

**District:** Bellevue Community School District

**Person Submitting Report:** Tom Meyer  
Superintendent of Schools  
563.872.4001 (Ext. 4)

**1. Describe how the district professional development program includes evidence-based instructional strategies aligned with the district's student achievement needs and long-range improvement goals:**

- The District Leadership Team (DLT) input is essential in this process. The DLT consists of a teacher from each of the following areas:
  - K-1
  - 2-3
  - 4-5
  - 6-12 Math
  - 6-12 Science
  - 6-12 Literacy
  - 6-12 Social Studies
  - 6-12 PE/Fine Arts/Health
  - 6-12 CTE
  - 6-12 Special EducationAdditionally, all administrators (3), Model Teachers (7), and Instructional Coaches (4) are also involved in the process.
- Content is well-grounded in research-based instructional strategies. For the 23-24 school year the focus is on the following:
  - PK-5 - Literacy (Implementation of the "Wit and Wisdom" curriculum)
  - 6-12 - Authentic Intellectual Work (AIW), focusing on instructional practices.
- Staff are/have worked through practices to increase assessment, progress monitoring, and data-based decision-making practices for literacy instruction.
- Staff are/have applied the Assessment System Protocol and Universal Instruction Protocol in a collaborative inquiry fashion.
- Staff focus on the following Professional Learning Communities Practices ("Solution Tree"):
  - What do we want students to know?
  - How are we going to know if students know what we want?
  - What will we do if students do not know the information we desire?
  - What will we do if they already know the information?
- Staff utilizes the external and internal coaching structure to develop and implement a Multi-Tiered System of Support (MTSS), including common definition, guiding principles, leadership team formation, and roles, and regularly scheduled and structured data analysis for curricular areas.
- Staff are/have worked to increase parent engagement through community partnerships, student volunteers, sharing learning with parents through a student-management system ("Seesaw"), and other manners. Staff have all received this training as an expectation of use, and this is reinforced throughout the year in meetings and professional learning.

- The staff works with students through small group instruction, reduced teacher-student ratios, frequent progress monitoring, extended school day, week, or year, summer reading program, and collaborating with community partners.

**2. Describe how the district professional development program includes instructional improvement components, including student achievement data, analysis, theory classroom demonstration and practice, technology integration, observation, reflection, and peer coaching:**

- Staff participates in ongoing student data analysis, including FAST assessments for K-5, along with monitoring each student's learning on regular formative and summative assessments. This is also a natural part of the district's MTSS program ("Comet Time") and includes all staff but also specific team members on the staff to monitor learning and assist in developing interventions for struggling learners and the root causes of their learning issues.
- Formative and summative data also direct professional learning for the district and staff members.
- Staff meets regularly in regard to students' struggling and appropriate research-based interventions.
- Staff participates in a peer-review process by observing other staff members as a requirement and "shadowing students" throughout the entire school day. This allows for a reflection on teaching and their skills and attributes with students and provides immediate learning opportunities to collaborate with others about and for self-reflection.
- Time is allocated during professional learning times throughout the school year for collaboration (PLC concept) between grade levels and curricular areas. This occurs during professional learning times, along with during corresponding planning times and after-school meeting times utilizing professional development funds.
- As mentioned, the staff is also compensated through Teacher Quality funds for a multitude of professional learning opportunities based on staff needs (determined through annual staff surveys of needs and desires to enhance their skills). This has included literacy, math, technology, book studies, individual and small group learning opportunities, and related areas in the past.
- The district also has a strong mentoring program with veteran and new teachers to the district focused on professional growth and learning. An emphasis is placed on curriculum/standards, effective instructional strategies, relationships, self-care/wellness, parent communication, and similar topics. This is also a part of a book study emphasis for the group throughout the school year.
- The implementation plan for professional learning is clear to staff and is monitored as put in place in classrooms.
- Subgroup data is also analyzed by team members, individual staff members, and administration.

- Professional learning is focused on instruction in relation to student learning data and district.
- Time is allotted for staff implementation through theory understanding, demonstration, practice, and collaboration.

**3. Describe how the district professional development program meets the needs of individual teachers and is aligned to the Iowa Teaching Standards:**

- The professional learning plan is designed around the teaching standards and allows for learning tracks based on the needs of individual staff members (along with entire staff needs). Each year, a survey is given to staff as part of the Teacher Quality process and the Teacher Leadership and Compensation Program plan. Effective teachers are developed and allowed to grow through appropriate educational opportunities, with an allocated amount of time on a regular and as-needed basis.
- Training and learning opportunities are adjusted and refined based on data.

**4. Describe how the district professional development program includes an evaluation component that documents the improvement in instructional practices and the effect on student learning:**

- Administrative Rounds (walkthroughs) to observe instructional practices in the classroom on a weekly level by administrative staff throughout the district. This year we are using the "WeClimb" format from "Master Teacher".
- Peer Review during shadowing opportunities and general classroom observations for learning.
- Professional collaboration (PLC concept) during professional learning times and other allocated times, and is structured.
- Student learning data review as a whole a minimum of three times/year, but also regularly during collaboration times and focusing on formative and summative assessments.
- Progress monitoring at various levels weekly.
- Review of student interventions by the MTSS teams weekly, and analyzing data points for learning.
- Individual teacher development plans are in place and monitored during the school year and at the end of the year, and they support the district priorities. This process has been revamped in the last two years to more effectively gauge the learning of staff, staff needs, and progress of staff learning.

**5. Describe how the district professional development program provides access to all teachers in the district to professional development offerings:**

- All staff is required to participate in professional development programming, and input on professional learning plans is essential and developed through a District Leadership Team and staff surveys of needs (balancing and recognizing needs).

- All staff responsible for instruction are included in training and learning opportunities and collaboration.
- Training and learning opportunities are ongoing...throughout the school year.

**6. Please indicate the district's professional development provider(s):**

- Mississippi Bend Area Education Agency
- Staff members with training in specific areas
- Authentic Intellectual Work (AIW)
- Patterns of Power (Literacy Program provider)
- Administrators
- Instructional Coaches
- Teacher Leaders