



Wyoming Department of Education

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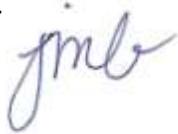
MEMORANDUM NO. 2010-059

TO: School District Superintendents
School Principals
Business Managers

FROM: Jillian Balow, Instructional Facilitator Program Manager
Amy Manley, Foundation Program Supervisor

DATE: March 19, 2010

SUBJECT: 2010-2011 Grant Application and Report for Supplemental
Financial Assistance for Instructional Facilitators



TIME SENSITIVE MATERIAL

Legislative Update:

During the 2010 Budget Session, the Wyoming Legislature approved \$32,000,000 for supplemental financial assistance for the Instructional Facilitator (IF) Grant Program for the next biennium, or \$16,000,000 per school year. **Note:** The total funding amount for each school year is \$3,756,000 less than the amount appropriated for school year 2009-2010. Additional funding in 2009-2010 was added as a time-limited “footnote” and is not included for the 2010-2012 biennium.

2010-2011 Grant Application and Report:

The School Year 2010-2011 Grant Application and Report for Supplemental Financial Assistance for Instructional Facilitators is attached and due **April 15, 2010**. An electronic version of the application and report may be accessed at: <http://www.k12.wy.us> under the heading, “New Information.” The application and report collects the following information on how school districts implement the Instructional Facilitator Program:

- Eligibility Requirements
- Standards and Evaluation

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- Evaluation of the District Program
- Roles and Responsibilities of Instructional Facilitators

District personnel with oversight and knowledge of the IF Program should complete the application and report.

Options and directions for submission of the application/report and survey are included on the form.

If the district chooses not to apply or is not eligible to participate, please check “no” in the appropriate space, obtain the required signatures, and submit the application.

Completion of an online survey is required as part of the application process and is due on April 15, 2010. It may be accessed at:
<http://www.zoomerang.com/Survey/WEB22ACHQHFKPV>.

The survey has three strands related to the District IF Program (elementary, middle school/junior high, and high school). There are a total of 65 questions. Input from principals, instructional facilitators, and other stakeholders is encouraged. Please plan accordingly as grant applications will not be considered complete until the survey is completed and successfully submitted online. The questions on the survey are attached to this memo for information and planning.

During the 2010-2011 school year, all instructional facilitators will be required to: a) complete a survey by October 1, 2010, and b) track instructional coaching with one or more teachers. Additional information regarding these requirements will be disseminated in a Superintendent’s Memo by September 1, 2010.

Estimated Award Amounts:

Attached are the estimated grant award amounts for the 2010-2011 school year. The final grant award amounts will be finalized when all applications are received and school year 2009-2010 Average Daily Membership (ADM) data are finalized.

The 2010-2011 grant amounts will be calculated in accordance with W.S. 21-13-335. District IF grant amounts are calculated and awarded by school.

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If a district chooses to reallocate funds from one school to another, this decision must be in consultation with the district administration and the Board of Trustees. Schools that do not qualify will not be eligible to receive IF grant amounts. Schools that do not qualify are schools that have an ADM of 49 or below or are an alternative school. The Wyoming funding model generates resources to utilize IFs in those schools.

Allowable IF grant expenditures only include IF salaries and benefits. Other resources needed to implement this program are generated by the Wyoming funding model (e.g. professional development, supplies and materials, technology and equipment, and assessments).

2009-2010 Grant Expenditures:

The application/report is not intended to collect expenditure data. The school-level 2009-2010 grant expenditures will be collected on the WDE-601 Annual District Report. Details regarding the WDE-601 Annual District Report can be found at https://wdesecure.k12.wy.us/stats/wde.forms.details?the_form=601. The WDE-601 is due **August 12, 2010**. If you have questions about reporting 2009-2010 Instructional Facilitator grant expenditures or the WDE-601 Annual District Report, please contact Amy Manley at amanle@educ.state.wy.us or (307)777-6000.

