

## **Monitoring Report: Outstanding Educators and Staff**

*Report Date: March, 2024*

### **I. Overview**

#### Board of Education Ends - Outstanding Educators and Staff

- Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.
- Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.
- Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- Educators and staff are valued and given multiple opportunities for their voices to be heard.

#### Associated Executive Limitations:

- EL-11: Staff Treatment
- EL-12: Staff Compensation
- EL-13: Staff Evaluation

## II. Board of Education Ends Monitoring

**Policy End: (II-A)** - Quality educators and staff have been recruited, developed, supported, retained and celebrated.

**Interpretation:** *Compliance will be demonstrated when partnerships are established to access candidate pipelines, local and national trend data is utilized to inform recruitment efforts, and onboarding programs result in new employee retention. Compliance is further demonstrated when the supportive work environment that values teachers and staff results in overall employee satisfaction and retention.*

*Compliance will be further demonstrated when the school district's professional development, induction, mentoring, and alternative licensure programs result in the retention of employees.*

### Evidence -

a. **Pathway Partnerships** - DCSD has established partnerships with several higher education institutions to expand candidate pipelines

- **Colorado State University Global Campus** - Partners with DCSD to provide credits for concurrent enrollment (CE) credentialing for DCSD staff. (14 staff are working towards earning CE credentials this year.)
- **University of Colorado Denver** - Partners with DCSD to offer credits for DCSD's [Future Educator Pathway](#) program. (36 students are enrolled in the future educator pathway cohort this year.)
- **Arapahoe Community College:** Partners with DCSD to offer credits for DCSD's Teacher Cadet programs housed in DCSD High Schools.

b. **Onboarding and Development Programs**

- **Teacher Induction** - DCSD implements a Colorado Department of Education (CDE) approved Induction program for all new licensed staff. (Current participation - High School: 180; Middle School: 79; Elementary School: 403; Total: 662) 2023-2024 data
- **Student Teacher Mentor Program** - DCSD implements a Student Teacher Mentor Program to train and support teachers that are mentors for student teachers. Current participation for the 2023-2024 school year is listed below:
  - Fall semester 2023: 19 student teachers; 19 mentor teachers

- Spring semester 2024: 15 student teachers; 15 mentors
  - In addition, there are 4 students from Adams State, who are currently teaching in DCSD schools under temporary authorization or alternative license, but are paired with a SPED mentor.
- **Classified Mentor Program** - DCSD implements a Classified Mentor Program that assigns on site Mentors to assist in the on-boarding of new classified employees and provide two-way communication to and from the District for all classified staff.
    - Current participation - 67 Mentors representing 18 different job profiles from 62 schools and 5 departments, supporting 2,259 classified staff members.
  - **Leadership Institute** - DCSD offers this leadership opportunity to administrators and professional technical staff to expand their leadership knowledge, skills and tools.
    - 54 out of 224 Leadership Institute graduates have been promoted to other positions within the district. Current participation - 22 staff representing 13 different departments.
- c. **Alternative Licensure** - DCSD is authorized as a designated agency to offer an [alternative licensure](#) teacher program for our employees.
- 33 Alternative Licensure teachers in cohort 1 are supported by school based mentors, Professional Learning Specialists (PLS) and district coaches
  - 31 Alternative Licensure teachers will have completed year 1 of the two-year program and will return to DCSD teaching positions
  - DCSD has submitted a request to the State Board of Education to add special education alternative licensure to the existing program.
- d. **Recruitment** - DCSD recruits both in and out of state through trends from out of state hires as part of our continuing to build and strengthen candidate pipelines. We secure hires from our own alternative licensure programs, student teachers, and through direct recruitment fairs locally and nationwide. University diversity designations including Asian American Native American Pacific Islander-Serving Institutions (AANAPISI) and Hispanic Serving Institutions (HSI) are also part of our consideration of job fair selections in addition to strong teacher preparation programs (Ex: Vanderbilt) and hiring trends (Ex: IL and TX). DCSD also partners with education organizations for methods in addressing candidate shortages and building pipelines for recruitment. These organizations include: American Association for School Personnel Administrators (AASPA), Colorado Association

for School Personnel Administrators (CASPA), Colorado Association of School Executives (CASE), American Association for Employment in Education (AAEE).

