
- In order to create a guaranteed and viable curriculum, establish consistency in assessing student proficiency, and promote a collaborative culture, we work together in collaborative teams that clarify essential learning, create common formative assessments and analyze the results from those assessments to improve student achievement.
- Designing a model to coincide with core instruction increases student success by promoting reciprocity between core and intervention
 - integrated content
 - complementary strategies
 - flexible tiers of instructional support

Linking Core Practice & Intervention Through Coaching

⇒ Ongoing Coaching: 1st week of each month

- connected to students and PMW data
 - (set time each month
 - (collaborate around students and data
 - (flexible based on student and teacher need
 - (connected to PMW data and noticings
 - (may be connected to cycles of coaching
 - (may be connected to problem-solving and profile conferences
 - (Cycles of Coaching: 2nd and 3rd weeks of each month
- focused on core practice
- driven by teacher interest/need ~ Needs Assessment
- gradual release model
- designed to provide “side by side” support in the classroom ~ over a period of consecutive days
- model co-constructed by teacher & coach (timeline, coach’s role, focus and outcome)

⇒ Problem Solving Conferences: 4th week of each month

- called by any teacher as needed 15 minutes ~ before/during/after school slots
- review data and discuss/plan next steps
- may lead to “ongoing coaching”
- plan assessments and progress monitor
- design Tier 1 interventions if needed
- design Tier 2 interventions if needed
- coordinate interventions

⇒ **Profile Conferences: 4th week of each month**

- more in-depth conversations around students 30 minutes ~ before, during, & after school
- requested by a teacher/IT AFTER Tier 1 and 2 interventions have been implemented and an ongoing coaching opportunity has provided additional
- opportunities to problem-solve around this student’s progress
- IT will determine who to invite to the PC
- Tier 3 interventions would be designed at this meeting; based on data from Tier 1 and Tier 2 interventions already in place

Progress Monitoring Core Practice:

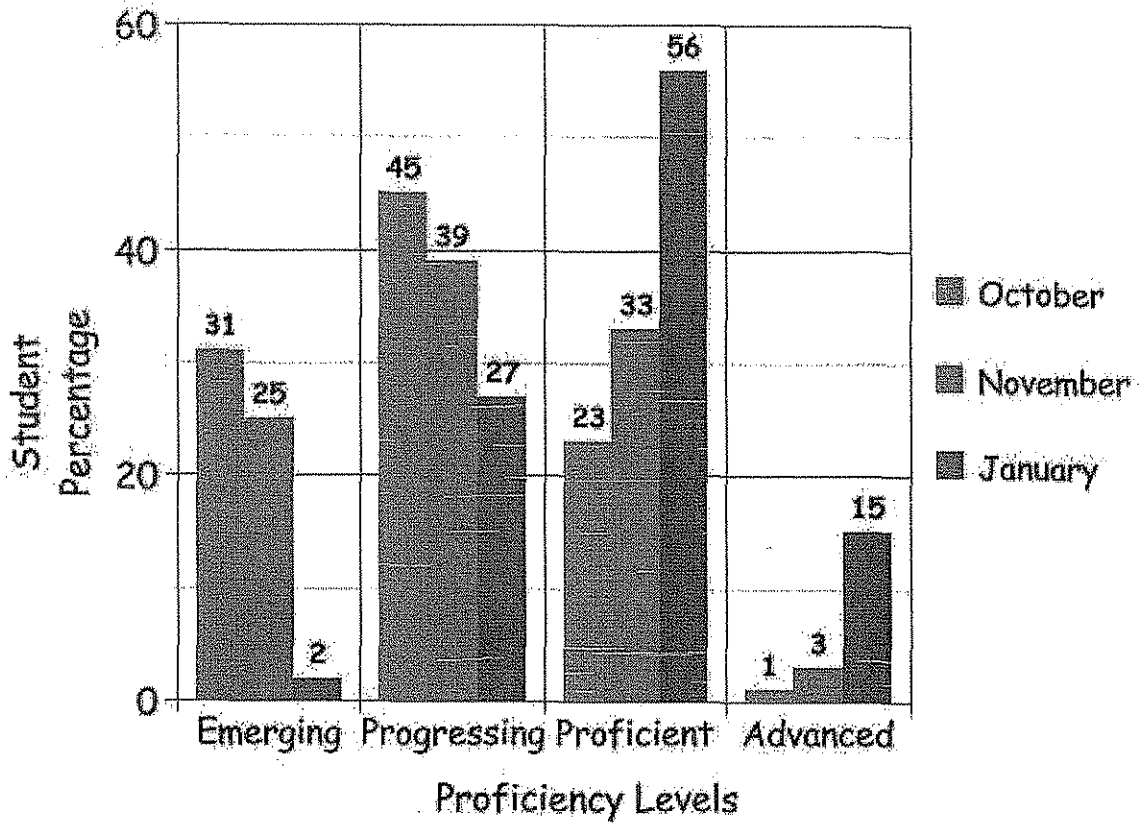
- Using our initial screener (Fall PLAA data plugged into Q2 expectations) to inform our instructional decisions and have children who may need more explicit, intentional core/interventions in order accelerate their learning trajectory on our “radar” before we report in Q2

Our Current Data:

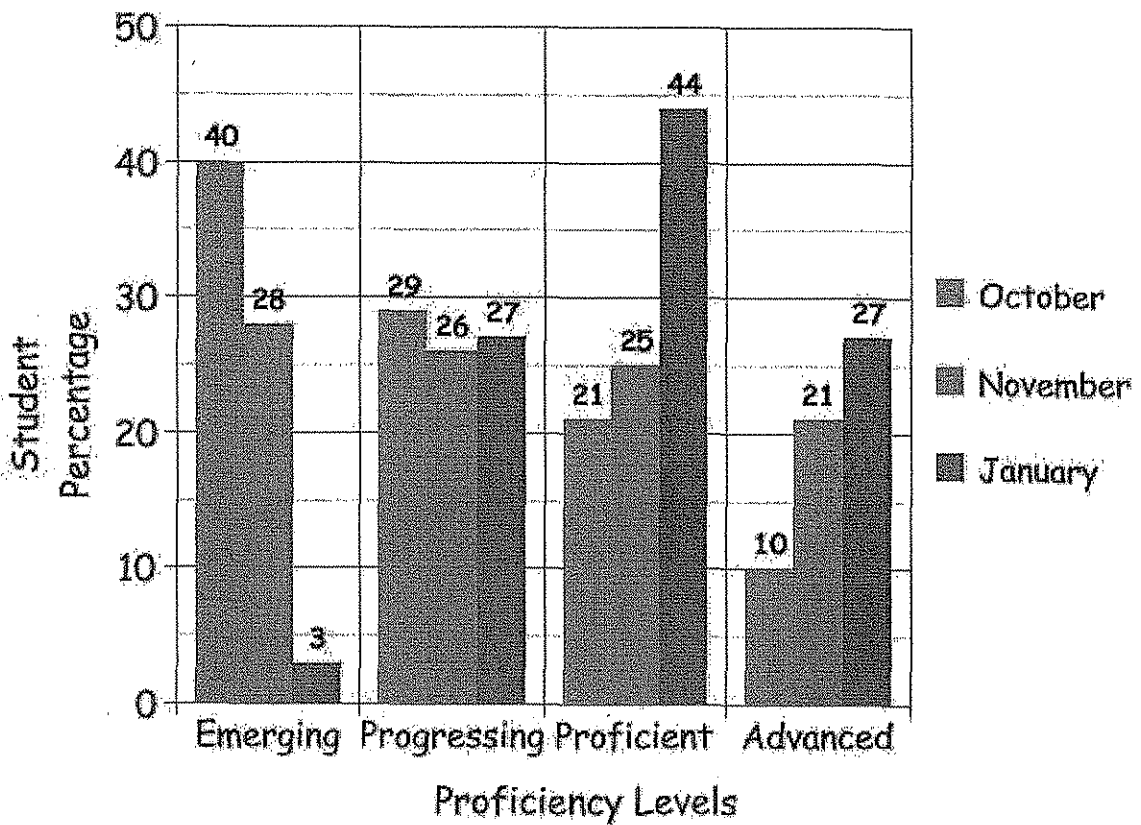
Q1 September data was our “screener” (placed on wall for Q2 benchmarks)

Where are kids falling out now?
 Who is already there?
 Who are we most concerned about?
 What will need to do to get them there?

