

Top of Form

1970 0000-East Union Comm School District
Iowa Core-Assurances
Iowa Core

Vision, Mission, Goals

1. What actions are established or will be established to ensure the Leadership Team engages educators in collaborative processes to realize the vision of the Iowa Core through effective implementation?

- The District Leadership Council is comprised of Master, Mentor and Peer Review Teachers, the Iowa Core Coordinator, and the principals and the superintendent. The team meets throughout the school year, as needed, to discuss the coordination of implementation of the Iowa Core and the Teacher Leadership Compensation system, which is TAP (Teacher Advancement Program)
- Master and Mentor teachers meet 3-4 times each month to discuss progress with TAP and IC implementation
- The Master and Mentor teachers meet regularly with teachers during collaboration time at least four hours each month to discuss effective teaching practices, as they implement the Iowa Core.
- Each building has a Building Lead Team whose focus is to gather and analyze building data on instructional programs, implementation of programs, and student data. Principals serve on both Building Lead Teams and the District Leadership Council. There is also overlap from some teachers. This is intentional, in order to ensure effective communication between building and district work.
- Each teacher is either on cycle for formal summative evaluation or has an Individual Professional Development Plan (IPDP). Both the evaluation process and the IPDP provide opportunity for the Principal to ensure that the goals and practices are centered around effective implementation of the Iowa Core.
- Peer Evaluation teachers use a form to observe and to provide feedback to all teachers who are not on cycle for summative evaluation. This form is based on the Characteristics of Effective Instruction from the Iowa Core, so the teacher's goals must also align with the Iowa Core.
- The Iowa Core Coordinator (IC Coordinator) leads professional development afternoons during the school year, during district wide sessions, to discuss the Characteristics of Effective Instruction and implementation of Understanding by Design, using the Iowa Core.
- The IC Coordinator meets with teachers during collaboration time throughout the school year to discuss the alignment and rigor of their curriculum maps with the Iowa Core.

2. What data are you currently using to address the measurable goals and improvements in Social Studies? How are you using this data to ensure that students are reaching the goals in Social Studies?

We are using classroom data and base achievement of the Social Studies Standards using summative assessments.

For those students who do not demonstrate proficiency on their summative classroom assessments, we work with them until they achieve proficiency. Therefore, unless a student drops out of a course or leaves school, we expect all students to demonstrate proficiency on the standards.

3. What data are you currently using to address the measurable goals and improvements in 21st Century Skills? How are you using this data to ensure that students are reaching the goals in 21st Century Skills?

- The 21st Century Skills are a component of each teacher's curriculum maps and teachers are to align their content, skills, and assessments in their classrooms to the 21st Century Skills in the Iowa Core. The IC Coordinator reviews the maps with each teacher to collaboratively determine if there is alignment between the content, skills, and assessments for the 21st Century Skills. The Coordinator provides feedback to the teacher to ensure that these skills are being taught and assessed.
- Grading Practices that assess academic and 21st Century Skills separately are being developed JK-12. Building and district lead teams will be finalizing these in the 2014-15 school year. 21st Century Skills that are of a behavioral nature (punctuality, attendance, participation, etc.) are to be assessed in a separate report to parents. Summative student reporting occurs twice each year, however, ongoing reports are available to parents/caregivers each week through the district's JMC system.
- 21st Century Skills that are of a more academic nature are included with the student reports to parents and in the district's new grading system that is moving away from letter grades. Instead, the reporting of skills will be based on competencies and the progress that each student is making in those areas. The expectation is that we assist each student as s/he works to become proficient in each of the standards. Mastery is what we aim for, but proficiency is expected from every student.

Collaborative Relationships

4. What actions are established to ensure Learning Supports are coordinated to support the Iowa Core?

- The district has developed teams for Instructional Consultation (IC) and Positive Behavior Instructional Supports (PBIS). General and special education teachers and the building Principal make up these teams. These teams meet regularly to make informed decisions regarding students and needed academic/social/emotional programming to ensure students success and to discuss necessary support to ensure a safe and positive environment for students and staff. Both teams will be developing Student Success Plans that include interventions to improve their academic learning and address behavior issues.
- The IC Team and PBIS Team make recommendations to the Building Lead Team, as team members wish to have any issues discussed building wide.
- Special education teachers meet regularly with the building Principal to discuss their assigned students' goals and progress. These meetings occur throughout the year and may be building or district wide. They are in the form of a teacher meeting or conference or during the preparation or delivery of the student's IEP.
- Every student, Junior Kindergarten through Grade 12, has goals that each develops with the support and assistance of one primary teacher. These goals are individualized and centered on the student's specific academic, social, and behavioral needs, based on student data. These goals are shared with parents or caregivers at the fall Parent-Student-Teacher conference, led by students. At the spring conference, the student is to report to their parent or caregiver on the progress s/he has made. The goals are all connected to the Iowa Core, including the 21st Century Skills.

5. What actions are established to ensure community participation (including local school board) in the implementation of the Iowa Core?