**Out of State Hiring Data and Other Hiring Data**

	Out of State	Most Hires (other than CO)	Returned to DCSD	# states hired from (excludes CO)	# Student Teachers/ #Hired Following Yr	DCSD Grads Hired
SY 20-21	221	CA, TX, IL	159	38	50/14	45
SY 21-22	218	CA, TX, IL	182	38	49/27	77
SY 22-23	86	CA, TX, IL	137	35	39/16	50
SY 23-24	126	CA, TX, IL	107	45	34/TBD	36

e. **Appreciation** - DCSD provides opportunities for staff to be celebrated and to offer positive work environments.

- *Staff Spotlights (newsletters)*
- *Employee Rock Star Awards program*
- *Apple Awards (Foundation for Douglas County Schools)*
- *Staff Wellness Offerings*
- *Employee Appreciation Days/Weeks (School Counselors, School Resource Officers, School Librarians, Teachers, Principals, Assistant Principals, School Nurses, Custodians, Occupational Therapists, Kitchen Workers, All Staff Appreciation Week, etc.)*
- *Retirement Ceremony*
- *Building and Department events*

f. **Retention Strategies** - DCSD explores and implements creative ways to retain staff.

- [September 12, 2023 - Turnover and Hiring Report](#)
- [February 27, 2024 - HR Updates](#)
- [DCSD Alternative Licensure Program](#)
- [DCSD Employee Discount Program](#)
- [DCSD Mid-year Open Enrollment Voluntary Benefits Enhancements](#)

DCSD retention rates - Beginning of the year (as of September 2023)\*

	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24
Principal/AP	93%	91%	95%	87%	91%	TBD
Licensed	90%	91%	88%	86%	87%	TBD
Classified	80%	80%	78%	73%	77%	TBD
<b>All Staff</b>	<b>86%</b>	<b>87%</b>	<b>84%</b>	<b>81%</b>	<b>84%</b>	TBD

\*This data set excludes, Charters, 110s, Coaches, Substitutes, & OYO Contracts

- g. [Teaching and Learning Condition Colorado Survey](#) - DCSD's staff responses to questions in the general reflection construct of the TLCC as compared to the previous state-wide administration (2022).

Question	DCSD 2020	DCSD 2022	DCSD 2024	Difference
Would recommend their school as a good place to work	91%	90%	<b>93%</b>	+3%
Feel satisfied with the recognition for doing a good job.	79%	78%	<b>82%</b>	+4%
The district provides principals with support when they need it.*	84%	87%	<b>87%</b>	0%

\*Questions for this section were unique to building leaders

**Policy End: (II-B)** - A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.

**Interpretation:** *Compliance will be demonstrated when the district implements an evaluation system that is based on best practices and meets or exceeds state expectations.*

**Evidence -**

- a. **Educator Evaluation Assurances** - The DCSD educator evaluation system has met or exceeded CDE requirements for educator evaluation systems. According to the Colorado Board of Education rules ([1 CCR 301-87](#)), locally written (or unique) evaluation systems must meet, and can exceed, the requirements for evaluations systems set forth within the rules.

Evaluation Assurances Submission	Colorado Department of Education - Unique Model Submission Feedback
Meets	District's unique model for educator evaluation was found to be in alignment with the state model evaluation system.

- b. **Non-licensed Evaluation System** - DCSD revised the non-licensed evaluation system in Workday. The revisions included:
- Streamlining the evaluation processes making evaluations more efficient for staff
  - Updating the rubrics to incorporate the district climate and culture norms
  - Revising the cut scores for evaluation ratings to align with the licensed staff evaluation ratings.
  - Gathering input and feedback from employee council, district leadership team, and classified mentors.
- c. **CITE and LEAD Focus Groups** - DCSD has implemented a locally developed unique evaluation system, called Continuous Improvement of Teacher Effectiveness (CITE), for all licensed employee groups (teacher, Special Service Provider (SSP), and principal). The system is continuously evaluated by staff in order to increase the fidelity of implementation and improve the evaluation system. The main vehicle for staff engagement in the continuous improvement process is through the various focus groups made up of licensed practitioners in DCSD. [Focus groups](#) are primarily responsible for evaluating, revising, and/or creating rubrics for use in DCSD's unique evaluation system, as well as gathering periodic feedback from staff.

