



# SAN JUAN SCHOOL DISTRICT

Quality Teaching Incentive Program

QTIP (HB 43)



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SUPERINTENDENT

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# SJSD

## Quality Teaching Incentive Program

### QTIP

Objective of Program: To foster in all schools a collaborative faculty, rich in experience and pedagogy skills, and fully prepared to successfully deliver high quality instruction in all classrooms.

School	Number of Positions approved by board	Year One	Year two	Retention Numbers
<b>Elementary</b>				
Bluff Elementary	<b>2</b>	<b>2</b>	<b>2</b>	<b>2/2</b>
Montezuma Creek Elementary	<b>4</b>	<b>0</b>	<b>4</b>	<b>NA</b>
Tsepii'nidzisgai Elementary	<b>4</b>	<b>3</b>	<b>4</b>	<b>3/3</b>
<b>Secondary</b>				
Navajo Mountain High	<b>1</b>	<b>1</b>	<b>1</b>	<b>1/1</b>
Monument Valley High	<b>5</b>	<b>1</b>	<b>2</b>	<b>0/1</b>
Whitehorse High	<b>5</b>	<b>0</b>	<b>1</b>	<b>NA</b>
<b>Totals</b>	<b>21</b>	<b>7</b>	<b>14</b>	<b>6/7</b>

### MCL TYPES OF SUPPORT

This table shows many of the ways MCLs support their teachers. The types of support given will vary over time and based on teacher need.

Support Type	Description and Examples
<b>Observing</b>	<ul style="list-style-type: none"> <li>• MCL and teacher discuss a particular class or part of a lesson that requires attention, assistance, or feedback, <i>or</i> MCL comes in to assess needs and capture data.</li> <li>• MCL comes in and takes notes on that specific concern, and then shares in a feedback session.</li> <li>• <i>Best used when MCL and the teacher need to collect data on a targeted area before deciding how to proceed or when MCL and teacher have discussed something that the teacher is trying and wants feedback on.</i></li> </ul>
<b>Modeling</b>	<ul style="list-style-type: none"> <li>• MCL models a planned lesson targeted to the teacher's need.</li> <li>• Teacher observes during lesson and may take notes of specific strategies or ideas yielded from the MCL's example.</li> <li>• <i>Best used when the teacher needs or wants direction on a specific component of a lesson, is trying a new instructional approach, or isn't necessarily benefiting from feedback after an observation.</i></li> </ul>
<b>Co-Teaching</b>	<ul style="list-style-type: none"> <li>• MCL and teacher plan and execute a lesson together, with some predetermined roles.</li> <li>• Students benefit from two different perspectives and teaching styles within the room; MCL and teacher benefit from seeing, hearing, and participating in each other's instruction.</li> <li>• <i>Best used when the teacher wants additional direction on how to better reach students through a lesson, or apply feedback from a previous modeling session. This support type flows naturally from modeling.</i></li> </ul>
<b>Real-Time Teacher Coaching</b>	<ul style="list-style-type: none"> <li>• MCL stands at back of room with walkie-talkie microphone that transmits directly to the teacher's earpiece, coaching the teacher while the teacher teaches.</li> <li>• MCL and teacher hold a pre-conference, Real-Time Teacher Coaching (RTTC) session, and post-conference.</li> <li>• <i>Best used when MCL and the teacher have discussed a specific method that requires practice and feedback.</i></li> </ul>
<b>Pushing In</b>	<ul style="list-style-type: none"> <li>• MCL comes into teacher's class to assist with the lesson. This might include listening to the modeling portion of class and then assisting students at table groups, in partners, or independently.</li> <li>• <i>Best used when MCL and the teacher have discussed specific blocks or parts of a lesson that require an extra set of eyes or an extra pair of</i></li> </ul>