Any funds not spent or encumbered from the 2009-2010 Instructional Facilitator Grant must be returned to the WDE by **June 1, 2010**. Please send your payment to Amy Manley, Wyoming Department of Education (WDE), 2300 Capitol Ave., Hathaway Building, 2nd Floor, Cheyenne, WY 82002. If you have any questions regarding this process, please contact Amy Manley at amanle@educ.state.wy.us or (307)777-6000.

Timeline:

The following dates are provided for information and planning:

March 19, 2010:	WDE notifies district of their 2010-2011 estimated award amounts
April 15, 2010:	2010-2011 IF Grant Application and Report due to WDE Educational Quality and Accountability Unit

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- May 1, 2010: If necessary, WDE notifies districts of their modified 2010-2011 estimated award amounts if school participation differs from 2009-2010
- June 1, 2010: Districts return unused 2009-2010 grant funds to WDE Finance Unit
- August 12, 2010: 2009-2010 district IF grant expenditures reported to WDE via WDE-601 Annual District Report
- August 15, 2010: WDE Finance Unit will distribute approved 2010-2011 grant amounts to each district
- September 1, 2010: Information regarding IF survey and project released

If you have questions regarding the School Year 2010-2011 Application and Report for Supplemental Financial Assistance for Instructional Facilitators, please contact Jillian Balow at jbalow@educ.state.wy.us or (307)777-8909.

If you have questions regarding calculating of the 2010-2011 IF grants and the resources generated by the Wyoming funding model, or the reporting of 2009-2010 IF grant expenditures, please contact Amy Manley at amanle@educ.state.wy.us or (307)777-6000.

JB/AM:al

Attachments: Estimated School Year 2009-10 Grant Award
2010-2011 Application and Report for Supplemental Financial
Assistance for Instructional Facilitators
Hard copy of online survey: IF Application/Report Survey

Est. SY 2010-11

Instructional Facilitator Grant Award Amounts

District ID	District	Sum of Prorata FTE	Est. Award Amount \$
'0101000	Albany #1	9.18	\$638,576.70
'0201000	Big Horn #1	1.58	\$112,142.16
'0202000	Big Horn #2	1.78	\$123,357.11
'0203000	Big Horn #3	1.36	\$95,874.34
'0204000	Big Horn #4	0.79	\$55,551.86
'0301000	Campbell #1	21.82	\$1,626,015.46
'0401000	Carbon #1	4.66	\$318,346.28
'0402000	Carbon #2	1.67	\$116,256.70
'0501000	Converse #1	4.52	\$316,402.76
'0502000	Converse #2	1.88	\$131,655.24
'0601000	Crook #1	2.91	\$208,104.07
'0701000	Fremont # 1	4.50	\$324,015.50
'0702000	Fremont # 2	0.41	\$30,351.29
'0706000	Fremont # 6	1.04	\$73,502.71
'0714000	Fremont #14	1.50	\$109,019.94
'0721000	Fremont #21	1.32	\$89,686.10
'0724000	Fremont #24	0.83	\$58,685.62
'0725000	Fremont #25	6.64	\$472,144.26
'0738000	Fremont #38	0.86	\$59,724.17
'0801000	Goshen #1	4.87	\$341,097.66
'0901000	Hot Springs #1	1.85	\$135,334.63
'1001000	Johnson #1	3.15	\$228,176.03
'1101000	Laramie #1	32.06	\$2,404,457.08
'1102000	Laramie #2	2.44	\$166,935.80
'1201000	Lincoln #1	1.16	\$77,754.15
'1202000	Lincoln #2	5.28	\$372,031.69
'1301000	Natrona #1	28.31	\$2,106,758.15
'1401000	Niobrara #1	1.55	\$109,249.63
'1501000	Park # 1	3.15	\$238,522.00
'1506000	Park # 6	5.72	\$427,655.58
'1516000	Park #16	0.31	\$20,972.84
'1601000	Platte #1	2.57	\$187,524.87
'1602000	Platte #2	0.49	\$35,834.25
'1701000	Sheridan #1	2.51	\$187,713.66
'1702000	Sheridan #2	6.58	\$496,696.52
'1703000	Sheridan #3	0.00	\$0.00
'1801000	Sublette #1	2.66	\$208,903.61
'1809000	Sublette #9	1.86	\$144,754.58
'1901000	Sweetwater #1	13.72	\$1,010,938.57
'1902000	Sweetwater #2	6.06	\$453,380.51
'2001000	Teton #1	4.72	\$413,931.62
'2101000	Uinta #1	7.22	\$506,666.45
'2104000	Uinta #4	2.02	\$138,553.16
'2106000	Uinta #6	1.86	\$133,107.04
'2201000	Washakie #1	3.60	\$261,806.06
'2202000	Washakie #2	0.29	\$19,319.54
'2301000	Weston #1	2.23	\$157,285.72
'2307000	Weston #7	0.76	\$55,226.31
State Total		218.24	\$16,000,000.00