For 2023-2024, there are 4 rubrics in the revision and design process. If approved, they will be used beginning the 2024-2025 school year:

- Special Educator (Mild-Moderate, Center-Based Significant Support Needs, Center-Based Affective Needs, Early Childhood Special Educator)
- Teacher Librarian
- School Nurse
- IEP and Assessment Specialist

- d. **Advisory Personnel Performance Evaluation Council (DAC)** - The council has provided feedback and input on the development and approval of evaluation rubrics. Prior to being submitted to the Board of Education for approval, the DAC will make recommendations for the rubrics.
- e. **Mandatory Training** - All DCSD employees are required to take Canvas Mandatory Trainings: Handle With Care; Child Abuse & Neglect Reporting; Standard Response Protocol; Respect at Work; Title IX; Run, Hide, Fight; Privacy Act Compliance, and Keeping Students Safe annually

**Mandatory Training Module Completion\***

Job Family	Completed	Total	Percentage
Licensed	3174	3303	96%
Administrator	172	179	96%

\*As of September 30, 2023 (totals include new hires)

**Policy End: (II-C)** - Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.

**Interpretation:** *Compliance will be demonstrated when the professional development offerings reflect best practices, allow for innovation, and promote lifelong learning.*

**Evidence -**

- a. [Teaching & Learning Conditions Colorado \(2022\)](#) - Staff would respond favorably to questions within the Professional Development Construct on the TLCC survey. The TLCC Survey is generally administered in February so the data below is not current (2024 results will be available April 2024)

<b>Construct - Professional Development</b>	<b>DCSD 2022</b>	<b>DCSD 2024</b>	<b>State 2024</b>
<b>Professional Development (Overall)</b>	75%	<b>80%</b>	70%
The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	79%	<b>83%</b>	72%
Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	71%	<b>74%</b>	60%
The effectiveness of professional development is assessed regularly.	70%	<b>76%</b>	60%
Teachers and support personnel receive ongoing support and coaching to improve their practice.	76%	<b>78%</b>	69%
Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys).	77%	<b>82%</b>	73%
Teachers and support personnel receive adequate professional development to support their students' social and emotional learning.	80%	<b>80%</b>	70%
Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	72%	<b>81%</b>	72%
Support personnel are appropriately compensated for professional development.	55%	<b>74%</b>	70%
Support personnel feel that their employer invests in their career.	66%	<b>83%</b>	70%
Support personnel receive adequate professional development to carry out their job responsibilities.	86%	<b>89%</b>	80%



- b. **Aligned Professional Development** - DCSD provides a variety of professional development (PD) opportunities aligned with district goals and focus areas (Literacy, Data-driven Professional Learning Communities, and Essential Skills for Success). These [opportunities](#) include embedded staff development, host classrooms, peer observations, lesson studies, vendor provided PD, office hours and district lead PD sessions.
- c. **Calendar** - DCSD created an academic [calendar](#) that includes additional time during the school year and in the summer for staff to participate in professional development.
- MathFest (137 participants) - July 18 and 19
  - New Teacher Orientation (603 participants) - August 2
  - Professional Days - September 22, November 3, February 16, and April 26
  - Teacher Work Days - August 3, August 7, December 22, January 8 and May 24
  - Summer Summit (394 participants) - July 25 and 26
- d. **School-level Coaching and Support** - Professional Learning Specialists (PLS) provide learning opportunities throughout the year to support their role as an instructional coach at their respective schools.

