



Professional Development Standard Program Evaluation

Program Evaluation Question(s)

How does student data in Academy I drive change in instruction and professional development?

I. Program/Service Information

1. Name of Program or Services: SSD Professional Development: Academy I
2. Personnel Responsible for Evaluation and Program (list)
 - a. Ros VanHecke, Director of Learning and Assessment
3. Demographic Description of Program:

SSD has maintained a vigorous program for beginning teachers for more than 10 years. In the 2004-2005 school year, the Teacher Evaluation Process was revised and a formalized professional development structure for all teachers was developed. SSD professional development is focused on specific skills and outcomes according to a teacher's years of SSD experience. The overall structure is shown in Table 1.

Table 1: SSD Professional Development Strands

Strand	Target Audience <i>Teacher Group</i>	Theme Area: Student Behavior, Quality Instruction, Student Performance/Literacy
Induction Program	All New Hires	General Information: Employment, orientation to the district's organization, expectations, procedures, and guidelines
Academy I	1 st – 3 rd Year Teachers	Fundamental skills across all three theme areas <i>(Prescribed by SSD)</i>
Academy II	4 th – 5 th Year Teachers	Use of data to increase student achievement <i>(Prescribed by SSD with some latitude)</i>
Research and Collaborative Learning	6 th Year or More Teachers	Collaborative work and research which supports SSD and partner district goals <i>(Self directed with approval of supervisor)</i>

The State of Missouri requires a mentoring program for beginning teachers. Certification requirements specify the number of professional development and mentoring hours needed for the beginning teacher to reach their next level of certification. SSD has traditionally provided an induction program far beyond the minimum requirements. Our professional development for new teacher level hires has always been rigorous, focusing on critical teaching behaviors, specific instructional strategies, and decision-making based on student data. On-site support for teachers such as peer coaching has been used to provide feedback and guide teachers as they developed their skills. Since the program's inception more than 10 years ago, significant changes have been made that



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have strengthened and expanded the program. A historical perspective of program changes is provided in Appendix 1. Major highlights are:

- All new teacher level staff (beginning and experienced) are now included in both the three day Induction Program as well as Academy I.
- The content of Academy I is prescribed with specific skill sets correlated to the SSD Teacher Evaluation performance indicators (Appendix 2).
- Academy I has been expanded from 2 years to 3 years for beginning teachers.
- In addition to a school-level mentor, beginning teachers now receive instructional mentoring from the Academy I Instructional Facilitators. School-level mentors support beginning teachers in a variety of areas (e.g., certification, building procedures, Encore, etc.), whereas Instructional Facilitators support beginning teachers to implement, analyze and reflect upon the Academy I *Classroom Supports for Instruction* skill sets.

The Academy I Skill Sets serve as a framework for the course content. Academy I provides a solid foundation for newly hired teacher level staff by inducting them into SSD procedures and expectations, providing specific skill development in quality instruction and universal classroom supports, and supporting them in their classrooms through mentoring and coaching. The Academy I program is differentiated for newly hired teacher level staff based on their needs and their level of experience. Beginning teachers, those teachers hired by Special School District with no prior experience, participate in Academy I for three years. Experienced teachers, those teachers hired by Special School District with prior experience, participate in Academy I for two years. As a teacher completes the Academy I program, they develop a professional development plan for Academy II. Table 2 provides an overview of the current program for new teachers.

Table 2: Academy I Professional Development Three-year Induction Program

	<i>Classroom Supports for Instruction (CSI)</i> 1 st year	<i>Effective Teaching (ET)</i> 2 nd year	<i>Thoughtful Teaching (TT)</i> 3 rd year
Instructional Days	3.5 per year	3 per year	3 per year
Skill Sets Focus Area	Student Behavior Quality Instruction	Quality Instruction Student Performance	Quality Instruction Student Performance
Instructional Focus	Classroom Environment Universal Supports Functional Assessment	Quality Instruction Reflection/evaluation	Quality Instruction Reflection/evaluation
Mentoring/Support	School-level mentor Instructional Facilitator	Instructional Facilitator Mentoring/Coaching	Instructional Facilitator Coaching



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Many departments and individuals support newly hired teachers, depending upon their certification and assignment. The Learning and Assessment department is directly responsible for the professional development and embedded support of the special education teachers who teach “school-age students” between the ages of 5 and 21 years of age. There are 11 instructional facilitators and one area-coordinator whose primary role is to support these teachers. Academy I currently supports 119 newly hired special education teachers who have no prior experience and 147 newly hired special education teachers who have prior experience. The scope of this evaluation focuses on the 119 beginning special education teachers, new to the profession, who teach “school-age students” between the ages of 5 and 21.

4. Date of Evaluation (Year/Duration): September 2006-June 2007

5. Goal of Program:

The goal of SSD Academy I Professional Development is to develop and retain quality teachers through intensive, ongoing professional development with the use of research based instructional practices. This goal is reflected in the SSD Rolling Plan and the SSD Comprehensive School Improvement Plan which focuses on student performance and retention of highly qualified teachers. Retention rates for new SSD teacher level staff are reported in Appendix 3. Fourth Cycle MSIP 6.7 requires the use of student data to drive change in instruction and professional development. Academy I data will be evaluated to assess how student data is used by Academy I teachers to change instruction and how Academy I Instructional Facilitators use student data to change professional development. Previous program evaluations in the area of Instructional Design and Professional Development have impacted the Academy I program. This evaluation ties together quality instruction, the use of data, and effective support for new teachers.

II. Evaluation Criteria and Methodology of data collection

- Achievement data (Student work pre and post)
- Student attitude and interest survey
- Collaborative Log
- Continuum of Skill Set Development
- Observations by Instructional Facilitators
- Staff perception (Instructional Mentoring Survey, Instructional Practices Survey)

III. Description of Stakeholders Engagement in Program Evaluation:

Stakeholders for Academy I included professional developers, central office staff, Academy I teachers, mentors, and university professors and are listed in Table 3.



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Table 3: Stakeholders for Program Evaluation

Name	Role	Name	Role
Melissa Hampton	SSD Teacher	Elizabeth Engelmeyer	SSD Teacher
Patricia Billean	SSD Teacher	Tina Maksche	SSD Facilitator
Amy Schechter	SSD Human Resources administrator	Kristin Zimmerman	SSD Facilitator
Katy Kramper	SSD Teacher	Tucker Mueller	SSD Teacher
Kim Toebe	SSD Facilitator	Mitch Freihoff	SSD Facilitator
Mary Ellen O'Hare	SSD Facilitator	Donna Schultz	SSD Facilitator
Kathie Wolff	SSD Facilitator	Ros VanHecke	Director of Learning and Assessment
Rhonda Dunwald	SSD Teacher	Matt Bailey	SSD Area Coordinator
Stephanie Beckham	SSD Facilitator	Cathy McGinty	SSD Area Coordinator
Margaret Grey	Fontbonne University	Karen Nahnsen	SSD Facilitator
Dolores Hoffman	SSD Teacher	Rebecca Panagos	Lindenwood University
Pat Kohn	SSD Teacher	Christa Mullanphy	SSD Teacher
Catina Lyles	SSD Area Coordinator	Lori Newcomer	University of Missouri St. Louis
Enza Haug	SSD Human Resources administrator	Carol Wolf	SSD Facilitator

IV. Results

Student data has been a source to drive change in instruction and professional development throughout the evolution of Academy I. Several data sources are routinely used to assess student and teacher outcomes and refine the program. Academy I teachers are expected to plan, implement and evaluate their instruction based on student data and to change their instruction based on student performance. All teachers participating in Academy I are expected to submit student data. Academy I Instructional Facilitators then use this data to a) teach teachers how to use student data to inform their instructional practices and b) to monitor student growth. Data sources for the present evaluation included Student Data and Classroom Observations, Classroom Supports for Instruction Student Survey (Appendix 4), Collaborative Log of Coaching Conversations (Appendix 5), Continuum of Skill Set Development (Appendix 6), Instructional Mentoring Survey (Appendix 7), and Academy I: Effective Practices Survey (Appendix 8).