- The District Leadership Council meets with the School Improvement Advisory Committee at least annually to discuss the district's progress with implementation of the Iowa Core. The meeting's agenda includes sharing of IC components and asks that each group provide feedback and questions to the district staff.
- At monthly Board meetings, one agenda item is "Focus on Student Achievement". These consist of information sharing and presentations by staff and/or students regarding the Iowa Core and quality teaching and learning.
- At monthly Board meetings, all administrators report to the Board on student and/or teacher projects, student achievement data, and progress towards our goals with instruction. Board members are encouraged to ask questions and provide feedback.
- Annually, each district administrator develops a professional development plan that describes how s/he will facilitate increased student learning. The Board is to provide input into each plan and then to formally approve each plan as the basis for the administrator's evaluation plan.
- The district's website and monthly newsletter are two systems to deliver information to all stakeholders. We consistently request that patrons contact us for questions they may have.

Curriculum and Instruction

6. What actions are established to ensure educators use data to make decisions regarding the alignment of the enacted to the intended and to the assessed curriculum of the Iowa Core?

- Student work and achievement data are reviewed during collaboration and professional development sessions. Data are analyzed on both a macro and micro basis. After review of these data, specific teacher and building actions are designed.
- Classroom observations are conducted by Principals, Master, Mentor and Peer Review Teachers. These observations are recorded and feedback is provided to the observed teacher. When it is observed that the intended and assessed curriculum is not aligned, this specific feedback is given and goals for the teacher are established to correct this.
- MAP data assists the teacher and those teacher leaders who are conducting observations and review of data to know if the intended, enacted and assessed curriculum are delivered in specific classrooms. When we identify potential areas where these are not
- Curriculum maps are to be developed based on UbD (Understanding by Design), all of which is focused on the Iowa Core. The IC Coordinator and other teacher leaders all have access to each teacher's curriculum maps. From these maps, we can see the intended curriculum. From classroom observations and review of student achievement data, we can see if we have enacted and assessed curriculum. Again, when leaders find that there are alignment or articulation issues, these issues are brought forward and the classroom teacher is requested to correct these.
- All teachers' IPDP's and/or evaluations are based on the quality of his/her teaching of the Iowa Core, using the Iowa Teaching Standards and criteria. For administrators, evaluation is conducted on implementation of the Iowa Standards for School Leaders and criteria. Our district has developed and uses the evaluation model whereby each teacher and administrator is assessed on a continuum of "Needs Improvement, Continuing Progress, Highly Proficient, or Demonstrated Mastery". This becomes the basis for the IPDP goals. Both the IPDP's and evaluations are centered upon teacher growth.
- Teachers are provided assistance through professional resources (research, workshops, conferences), so that they can continuously improve their practice. Teacher leaders and administrators strive to support this improvement, by helping the teacher to also establish rigorous goals. However, if the teacher cannot, over a period of time, show improvement, we place the teacher on Intensive Assistance. More supports are provided to the teacher and our expectation is that the teacher will improve and can continue in their instructional role or will be recommended for termination.

- Teachers who need support receive this. The district is heavily engaged in both local professional learning, as well as that which is regional, state and national. Educators who attend these are expected to return to the district, to share the learning and to demonstrate the learning.

7. What actions are established to ensure collaborative teams are engaged in learning about instructional practices that support improved student achievement?

- Regular collaboration meetings are held with assigned groups of teachers. Collaboration at the Elementary is every other week for two hours and includes the general and special education teachers, Principal, Master Teacher and one Mentor teacher. Collaboration at the Secondary level is held twice each week for one hour and includes teachers who share this planning period (80 minutes), the Principal, and the Master Teacher. At least one Mentor teacher attends these periodically. Discussions focus on delivery of the Iowa Core, the intended, enacted, and assessed curriculum, and best instructional practices, using the TAP system. All teachers must participate in the learning and be involved and demonstrate follow-up in their classrooms.
- Professional development times are established on a regular basis. The district has 15 half days of professional learning, as well as four full days. Teachers new to the district have two additional full days of learning, to become more familiar with the district's instructional practices and expectations. All of these times are dedicated to educator learning.
- Monthly, the IC Coordinator meets with a different group of teachers during collaboration time to discuss their curriculum maps and to review these to see that the maps show rigor, relevance and alignment to the Iowa Core. The IC Coordinator is tasked with providing feedback to teachers, so that quality maps are designed. These maps are a framework for the instruction that is to take place in the classroom. The IC Coordinator has communication with the other Teacher Leaders and Principal, so that everyone is aware of where improvements need to be made, as well as to identify those classrooms and teachers who are "models" to others.

8. What actions are established to ensure collaborative teams are engaged in the implementation of instructional practices that support improved student achievement?

- Classroom observations are based on implementation of the Iowa Core, following the curriculum maps, progress in one or more of the domains in the TAP (Teacher Advancement Program) and the Peer Review questions that are based on the Characteristics of Effective Instruction. These are very clear documents that show a progression of improvement.
- Collaboration sessions always involve teams. The discussions focus not only on the practices that support student achievement, but how each teacher is to implement the practices. At the Elementary level, documentation regarding how the practices will be carried out are developed at the table, with the entire team. At the Secondary level, minutes are recorded and kept about the decisions that are made. Now that the buildings are implementing TAP, the specific actions that each teacher must take to ensure instructional practices are implemented are very clear.
- At all professional learning sessions, the focus is always on the delivery of the Iowa Core, the intended, enacted, and assessed curriculum, and best instructional practices, and knowledge of how to progress, using the TAP system. All teachers must participate in the learning and be involved and demonstrate follow-up in their classrooms. Optimal learning occurs through the discussions held in groups, particularly with the Teacher Leaders monitoring the content that is being learned, so that how the content should be demonstrated in the classroom is agreed upon.