[Focus Areas](#) for 2023 - 2024 - Literacy, Math, Data-Driven Professional Learning Communities

**Policy End: (II-D)** - Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.

**Interpretation:** *Compliance will be demonstrated when we have systems in place to provide timely, transparent communications and established two-way feedback mechanisms.*

**Evidence -**

- a. **DCSD Communications** - DCSD staff provides consistent communications through a variety of avenues.
  - [Week in Review](#) (weekly)
  - [Across the Board](#) (Board Meeting Summaries) (twice a month)
  - [DCSD News](#) (monthly - to families)
  - [Insights Newsletter](#) (monthly - to staff)
  - Superintendent Updates (as needed, generally at least monthly)
  - [Emergency Communications](#) (weather closures, delays, school security posture change, etc. as needed)
  - [Parent University](#)
  - DCSD Website/Mobile App
  - Social Media Channels (Facebook, LinkedIn, Twitter, Instagram, YouTube)
  - Comcast Channel 54 / Live Streaming
  - Earned Media
  - DCSD Lunch & Learn Series
  - Revisions to Policy KE - Concerns and Complaints
  - Weekly or Bi-weekly Updates and Newsletters (Principal Notes, Special Education Notes, Teacher Notes, PLS Notes, Business Office Bulletin, English Language Development Newsletter, Gifted Education Newsletter, Management Seminar Newsletter)
  
- b. **Feedback** - DCSD provides consistent and frequent opportunities to gather feedback.
  - Board Connections/Engagement
  - Teacher Connect
  - [Employee Council](#)
  - [Equity Advisory Council](#)
  - [Douglas County Special Education Advisory Committee](#)
  - Douglas County Gifted Education Advisory Council
  - Douglas County Safety and Security Committee

- [DCSD Board Committees](#) - District Accountability Committee, Fiscal Oversight Committee, Long Range Planning Committee, and Student Advisory Group
  - Group and individual employee benefits counseling support
  - District Leadership Team Meetings
  - Principal Meetings: Level Principal, Regional Principal, Assistant Principal/Dean, Activities and Athletic Director, and New Leader
  - Superintendent Town Halls
  - [Special Education Talks and Parent Engagement Events](#)
  - DCSD Calendar Committee
  - Surveys
- c. **Listening/Two-Way Communication** - DCSD utilizes a variety of mechanisms to engage in two-way communication
- Website feedback form
  - Social media private messages/comments
  - Phone calls and emails
  - Let's Talk Forms (Transportation and I.T.)
  - [Special Education Talks and Parent Engagement Events](#)
  - Conexion
  - [Gifted Education](#)

**Policy End: (II-E)** - Educators and staff are valued and given multiple opportunities for their voices to be heard.

**Interpretation:** *Compliance will be demonstrated when we have systems in place to provide timely, transparent communications and established two-way feedback mechanisms.*

**Evidence -**

- a. **Appreciation** - DCSD provides opportunities for staff to be acknowledged and to offer positive work environments.
  - *Staff Spotlights (newsletters)*
  - [Employee Rock Star Awards program](#)
  - [Apple Awards \(Foundation for Douglas County Schools\)](#)
  - [Staff Wellness Offerings](#)
  - *Employee Appreciation Days/Weeks (School Counselors, School Resource Officers, School Librarians, Teachers, Principals, Assistant Principals, School Nurses, Custodians, Occupational Therapists, Kitchen Workers, All Staff Appreciation Week, etc.)*
  - *Retirement Ceremony*
  
- b. **Feedback** - DCSD provides consistent and frequent opportunities to gather feedback from educators and staff.
  - *Teacher Connect*
  - [Employee Council](#)
  - [Equity Advisory Council](#)
  - [DCSD Board Committees](#) - *District Accountability Committee, Fiscal Oversight Committee, Long Range Planning Committee, and Student Advisory Group*
  - *Superintendent Town Halls*
  - *Surveys*
  - *Direct communication (emails, phone calls, face-to-face meetings)*
  
- c. **Climate and Culture** - DCSD is implementing initiatives that promote a positive climate and culture.
  - DCSD will be starting a pilot program to provide free school lunches for all employees.
  - DCSD will be enhancing workspaces in our transportation, operations and maintenance departments.
  - DCSD will be offering an employee discount of 20% who use our BASE programs.