Student Data and Classroom Observations

A primary focus of Academy I is to facilitate teachers' use of student data to make decisions. All beginning teachers in the first and second year of Academy I are expected



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to (a) identify a student/class goal and (b) submit pre and post student data to Instructional Facilitators for review and discussion. Teachers in their first year of Academy I identify student goals based on specific needs in the area of behavior and strive for a 25% improvement in the problem behavior (e.g., attention seeking, following rules, talking out, etc.). Student data is collected from a variety of sources such as student point sheets, observation data sheets, frequency data sheets, and student sticker charts. Teachers in the second year of Academy I study assessment, instruction and evaluation of teaching practices based on academic areas. Teachers set more academically-oriented goals and learn to use specific academic assessments to guide their instruction. Student data for this group is reported and collected utilizing 1) formal and informal/teacher constructed pre and post assessments, 2) progress monitoring tools which include skill acquisition data sheets, charts and graphs, unit tests, writing samples, 3) fluency timed assessments, and 4) comprehension assessments. Although all beginning teachers are expected to submit pre and post student data to Instructional Facilitators, in some cases classroom observations are used to assess teachers' use of student data to make decisions. Teachers' use of student data and success in meeting goals established are noted in Table 4.

Table 4. Teachers' Use of Student Data and Goal Attainment

Academy I Group	Teachers Using Student Data		Teachers Successful in Setting & Meeting Goal	
	n	%	n	%
Beginning Teacher – Year I (n = 62) <i>Classroom Supports for Instruction</i>	53	85%	28	45%
Beginning Teacher – Year II (n = 52) <i>Effective Teaching</i>	41	79%	32	48%

As indicated in Table 4, 85% of first year beginning teachers demonstrated evidence of using student data to make decisions. In addition, approximately 45% of first year beginning teachers were successful in identifying a student/class behavioral goal and improving it by a minimum of 25%. With regard to the proportion of first year beginning teachers not meeting their goals, reasons included (a) goal improvement less than 25%, (b) selection of a target behavior that student was already highly proficient in, and (c) failure to submit a goal and data documentation. Approximately 79% of second year beginning teachers demonstrated evidence of using student data to make decisions with 48% being successful in meeting established instructional goals within one year. With regard to meeting established goals, some second year beginning teachers noted that more time was needed to implement strategies prior to submitting outcome data. In summary, the majority of first year and second year teachers demonstrated evidence of using data to make decisions. However, concerns are noted with regard to the 15-21% of



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teachers that did not demonstrate the use of data, as well as the 45-48% of teachers not meeting established goal criteria.

Student Survey: Classroom Supports for Instruction

A student survey was developed to provide students of beginning teachers an opportunity to express to what degree they feel that they are members of a positive classroom environment. The student survey addresses 10 questions that are directly related to the skill sets addressed in Academy I *Classroom Supports for Instruction*. The student survey was administered to 179 students of first year beginning teachers during the 2006-2007 school year. Results of the student survey are reported in Table 5.

Table 5. Student Survey: Classroom Supports for Instruction

Survey Item	Student Agreement	
	n	%
My teacher cares about me.	159	89%
I know what the rules are.	155	87%
My teacher believes I can learn and sets high expectations.	164	92%
I know what I am supposed to be learning (doing) in my classroom.	146	82%
My teacher lets me make some choices during the school day.	123	69%
My teacher lets us know when there will be changes in our day.	146	82%
My teacher keeps us interested and involved during class time.	148	83%
My teacher is quick to praise my achievements.	153	86%
My teacher allows for individual differences to help me learn.	143	80%
My teacher uses books, posters and other materials that describe different races and cultures.	121	68%

Note: Student response of Always or Most of the Time

In summary, results of the student survey suggest generally positive perceptions of beginning teachers in many areas. A large majority of the students (80-92%) responded with “Always” or “Most of the Time” to almost all survey items. However, a somewhat smaller proportion of students (68-69%) indicated agreement with items related to making choices during the day and teacher use of materials describing different cultures and races. After completing the survey, teachers reviewed the responses of their students. Instructional Facilitators coached teachers to analyze and reflect on the survey results and to develop personal learning goals to address any areas of concern.

Collaborative Log of Coaching Conversations

The state of Missouri requires each beginning teacher to receive two years of mentoring. Beginning teachers have a school level mentor and an instructional facilitator who provides instructional mentoring and coaching during these first two years. During the



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first year, the instructional facilitator provides instructional mentoring to the beginning teacher. They meet a minimum of twice a month to address a variety of first year teacher needs. The *Collaborative Log of Coaching Conversations* is one of the central tools of the instructional mentoring program for the first year of Academy I. It provides a framework for ongoing conversations between the facilitator and the beginning teacher. The *Collaborative Log* not only guides the interaction, it also serves to record the new teacher's professional growth. When the instructional facilitator and beginning teacher meet, they record key points of their conversation on the log including the type of conversation, the skill sets related to their conversation, and the time and focus for their next meeting. The beginning teacher and the instructional facilitator retain a copy of the log. This tool is a confidential recording of the thinking and learning of the new teacher and the facilitator throughout the instructional mentoring process. A review of the *Collaborative Logs of Coaching Conversations* indicated that each beginning teacher received an average of 33 hours of job-embedded support from their Instructional Facilitator. The topics of conversation most consistently evident throughout the 2006-2007 school year included implementing universal supports and quality instruction. The four most frequent challenges over the year changed. In September 2006, the top four challenges identified were 1) implementation of universal supports, 2) quality instruction, 3) working with paraeducators, and 4) issues related to IEP/ENCORE. In January 2007, the top four challenges identified were 1) data collection, 2) dealing with timelines and expectations, 3) implementation of universal supports, and 4) assistive technology.

Continuum of Skill Set Development

The *Continuum of Skill Set Development* was created to provide a framework for the development of the skill sets in Academy I. The *Continuum of Skill Set Development* describes different levels of practice or knowledge along many stages of development for each of the skill sets. We hypothesize that beginning teachers will move along the stages over the course of Academy I. This tool was used with first year beginning teachers (n=52) during the 2006-2007 school year. Beginning teachers located the descriptors that best described their current classroom practice, targeted a specific skill area, and used the tool as a guide for self-reflection, assessment and professional goal setting. The information collected from each teacher provided formative data about teacher growth. Data showed that 46 of the 52 first year beginning teachers (88%) improved in at least one targeted skill set area during the year and provided supporting student evidence.