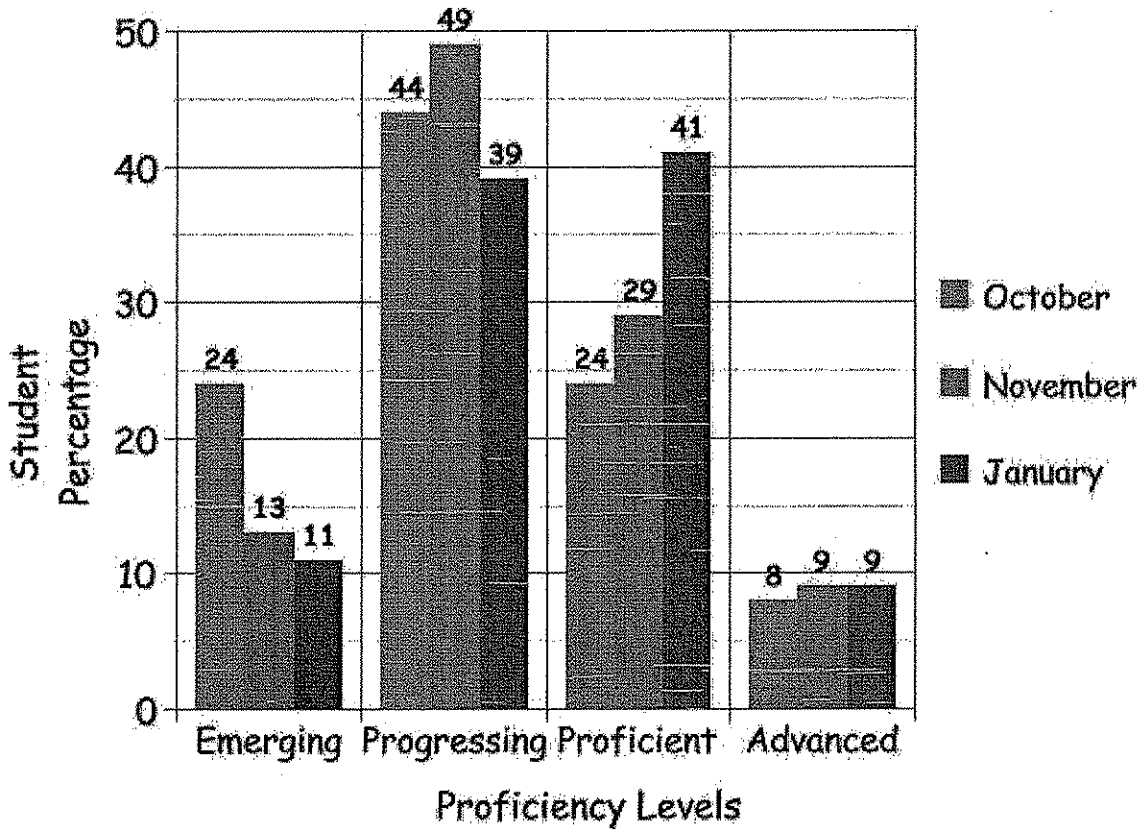
Kindergarten PMW Data 2009-10



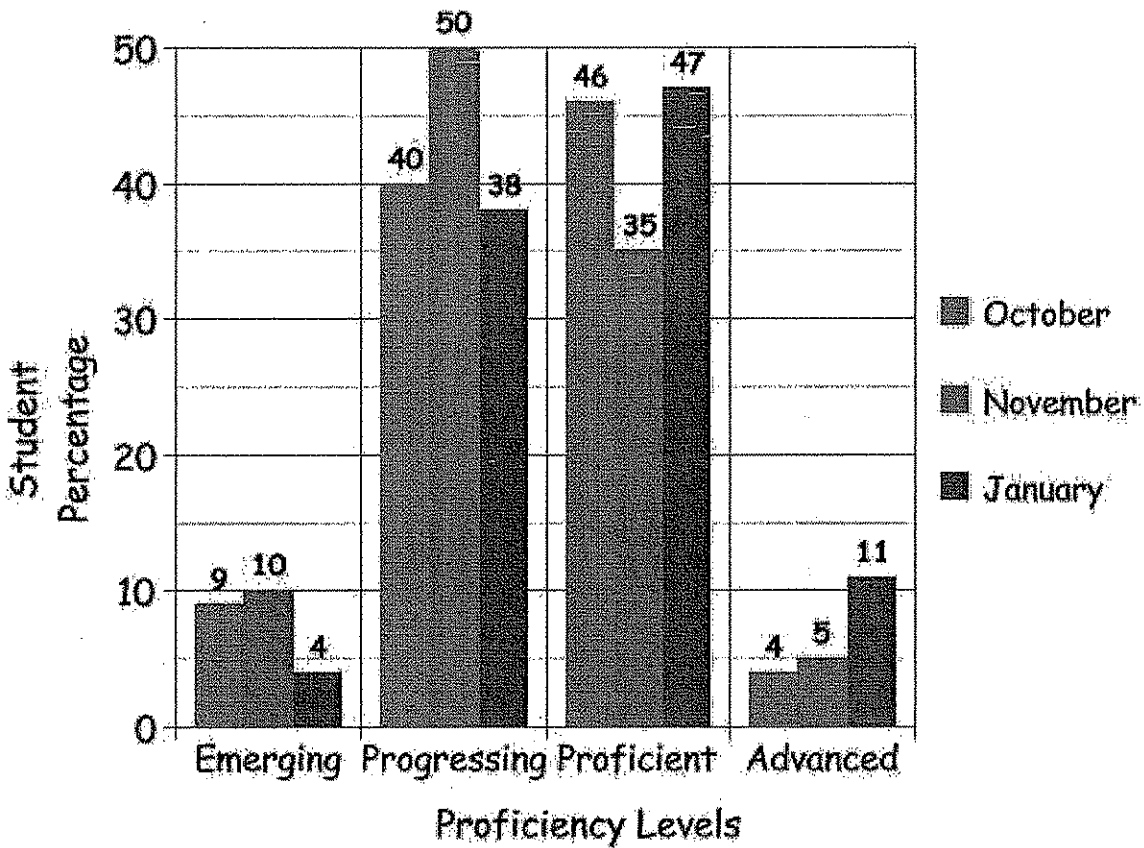
First Grade PMW Data 2009-10



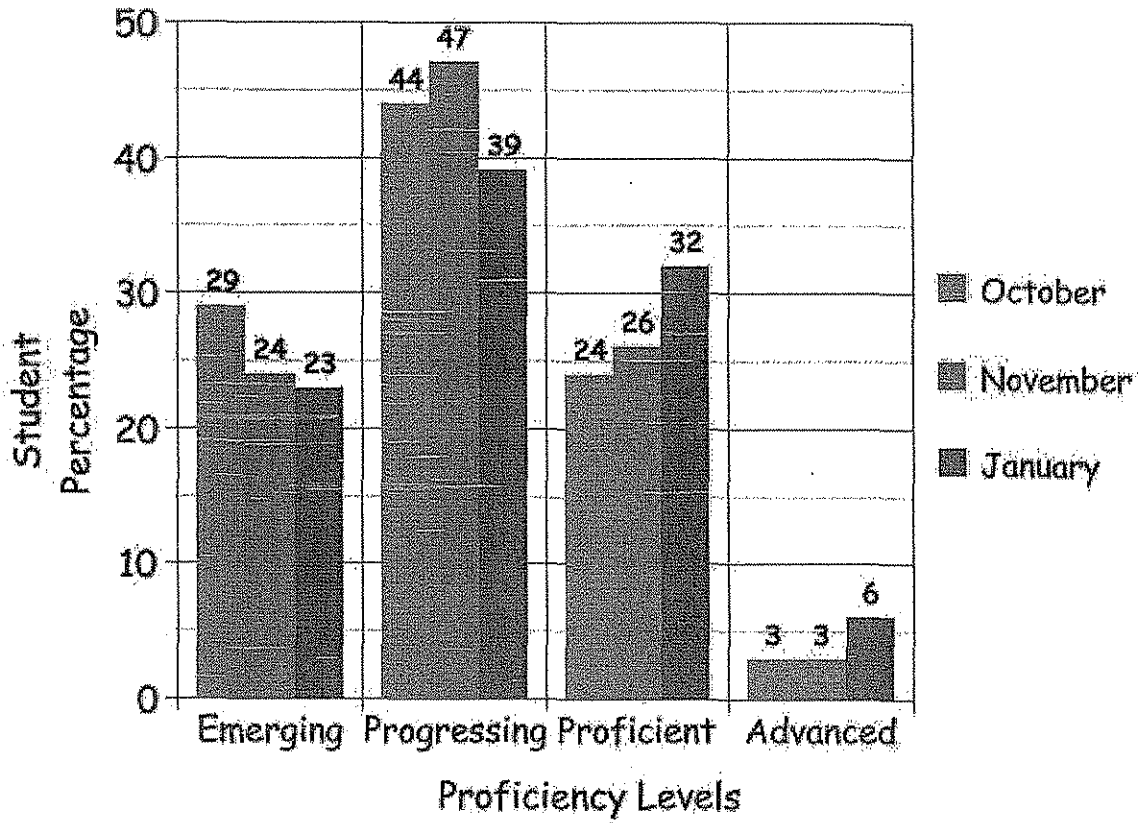
Second Grade PMW Data 2009-10



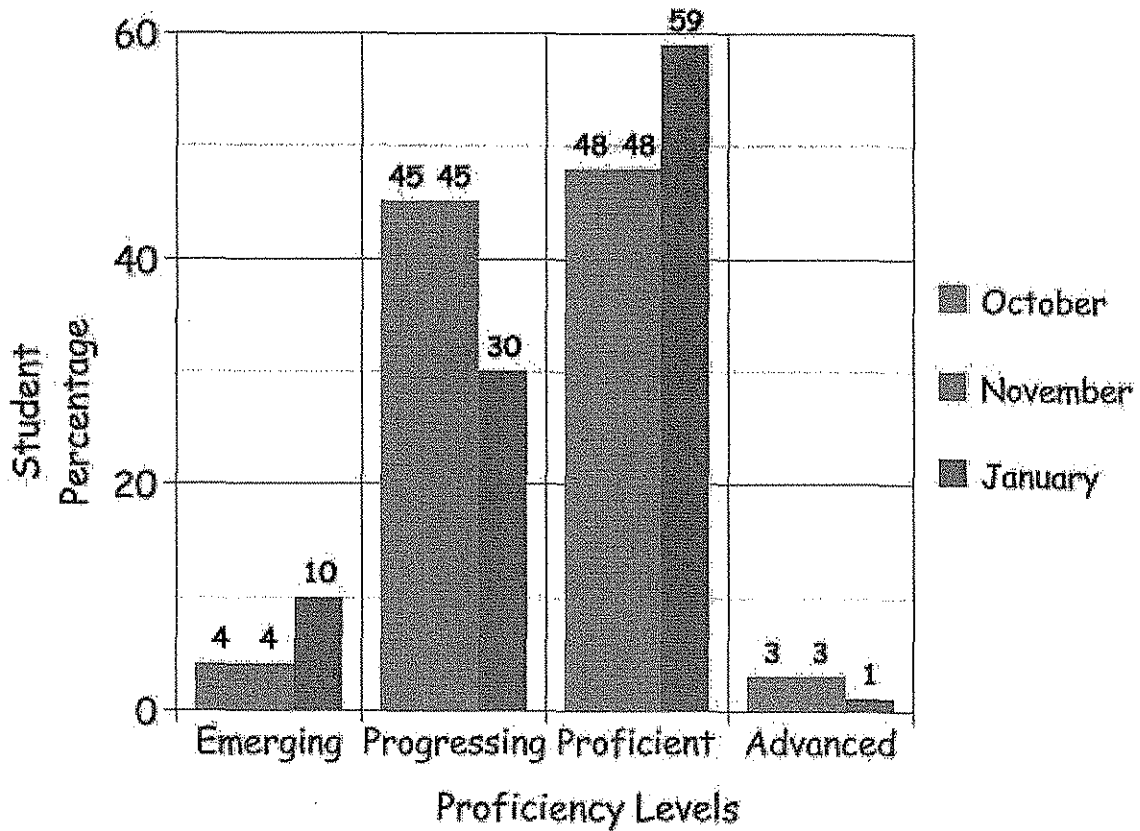
Third Grade PMW Data 2009-10



Fourth Grade PMW Data 2009-10



Fifth Grade PMW Data 2009-10



Through the support of the IRT, our plan is to monitor the quality of core instruction in our school with established check points throughout the year and a plan to respond in a timely and systematic way for students who are struggling and students who need to move to the next level of challenge.

At the same time that we are creating a system of intervention, we are also building consistency and the capacity of every teacher in the school to become more effective in meeting the needs of students in core practice.