### III. Executive Limitations Monitoring

<b>EL-11: Staff Treatment</b>	
EL-11: Staff Treatment - With respect to treatment of staff, the Superintendent will promote practices so that working conditions, procedures, or actions supported or taken by the district's administration are lawful, ethical, safe, dignified, and in compliance with Board policy.	
Interpretation: <i>Compliance will be demonstrated when the Superintendent clearly communicates employee expectations and rights, have procedures in place for staff grievances, and promote a positive atmosphere that allows for mistakes and growth.</i>	
<b>Measure</b>	<b>Status</b>
<a href="#">Teaching &amp; Learning Conditions Colorado Survey</a> - The Teaching and Learning Conditions in Colorado (TLCC) Survey provides data to schools, districts, and the state about whether educators have the supportive school environment necessary to remain working and be successful with students.	<b>Compliant</b>
<a href="#">DCSD Employee Guide</a> - DCSD's guide for employees to understand benefits, programs, expectations and rights.	<b>Compliant</b>
<p><b>Superintendent Climate and Culture Norms:</b></p> <ul style="list-style-type: none"> <li>Presume Positive Intent</li> <li>Exude and Expect Optimism</li> <li>Address Concerns the Right Way</li> <li>Create a Culture of Safe Mistakes</li> <li>Communicate Kindly and Respectfully</li> </ul> <p>These norms were shared with all staff via livestream at the beginning of the school year and have been built into district leadership meetings and professional development.</p>	<b>Compliant</b>
<b>Title IX Sexual Harassment Grievance Process (AC-R-2)</b> - DCSD revised the regulation to include the contact information for Compliance Officer/Title IX Coordinator and Compliance Investigator.	<b>Compliant</b>
	<b>Compliant</b>

<b>EL-12: Staff Compensation</b>
EL-12: Staff Compensation - With respect to employment compensation and benefits for employees, the Superintendent shall promote a compensation and benefits plan that furthers the fiscal integrity of the district.

Interpretation: *Compliance will be demonstrated when the Superintendent maximizes resources to compensate staff.*

Measure	Status
DCSD salary schedules were updated for the 2023-2024 school year and after the passage of the Mill Levy Override. <a href="#">DCSD 2023-24 Retention Stipend Fact Sheet</a> <a href="#">DCSD 2023-2024 Licensed Salary Guide</a> <a href="#">2023-24 Additional Pay Compensation Schedules A &amp; B</a> <a href="#">2023-24 Salary Schedule - School Admin (POST MLO)</a> <a href="#">2023-24 Salary Schedule - School Admin</a> <a href="#">2023-24 Licensed Salary Schedule (POST MLO)</a> <a href="#">2023-24 Licensed Salary Schedule</a> <a href="#">2023-24 Salary Schedule - Classified (POST MLO)</a> <a href="#">2023-24 Salary Schedule - Classified</a> <a href="#">2023-24 Salary Schedule - BASE (POST MLO)</a> <a href="#">2023-24 Salary Schedule - BASE</a> <a href="#">2023-24 Salary Schedule - NUTS (POST MLO)</a> <a href="#">2023-24 Salary Schedule - NUTS</a> <a href="#">2023-24 Salary Schedule - Transportation (POST MLO)</a> <a href="#">2023-24 Salary Schedule - Transportation</a> <a href="#">2023-24 Salary Schedule - ProTech (POST MLO)</a> <a href="#">2023-24 Salary Schedule - ProTech</a>	<b>Compliant</b>
DCSD Benefits Program was updated for the 2023 - 2024 school year. <a href="#">Benefits website</a> <a href="#">2023 - 2024 DCSD Benefits Guide</a>	<b>Compliant</b>
DCSD <a href="#">Voluntary Benefits Program</a> was updated for the 2023 - 2024 school year.	<b>Compliant</b>
	<b>Compliant</b>

**EL-13: Staff Evaluation**

EL-11: Staff Evaluation - With respect to evaluation of employees, the Superintendent shall further the development and implementation of an evaluation system that links employee performance with the district's mission statement and belief system, complies with state law, and measures employee performance consistent with achieving the Board's Ends policies

Interpretation: *Compliance will be demonstrated when the superintendent implements an evaluation system that is aligned to best practices and meets or exceeds state expectations.*