Instructional Mentoring Survey

Beginning teachers were asked to complete an online survey regarding the instructional mentoring component of the first year of Academy I to further assess the impact of the instructional mentoring component. The survey was used as a formative mid-year (January, 2007) assessment to determine beginning teachers' perceptions about the extent to which instructional mentoring was 1) supporting professional growth, 2) offering an



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opportunity for reciprocal growth and learning, and 3) improving instructional performance. Additional areas of focus and needs were also surveyed. Eighty-one percent (50 of 62) of beginning teachers responded to the survey. Results of the instructional mentoring survey are reported in Table 6.

Table 6. Instructional Mentoring: Teacher Perceptions

Survey Item	Teacher Agreement	
	n	%
I have established trust and rapport with my Academy I facilitator. (n=49)	46	94%
My mentoring relationship offers opportunity for reciprocal growth and learning. (n=49)	45	92%
The instructional mentoring support provided in Academy I is useful to me. (n=49)	42	92%
My work with my Academy I facilitator helps me improve instructional performance. (n=50)	40	80%
Support has been based on my needs and desired outcomes. (n=50)	47	94%

Note: Teacher response of Agree or Strongly Agree

Results of the mentoring survey suggest positive teacher perceptions regarding the impact of instructional mentoring component of Academy I. However, a relative weakness was noted in the proportion of teachers who indicated that their Academy I facilitator helped them improve instructional performance.

SSD Academy I Teacher Survey: Effective Instructional Practices

A survey assessing implementation of effective instructional practices was developed by the program evaluation committee and sent to all first year (n=68) and second year (n=51) teachers. Seventeen of the 68 first year beginning teachers (25%) and 26 of the 51 second year beginning teachers (51%) returned the survey. Included in the survey were specific questions related to the use of data to make instructional decisions. Results of the teacher survey are reported in Table 7.



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Table 7. Teacher Self-Report of Data Use

Teacher Survey Item	Year 1 Teacher (n=17)		Year 2 Teacher (n=26)	
	n	%	n	%
I make teaching decisions based on assessing student abilities and analyzing data.	15	88%	24	92%
I use pre-assessments to determine learner performance to plan instruction.	11	65%	19	73%
I regularly monitor student performance through formal and informal methods.	16	94%	25	96%
I adjust instruction by observing classroom interactions and student responses.	17	100%	25	96%

Note: Teacher response of Often or Always

Self-report data suggest a large majority (88-100%) of beginning teachers frequently use data and observations to make teaching decisions, monitor student performance, and adjust instruction as needed. The proportion of beginning teachers routinely using pre-assessments as an instructional tool was somewhat lower (65-73%).

Academy I Administrator Survey: Effective Instructional Practices

In addition to teacher self-report data regarding the implementation of effective instructional practices, a similar survey was sent to SSD administrators (n=62) and partner district administrators (n=83) who supervised first year and second year beginning teachers. Administrators were asked to indicate the degree to which the beginning teachers were using data to make instructional decisions. Twenty three of 62 (37%) SSD administrators and 39 of 83 (47%) partner district administrators returned the survey. Results of the administrator survey are reported in Table 8.

Table 8. Administrator Perceptions of Teacher Data Use

Administrator Survey Item	SSD Admin. (n=23)		Partner District Admin. (n=39)	
	n	%	n	%
Teachers make teaching decisions based on assessing student abilities and analyzing data.	18	78%	32	85%
Teachers use pre-assessments to determine learner performance to plan instruction.	12	52%	25	66%
Teachers regularly monitor student performance through formal and informal methods.	19	82%	37	95%
Teachers adjust instruction during lessons by observing classroom interactions and student responses.	20	86%	36	92%

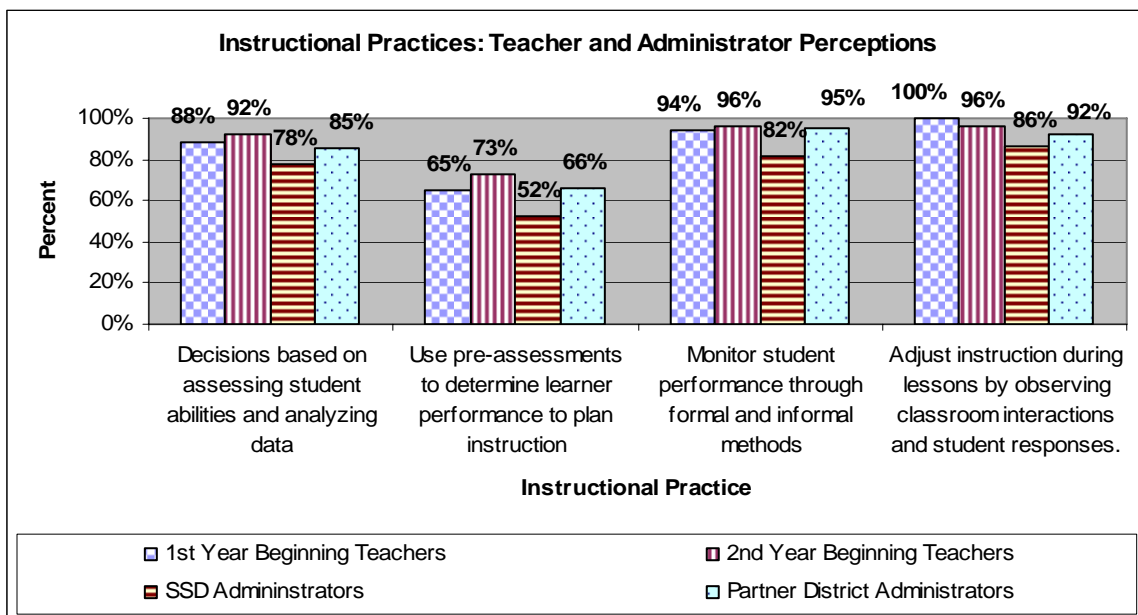
Note: Administrator response of Often or Always



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Administrator responses suggest a large majority (78-95%) of beginning teachers frequently use data and observations to make teaching decisions, monitor student performance, and adjust instruction as needed. The proportion of beginning teachers routinely using pre-assessments as instructional tools was perceived as somewhat lower (52-66%). It is also noted that partner district principal ratings were slightly higher across all items compared to SSD administrators. A comparison of teacher, SSD administrator, and partner district principal responses to the survey are illustrated in Figure 1.

Figure 1: Teacher, SSD Administrator, and Partner District Principals Responses



As illustrated in Figure 1, data suggest general agreement that teachers are (a) making instructional decisions based on student abilities and analyzing data, (b) monitoring student performance through informal and formal methods, and (c) adjusting instruction during lessons by observing classroom interactions and student responses. However, a relative weakness in the use of pre-assessments to determine learner performance and plan instruction was noted.

