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
All Staff	**86%**	**87%**	**84%**	**81%**	**84%**	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 (2020). The TLCC Survey is generally administered in February so the data below is not current (2024 results will be available April 2024)

Question	DCSD 2020	DCSD 2022	DCSD 2024	Difference
Would recommend their school as a good place to work	91%	**90%**	**TBD**	TBD
Feel satisfied with the recognition for doing a good job.	79%	**78%**	**TBD**	TBD
I am getting adequate support to do my job during this time.	--	**82%**	**TBD**	TBD
The district provides principals with support when they need it.*	84%	**87%**	**TBD**	TBD

*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.

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)

Construct - Professional Development	DCSD 2022	DCSD 2024	State 2024
Professional Development (Overall)	**75%**	TBD	TBD
The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	**79%**	TBD	TBD
Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	**71%**	TBD	TBD
The effectiveness of professional development is assessed regularly.	**70%**	TBD	TBD
Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.	**80%**	TBD	TBD
Teachers and support personnel receive ongoing support and coaching to improve their practice.	**76%**	TBD	TBD
Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys).	**77%**	TBD	TBD
Teachers and support personnel receive adequate professional development to support their students' social and emotional learning.	**80%**	TBD	TBD
Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	**72%**	TBD	TBD
Support personnel are able to participate in the professional development that is offered.	**90%**	TBD	TBD

Support personnel are appropriately compensated for professional development.	**55%**	TBD	TBD
Support personnel feel that their employer invests in their career.	**66%**	TBD	TBD
Support personnel receive adequate professional development to carry out their job responsibilities.	**86%**	TBD	TBD

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

EL-11: Staff Treatment	
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: *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.*	

Measure	Status
Teaching & Learning Conditions Colorado Survey - 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.	**Compliant**
DCSD Employee Guide - DCSD's guide for employees to understand benefits, programs, expectations and rights.	**Compliant**

Superintendent Climate and Culture Norms:
        Presume Positive Intent
        Exude and Expect Optimism
        Address Concerns the Right Way
        Create a Culture of Safe Mistakes
        Communicate Kindly and Respectfully
 	
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.
	Compliant

Title IX Sexual Harassment Grievance Process (AC-R-2) - DCSD revised the regulation to include the contact information for Compliance Officer/Title IX Coordinator and Compliance Investigator.	**Compliant**
	Compliant

EL-12: Staff Compensation	
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. DCSD 2023-24 Retention Stipend Fact Sheet DCSD 2023-2024 Licensed Salary Guide 2023-24 Additional Pay Compensation Schedules A & B 2023-24 Salary Schedule - School Admin (POST MLO) 2023-24 Salary Schedule - School Admin 2023-24 Licensed Salary Schedule (POST MLO) 2023-24 Licensed Salary Schedule 2023-24 Salary Schedule - Classified (POST MLO) 2023-24 Salary Schedule - Classified 2023-24 Salary Schedule - BASE (POST MLO) 2023-24 Salary Schedule - BASE 2023-24 Salary Schedule - NUTS (POST MLO) 2023-24 Salary Schedule - NUTS 2023-24 Salary Schedule - Transportation (POST MLO) 2023-24 Salary Schedule - Transportation 2023-24 Salary Schedule - ProTech (POST MLO) 2023-24 Salary Schedule - ProTech	**Compliant**
DCSD Benefits Program was updated for the 2023 - 2024 school year. Benefits website 2023 - 2024 DCSD Benefits Guide	**Compliant**
DCSD Voluntary Benefits Program was updated for the 2023 - 2024 school year.	**Compliant**
	Compliant

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**
Educator Evaluation Assurances - The DCSD educator evaluation system has met or exceeded CDE requirements for educator evaluation systems.	**Compliant**

Advisory Personnel Performance Evaluation Council (DAC) - The council provided feedback and input on the development and approval of evaluation rubrics.	**Compliant**
CITE and LEAD Focus Groups - 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	**Compliant**
	Compliant

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%
900	**Douglas County Re 1 Total**		**8,350**	**8,218**	**132**	**6,411**	**1,939**	**1,807**	**23.20%**

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.*

Updated 2-5-24

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%[†]	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%
900	**Douglas County Re 1 Total**		**18.40%**	**17.25%**	**18.00%**	**19.70%**	**23.20%**

Source - Colorado Department of Education School/District Staff Statistics
[†] Several Administration positions were reclassified into the appropriate job codes

Appendix C - Focus Group Meetings

CITE Focus Group	Special Service Providers Focus Group	LEAD Focus Group
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.	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.	Membership is open to all principals, assistant principals and deans. EDOS and district level leaders are welcome to participate.
Meeting Dates: 8.31.23 9.28.23 10.26.23 12.5.23 1.25.24 2.22.24 3.14.24 4.24.24	**Meeting Dates*:** 5.3.23 5.23.23 10.24.23 10.27.23 12.6.23 1.30.24 ***Note:** 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.	**Meeting Dates*:** ***Note:** The LEAD Focus Group currently meets on an as needed basis.

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

Literacy Sessions for Certified Staff/Admin (67 sessions, 80 Locations, 608 Participants,1045 Participations)

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

Updated 2-5-24

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)