Wyoming Department of Education

2010-2011

**Application and Report for
Supplemental Financial Assistance
for Instructional Facilitators**

In partial fulfillment of W.S. 21-13-335

DUE: APRIL 15, 2010

The Instructional Facilitator (IF) Grant Application/Report should be completed by personnel at the district level with knowledge and insight about the district program. The completed grant application/report is due to WDE by April 15, 2010.

PART I – Application:

Program Eligibility Requirements

Provide information/documentation pertaining to the district’s current fulfillment of each requirement, as established in *W.S. 21-13-335*, Supplemental Financial Assistance Program for Instructional Facilitators and Instructional Coaches.

A. What research-based approach or framework regarding the district IF program is being implemented? (e.g. Cognitive Coaching)

B. Describe the district plan for evaluating the **IF program** over time.

C. Describe the responsibilities that designate IF’s as instructional leaders in the district?

The Instructional Facilitator (IF) Grant Application/Report should be completed by personnel at the district level with knowledge and insight about the district program. The completed grant application/report is due to WDE by April 15, 2010.

PART I – Application: (continued)

D. Describe the responsibilities of the IF's that are substantially associated with and devoted to the improvement of instruction

E. Describe the system by which school administrators prioritize the use of IF's based on student achievement gains measured over time is used.

F. Do IF's in the district have delegated duties not related to instructional improvement? ____yes ____no. If yes, please explain.

G. Do IF's in the district have the responsibility for direct administrative supervision or evaluation of instructors? ____yes ____no. If yes, please explain.

The Instructional Facilitator (IF) Grant Application/Report should be completed by personnel at the district level with knowledge and insight about the district program. The completed grant application/report is due to WDE by April 15, 2010.

PART I- Report

Program Eligibility Requirements

Complete the following framework to demonstrate the implementation of essential components of the district IF program. Please attach additional sheets as necessary. **Note:** There are three components: 1) Use of Data, 2) Professional Development for IF's, and, 3) Professional Development provided by IF's. There is a fourth page that is *optional*. The page may be used to include other essential components of the IF program being implemented in the district.

District IF Program Framework of Essential Components

1. STUDENT DATA - IF's support teachers in analyzing student achievement data to inform instruction.

<p><u>Possible Activities:</u></p> <ul style="list-style-type: none"> • Coordinates assessments • Compiles and shares student data • Identifies teachers for coaching based on student data • IF's are trained in data administration, interpretation, analysis • Collects student data to determine effectiveness of instruction and/or coaching • Supports teachers with: <ul style="list-style-type: none"> - Administration of assessments - Selection of assessments - Analysis of student data - Instruction based on data - Correlation of student data (multiple assessments) 		
District-Supported Activities	Purpose of Activities	Outcomes
<p>Example: IF's hold regular meetings with groups of teachers in the school (e.g. grade level or department) to assist staff with an examination of the latest student data.</p>	<p>Example: Determine the basis for student instructional needs and develop a plan for effectively addressing those needs.</p>	<p>Example: Teachers utilize effective instructional strategies related to the needs of students, as indicated by data.</p>
1.		
2.		
3.		