Measure	Status
<b>Educator Evaluation <a href="#">Assurances</a></b> - The DCSD educator evaluation system has met or exceeded CDE requirements for educator evaluation systems.	<b>Compliant</b>

<p><b>Advisory Personnel Performance Evaluation Council (<a href="#">DAC</a>)</b>  - The council provided feedback and input on the development and approval of evaluation rubrics.</p>	<p><b>Compliant</b></p>
<p><b>CITE and LEAD Focus Groups</b> - Focus groups were primarily responsible for evaluating, revising, and/or creating rubrics for use in DCSD's unique evaluation system, as well as gathering periodic feedback from staff</p>	<p><b>Compliant</b></p>
	<p><b>Compliant</b></p>

Appendix A - [Colorado Department of Education](#) Personnel Turnover Rate (Fall 2022)

District Code	District Name	Position (Job) Categories	2021-2022 Head Count	2022-2023 Head Count	Difference	People Returned	People Left	New People	Turnover Rate
900	Douglas County Re 1	Administrators	27	27	0	22	5	5	18.50%
900	Douglas County Re 1	Crafts/Trades/Services	828	743	85	620	208	123	25.10%
900	Douglas County Re 1	Instructional Support	579	599	-20	443	136	156	23.50%
900	Douglas County Re 1	Office/Administrative Support	487	489	-2	371	116	118	23.80%
900	Douglas County Re 1	Other Support	427	422	5	342	85	80	19.90%
900	Douglas County Re 1	Paraprofessional	1,693	1,659	34	1,146	547	513	32.30%
900	Douglas County Re 1	Principals	217	227	-10	176	41	51	18.90%
900	Douglas County Re 1	Professional-Other	410	428	-18	327	83	101	20.20%
900	Douglas County Re 1	Teachers	3,682	3,624	58	2,964	718	660	19.50%
<b>900</b>	<b>Douglas County Re 1 Total</b>		<b>8,350</b>	<b>8,218</b>	<b>132</b>	<b>6,411</b>	<b>1,939</b>	<b>1,807</b>	<b>23.20%</b>

Source - Colorado Department of Education School/District Staff Statistics

Key:

- *People Left: The number of people that were not reported as employed in the position category by the district in the most current year regardless of reason for leaving. They were employed in the prior year.*
- *New People: The number of people that are new to the position for the district for the most current year.*
- *Turnover Rate: The number of People Left divided by the prior year Headcount.*



Appendix B - [Colorado Department of Education](#) Personnel Turnover Rate (Trend)

District Code	District Name	Position (Job) Categories	2018 Turnover Rate	2019 Turnover Rate	2020 Turnover Rate	2021 Turnover Rate	2022 Turnover Rate
900	Douglas County Re 1	Administrators	16.20%	71.43% <sup>†</sup>	25.00%	12.50%	18.50%
900	Douglas County Re 1	Crafts/Trades/Services	23.10%	19.98%	22.10%	22.60%	25.10%
900	Douglas County Re 1	Instructional Support	23.20%	18.06%	17.80%	18.40%	23.50%
900	Douglas County Re 1	Office/Administrative Support	15.80%	17.27%	20.50%	20.10%	23.80%
900	Douglas County Re 1	Other Support	12.40%	14.29%	14.20%	19.50%	19.90%
900	Douglas County Re 1	Paraprofessional	27.30%	22.86%	25.80%	27.00%	32.30%
900	Douglas County Re 1	Principals	12.60%	10.96%	10.00%	12.40%	18.90%
900	Douglas County Re 1	Professional-Other	17.30%	14.50%	15.60%	18.10%	20.20%
900	Douglas County Re 1	Teachers	13.80%	13.65%	13.70%	16.50%	19.50%
<b>900</b>	<b>Douglas County Re 1 Total</b>		<b>18.40%</b>	<b>17.25%</b>	<b>18.00%</b>	<b>19.70%</b>	<b>23.20%</b>

Source - Colorado Department of Education School/District Staff Statistics

<sup>†</sup> Several Administration positions were reclassified into the appropriate job codes