As a component of the teacher and SSD administrator surveys, teachers and SSD administrators were asked to consider a list of factors and indicate to what degree each factor impacted teacher skills. Partner district principals were not surveyed on these factors since the program evaluation committee did not feel they would have the background knowledge to answer the questions. Table 9 indicates the percentage of



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teachers (1st year and 2nd year) and SSD administrators who rated the factors as either having a positive impact or negative impact on teacher skills.

Table 9. Factors Impacting Teacher Skills

Factor Impacting Teacher Skills	Positive Impact			Negative Impact		
	Teacher		SSD Adm.	Teacher		SSD Adm.
	1 st Year	2 nd Year		1 st Year	2 nd Year	
Expectations of supervisor	41%	77%	74%	0	0	0
Expectations of partner district administrator	35%	39%	NA	6%	0	NA
Pre-service preparation	59%	46%	52%	0	0	0
Service-delivery model	53%	42%	48%	12%	0	0
SSD Academy I professional development	65%	73%	70%	0	0	0
Availability of general education instructional materials	24%	43%	52%	6%	12%	9%
Availability of SSD instructional materials	35%	35%	52%	0	0	0
Availability of instructional technology hardware/software	29%	35%	26%	0	8%	0
Availability of instructional technology skill building	24%	35%	30%	0	8%	0
Support with problem solving and group coaching	35%	54%	74%	0	0	0
Support from instructional facilitator/mentor	77%	50%	65%	0	0	0
Support from school-based mentor	53%	54%	57%	0	4%	0
Support from colleague	35%	50%	65%	0	0	0
Scheduling of students in my classroom	35%	39%	35%	12%	4%	0
Expectations of how instructional time is spent	41%	50%	39%	12%	4%	0
Competing initiatives	24%	19%	17%	12%	4%	13%

Note: 1st Year Teachers (n=17), 2nd Year Teachers (n=26), SSD Admin. (n=23)

As noted in Table 9, first year teachers cited support from their instructional facilitator (77%) and Academy I professional development (65%) as the most common positive influential factors on their teaching. Second year teachers also noted Academy I professional development as a positively impacting their teaching (73%), as well as supervisor expectations (77%). Factors cited most frequently by SSD administrators included expectations of the supervisor (74%), support with problem-solving and group coaching (74%), and Academy I professional development (70%). With regard to factors perceived to negatively impact instruction, the most frequent factors cited by first year teachers (12%) were service-delivery model, scheduling, expectations regarding



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instructional time, and competing initiatives. Second year teachers noted availability of general education instructional materials most often (12%) as negatively impacting skills. Two factors were cited by SSD administrators as negatively impacting teacher skills: competing initiatives (13%) and availability of general education instructional materials (9%).

Staffing and Budget

Academy I staff currently include Instructional Facilitators, an Area Coordinator, and Director. Staffing and FTE data for the 2005-2006 school year through the current year are presented in Table 10. The 2007-2008 Academy I budget for staff salary and benefits (e.g., insurance, retirement) is approximately \$929,233. Other miscellaneous costs (e.g., supplies, etc.) are not included in this figure.

Table 10. Academy I Staff (FTE)

Position	2005-2006	2006-2007	2007-2008
Instructional Facilitators	10 (5.5)	10 (7.5)	11 (9.75)
Area Coordinator	1 (0.75)	0	1 (0.60)
Director	1 (0.50)	1 (0.75)	1 (0.50)
TOTAL	13 (6.75)	12 (8.25)	13 (10.85)

Note: Number of staff and FTE

The compilation and analysis of the above data was used to develop a summary of strengths, concerns, and recommendations for Academy I professional development.

Strengths

- 1) Beginning teachers are explicitly taught data collection skills as a component of the Academy I program.
- 2) Analysis of student data, classroom observations, and survey results indicate that beginning teachers are using data to (a) make decisions based on assessing student abilities and analyzing data, (b) monitor student performance and (c) adjust instruction.
- 3) Student survey data indicate positive perceptions of beginning teachers with regard to effective classroom supports and instructional practices.
- 4) The *Continuum of Skill Set Development* indicates that beginning teachers are growing in their Academy I skill set development.
- 5) Beginning teachers perceive the instructional mentoring component of Academy I as a positive support.



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- 6) Academy I professional development, support from instructional facilitators, support with problem-solving and group coaching, and expectations of the supervisor were noted as positive factors impacting teaching by both beginning teachers and administrators.

Concerns

- 1) Analysis of student data, classroom observations, and survey results indicate some beginning teachers are not demonstrating evidence of using student data to inform instruction.
- 2) Many beginning teachers were unable to meet specific student-based goals. Teacher choice of student goals and lack of time to implement specific strategies were noted as potential factors.
- 3) Data from the *Collaborative Log of Coaching Conversations* suggests that data collection is one of several key challenges for beginning teachers.
- 4) Survey results from teachers, SSD administrators and partner district principals show a relative weakness in the teacher's use of pre-assessments to determine learner performance to plan instruction.
- 5) Several factors (e.g., service-delivery models, competing initiatives, availability of general education instructional materials, etc.) were identified as negatively impacting teacher skills.
- 6) Retention rates for new teacher level staff have been somewhat sporadic over the past several years.

Recommendations

- 1) The Instructional Facilitators will continue to refine the way that teachers are taught to collect and use student data to include multiple forms and uses of data (e.g. pre-assessment) to drive instructional decisions.
- 2) Instructional Facilitators will continue to refine the Continuum of Skill Set Development tool and use the data collected as one of multiple sources to further monitor beginning teacher skills and provide opportunities for continual growth across the continuum.
- 3) Student data will be disaggregated to identify students who made progress but did not meet criteria. The professional development will be revised to address the learning needs of the teachers and the students.
- 4) Learning and Assessment will identify multiple data sources and tools to measure the overall effectiveness of the Academy I program. Results from formative and summative evaluations of the program will calibrate expectations and pacing of Academy I skill development of teachers.



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- 5) Isolate specific factors cited most frequently as negatively impacting teacher skills and include stakeholders (e.g. administrators, pre-service university representatives, and partner district representatives) in a process to address individual factors.
- 6) Collaborate with Human Resources to develop a system to monitor teacher retention over time and assess reasons cited by teachers who leave the district. Targeting schools with high turnover rates will also be beneficial.