**MULTI-CLASSROOM LEADER TRAINING**

	<i>hands.</i>
<b>Pulling Out</b>	<ul style="list-style-type: none"> <li>• MCL comes in at a planned time to pull out a small group of students to work on a targeted skill.</li> <li>• <i>Best used when the MCL needs to give the teacher capacity to work with other groups, or when a particular set of students needs a skill the MCL can give directly and efficiently.</i></li> </ul>
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>• MCL meets with teacher to model, guide, or support thoughtful data analysis, such as formative data, weekly assessment data, or daily exit tickets.</li> <li>• <i>Best used when the teacher wants or needs assistance in translating data to thoughtful and intentional action.</i></li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• MCL meets with teacher to focus on lesson planning or longer-term planning, based on data and assessment.</li> <li>• Thoughtful planning stems from assessment standards and data analysis, as mentioned above.</li> <li>• <i>Best used on a weekly basis to ensure planning and execution are aligned, and MCL and teacher are married on content, data and students.</i></li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• MCL leads a targeted professional learning session specific to a need of a teacher or the team.</li> <li>• <i>Best used when multiple teachers have a common need specific to the skills of a given MCL.</i></li> </ul>

*Adapted from the "MCL Support Tools Menu" from Ashley Park PreK-8 School in Charlotte, N.C.*

## **SJSD**

### **Quality Teaching Incentive Program (QTIP)**

#### **What's Working Well:**

- **Elementary schools have seen dramatic positive benefits from the QTIP program.**
  - **Bluff Elementary has gone from an "F" grade to a "C" grade.**
  - **Montezuma Creek Elementary has gone from a "F" grade to a "C" grade.**
  - **TES has started to see very positive signs of improvement. Example 4<sup>th</sup> grade had a 27% proficient last spring on the SAGE test.**
- **Our partnership with USU Rural Teaching Project is strong. There are eight elementary ed. students scheduled to graduate at the end of this year.**
- **Our district is developing better systems of support for our QTIP program.**
- **Retention in the elementary area has improved.**
  - **TES only hired one new teacher this year.**
  - **Bluff did not hire one new teacher this year.**
- **Secondary Schools are showing signs of improvement and ownership with the program.**

#### **What's Not Working Well:**

- **It has been difficult to recruit core teachers in our secondary schools.**
  - **Less than positive attitudes toward the program have been a factor.**
  - **A very shallow pool has also been a factor.**
- **Retention has been a struggle in the secondary core areas.**
  - **Whitehorse High lost three of five core teachers.**
  - **Monument Valley High lost five of five core teachers.**

**San Juan School District  
QTIP Schedule**

<b>DATE</b>	<b>LOCATION</b>	<b>MODULES</b>
<b>August 8</b> 9 am-3:30 pm 45 minute lunch	SJSD Office	1.3 Defining QTIP Roles and Responsibilities 1.2 Shared Leadership (Needs to be shared with administrators) 3.1 Communication and Connections (supplemental materials) Effective Design and Facilitation of Professional Development (Global Learning Partners)
<b>August 9</b> 9 am-3:30 pm 45 minute lunch	SJSD Office	1.3 Collaborative Norms 2.1 Coaching Cycles Instructional Vision 3.1 Tiering Teachers 2.3, 2.4 Observational Data and Feedback Protocol Professional Learning Communities (supplemental materials)
<b>September 7<sup>th</sup></b> 1-4pm or 1:30-4:30pm	Bluff Elementary or Deseret Rose	Self-Care for Leaders (supplemental materials) Facilitating Data Dives (Driven by Data) 3.3 Scheduling Time
<b>October 5<sup>th</sup></b> 1-4pm or 1:30-4:30pm	Montezuma Creek Elementary	4.1 Collaborative Team Building 5.1 Coaching Interventions
<b>November 2<sup>nd</sup></b> 1-4pm or 1:30-4:30pm	Bluff Elementary or Deseret Rose	Analyze QTIP Effectiveness Data (survey results) 6.1 Maintaining an Effective Team
<b>January 18<sup>th</sup></b> 1-4pm or 1:30-4:30pm	TES Elementary	3.2 Effective Working Relationships 3.4 Preparing for the Spring 90 Day Plan
<b>February 22 ?</b> 1-4pm or 1:30-4:30pm	Bluff Elementary or Deseret Rose	8.1 Difficult Conversations Staying Calm and Strategic (supplemental materials)
<b>May 29<sup>th</sup></b> 9 am-3:30 pm 45 minute lunch	SJSD Office, Bluff Elementary or Deseret Rose	9.1 Year in Review End of Year Data Analysis

*Modules from Opportunity Culture are referenced by their number, though their materials will be modified to tailor the professional development for San Juan School District. Supplemental materials also will be used as necessary.*