



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: July 18, 2018

Purpose: Presentation/Report Recognition Discussion/ Possible Action

Closed/Executive Session Work Session Discussion Only Consent

From: Delinda Castro, Chief Academic Officer

Item Title: Report on LSG Superintendent Constraint 2.3: SSAISD Teacher Support Plan to improve teacher efficacy and increase student outcomes.

Description:

Report on the SSAISD Teacher Support Plan to improve teacher efficacy and increase student outcomes.

Recommendation:

Report only.

District Goal/Strategy:

Strategy 3 We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Funding Budget Code and Amount:

CFO Approval

N/A

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

[Signature]

6-26-18

Superintendent:

[Signature]

7/12/18

Board Constraint 2.3 Teacher Support Plan

**Board of Trustees
July 18, 2018**

“Teachers matter more to student achievement than any other aspect of schooling.”

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences.

But research suggests that, among school-related factors, **teachers matter most**. When it comes to student performance on reading and math tests, **a teacher is estimated to have two to three times the impact of any other school factor**, including services, facilities, and even leadership.

-Rand Education

Feedback & Coaching

“Reflecting on progress is essential to change and growth but can be a silo effort. **Receiving feedback on our efforts is what moves the needle.** Feedback can and needs to be a **collaborative experience** wherein both parties are **focused on the learning and teaching** in the room.”

“Correcting” can be a short conversation, coaching is a commitment to having several conversations about possibilities and options.

By Derek McCoy, 2017

South San's Commitment: Coaching for Specificity - THE TEACHER IS THE PROGRAM

The **MAIN PRIORITY** of the principal, assistant principal, and instructional coach is to support teacher growth of **EVERY teacher**.

- By conducting frequent walkthroughs followed by face to face feedback, we are significantly impacting teacher effectiveness and thereby student achievement.
- During the face to face feedback session, a granular or “bite -size” feedback with a strategy or technique is recommended for implementation.
- A follow -up walkthrough is conducted to find evidence of implementation of the granular or “bite-size” feedback.
- Once a teacher masters the feedback strategy, the cycle repeats with a new focus.

SSAISD Teacher Support Plan

Implementation Date	Implementation Steps
September 30	Priority teachers identified from previous T-TESS evaluations and STAAR scores or other relevant data points.
October 1	<p>Intervention Plan: Priority teachers will have minimum of 1 walkthrough and be given 1 face to face feedback session weekly.</p> <p>Priority teachers will plan lessons with an instructional coach weekly and instructional coach will provide coaching on delivery of lessons. Instructional coach will model teach as needed.</p> <p>Priority teachers will be assigned a mentor teacher to observe instructional lessons and classroom management strategies and provide strategies for improvement.</p> <p>Priority teachers must attend 24 hours of professional learning and demonstrate evidence of implementation by January 31.</p>
November 30	<p>Priority teachers who meet intervention plan will continue to receive support from campus leadership, mentor teacher, and instructional coach.</p> <p>Priority teachers who do not meet intervention plan will work with campus leadership to determine areas of growth that still require improvement. Intervention plan will be extended.</p>
December 20	Conduct formal 45 minute observation by end of first semester. Campus leadership reviews intervention plans to determine whether the teacher performance is sufficient to increase student outcomes.
February 15	Recommendations of Non-Renewals submitted to Chief Academic Officer, reviewed with Legal and Superintendent.
March - May	<p>Priority teachers will continue to receive support from instructional coach and regular feedback from campus administration.</p> <p>Recommendations for non-renewal will be submitted to the Board.</p>



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