Instructional Resource Teachers: 2008-2010

SCHOOL	2008-09	2009-10
ALLIS	Kelli Tuttle 1.0 Jane Wyngaard-Innes 1.0	Kelli Tuttle 1.0 Jane Wyngaard-Innes 1.0
CHAVEZ	Kathy Hellenbrand .5	Jan Rohde 1.0
CRESTWOOD	Susan O'Leary .5	Susan O'Leary .5 Sue Schmitz .5
ELVEHJEM	Kerry Motoviloff .5	Kerry Motoviloff .8
EMERSON	Becky Finnerud 1.0 Lisa Stein 1.0	Becky Finnerud 1.0 Lisa Stein 1.0
FALK	Amy Covey 1.0	Amy Covey 1.0
FRANKLIN	Julia Peterson .5	Julia Peterson .5 Therese Kolan .5
GLENDALE	Pam Dorn 1.0 Leah Creswell 1.0 Tom Loomis 1.0	Maria Dyslin 1.0 Pam Dorn 1.0 Leah Creswell 1.0
GOMPERS	Anne Schoenemann 1.0	Anne Schoenemann 1.0
HAWTHORNE	Emily Pease-Klem .8 Paddy Greeley 1.0	Emily Pease-Klem .6 Paddy Greeley 1.0
HUEGEL	Joan Martin .5 Martha Bowhan .5	Amy Krauthamer-Maloney .7 Teri Hedges 1.0
KENNEDY	Kari Ortega 1.0	Kari Ortega 1.0
LAKE VIEW	Elizabeth Crummy .5	Elizabeth Crummy .65
LAPHAM	Jill Jones .5	Jill Jones .5 Julie Melton .5
LEOPOLD	Maria Christina Jackson 1.0 Susan Roehlk 1.0	Maria Christina Jackson 1.0 Susan Roehlk 1.0
LINCOLN	Heather Warren 1.0 Kelly Jones .5	Heather Warren 1.0 Kelly Jones .6
LINDBERGH	Cathryn Hatle 1.0	Cathryn Hatle 1.0
LOWELL	Kay Arnold 1.0	Kay Arnold 1.0
MARQUETTE	Christine Reichelderfer .6	Julie Melton .5
MENDOTA	Amy Horton .5 Cathy Hunt .4	Amy Horton .5 Emily Lecker .4
MIDVALE	Mary Malloy .5 Mary Kay Johnson .65 Bridget Christenson .5	Mary Malloy .5 Mary Kay Johnson .65 Bridget Christenson .5
MUIR	Britta Hanson .5	Britta Hanson 1.0
NUESTRO MUNDO	Susan Anderson 1.0 Emily Zoeller 1.0	Susan Anderson .5 Emily Zoeller 1.0
OLSON	Dawn Stiegert .5	Dawn Stiegert 1.0
ORCHARD RIDGE	Lisa Schuster 1.0	Lisa Schuster 1.0
RANDALL	Ruth Harms .5	Ruth Harms 1.0
SANDBURG	Barbara Gerlach 1.0 Jennifer Mjenzi .5	Barbara Gerlach 1.0 Jennifer Mjenzi .5
SCHENK	Jennifer Jaworski .5 Michelle Amend .5	Jennifer Jaworski .5 Michelle Amend .5
SHOREWOOD	Beth Tarras .5	Beth Tarras 1.0
STEPHENS	Vickie Julka .5	Vickie Julka 1.0
THOREAU	Jone' Kiefer .5 Amy Marty 1.0	Jone' Kiefer .5 Amy Marty 1.0
VAN HISE	Patty Means .5	Patty Means 1.0
PRIVATE/PAROCHIAL	NA	Stephanie Dankert 1.0

This chart is a chart of the IRTs that attend the central office provided professional development and work with individual and teams of teachers on a daily basis. As you can see, this is the first year that there are full time positions in every school.

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Madison Metropolitan School District
Elementary Schools

MMSD
Strategic Plan

School
Improvement
Plan

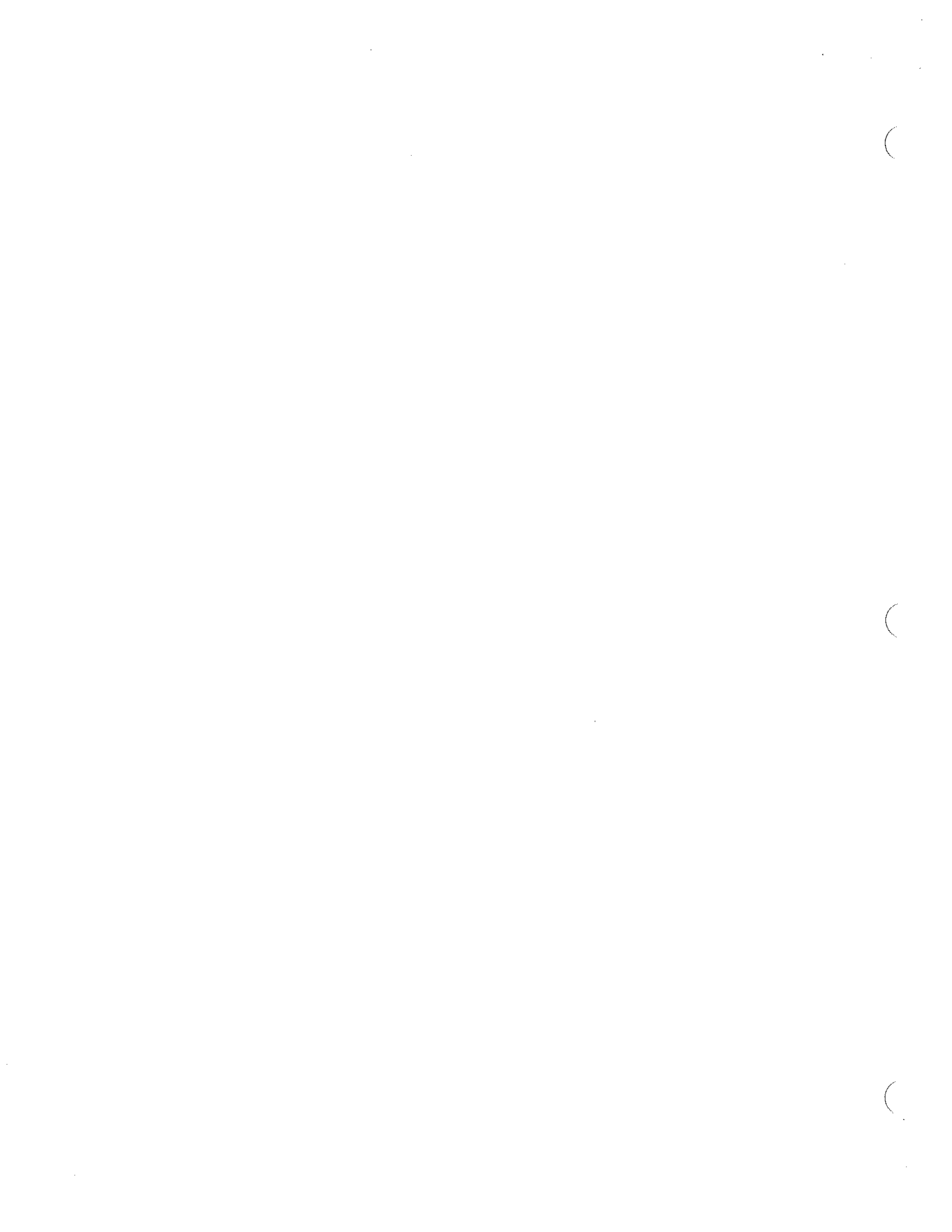
IRT Role

Professional
Development

Teacher
Effectiveness

Student
Learning

Based upon the District's Strategic Plan and the School's Improvement Plan, the IRT Role under the leadership of the building principal is intended to provide focused professional development and support for staff, leading to increased teacher effectiveness, ultimately impacting student learning.



