

ADMINISTRATIVE REPORT

DATE: June 2, 2022
TOPIC: #5.1 - ATPPS Annual Report
PRESENTER: Tim Bunnell, ATPPS Specialist

A. PURPOSE OF REPORT

- a. Participation in the ATPPS/Q Comp program through the Minnesota Department of Education requires our program leadership to submit an annual report to our local school board
- b. This report will summarize our program elements, highlight program impact, and share plans for the program for the coming school year.

B. RECOMMENDATION

- a. Information



South Washington County School District Alternative Teacher Performance Pay System (ATPPS) Annual Report 2021-22

Core Component: Teacher Leaders

Impact

Teacher leaders throughout the district are integral to our district's efforts to ensure quality instruction in every classroom. Some examples of their impact collected through administrator and teacher input are listed below:

Mentors: *Our mentoring program provided a one-to-one mentor for 60+ first year probationary staff across the district during the 2021-22 school year. In addition, instructional coaches provided 7.5 hours of professional development for each new teacher regardless of their probationary status. The core of our program is the instructional mentor. New teachers have identified this relationship as instrumental in their induction process. Mentors provide support in curriculum and assessment, analyzing student work, classroom management, and enhancing student engagement.*

Instructional Coaches: *Instructional Coaches had a large impact in our buildings in 2020-21. They facilitated learning team meetings (PLCs), provided significant support in the use of data to make instructional decisions, engaged in instructional coaching and provided leadership and expertise at all levels (classroom, building, and district) to facilitate improved instructional practices. This past year they were also an invaluable support to our buildings as they dealt with the effect of COVID-19 & staffing shortages. This year saw the cohort go through an intensive training in the use of cognitive coaching to support teacher improvement. We will continue to provide additional professional development for this cohort as well as expanding their responsibilities in the areas of instructional coaching and the induction of new instructional staff.*

Equity Teacher Leaders: *Over the past year Equity Teacher Leaders have continued our district efforts to be a more inclusive organization. They have supported teachers across the district to we continue to strive towards implementing and integrating equitable instructional practices in every classroom. These supports have deepened teachers understanding around CLRT and supported them in the implementation of culturally relevant teaching practices.*

ATPPS Coordinators: *The ATPPS Coordinators continue to provide leadership and support to sites to ensure fidelity of implementation of the ATPPS program at each site. Coordinators assist in the planning and execution of the professional development days at each site, participate on leadership teams responsible for developing site student achievement goals, and provide essential communication to teachers at their site.*

Changes for the 2022-23 School Year

We plan to make two significant enhancements to our teacher leaders programming in 2022-23. The first is to begin a re-boot of our instructional mentoring program to review our processes and procedures and enhance our

professional development for our mentors. The second enhancement is to begin the process of extending our instructional coaching program to support instructional staff beyond our K-12 buildings. We plan to provide instructional coaching for staff who are currently teaching in our early childhood programs, our SWAHS program, and our Next Step program beginning in the 2022-23 school year.

Core Component: Job-Embedded Professional Development

Impact

During the 2021-22 school year ATPPS participants were provide with 22.5 hours of job-embedded professional development throughout the school year. The hours were divided among a professional development day in August, a flex day completed outside the contract day at a time determined by individual staff, and another professional development day scheduled for early June. Staff used the August time provided to focus on developing curriculum and assessments, embedding Culturally Responsive Teaching strategies in their instruction (both live & virtual), and a variety of other professional development activities that supported student achievement. Flex Days encompassed a wide range of activities including a district provided option on August 27th focusing on ADHD & SEL. Staff also participated in Book Circles and a wide range of PD and PLC work. Teachers valued the opportunity to have time for these activities and reiterated their desire to have additional time for professional development.

Changes for the 2022-23 School Year

We are making a few enhancements for the 2022-23 school year and investigating additional modifications to better meet the professional development needs of the instructional staff in the South Washington County School District. For 2022-23 we are planning to continue to refine the design of our Flex Day. We will provide staff a wide range of professional development options in August as well as adding a day to our new teacher academy where probationary staff will complete their Flex Day. In addition, we plan to allow staff to fulfill their hours though participating in a CLRT binder study or by participating in a full instructional coaching cycle. We will continue to look at how we can be more effective in providing staff development and opportunities for staff to engage in collegial learning throughout the calendar year with a focus on supporting the school improvement process.

Core Component: Peer Observations

Impact

Peer coaching continues to be a valuable component of our ATPPS program. It has positively impacted their instructional practices and student achievement significantly during the past school year, both when being observed and when acting as a coach. Teachers continue to identify increased self-reflection and enhanced collegial relationships as two major benefits of the current peer coaching process. This year peer coaches provided approximately 3000 peer observations to staff across the district.

Staff were surveyed this year (1244 staff members responded) on their role as a peer observer and how peer coaching has impacted their instructional practices. 98% of the staff felt they were confident in their ability to

provide quality feedback for their peers and 86% of staff felt peer observations were very beneficial in their own professional growth.

Changes for the 2022-23 School Year

For the 2022-23 school year we will continue the current structure of our peer coaching program. We plan to continue to allow continuing contract teachers the option to include a self-observation or an administrative observation as one of their three required observations. Teachers may also choose to participate in a coaching cycle with an instructional coach to meet this standard. For our first-year probationary staff we will continue to provide three mentor observations in addition to their three administrative observations. In fall of 2022 we will be introducing a new support for our returning probationary staff. We will have each probationary teacher complete one full instructional coaching cycle in their second year of teaching as a part of our induction process.

Core Component: Performance Pay/Student Achievement Goals

Impact

Performance pay will be awarded for 2021-22 based on academic goals set by each building. These goals are based on individual student performance on a standardized assessment. Goals were established in August and results will be reported by June 15, 2022. In addition, each staff member created student achievement goals focused on either academic or SEL objectives. Results of each teacher's goal will be reported at the end of the year.

Changes for the 2022-23 School Year

For the 2022-23 we do not plan any changes to this component.

ATPPS Program in General

Impact

The professional development, academic goal setting, and peer observations provided through ATPPS have made a significant impact in our district. Teachers have identified support for the implementation of new instructional strategies, academic goal setting, support for learning teams, and job-embedded professional development as some of areas of greatest impact.

The ATPPS program has also provided extensive financial support and leadership to many other programs across the district. Our district induction and mentoring program has been almost exclusively funded through ATPPS. ATPPS provides compensation for our mentor specialist as well as all instructional coaches and mentors. ATPPS also continues to provide support for our efforts to address equity concerns by providing funding for Equity Teacher Leaders at every site. These teacher leaders have been instrumental in ensuring our CLRT efforts are being implemented with fidelity across the district.

Participating in the ATPPS program generates \$3,200,000 annually for the south Washington County School District in additional revenue from the state. This past year the program provided 165 teacher leader stipend positions and 15.33 FTEs across the district. Individual teachers who fully participated in the program earned approximately \$1600 during the 2021-22 school year.

Changes for the 2022-23 School Year

For the 2022-23 school year we intend to maintain each of the identified components as described in this report along with the recommended revisions. In addition, we will continue to work closely with Teaching and Learning Services leadership to ensure the ATPPS program continues to support significant district initiatives and provides the necessary supports for both our probationary and continuing contract staff to continue to expand their professional skills and knowledge.

The recommended changes to the ATPPS program mentioned in this report are all within the guidelines of the ATPPS Memorandum of Agreement (MOA) that was approved as a part of the 2021-23 teacher contract. We thank our UTSWC membership and district leadership for their continued commitment to our program and for being a learning community that strives to constantly improve.