Person responsible to champion action plan:

Ros VanHecke, Director

Academy I Program Evaluation Committee Members

Timeframe for reporting updates to Board of Education: March 2008

_____ Date: _____

Signature of Administrator Responsible for Chairing Evaluation



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Appendix 1:

A Historical Perspective of Changes in Professional Development for New Teachers



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A Historical Perspective of Changes in Professional Development for New Teachers

Year	Program Changes
Prior to 2004-2005	<ul style="list-style-type: none"> ◆ Prior to 2004, the Induction Program and professional development were exclusively provided for first and second year beginning teachers (Special Education, Early childhood, Applied Behavior Analysis, and Speech and Language Pathologists). Technical Education provided their own professional development and support for beginning teachers. ◆ During the first year, teachers attended a strand of <i>Effective Teaching</i>. Second year beginning teachers attended <i>Thoughtful Teaching</i>. The strands provided differentiation according to the beginning teacher's assignment: Autism Spectrum Disorders, Behavior, Functional Curriculum, Skills for School Success, Primary Reading and Math, Fundamentals of Sentence Writing, and Secondary Reading. Site-based job-embedded support was provided for all participants. ◆ Beginning teachers were also assigned a school-level mentor who received professional development along with the beginning teacher.
2004-2005	<ul style="list-style-type: none"> ◆ Professional Development Program was created. Academy I for beginning teachers (0-2 years), Academy II for beginning and experienced teachers (0-3 years), Research and Collaboration (5+ years). Content for professional development was based on specific skill sets tied to the Teacher Evaluation Criteria. ◆ This was our first year of implementing Academy I. SSD Academy I professional development was prescribed. ◆ The two courses <i>Effective Teaching</i> and <i>Thoughtful Teaching</i> reflected the Academy I skill sets. The first year, <i>Effective Teaching</i> included experienced new hires for the first time. Job-embedded support for beginning teachers continued to be provided through peer coaching. Experienced new hires were supported through peer coaching and cohort groups. ◆ The mentoring program for beginning teachers continued through school-level mentors. The mentor program was evaluated during this school year. Recommendations included revising the school-level mentor program to provide additional skill development in mentoring and to provide instructional mentoring as well.



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2005-2006	<ul style="list-style-type: none">◆ In the second year of Academy I implementation, the content of the Academy I skill sets was evaluated. Based on observation, the number and vigor of the skill sets, and adult learning principles, the skills sets were revised and Academy I was extended to 3 years for beginning teachers.◆ The program for experienced new hires maintained a two year strand.◆ In response to administrative observations and feedback, an additional year of Academy I, <i>Classroom Supports for Instruction (CSI)</i>, was added which focused on student behavior and classroom universal supports. Participants completed this professional development strand during their first year as an employee of SSD.
2006-2007	<ul style="list-style-type: none">◆ In the third year of implementation, the content for <i>Effective Teaching</i> (which became the second year professional development strand as a result of the addition of <i>Classroom Supports for Instruction</i>) was differentiated based on needs of second year beginning and experienced newly hired teacher level staff. The first day of Academy I <i>Classroom Supports for Instruction</i> was included in New Teacher Orientation (the three-day Induction Program). Prior to this, New Teacher Orientation content was primarily procedural.◆ Academy I expanded support to first year beginning teachers through the addition of instructional mentoring provided by the Instructional Facilitators. School level mentors continued to be provided as well. Additional Instructional Facilitators were hired to provide a minimum 25 hours of bi-monthly instructional mentoring through job-embedded supports including classroom observations, coaching, gathering resources, problem solving, etc.◆ Academy I was differentiated for related service teacher level staff and provided by discipline specific administration.



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Appendix 2: Skill Sets



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Professional Development Skill Sets for Academy I

Theme Areas	Induction Skill Sets
A. SSD Expectations and Procedures (Standard 1: G 4: A, C, D, E)	<ol style="list-style-type: none"> 1. Completes all forms for employment. 2. Adheres to Universal Precautions in the workplace.

Theme Areas	Academy I Skill Sets
A. Student Behavior (Standard 1: G 2: A, B, C, D, E)	<ol style="list-style-type: none"> 1. Uses effective techniques to maintain positive behaviors by recognizing and reinforcing appropriate behavior (positive ratio 4:1) (PBE Standard 2, Criterion 2D, Descriptor 12, Indicator c). 2. Uses effective techniques to maintain positive behavior by making effective use of preventative strategies including sensory supports (PBE Standard 2, Criterion 2D, Descriptor 12, Indicator j). 3. Establishes, teaches, and maintains rules, routines, attention signal, and schedules (universals) (PBE Standard 2, Criterion 2D, Descriptor 13, Indicator a). 4. Identifies the essential components of a functional assessment and resources to support the teacher in the team process. (PBE Standard 2, Criterion 2D, Descriptor 13, Indicator b).
B. Quality Instruction (Standard 1: A, B, C, D, E 2: G, 3: A, C, D, E)	<ol style="list-style-type: none"> 1. Assesses student learning, uses assessment results to plan, selects learning experiences, delivers instruction and reflects on evidence of student learning. (PBE Standard 1, Criterion 1B, Descriptor 3, Indicators a, c, and d, Criterion 1F Descriptors 14 and 15, Indicators a, b, and c). 2. Provides direct instruction in skills and strategies to ensure that students have access to and benefit from the general education curriculum using the components of lesson design in the advance organizer, body and post organizer. (PBE Standard 3, Criterion 3A, Descriptor 2, Indicators a, b, c, & d).



Professional Development Standard Program Evaluation

Theme Areas	Academy I Skill Sets
	<ol style="list-style-type: none"> 3. Demonstrates techniques to promote maximum student involvement/learning (PBE Standard 3, Criterion 3D, Descriptor 8, Indicator b). 4. Integrates basic technology in the learning environment. (PBE Standard 1, Criterion 1D, Descriptor 10 Indicator a through f) 5. Identifies cultural and diversity factors that contribute to student learning (PBE Standard 1, Criterion 1B, Descriptor 6, Indicator a).
<p>C. Student Performance/Literacy (Standard 1: F 2: A 3: A, F)</p>	<ol style="list-style-type: none"> 1. Identifies the components of balanced literacy and ensures student schedules reflect all of the components (PBE Standard 3, Criterion 3A, Descriptor 1, Indicator a). 2. Delivers instruction in literacy strategies, demonstrating the Academy I Quality Instruction skill set. (PBE Standard 1, Criterion B, Descriptor 5 Indicator a).
<p>3. SSD Expectations and Procedures (Standard 1: F, G 4: B, C, F, G)</p>	<ol style="list-style-type: none"> 1. Demonstrates knowledge of the IEP process and the legal issues relative to considering assistive technology and planning for transition (PBE Standard 1, Criterion 1G, Descriptor 23 & PBE Standard 4, Criterion 4G). 2. Demonstrates basic technology skills to comply with district procedures such as e-mail and Encore (PBE Standard 4, Criteria 4F and 4G).
<p>4. Professional Growth (Standard 4: C, D)</p>	<ol style="list-style-type: none"> 1. Reflects on teaching and learning through job-embedded staff development, self-reflection and collecting teacher and student data (PBE Standard 4, Criteria 4C and 4D).