IRTs – Direct Services to Students

March 2010

School	Does your IRT provide any direct service to students on a regular basis? (For example, working with one student on reading every day, co-teaching in a classroom every week, regularly providing interventions, etc.) Yes, no, or limited as needed.	What percentage of their time is spent working directly with students?
Allis	Limited as needed. We may be doing more of that next year.	30%
Chávez	No.	Less than 5%
Crestwood	We have two .5 IRT's, one for literacy, the other for math. Both of them provide direct services on a regular basis. They co-teach, and on an as needed basis, work directly with students.	25%
Elvehjem	Co-teaching (3 hours a week). Sporadic work with individual students (approx 2 hours per week).	10%
Emerson	Yes. We have two IRTs, one K-2 Reading Teacher, and one 3-5 Reading/Math Teacher. All four facilitate professional development, co-teach/co-plan, design and/or administer student interventions and monitor school-wide progress in math and literacy. All four co-teach/co-plan in at least 3 classrooms daily for literacy and/or math since the beginning of the year.	Two full-time IRTs: 50% in class daily, 25% co-planning/co-constructing student interventions, 25% PD, SSIT, SIP and Leadership team meetings. Both IRTs stay above and beyond contract day to plan, organize, facilitate. K-2 Reading Teacher/Interventionist (1.0 FTE) & 3-5 Math/Reading Teacher, Interventionist (1.0 FTE 1.0): 50% direct student interventions, 25% co-teaching, 25% embedded professional development, co-planning and co-constructing student interventions. Both stay above and beyond contract day to plan, organize, facilitate.
Falk	Direct service to students happens as needed. Our IRT's greatest contribution in her ability to make the teachers better at their jobs, which benefits every child every day. She does modeling, co-planning, co-teaching, and works with individual and small groups of students as needed. The imperative role of the IRT is to build teacher capacity to better serve all students. There is no better way to accomplish this and it's working.	30%
Franklin	Yes, the IRTs provide limited, short-term, one-one services to children. They have created training and volunteer supports for kindergarten reading (Rock N' Read). They work with teachers in their classrooms to co-teach and model strategies for core practices and for interventions. They also help with parent -school communication for at home practice.	Two half-time IRTs.
Glendale	Yes - all of our IRTs provide direct instruction to students on a regular basis. One of our IRTs teaches math with an Instructional Team each day. Our other two IRTs provide one-on-one and small group interventions to students identified from our Progress Monitoring Wall. Losing the IRTs would gut our capacity to provide targeted intervention for struggling students. We have a wealth of data showing big gains for students who've received "Tier 3" Interventions (focused, one-on-one interventions for a set period of time, with specific measures established).	We aim for 20% of each IRT's time to be devoted to direct service to students. For one IRT I would say that 20% is right on. For a second I would say it is more like 25-30%, and for our third IRT it's more like 40%+.
Gompers	Yes. Co-teaching math regularly and works with small groups of students.	20%
Hawthorne	Three IRTs: Coordinate and facilitate Moodle-on-line learning program with five 2/3 students for 30-45 minutes per week; co-teach/model 1X/week for 45 minutes, 2/3	10% 15% 10%

	<p>class, supporting use of ActivBoard for math instruction; co-teach/model as needed for supporting use of ActivBoard, presentation cart, and FLIP cameras for instruction across content areas.</p> <p>Co-teaching/modeling 1X/week for 60 minutes, Kindergarten classroom, supporting the measurement strand in our math standards; co-teach/model 1X/week for 75 minutes, 4/5 classroom, supporting the four blocks of math, including problem solving; support interventions in number work at this grade level; assess as needed for math interventions (Number Development Assessment, Fact Interviews, Problem Solving Interviews, Place Value assessment, etc.); co-teach and discuss student progress, 2-3 times/month, 2/3 teacher in problem solving and number work.</p> <p>Reading interventions with four 1st grade students MWF, 30min.; co-teach/model 1x week 45mns, 2/3 classrooms supporting literacy and cultural relevance; co-teach/model 1x week 45mns, to support writing (currently in 2/3, have done 1st, other 2/3 and 4/5); assess as needed for literacy interventions (SRI, WTW, PLAA, CAP, Phonemic Awareness, etc.); coordinate and give SRI for 2nd-5th grade students quarterly.</p>	
Huegel	Yes, every day either working directly with students, co-teaching, or modeling best practices.	40%
Kennedy	Our IRT has played a very limited role directly with students, in part because the size of our school and 65+ staff members. She has worked with teachers to assist with some deeper assessments with kids who are struggling to help determine interventions, has on occasion gone into classrooms to model/demonstrate strategies and/or to assist around some classroom management needs, and the like.	10%
Lake View	Yes, the IRT models math games to students in their classroom on a monthly rotation at every grade. She supports teachers in creating interventions for individual students and targeting instruction. She also works with a group of students that co teaches math each weekly. Finally she works with our Rock and Math person and co teaches and co facilitates intense interventions.	20-35% for one IRT depending on the week. My other IRTs focus on supporting staff with coaching and modeling intervention and targeted teaching strategies. The other portion of their jobs is Title and Reading Recovery which is 100% student time, so 80% of the time they teach kids.
Lapham	<p>Literacy IRT - does spend direct time with students - involves more assessing and diagnosing and helping teachers implement core practices. Our IRT also co-teaches in several classrooms.</p> <p>Math IRT – The IRT’s time with students includes frequent assessing. She then confers with teachers about the child's progress and next steps. This is vital to our movement to more student-centered learning and greater collaboration between teachers. Her time with students also gives us a window on instruction.</p> <p>In order for Lapham to fully implement an RTI model, we need to have core practices in place. These include looking at student work, assessments, and rate of progress. We are at the beginning stages of that process. We have highly skilled teachers, but the model of intervention hasn't always included students in the regular classroom. Through a process of modeling small group instruction based on intervention activities, the IRT is able to begin conversations with teachers about meeting student needs with daily math activities in the classroom. Modeling instruction,</p>	<p>20%</p> <p>20%</p>

	<p>modeling activities, and explaining how these changes support instruction is part of her role.</p> <p>The math IRT is responsible for assembling activities, resources and organizational strategies for implementing RTI and core practices in math instruction. It is somewhat individualized by teacher, grade level, and student dictated needs. Time with students is one part. The overall goal is to change how we look at students who are not progressing typically. This includes those who advance quickly and those whose progress is delayed. The district's goal for intervention requires a paradigm shift.</p>	
Leopold	Yes, both IRTs provide direct service to students.	33% and 25% for the other.
Lincoln	IRTs provide co-teaching, model lessons, and direct services to students.	15% for each IRT (one IRT is 1.0; one is .6; and one is .5). This does not include community time or social time with students.
Lindbergh	Yes, the IRT works directly with students in math--that is her instructional focus with teachers. She provides the second of the double dose of the system we have set up. The children she works with do change.	10% to 15%. Currently her major focus is at grades 4/5 and 2/3.
Lowell	Differentiated groups for TAG students; coordinates direct service for Mathfest, Battle of the Books, Geography Bee, etc.	15%
Marquette	<p>Our IRTs do all the intake of information for our new students that come in during the school year. They meet and greet, take students on a tour of our school and end up in our PD room to assess student's levels in literacy and math. This information has been very important to our classroom teachers to move right in with instruction at the student's level. This has been very important as we serve the homeless population directly from the shelters.</p> <p>Our IRTs also assist classroom teachers with assessments; for example, the PLAA or fact fluency. This is another set of trained eyes that allows for excellent collaboration with instructional teams pertaining to individual student needs. It has also helped us see the differences of our practice and has led to PD to refresh skills and increase consistency.</p> <p>Our IRTs co-teach at times on specific lessons and then spend time with the instructional team or grade level team to discuss what was accomplished and what direction to take next.</p> <p>Our literacy IRT (temp. position, due to not being able to find a literacy person last year) has handled over 100 students in working with the SRI (Scholastic Reading Inventory). She has tested them twice this year and will again at the end of the school year. This has been very beneficial for our staff in the same way that providing the PLAA and Fact Interviews have been.</p>	25%
Mendota	Yes. IRTs--Math, Literacy, Behavior	Math--50%, Literacy--30%, Behavior--90%
Midvale	Our IRTs have actually worked hard to limit the amount of direct intervention provided individually to students in order to spend their time coaching teachers (to model or assess students to give data to teacher).	About 25% of time for 2 IRTs is spent directly with students.
Muir	My IRT does Rock and Read, works on focused short term interventions, and works in classrooms with targeted students. She is always doing additional	20%