Appendix C - Focus Group Meetings

<p><b>CITE Focus Group</b></p> <p>Membership is open to all licensed teacher positions including classroom, specials/electives, interventionist, mild/moderate special education, center-based special education. Principals, assistant principals and deans are welcome to participate.</p>	<p><b>Special Service Providers Focus Group</b></p> <p>Membership is open to all licensed SSP positions including audiologist, counselor, nurse, psychologist, social worker, speech language pathologist, occupational therapist, and orientation and mobility specialist. Department leads and coordinators are welcome to participate.</p>	<p><b>LEAD Focus Group</b></p> <p>Membership is open to all principals, assistant principals and deans. EDOS and district level leaders are welcome to participate.</p>
<p><b>Meeting Dates:</b>            8.31.23            9.28.23            10.26.23            12.5.23            1.25.24            2.22.24            3.14.24            4.24.24</p>	<p><b>Meeting Dates*:</b>            5.3.23            5.23.23            10.24.23            10.27.23            12.6.23            1.30.24</p> <p><b>*Note:</b> The School Nurse Rubric is in the revision process. Dates reflect those work sessions with this group only. No additional SSP groups are working on rubric creation/revision for the 23-24 school year.</p>	<p><b>Meeting Dates*:</b>  <b>*Note:</b> The LEAD Focus Group currently meets on an as needed basis.</p>

Appendix D - District Level sessions aligned to Literacy/PLC for Certified Staff and Admin

<p>Literacy Sessions for Certified Staff/Admin (67 sessions, 80 Locations, 608 Participants, 1045 Participations)</p>
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A Deep Dive into StudySync Assessments  
 Analyzing the Data within StudySync to Make Informed Decisions  
 Benchmark Advance New Teacher Training  
 Benchmark Advance Trainer of Trainers Foundation Word Study Grades 3-6  
 Benchmark Advance Trainer of Trainers Small Groups & Assessment  
 Benchmark Advance Trainer of Trainers Vocabulary Grades K-6  
 Benchmark PD: Aligning the Writing Process within Benchmark Resources  
 Benchmark PD: Close Reading Related to Analytical Response using Mentor Text  
 Benchmark PD: Developing Student Ownership in Writing Through Exemplars  
 Benchmark PD: Evaluating Student Writing to Determine Next Steps with Benchmark Prompts  
 Benchmark PD: Planning Writing Units within Best Practice Using Exemplars  
 Benchmark PD: Small Book Resources Supporting Written Response  
 Benchmark PD: Unit Planning based on Best Practices with in Writing  
 Benchmark Phonics Intervention  
 Benchmark Workshop New Teacher Training  
 Benchmark Workshop Trainer of Trainers Phonics K-2  
 Benchmark Workshop Trainer of Trainers Phonics 3-5  
 Benchmark Workshop Trainer of Trainers Small Groups & Assessment  
 Close Reading to Support Analytical Response Utilizing Benchmark  
 CommonLit Connections for Differentiated Instruction and Progress Monitoring  
 Cracking the Code - Making Connections to Literacy  
 Disciplinary Literacy Practices at the Secondary Level  
 ED 180 Getting Started Launch Grades 6-12  
 Embedding Literacy Practice throughout the Kindergarten Day  
 Follow-up Support for Yoshimoto OG  
 Instructional Routines Deep Dive - Wonders  
 Introduction to StudySync  
 Leading Literacy in the Secondary School and Classroom  
 Making Literacy Connections to Science and Social Studies at the Elementary Level  
 Meaningful Walkthroughs for Elementary Literacy  
 Orton-Gillingham Basic Training  
 Orton-Gillingham Cohort  
 Partner Reading with Paragraph Shrinking  
 Planning Out the Second Semester of StudySync  
 Planning Writing Units Within Best Practices  
 Read180 Professional Development  
 Readtopia and Readtopia GO Curriculum: Overview of Curriculum and Resources  
 Rigorous Vocabulary & Tiered Questioning Strategies for Reading Instruction  
 Self-Regulated Strategy Development (SRSD) Writing Training of Trainers  
 SSN Literacy Teams Community of Practice Work Sessions  
 Strategically Planning StudySync  
 StudySync Standards Analysis and Understanding of the Close Reading Routine  
 Supporting Teachers with Literacy Intervention Practices in the Classroom  
 Taking the i-Ready Diagnostic as a Student to Inform Literacy Leadership  
 Teaching Writing to Students with Significant Support Needs  
 The Power of Words - Engaging Vocabulary Activities  
 Utilizing CommonLit as an Instructional Tool in High School Science Courses  
 Utilizing CommonLit in High School Social Studies Courses  
 Wonders IRH Deep Dive  
 WonderWorks Initial Training  
 Wonders New teacher Overview and Planning  
 Wonders New Teacher Training Part 2