Professional Development Standard Program Evaluation

Appendix 3:

Retention Rates for SSD Teacher Level Staff



Professional Development Standard Program Evaluation

Retention Rate for New SSD Teacher Level Staff

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Number of New Hires	134	166	316	300	300	326	253	251	223	275	255
Number of New Hire Resignations	35	25	19	30	21	22	21	20	38	26	32
Retention Rate	74%	85%	94%	90%	93%	93%	92%	92%	83%	91%	88%



Professional Development Standard Program Evaluation

Appendix 4:

Classroom Supports Student Survey

Student Survey

1. My teacher cares about me.

Always Most of the time Sometimes Never

2. I know what the rules are.

Always Most of the time Sometimes Never

3. My teacher believes I can learn and sets high expectations.

Always Most of the time Sometimes Never

4. I know what I am supposed to be learning (doing) in my classroom.

Always Most of the time Sometimes Never

5. My teacher lets me make some choices during the school day.

Always Most of the time Sometimes Never

6 My teacher lets us know when there will be changes in our day.

Always Most of the time Sometimes Never

7. My teacher keeps us interested and involved during class time.

Always Most of the time Sometimes Never

8. My teacher is quick to praise my achievements.

Always Most of the time Sometimes Never

9. My teacher allows for individual differences to help me learn.

Always Most of the time Sometimes Never

10. My teacher uses books, posters and other materials that describe different races and cultures.

Always Most of the time Sometimes Never



Professional Development Standard Program Evaluation

Appendix 5:

Collaborative Log of Coaching Conversations

Academy 1, Year 1: Classroom Supports for Instruction Collaborative Log

Beginning Teacher ID #

New ___ Exp ___

Date:

School/District:

Mentor:

<p>What's Working?</p>	<p>Challenges, Concerns as you implement Academy I Skill Sets?</p>
<p>Coachee's Next Steps:</p>	<p>Coach's Next Steps:</p>
<p>Next Meeting Date</p>	<p>Next Meeting Agenda</p>

Adapted by the Academy 1, Year 1: Classroom Supports for Instruction Design Team (2006-2007), Special School District of St. Louis County from the works of the New Teacher Center at the University of California, Santa Cruz.



Professional Development Standard Program Evaluation

Appendix 6:

Continuum of Skill Set Development

Continuum of Skill Set Development

Year
Mentor

School/District
Beginning Teacher Id #

Theme Area: A. The teacher will use assessment data in the area of behavior to:

Skill Set #1: Use effective techniques to maintain positive behaviors by recognizing and reinforcing appropriate behavior.

1	2	3	4
Designs and selects effective techniques to maintain students' positive classroom behaviors (4:1 positive to negative teacher-student interactions (verbal and non-verbal), motivation systems, and specific positive feedback, etc.), implements techniques and plans for on-going data collection to monitor for fading of motivation systems, if applicable.	Collects baseline data on effectiveness of technique (s); uses data to provide an analysis that is then used to plan next action to be taken (i.e. plan for implementation).	Uses a variety of techniques to maintain students' positive classroom behaviors (4:1 positive to negative teacher-student interactions (verbal and non-verbal), motivation systems, and specific positive feedback, etc.)	Addresses problem behavior, may use a few techniques to maintain positive classroom behavior; is developing an understanding of a variety of techniques.

Evidence:

Skill Set #2: Use effective techniques to maintain positive behavior by making effective use of preventative strategies including sensory supports.

1	2	3	4
Continues to monitor effectiveness of preventative environmental strategies; teaches students how to access strategies independently.	Selects, uses and monitors environmental preventative strategies (visual, auditory processing, movement, organizational, fine motor, etc.); provides an analysis of data indicating trends, patterns.	Selects and uses a variety of environmental preventative strategies (visual, auditory processing, movement, organizational, fine motor, etc.)	Addresses problem behavior once it has occurred using a variety of techniques, seeks to develop an understanding of preventative environmental strategies.

Evidence:

Skill Set #3: Establishes, teaches, and maintains rules, routines, attention signal and schedules (Universals).

1	2	3	4
Expectations are clear; establishes, teaches and maintains routines, rules and classroom schedules (Universals) to maintain students' positive classroom behavior; uses data to monitor effectiveness; plans for and implements fading based upon student performance, and reinforces/provides feedback to students.	Establishes, teaches, and implements universal supports (rules, routines, and classroom schedules) to maintain students' positive classroom behavior; plans for implementation, evaluation and fading.	Creates and posts visual supports that all students can view and access at their appropriate communication level; teacher refers to posted rules, routines, and classroom schedules.	Constructs and communicates universal supports (rules, classroom schedules, and routines) to students.

Evidence:

Skill Set #4: Use effective techniques to find and eliminate causes of undesirable behavior.

1	2	3	4
Systematically designs and manages multiple strategies to eliminate the causes of undesirable behavior; uses on-going data collection to analyze effectiveness of strategies.	Differentiates and selects from a repertoire of strategies and resources; implements strategy (ies) based upon identified student needs; collects student data (post intervention) on targeted behavior.	Addresses problem behavior; is reflective and seeks to gain more information regarding antecedents (causes) of inappropriate behavior by asking guiding questions using the team process.	Has a positive attitude and seeks to understand positive behavior supports and antecedents of student behavior (i.e. antecedents (causes) of student behavior); teacher seeks ways to address inappropriate behavior.

Evidence:

Skill Set #5: Identify the essential components of a functional assessment and the resources to support the teacher in the team process.

1	2	3	4
Demonstrates leadership in program development (as it relates to the identified outcome of the functional assessment).	Provides examples that illustrate an understanding of the terms and components associated with functional assessment; participates and contributes in team conversations to address student needs / goals using the language associated with functional assessment and its process.	Knows the outcome of a functional assessment; understands the terms involved with functional assessment (i.e. setting event, antecedent, maintaining consequence, etc.); identifies the components of a functional assessment.	Knows the provisions under IDEA for students who demonstrate challenging behavior which interfere with their ability to access the general education curriculum or with the learning of others and its implications for completing a functional assessment and behavior intervention plan.

Evidence:

Theme Area: B. The Teacher will use assessment data in the area of quality instruction to:

Skill Set #5: Identify cultural and diversity factors that contribute to student learning.

1	2	3	4
Understands how ethnicity, class, gender and other social/cultural factors influence student learning and classroom climate and plans for differentiation when designing environmental supports and instruction. Designs lessons and selects appropriate materials that are sensitive to diverse cultural groups. (<i>Culturally Responsive Teaching: Lesson Planning for Elementary and Middle Grades</i> . J.J. Irvine, B.J. Armento (2001) McGraw-Hill Higher Education, New York, NY).	Designs lessons and selects appropriate materials that connects them to students' background knowledge and prior experiences.	Uses materials and resources that reflect culturally relevant factors; seeks information about students' background and prior knowledge and reflects on how this may / does affect learning.	Designs lessons and selects materials representing a single social / cultural factor; builds rapport with all students; uses person first language.

Evidence:



Professional Development Standard Program Evaluation

Appendix 7:

Instructional Mentoring Survey

Academy I: Instructional Mentoring Survey

1 What district(s) do you serve? (Check All That Apply)

- Affton
- Bayless
- Brentwood
- Clayton
- Ferguson-Florissant
- Hancock Place
- Hazelwood
- Jennings
- Kirkwood
- Ladue
- Lindbergh
- Maplewood-Richmond Heights
- Mehlville
- Normandy
- Parkway
- Pattonville
- Ritenour
- Riverview Gardens
- Rockwood
- University City
- Valley Park
- Webster Groves
- Wellston
- SSD Schools; Court Programs; Itinerants
- County-Wide

2 What level of students do you teach? (Check all that apply)

- Elementary
- Middle
- High

3 When does your Academy I Instructional Mentor provide support? (Check all that apply)

- Outside contract time
- During contract time but before or after school or during my plan time
- During contract time interrupting instructional time
- during contract time working along side me with students