	assessing of students. We are continually refining and changing as needed for specific kids.	
Nuestro Mundo	Limited as needed. IRTs co-teach and provide embedded professional development to one grade level per month. This sometimes includes working with intervention students and doing assessments.	20%
Olson	3 hours/week - writing/co-teaching in 1st grade classroom; 4 hours/week - math/co-teaching (1 hour 2nd grade, one hour 4/5); 2 hours/week - literacy interventions (for 2 students 30 min. daily 4X a week) .5 hours/week - office referrals. Approximately 2 additional hours per week for assessments and classroom coverage.	33%
Orchard Ridge	Yes as needed. She has worked with the same teacher for six weeks everyday during literacy. She also does the moodle work with students which is once a week for 45 minutes.	15%
Randall	No. Only modeling in the classroom for teachers.	Less than 5%
Sandburg	Yes, our IRT spends about 1+ hour a day doing work with students, usually those with "stumpers" or with groups as a model for teachers.	20%
Schenk	Yes. In fact, all IRTs should be spending at least 20% of their time	70% for one IRT; 20% for the other.
Shorewood	Co-teaches lessons in writing and math when teachers request modeling; conducts literacy and math assessments for SSIT; models fact fluency interviews for teachers; assists teachers with administering many fact fluency interviews when the teacher wants to do the whole class.	30%
Stephens	Yes. Starting this spring the IRT is doing 40% of her day doing direct interventions in math and then working with teachers of those students on the math.	40%
Thoreau	Limited. One IRT spends about five hours with students per week and the second spends about an hour per week.	15% and 5%.
Van Hise	Our IRT provides direct service to students who require expert reading instruction for a double dose of guided reading. She also provides math interventions for a few of our students on a weekly basis. These interventions are set up with the instructional team and/or the SSIT and are time limited and monitored.	The IRT spends about 25% of her time working directly with students. We are a school that does not have Title I teachers, Reading Recovery teachers, etc., so we rely on having our IRT serve in an interventionist role.

1. What is the nature of your IRT position (s)?	Total Responses	Percent of Total
a. 1 part time IRT only	0	0.00%
b. 2 part time IRTs	6	17.14%
c. 1 full time IRT	16	45.71%
d. 2 full time IRTs	5	14.29%
e. More than 2 IRTs	3	8.57%
f. Other	4	11.43%
Total Not Answered:		1 2.86%
Total Respondents:		34 97.14%

2. Which of the following professional development (PD) opportunities were offered at your school this year?	Total Responses	Percent of Total
a. Sub release days for PD	30	85.71%
b. After school PD sessions	31	88.57%
c. Grade level team meetings focused on PD	31	88.57%
d. Instructional team meetings focused on PD	33	94.29%
e. Staff development days focused on PD	35	100.00%
f. Individual problem solving with an IRT	35	100.00%
g. Modeling of lessons by an IRT	35	100.00%
h. Team teaching with an IRT	26	74.29%
i. Observations/Feedback by an IRT	31	88.57%
j. Other	18	51.43%
Total Not Answered:		0 0.00%
Total Respondents:		35 100.00%

3. Did you see changes in teaching practices as a result of this professional development?	Total Responses	Percent of Total
a. Not at all	0	0.00%
b. Changed minimally	0	0.00%
c. Chanegd somewhat	6	17.14%
d. Changed a lot	29	82.86%
Total Not Answered:		0 0.00%
Total Respondents:		35 100.00%

4. From your perspective, how effective was this professional development in general?	Total Responses	Percent of Total
a. Not effective	0	0.00%
b. Somewhat effective	0	0.00%
c. Effective	8	22.86%
d. Very effective	27	77.14%
Total Not Answered:		0 0.00%
Total Respondents:		35 100.00%

Survey Response Summary Report cont.
 Survey Dates: 03/18/2010 08:00 AM to 03/18/2010 08:00 AM
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5. What factors do you feel would enhance the effectiveness of your IRT in your school?	Total Responses	Percent of Total
a. Better functioning team structures	17	48.57%
b. Reducing the number of initiatives in the school	10	28.57%
c. Reducing the number of initiatives in the district	17	48.57%
d. More focused direction for the IRT	10	28.57%
e. More after school PD choices	6	17.14%
f. More during school PD choices	11	31.43%
g. More staff meeting time for PD	14	40.00%
h. Less union/contract disagreements	19	54.29%
i. Additional IRT time	13	37.14%
j. Other	7	20.00%
Total Not Answered:		3 8.57%
Total Respondents:		32 91.43%

6. Are there any comments you would like to make about the district-wide IRT initiative?	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:		6 17.14%
Total Respondents:		29 82.86%

Principal Responses – 2009-10 IRT Survey

	FirstName	LastName	Are there any comments you would like to make about the district-wide IRT initiative?
Allis	Julie	Frentz	<p>We have had such great success partly because we have been having the instructional teams have choice into when they have their PD and the topic. This has made it harder for the IRT but much more effective in making instructional changes for the teacher.</p> <p>All my staff have told me that the role of both IRTs in the building this year has been vital to them being successful with their students.</p>
Chávez	Linda	Allen	Giving the support for schools when needed.
Chávez	Marianne	Moss	I feel the IRT is critical to change in our school. Her skills have taken everyone to the next level of professionalism. We have a better understanding of the relationship between assessment and curriculum and how we develop strategies and interventions for success for all learners.
Crestwood	Howard	Fried	When the idea of school based IRTs was introduced I was skeptical. I was wrong. Professional development is best and most enduring when it's at the school level with in house staff. It makes the learning process more meaningful and immediate. It can be child specific. Teachers are intellectual workers and our IRTs have raised the level of discourse at our school.
Elvehjem	Craig	Campbell	The IRT position is the glue in my building to support and lead change in curriculum . That in turn wil support our efforts in increasing behavior issues in the building. Both go hand in hand. The achievement gap can not be turned around without the position of the IRT.
Emerson	Karen	Kepler	
Falk	Lynn	Winn	Having and IRT in our building has been the single most significant influence on building teacher capacity to provide higher quality instruction to students. Prior to having an IRT, we relied on fragmented PD offered through a variety of sources. We now have a comprehensive, school-specific PD plan that meets the needs of our teachers and our students. It is an invaluable resource.