District IF Program Framework of Essential Components

2. PROFESSIONAL DEVELOPMENT FOR IF's - IF's acquire the knowledge, skills, and behaviors for their role.

<p><u>Possible Activities:</u></p> <ul style="list-style-type: none"> • Ongoing training for IF's: <ul style="list-style-type: none"> - Pedagogy - Effective instructional strategies - Leadership - Instructional coaching - Content specific - Student engagement - Data analysis • IF's regularly collaborate with other IF's in the district • IF's receive technical assistance from a district coordinator 		
District-Supported Activities	Purpose of Activities	Outcomes
<p>Example: Each IF in the district participated in "Cognitive Coaching" training upon being employed. They attend a one-day "refresher" each summer.</p>	<p>Example: Cognitive coaching provides the framework/philosophy for the work of IF's in the district. They acquire effective communication and leadership skills that are essential to the position.</p>	<p>Example: IF's support teachers and instruction so that teachers are self-reflective and change behavior to positively impact student achievement.</p>
1.		
2.		
3.		

District IF Program Framework of Essential Components

3. PROFESSIONAL DEVELOPMENT PROVIDED BY IF'S - IF's provide ongoing instructional coaching and mentoring to individual teachers and groups of teachers using a variety of techniques. They spend the “bulk” of time in the classrooms modeling lessons, giving feedback to teachers, and helping improve the instructional program. The IF's help teachers incorporate new and effective practices into their instructional repertoire.

<p><u>Possible Activities:</u></p> <ul style="list-style-type: none"> • Models effective teaching strategies in classrooms • Completes “coaching cycles” with teachers • Co-teaches • Coordinates and leads Professional Learning Communities (PLC's) • Coordinates mentoring and training for new teachers • Trains teachers on the use of data 		
District-Supported Activities	Purpose of Activities	Outcomes
<p>Example: IF's complete at least one coaching cycle with all teachers in the school. The need for additional coaching is based on the success of teachers meeting improvement goals identified during the coaching cycle.</p>	<p>Example: Incorporate new and effective instructional practices into every classroom and provide additional support to struggling and/or new teachers.</p>	<p>Example: The quality of teaching and student learning increased. Teacher collaboration increases.</p>
1.		
2.		
3.		

District IF Program Framework of Essential Components

4. _____ Use this space to include additional components implemented as part of the District IF Program. (optional)

Possible Components: <ul style="list-style-type: none"> • Principal/IF collaboration • District coordination of IF's • Technology in the classroom 		
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District-Supported Activities	Purpose of Activities	Outcomes
Example: IF's, together with their principal, form agreements about the IF's work within the school and create a plan for providing services to teachers.	Example: IF's and teachers develop productive and trusting relationships. Teachers understand the role of the IF.	Example: Teacher instruction improves. On an annual survey, teachers report having greater efficacy and feeling supported in instructional decisions.
1.		
2.		
3.		

The Instructional Facilitator (IF) Grant Application/Report should be completed by personnel at the district level with knowledge and insight about the district program. The completed grant application/report is due to WDE by April 15, 2010.

PART II—IF Standards and Evaluation

A. Describe how IF's are evaluated in the district. Include:

1. The title(s) of personnel performing the evaluation (e.g. building principal)
2. The process for the evaluation (observation(s), goal setting, debriefing, etc)
3. A plan for improvement for IF's who do not meet standards/expectations set forth by the district
4. Provide all documents that exist in the district to support IF's such as: handbook, interview templates for hiring IF's, evaluation instrument, professional practice standards for IF's, and other guiding documents. (Documents may be scanned and submitted electronically with the application or hardcopies may be sent, via mail, to the address listed on page 5.)

PART III— IF Application/Report Online Survey

Personnel with oversight and knowledge of the District IF Program must complete an online survey as part of the application process. Results from the survey will provide WDE with additional information about the roles and responsibilities of IF's, coaching strategies being used, and the types of professional development being provided by IF's to teachers. The information will be compiled and used for reporting to the Wyoming Legislature in fulfillment of W.S. 21-13-335. Additionally, the results will assist WDE with overall program improvement. The survey may be accessed by following the link: <http://www.zoomerang.com/Survey/WEB22ACHQHFKPV>. A district IF application/report will not be considered complete until the survey has been successfully submitted.