PLC Sessions for Certified Staff/Admin (29 sessions, 71 Locations, 344 Participants, 773 Participations)

Charlie Coleman: Revitalizing Your PLC  
 Coaching Essentials Basics Course  
 Continuous Improvement in PLCs  
 Data Driven PLCs in Mathematics  
 Getting Started with i-Ready  
 How to Coach a PLC  
 How to Set Up AND Sustain Effective Coaching Cycles  
 I-MTSS Essentials  
 I-MTSS Framework: Meeting the Needs of Every Learner  
 I-MTSS Level 2 Training: Thriving  
 i-Ready Standards Mastery for Teachers  
 Identifying Learning Targets and CFAs in our Core Resources K-8  
 Instructional Leadership and Coaching  
 Intervention and Enrichment Elementary  
 Intervention and Enrichment Secondary  
 Learning Targets - CFA  
 PLC at Work 15 Day Challenge Collaboration with Vertical Teams  
 PLC at Work Portable Package  
 PLCs in Action  
 Protocols to Support a Full Year of PLC Work  
 Tiers of Instruction I-MTSS and PLCs  
 Understanding Your State Level Results  
 Using iReady's Reading Reports to Support PLC  
 What Do Effective PLC Teams Do With The Data?

Appendix C - Professional Learning Specialists and Coaching Meeting Sessions

Literacy Sessions for PLS 2023-2024 (as of 2.28.24)

Elementary Core Reading- Reflection and Planning  
 Disciplinary Literacy Practices at the Secondary Level  
 READ Act and School Readiness Q & A  
 How to Effectively support a study sync pilot at the school Level  
 Coaching in Secondary Literacy Using Our Curricular Resources (CommonLit & StudySync)  
 Gaining Shared Clarity on Student Writing Expectations  
 Elementary Core Reading Curriculum Support  
 Universal Instruction in Writing  
 Elementary Writing Collaboration  
 Writing: Using Student Work to Clarify Expectations and Determine Next Steps  
 Dyslexia Simulation  
 Wonders Support  
 Benchmark Support  
 Planning for Classroom Based Phonological Awareness and Phonics Interventions  
 StudySync Support for Pilot Schools

PLC Sessions for PLS

Setting the Stage: Our District Priorities  
 How to Coach a PLC

Understanding Your State Level Assessment Data  
Making Connections to Collective Goals and Coaching Shifts shared in Amplify Your Impact  
Supporting PLC's through Learning Targets and CFA's in the Elementary Core Reading Programs  
Coaching High Impact Instructional Strategies for this time of the Year  
Facilitating Goals to Support Collaborative Teams  
Using i-Ready Reading Reports to Support PLCs at the Elementary Level  
ELD Programming and Requirements: Focus on Compliance, ELD Programming, & Collaborative Practices  
IMTSS with Dr. Kelli Smith  
Coaching Individuals and PLC Teams on High Impact Instructional Strategies  
Tiers of Instruction: Reflecting on your school's systems  
Make It Happen: Reflecting on PLCs

Other

Supporting Staff with DCSD Tools  
Help! I just keep Doing, I wonder if I'm Leading  
The Coaching Playbook  
Induction Supports and Coaching for SSPs  
Opportunities That Inspire!: Engaging Teachers in the Practices of Their Content  
Experiencing the i-Ready Diagnostic to Inform Instructional Leadership  
Promoting Relationships, Engagement and Belonging in Schools (Part I)  
Strengthening the Student Teacher Relationship  
Video Coaching (teachers focusing on specific aspects of their teaching and their students' experiences)