Franklin Catherine McMillan

Continue to provide large scale professional development opportunities to enhance or provide the 'booster-shot' for the work of the IRTS - ie- summer week -long workshops; Saturday opportunities during the school year; cluster discussion groups;

Don't lose the content focus for the IRT training. The success of my IRTS is related to their depth of understanding of their content area.

Work something out with the union so you don't have to take non-classroom teachers into this position.

Continue with the current contract language which provides clarity around the use of Monday afternoons.

Consider the advantages/disadvantages of on-line courses for major initiatives. Consider this option to help you differentiate but not substitute for the important discussion to move theory into practice.

Layer the district practices of ELL and Culturally Responsive Teaching--as part of all our PD.

I did not check 'More IRT time' because of our current situation. I would like to suggest that IRT meet every other week with the district and then the alternative Friday could meet with their principals and do school based planning, if possible.

Everyone wants to reduce initiatives, but if you have a concern you need to address you need to address it or you're not providing good leadership.

As far as the district-wide initiative is concerned, please let me say that there is no way I could run a school and also provide the intensive staff development, book room development, math assessment and intervention training in the 'credible ways' that an IRT can.

With the tremendous reduction of the Teaching and Learning support for the future, IRTs provide the district presence in the heart of a school. The IRT initiative is excellent and has a tremendous impact on daily instruction.

Glendale Mickey Buhl

We have made great gains in the last 4 years:

- establishing clear, coherent core practice documents and pacing guides to structure literacy instruction
- creating powerful 3 person Instructional Teams that share ownership equally for all kids on their teams
- implementing Balanced Math school wide while other big initiatives continued
- creating a schoolwide intervention system for literacy
- laying the foundation for an intervention system for math
- creating a Progress Monitoring Wall that guides all discussion about student learning needs driving next instructional steps (and next professional development steps)
- integration and rapid professional support of over 15 teachers new to MMSD
- an abundance of professional development offerings that is too rich to list
- big upswings in WKCE scores for our low income, ESL, and special education students in math and literacy.

Gompers Diane Sturdevant

None of those things - NONE - would have been possible without our IRTs.

The IRT within the building as been instrumental in making systemic change regarding the instruction provided for all learners. The IRT leads instructional staff in on-going conversations regarding best practices; the IRT trains and models best practices for instructional staff; the IRT is also instrumental in keeping the focus on formative assessment to assist in creating an optimal learning environment for ALL learners based on their needs. The availability of the building IRT is critical to assist the teaching staff with next points of learning/teaching that directly affect student performance.

Gompers Carlettra Stanford

IRTs are essential for the professional development of teaching staff. They are instrumental in providing teachers with strategies for implementing core practices as well as problem solving with teams and individual teachers regarding student achievement.

Hawthorne Beth Lehman

The district-wide IRT initiative is a highly powerful, full of direct impact to teacher growth and development initiative. Having bldg. based IRTs is a very positive, proactive, supportive way to maintain a serious emphasis/focus on continual growth and development for staff in our schools. It's synergistic. Our IRTs have focus areas in which they develop considerable expertise. Consequently they have much enthusiasm and positive energy around their respective areas: Math, Literacy, Culturally Responsive Practices, ELLs etc.. That positive energy is contagious. Instead of staff feeling like the 'push' for cont. growth & development is 'drudgery'... with people thinking 'they' never think we're doing things right or that we don't know enough.... on the contrary, staff members are in a can't wait to learn more mode. With a very strong focus and emphasis on closing the achievement gap and struggling learners, it is very powerful for classroom teachers to have partners - teacher leaders - with ever increasing expertise at the bldg. level available to facilitate continued growth and develop in critical content knowledge and application skills. Master teachers and master teaching are developing on a daily basis. This is essential to closing

the achievement gap.

Huegel	David	Bray	Teaching children is a highly complex task. Much is being learned about how children learn and how the brain works. Teaching is a profession just as are the fields of medicine, engineering, law etc. Thankfully, just as all of us receive better health care because of what is being learned (don't we expect our doctors to stay current!?), teachers need a way to be exposed to best practices so that they stay current and in turn position our children to successfully compete for jobs in the global market. Without the INTENTIONAL professional development that our IRTs provide, our children are likely to be prepared for a future that simply won't exist.
Kennedy	Nancy	Caldwell	
Lake View	Kristi	Kloos	My IRT team is invaluable to assist students (especially the ones below proficiency) in meeting their goals. They support staff and students to monitor progress every 2-3 weeks and then from that information collaborate with staff and instructional teams to create targeted intervention for students and model and co teach those interventions whenever possible. They are the reason my school has been able to build capacity of teachers and support learning for all students.
Lapham	Michael	Hertting	This year when we have had the equivalent of a full time IRT is when we have seen the most impact of the IRT. Our IRTs have worked hard to build relationships with the staff. They are invaluable in their support to our staff. We have nicely linked our SIP plan to our PD based on the data for our school. We are very excited to take progress monitoring to the next level next year.
Leopold	Laura	Huber	Leopold and all the elementary schools have a significant challenge ahead. We need to change our instructional practices in order to address the needs of all of our students. If insanity is doing the same thing over and over while expecting different results, taking away the professional development designed to change instructional practices is destined to be problematic. Research on effective professional development speaks to the need for PD to be customized to the school, the teacher and the student needs. Research also speaks to effective PD as being sustained and specifically tied to student achievement. The IRT in a building provides effective PD that will result in changed instructional practices. These changed instructional practices will result in improved student achievement. There is a direct line between the IRT and student achievement. The feasibility of improving student achievement district wide will be compromised without an IRT in every building.
Leopold	John	Burkholder	I feel that in all my years in the district as a principal this is THE most important initiative that has occurred. Virtually all the research findings on teacher professional development indicate that for teacher PD to be effective, it must be targeted to the identified needs of specific schools and individual teachers. We provide this type of PD through our IRT. Our IRT focuses solely on supporting the curricular and pedagogical needs of our school and teachers. Without them, we will have little hope of meeting the ongoing needs of our changing population of students or of improving test scores.

Lincoln	Deborah	Hoffman	The IRTs at Lincoln have facilitated a great deal of positive change in the following areas: ESL, Bilingual, math, reading, writing, parent involvement, parent participation, and teaming practices. We have documentation available for anyone interested in having a more in depth understanding of IRT work at Lincoln School.
Lindbergh	Mary	Hyde	It is vital that the IRT and principal work as a team and that the IRT, principal and staff are clear about each others roles. There is consensus about how responsibilities of all three 'groups' bring about increased achievement.
Lowell	Lisa	Kvistad	An IRT is a valuable asset in getting best practices translated into classroom practice on a daily basis. My IRT is a critical part of the Lowell staff. She is trusted and she works hard with teachers every single day. She has completely updated and restructured our book room and she coordinates Book Bowl, special TAG programming, Mathfest, Battle of the Books and Spelling Bee. She does direct modeling with teachers and she knows how every team is functioning. She is an integral part of our SSIT and she keeps my teachers focused on the right work.
Marquette	Andrea	Kreft	Now that we have had IRTs for the past three years, I cannot imagine our schools without them! They are the bridge for multiple initiatives that would not occur in our schools if IRTs were not in place. At Marquette we have a Master teacher in Julie Melton, our IRT. She is one of the strongest educators in the area of mathematics in our district. Due to her knowledge and skills, we are able to gain building-based PD and move to another level of teaming and researched-based instructional practices. What I find is that IRTs improve teacher effectiveness and it is this teacher effectiveness that improves student learning. This is our goal!
Mendota	Dennis	Pauli	It would be helpful for principals to have brief reviews of the Friday trainings and/or expectations for IRT work. Unfortunately I am not always able to meet with IRTs every week.
Midvale	Pamela	Wilson	My responses in #5 reflect that I see our IRTs as being HIGHLY effective. The most they need to be even better is opportunity to focus on fewer initiatives, and more freedom to say what NEEDS to be done. Together we try to deliver the message of REQUIRED best practice, but there are still those who think they don't have to implement (perceived contractual issues and differences of opinion of what constitutes best practice).