The Instructional Facilitator (IF) Grant Application/Report should be completed by personnel at the district level with knowledge and insight about the district program. The completed grant application/report is due to WDE by April 15, 2010.

PART IV—IF Responsibilities and Project

As part of the continued commitment to fulfill statutory requirements and improve the IF Grant Program in Wyoming, specific aspects of instructional coaching will be measured and documented by IF's. Results and findings will be reported to the Wyoming Legislature and used by WDE to assist with overall program improvement. Please notify all district IF's of the following:

- A. On or before October 1, 2010, all IF's in the district, who are funded by the IF Grant Program monies, must complete a survey regarding the roles and responsibilities of their position. Specifically, IF's will be asked to indicate how their responsibilities are divided, which coaching techniques are employed, how teachers are identified for coaching, which subset of students are targeted through coaching, etc. Note: The survey will be sent out by September 1, 2010.
- B. IF's are to track instructional coaching with one or more teachers during the 2010-2011 school year. IF's are asked to record coaching data including coaching time and effort, professional development provided to teachers, observation or walk-through data, teacher goals and progress, student data, and other pertinent records. Note: Additional information regarding the IF project will be released, via Superintendent's Memo, by September 1, 2010. WDE will provide form templates for this project for district use by September 1, 2010.

Directions for Submission of IF Application/Report

The submission deadline for the Application for Supplemental Financial Assistance for IF's is Thursday, April 15, 2010. This application may be completed and submitted electronically or in hard copy form. Additionally, the online survey described in Part III must be completed by April 15, 2010. Directions for submission are below:

Electronic Submission (preferred)

If submitted electronically, the proposal must be sent with a read-receipt. Electronic signatures may be used for assurances. If an electronic signature is **not** used for assurances, the assurances page, with signatures in blue ink must be mailed and received by WDE at the address listed below, no later than Thursday, April 15, 2010. Please submit electronically to both of the following addresses:

jbalow@educ.state.wy.us *and* lherna@educ.state.wy.us

An electronic submission will be considered “submitted” only after it is successfully downloaded at the WDE and a read receipt is sent, and received by the submitting district. Reports may not be submitted by fax machine.

Hard Copy Submission

If submitting a hard copy, an entire original, scanned district documents, and all signatures affixed in blue ink are required. The proposal can be mailed or hand delivered as follows:

U.S. Postal Service Delivery

Postmarked by April 13, 2010 with return receipt requested or
April 14, 2010 with Overnight Guaranteed

To: Lily Hernandez, Executive Assistant
Wyoming Department of Education
Educational Quality and Accountability Unit
2020 Grand Ave. Suite 500
Laramie, WY 82070

IF Application/Report Assurances Page

Checklist for submission:

- Part I- Application completed
- Part I- Report completed
- Part II- Standards and Evaluation completed
- Part II- supporting documents scanned and included with the application, or sent via mail, to address on previous page
- Part III-online survey completed and submitted
- Assurances signatures affixed

FOR DISTRICTS NOT APPLYING FOR IF SUPPLEMENTAL ASSISTANCE:

By signing below, I certify that the district is NOT APPLYING, or, NOT ELIGIBLE TO APPLY (check one) for supplemental financial assistance for IF's for the 2010-2011 school year. Signatures are affixed below, as required.

FOR DISTRICT APPLYING FOR IF SUPPLEMENTAL ASSISTANCE:

By signing below, I assure that the information provided in this application for 2010-2011 IF supplemental financial assistance is complete and accurate. I also assure that if the district chooses to reallocate the IF funds from one school to another, the decision will be in consultation with the district administration and the Board of Trustees.

- By checking this box, I certify that IF's currently employed, as well as those newly employed for the 2010-2011 school year, meet the following requirements:
 - If employed prior to June 30, 2009, have at least five years of classroom teaching experience. Or,
 - If employed after June 30, 2009, have at least five years of classroom teaching experience **and** hold either a masters degree or certification by the National Board for Professional Teaching Standards.