4 In what capacity is your Academy I Instructional Facilitator providing support? (Check all that apply)

- analyzing student work
 - observing instruction
 - designing lessons
 - IEP Development
 - Encore
 - problem solving
 - providing resources
 - technology
 - data collection
 - implementing and evaluating Universal Supports (rules, routines, schedules, attention signal, motivational systems, etc.)
 - Functional Assessment/Behavior Intervention Planning
 - supporting/supervising paraeducators
 - collaboration (with colleagues and/or parents)
 - discussing content standards/curriculum
 - time management & prioritizing expectations
 - building/district/partner district matters
 - professional reflection
 - Other, please specify
-

5 In what ways has your Academy I Instructional Facilitator supported your professional growth?

6 In what ways has your Academy I Instructional Facilitator supported you in your work with students?

7 I have established trust and rapport with my Academy I facilitator.

strongly disagree	disagree	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 My mentoring relationship offers opportunity for reciprocal growth and learning.

strongly disagree	disagree	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 The instructional mentoring support provided in Academy I is useful to me.

strongly disagree	disagree	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10 My work with my Academy I facilitator helps me improve instructional performance.

strongly disagree	disagree	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11 Support has been based on my needs and desired outcomes.

strongly disagree	disagree	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12 What revisions do you recommend for the Academy I instructional mentoring program second semester?





Professional Development Standard Program Evaluation

Appendix 8:

**Effective Instructional Practices Survey
(Teacher, SSD Administrator, Partner District Administrator)**



Academy I - Program Evaluation Teacher's Survey



This survey is part of the Academy I Program Evaluation and is intended to assist the Special School District (SSD) in assessing to what degree you are implementing the Academy I indicators of effective instruction. Please return the completed survey to **Maria Moore, Program Evaluation at SSD CO by April 30, 2007.**

If you have any questions regarding the survey, please contact Ros Van-Hecke, Director of Learning and Assessment at 314.989.7803.

To what degree are you implementing these indicators of effective instruction?

Response Definition: N=Not at all L=Limited S=Some O=Often A=Always NA=Do Not know/Not applicable	N	L	S	O	A	NA
1. I provide universal supports according to the needs of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I teach social skills through direct instruction using the components of lesson design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I explicitly teach my students routines and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I make teaching decisions based on assessing student abilities and analyzing data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I provide direct instruction to teach skills and strategies to ensure that students have access to and benefit from the general education curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I set the stage for learning through the use of an advanced organizer (anticipatory set).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I describe and model new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I facilitate the practice of skills and strategies I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I teach metacognitive skills as a part of the instructional process (e.g., self instruction, self monitoring, and problem-solving).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I conclude lessons through the use of a post organizer (closure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I use techniques to promote maximum student involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use pre-assessments to determine learner performance to plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I plan instruction by considering the needs and experiences of students taking into consideration various background/cultural factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I regularly monitor student performance through formal and informal methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I adjust instruction during my lessons by observing classroom interactions and student responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I integrate technology into instruction to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I teach strategies based on the student's individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I teach content based on the state standards, grade level expectations and district curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students in my classroom/on my caseload show progress on their IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students in my classroom/on my caseload have reduced office referrals and increased pro-social behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Students in my classroom/on my caseload show increase in literacy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I use my Academy I portfolio when making instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I know the DESE certification requirements and district expectations for employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Academy I - Program Evaluation Teacher's Survey



To what degree do the following factors impact implementation of Academy I skill set?

Response Definition: N=Negatively L=Limited Impact NI=No Impact SI=Somewhat Impact P=Positively Impact NA=Do Not know/Not applicable	N	L	NI	SI	P	NA
24. Expectations of Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Expectation of Partner District administrator.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Pre-service Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Service delivery model (i.e., collaborative classroom, resource room, self-contained room).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. SSD Academy I professional development (i.e., CSI, ET, Mentor).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Availability of general education instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Availability of SSD instructional materials.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Availability of instructional technology software/hardware.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Availability of instructional technology skill building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Support with problem-solving and feedback on instruction through individual and group coaching visits.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Support from instructional mentor (CSI facilitator 06-07).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Support from school-based mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Support from building-level colleague (new hires with experience).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Scheduling of students in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Expectations of how instructional time is spent (i.e., teaching content vs. strategies vs. tutoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Competing initiatives (i.e., Partner district expectations different than SSD).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Information:

40. District:

- | | | |
|--|---|--|
| <input type="radio"/> Affton | <input type="radio"/> Bayless | <input type="radio"/> Brentwood |
| <input type="radio"/> Clayton | <input type="radio"/> Ferguson-Florissant | <input type="radio"/> Hancock Place |
| <input type="radio"/> Hazelwood | <input type="radio"/> Jennings | <input type="radio"/> Kirkwood |
| <input type="radio"/> Ladue | <input type="radio"/> Lindbergh | <input type="radio"/> Maplewood Richmond Heights |
| <input type="radio"/> Mehlville | <input type="radio"/> Normandy | <input type="radio"/> Parkway |
| <input type="radio"/> Pattonville | <input type="radio"/> Ritenour | <input type="radio"/> Riverview Gardens |
| <input type="radio"/> Rockwood | <input type="radio"/> University City | <input type="radio"/> Valley Park |
| <input type="radio"/> Webster Groves | <input type="radio"/> Wellston | <input type="radio"/> Special Education Schools |
| <input type="radio"/> County-Wide Programs | <input type="radio"/> Court Programs | |

41. Years with SSD:

- 0-1 year 2 years 3 years

42. I was hired as a:

- beginning teacher (0-1 years) experienced new hire (2+ years)





Academy I - Program Evaluation Teacher's Survey



43. During my first year I had a: (check all that apply)

- School-based mentor (for first year beginning teachers)
- Instructional Mentor (by Instructional Facilitator)
- Informal Buddy (for new hires with experience)

44. Primarily work in:

- Elementary
- Middle School
- High School
- Transition

45. I have:

- Bachelor's Degree
- Master's Degree
- Bachelor's Degree, plus courses
- Master's Degree, plus courses

46. I primarily teach in:

- Collaborative classroom in general education
- Self-contained cross categorical classroom
- Court Programs
- Cross categorical resource room teacher
- Special Education Schools
- Other_____

47. I primarily teach students diagnosed:

- EBD
- LD
- MR
- AU
- Other

48. Pre-service Education:

- UMSL
- Maryville
- SLU
- UM-Columbia
- Northwest Missouri State
- Fontbonne
- Truman State
- SEMO
- SIU-E
- Other:_____
- Lindenwood
- Webster
- SMS
- Central Missouri State

49. To teach in my current position, I received my certification by:

- Traditional course of study
- PRAXIS
- Alternative program

50. To obtain Initial Professional Certificate (IPC) certification prior to employment, I student taught in Special Education setting. (check all that apply)

- Elementary
- Secondary
- No

51. My school district is implementing the following:

- Response to Intervention (R+I)
- Positive Behavior Supports (PBS)
- Reading First
- Other_____





Academy I - Program Evaluation Teacher's Survey



Academy I - Program Evaluation SSD Administrator's Survey

This survey is part of the Program Evaluation Academy I and is intended to assess to what degree your first and second year teachers are using data to make instructional decisions and implementing additional indicators of effective instruction. Please review the list of teachers and complete the survey based on your observations of these teachers and their students. Then, return the completed survey to **Maria Moore, Program Evaluation at SSD CO by April 30, 2007.**

If you have any questions regarding the survey, please contact Ros Van-Hecke, Director of Learning and Assessment at 314.989.7803.