Because of the variety of ways our IRTs provide support (I checked almost every form of support in #2), they are able to tailor their support to particular teacher needs and styles. As a result, I have seen some degree of growth in EVERY teacher! Further, this has resulted in documented student growth.

To expect the same kind of growth in teacher skills, use of best practice and ultimate growth in student skill without the support of, in our case, 3 people is ludicrous! Though I am an instructional leader, and work in partnership with our IRT staff in that capacity, I could NEVER

deliver the level of support and increased improvement that we achieve as a team. If our building has to move forward without IRTs, you can expect that we will at best remain at status quo and eventually deteriorate in our level of instructive practice and student achievement.

Muir	Linda	Kailin	<p>The IRT at Muir has been the driving force for instructional change and the examination of best teaching practices. the changes in practices and the reflective processing is all a result of her leadership.</p> <p>I feel that this position is critical to the ongoing professional development and improvement in service delivery for all children.</p>
NMCS	Javier	Bolivar	
Olson	Pamela	Emmerich	<p>The impact that our IRT has on our building is immeasurable. She has provided support to all classroom teachers as well as EEN and ESL staff in a variety of ways. The professional development opportunities she has offered have impacted teaching practices tremendously, which in turn leads to improved student achievement. When observing classrooms there is a greater consistency with curriculum at and across grade levels. The IRT additionally meets with grade level teams to share data and discuss specific students; creating plans for next steps in their learning or creating interventions for those who need support. This is truly a critical position to maintain in our schools.</p>
ORE	Barbara	Dorn	<p>If we are to have effective schools that focus on the instructional core, it is essential that we have IRTs to support teachers to improve the instructional core. IRTs also are needed to support classroom management, positive behavior strategies and putting structure in the classroom day. We need to put the support in place so that change can be realized.</p>
Randall	John	Wallace	<p>This is my first year with this model and I already totally support it. Like any approach, it can be improved. I am thankful for the positive collaborations I have daily with our IRT. I have learned so much from her and appreciate so greatly her tight link with district initiatives, resources, etc.</p>

Sandburg Brett Wilfrid

I have Barb Gerlach as an IRT. Everyone knows she's a rock star, and I'm going to do everything I can to keep her. But you are asking for comments on the initiative, and here are mine.

Once upon a time, Barb and I met in a relatively small group assembled as 'Elementary Teacher Leaders.' What was unique, and psychologically powerful, about those days was that not every school had an IRT / teacher leader. Staff members heard about 'coaches' in other buildings, and, occasionally, decided they wanted one, too. When I went to Thoreau as a Math Coach / Schoolwide Facilitator, it was because the staff decided they wanted a math coach.

There was a power to this that shouldn't be discounted. Staff members viewed my salary like it was their tax money--"I invested in you--what are you going to do for me?" There were very few staff members in the building who I had to spend time coaxing ... I was able to hit the ground running.

Though I am strongly in favor of the IRT initiative, I feel it's worth remembering that now, we have a different context. Many school staff members see IRTs, I think, as District mandates, and it reinforces the old psychology of "they" are "doing this to us" and "we didn't have a choice about it." In this context, it takes a rare breed of person to effectively coax a resistant staff. That makes the current role of the IRT more complicated and, I'd argue, more likely to be recommended to be cut during tight budgetary times.

Now, with IRTs as an institution (as opposed to a scarce resource), there are other challenges, too. The quality of the IRTs is probably more mixed, the uniqueness of their roles is diluted (thinking of Mary Kay's role at Midvale and mine at Thoreau), the sense of ownership staff feel over the position and the responsibilities is lessened with increasing District-defined roles, the dynamic of the mandate likely reduces staff buy-in to the role, and the staff might not be ready for them. Another challenge comes when the context is not ripe for teacher leadership (are instructional teams in place? Have high, clear standards for performance been established?).

I see three 'stars' which need aligning; a quality IRT, a motivated staff, and a strong school structure (teams, high standards). With even one 'star' missing, the "success" of the IRT is challenging. It's worth noting that the backdrop of this whole missive--and of the 'stars'--is an assumption of a skilled instructional leader in the building.

So--here are some final thoughts / ideas / possible recommendations. Think about following Arne Duncan's lead and establishing a psychologically-sound approach to motivating people to grow. Rather than mandate funding IRTs, consider "subsidizing" them to those who are interested (if you wanted to go a bit further, take some of everyone's allocation back until they request an IRT

...). Rather than mandating the presence of an IRT, make it financially 'easy' and structurally-incentivizing; mandate the conditions needed before a school can get an IRT (at least 1/2 of the school organized in instructional teams, published standards of excellent practice). Rather than mandate what an IRT's job has to be--mandate what part of their job has to be and leave some flexibility for the individual schools to decide.

Make the mandates clear, high standards of staff performance, not the presence of a person with a title in a building. Create the conditions so that the presence of the skilled person with the title in the building helps staff members reach those high standards.

Schenk Emmett Durtschi

I am a firm believer in the benefits of EFFECTIVE coaching including the need for all coaches to spend 20-30% of their time providing direct services to students. I will be keeping my IRTs and hope to expand their hours as well as add an IRT for work with teachers in core practices for ELLs.

I have been fortunate enough to have two highly professional IRTs who have been able to receive professional development from our Arkansas affiliation as well as their own outside of school learning. I need to continue to have the flexibility of deciding as a principal whether my IRTs need to participate in MMSD IRT professional development. This pulls them away from the work we are doing here.

Shorewood Lynn Berton

Building-based coaching has made a world of difference at our school. Teachers trust our IRT, ask for her help, and have been willing to try different approaches with her support. I see a shift in teachers' thinking and can attribute this to the work of our IRT.

Stephens Sarah Galanter-Guziewski
Thoreau Elizabeth Fritz

VHE Margaret Keeler

If we are a district committed to excellent teaching and ongoing learning for our children and the adults who support them at the elementary level, then we need to have structures that support this belief. I believe that the MMSD will find ways to decrease, and over time, eliminate the achievement gap by continuing to assist teachers and schools to reflect, monitor progress and change practices. The role of the IRT is critical in this work. In addition to working with teachers, Patty also provides an important role supporting our most fragile learners. There are many children who despite the good work of teachers need more support and different strategies to accelerate their learning. Van Hise is a school that has no Title I funding and does not have Reading Recovery. Patty, our IRT, provides expert instruction as a 'double dose' or 'guided reading plus' for our kids who are needing that level of intervention. Again, by having a portion of her time with students, the role of the IRT becomes instrumental in supporting students in becoming proficient.

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