To what degree are your first and second year teachers implementing these indicators of effective instruction?

Response Definition: N=Not at all L=Limited S=Some O=Often A=Always NA=Do Not know/Not applicable						
	N	L	S	O	A	NA
1. He/She provides universal supports according to the needs of his/her students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He/She teaches social skills through direct instruction using the components of lesson design.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He/She explicitly teaches student routines and rules.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. He/She makes teaching decisions based on assessing student abilities and analyzing data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He/She provides direct instruction to teach skills and strategies to ensure that students have access to and benefit from the general education curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He/She sets the stage for learning through the use of advanced organizer (anticipatory set).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. He/She describes and models new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. He/She facilitates the practice of skills and strategies he/she teaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. He/She teaches metacognitive skills as a part of the instructional process (e.g., self instruction, self monitoring and problem solving).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. He/She concludes lessons through the use of a post organizer (closure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. He/She uses techniques to promote maximum student involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. He/She uses pre-assessments to determine learner performance to plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. He/She plans instruction by considering the needs and experiences of students representing different ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. He/She regularly monitors student performance through formal and informal methods.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. He/She adjusts instruction during lessons by observing classroom interactions and student responses...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. He/She integrates technology and instruction to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. He/She teaches strategies based on the student's individual needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. He/She teaches content based on the state standards, grade level expectations and district curriculum. .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students in his/her classroom/caseload show progress on their IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students in his/her classroom/caseload have reduced office referrals and increased pro-social behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Students in his/her classroom/caseload show increase in literacy skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. He/She uses his/her Academy I portfolio when making instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree do the following factors impact implementation of the above skills?

Response Definition: N=Negatively L=Limited Impact NI=No Impact SI=Somewhat Impact P=Positively Impact NA=Do Not know/Not applicable						
	N	L	NI	SI	P	NA
23. Expectations of Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Pre-service Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Service delivery model (i.e., collaborative classroom, resource room, self-contained room).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academy I - Program Evaluation SSD Administrator's Survey

Response Definition: N=Negatively L=Limited Impact NI=No Impact SI=Somewhat Impact P=Positively Impact NA=Do Not know/Not applicable

	N	L	NI	SI	P	NA
26. SSD Academy I professional development (i.e., CSI, ET, Mentor).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Availability of general education instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Availability of SSD instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Instructional technology software/hardware.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Instructional technology skill building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Support: problem-solving, feedback, coaching about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Support from instructional mentor (CSI facilitator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Support from school-based mentor (beginning teachers).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Support from buddies (new hires with experience).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Scheduling of students in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Expectations of how instructional time is spent (i.e., teaching content vs. strategies vs. tutoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Competing initiatives (i.e., Partner district expectations different than SSD).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Information:

38. District:

- | | | |
|--|---|--|
| <input type="radio"/> Affton | <input type="radio"/> Bayless | <input type="radio"/> Brentwood |
| <input type="radio"/> Clayton | <input type="radio"/> Ferguson-Florissant | <input type="radio"/> Hancock Place |
| <input type="radio"/> Hazelwood | <input type="radio"/> Jennings | <input type="radio"/> Kirkwood |
| <input type="radio"/> Ladue | <input type="radio"/> Lindbergh | <input type="radio"/> Maplewood Richmond Heights |
| <input type="radio"/> Mehlville | <input type="radio"/> Normandy | <input type="radio"/> Parkway |
| <input type="radio"/> Pattonville | <input type="radio"/> Ritenour | <input type="radio"/> Riverview Gardens |
| <input type="radio"/> Rockwood | <input type="radio"/> University City | <input type="radio"/> Valley Park |
| <input type="radio"/> Webster Groves | <input type="radio"/> Wellston | <input type="radio"/> Special Education Schools |
| <input type="radio"/> County-Wide Programs | <input type="radio"/> Court Programs | |

39. Teachers primarily work in:

- Elementary
 Middle School
 High School
 Transition

40. Teachers primarily teach in:

- | | |
|--|---|
| <input type="radio"/> Collaborative classroom in general education | <input type="radio"/> Cross categorical resource room teacher |
| <input type="radio"/> Self-contained cross categorical classroom | <input type="radio"/> Academic or trade technical education classroom |
| <input type="radio"/> Other _____ | |

41. Teachers primarily teach students diagnosed:

- EBD
 LD
 MR
 AU
 Other



Academy I - Program Evaluation Partner District Principal Survey



This survey is part of the Program Evaluation Academy I and is intended to assess to what degree SSD first and second year teachers use data to make instructional decisions and implement additional indicators of effective instruction. Please review the attached list of teachers and complete the survey based on your observations of these teachers and their students. Then, return the completed survey to **Maria Moore, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131** by **April 30, 2007**.

If you have any questions regarding the survey, please contact Ros Van-Hecke, Director of Learning and Assessment at 314.989.7803.

To what degree are SSD first and second year teachers implementing these indicators of effective instruction?

Response Definition: N=Not at all L=Limited S=Some O=Often A=Always NA=Do Not know/Not applicable

	N	L	S	O	A	NA
1. He/She provides universal supports according to the needs of his/her students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He/She teaches social skills through direct instruction using the components of lesson design.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He/She explicitly teaches student routines and rules.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. He/She makes teaching decisions based on assessing student abilities and analyzing data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He/She provides direct instruction to teach skills and strategies to ensure that students have access to and benefit from the general education curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He/She sets the stage for learning through the use of advanced organizer (anticipatory set).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. He/She describes and models new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. He/She facilitates the practice of skills and strategies he/she teaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. He/She teaches metacognitive skills as a part of the instructional process (e.g., self instruction, self monitoring and problem solving).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. He/She concludes lessons through the use of a post organizer (closure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. He/She uses techniques to promote maximum student involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. He/She uses pre-assessments to determine learner performance to plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. He/She plans instruction by considering the needs and experiences of students representing different ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. He/She regularly monitors student performance through formal and informal methods.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. He/She adjusts instruction during lessons by observing classroom interactions and student responses...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. He/She integrates technology and instruction to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. He/She teaches strategies based on the student's individual needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. He/She teaches content based on the state standards, grade level expectations and district curriculum. .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students in his/her classroom/caseload show progress on their IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students in his/her classroom/caseload have reduced office referrals and increased pro-social behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Students in his/her classroom/caseload show increase in literacy skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Academy I - Program Evaluation Partner District Principal Survey



Demographic Information:

22. District:

- | | | |
|--------------------------------------|---|--|
| <input type="radio"/> Affton | <input type="radio"/> Bayless | <input type="radio"/> Brentwood |
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| <input type="radio"/> Rockwood | <input type="radio"/> University City | <input type="radio"/> Valley Park |
| <input type="radio"/> Webster Groves | <input type="radio"/> Wellston | |

23. Teachers primarily work in:

- Elementary Middle School High School

24. Our school is implementing: (check all the apply)

- PBIS Marzano 9 Reading First RTI Other