District Name: _____

Superintendent's Printed Name

Superintendent's Signature

Date

Board of Trustee's Printed Name

Board of Trustee's Signature

Date

Briefly describe your role with the District Instructional Facilitator Program:

Elementary Instructional Facilitator (IF) Strand: (required)

The following items pertain to the instructional facilitator program at the elementary school(s) in the district. It is understood that not all Wyoming school districts have traditional elementary configurations. Please respond to the following items with consideration to the instructional facilitation occurring with the traditional elementary grades. Additional input should be sought from stakeholders in this grade configuration as needed.

How many IF's in the district serve the elementary grades?

If the answer to the previous question is zero (0), personnel completing the survey may submit this page of the survey and navigate to question number 27. If there is even one IF servicing elementary grades, questions 7-26 must be filled out.

[Randomize]

With whom do the elementary IF's primarily work? (choose up to 3 - note: 3 secondary roles may be chosen in question #9)

- individual teachers based on instructional needs
- individual teachers requesting coaching
- groups of teachers (e.g. grade levels or PLC groups)
- inexperienced teachers
- Other, please specify

[Randomize]

The primary role of the elementary IF's in the district is to:
(choose up to 3 - note: 3 secondary roles may be chosen in question #9)

- Facilitate meetings
- Compile, analyze, and share data
- Provide professional development to individual teachers (e.g. embedded in the classroom)
- Provide professional development to groups of teachers (e.g. on PD days)
- Assist teachers with developing formative assessments
- Assist teachers with lesson/unit planning
- Model effective instructional strategies for teachers in their classrooms
- Coordinate PLC's
- Assist teachers in embedding technology into instruction
- Assist teacher with the implementation of effective student engagement/classroom management techniques
- Assisting teachers implement the new curricular programs
- Other, please specify

Secondarily, IF's at this level have the following roles: (choose up to 3 more)

- Facilitate meetings
- Compile, analyze, and share data
- Provide professional development to individual teachers
- Provide professional development to groups of teachers
- Assist teachers with developing formative assessments
- Assist teachers with lesson/unit planning
- Model effective instructional strategies for teachers in their classrooms
- Coordinate PLC's
- Assist teachers in embedding technology into instruction
- Lead professional discussion groups
- Research topics to assist with instruction
- Other, please specify

Elementary IF's DO NOT have the following duties or delegations: (choose all that apply)

- Direct administrative supervision of employees
- Evaluative responsibilities that determine employment termination or retention
- Responsibilities that are not substantially associated with the improvement of teacher instructional skills

The majority of elementary instructional coaching supports teachers with the implementation of instruction in the _____ content area. (choose 1)

- Reading
- Writing
- Math
- Technology
- Science and/or Social Studies
- Specials (Music, Art, PE)

Elementary IF's also support instruction in these content areas: (choose all others that apply)

- Reading
- Writing
- Math
- Technology
- Science and/or Social Studies
- Specials (Music, Art, PE)

Which label is most applicable to the elementary IF's in the district?

- Content-Area Based
- Grade-Level Based

How can WDE assist the district in the implementation of effective IF practices for the elementary grades?

.....
.....
.....
.....

Please share any other exemplary elementary IF practices in the district that were not covered in this survey. Please attach any working or supporting documents used by the district with the grant application and report.

.....
.....
.....
.....

Middle School/Junior High Instructional Facilitator (IF) Strand: (required)

The following items pertain to the instructional facilitator program at the middle school/junior high grades in the district. It is understood that not all Wyoming school districts have traditional grade configurations. Please respond to the following items with consideration to the instructional facilitation occurring with the traditional middle school/junior high grades. Additional input should be sought from stakeholders in this grade configuration as needed.

How many IF's in the district serve the middle school/junior high grades?

.....

If the answer to the previous question is zero (0), personnel completing the survey may submit this page of the survey and navigate to question number 48. If there is even one IF servicing middle school/junior high grades, questions 28-47 must be filled out.

With whom do the middle school/junior high IF's primarily work? (choose up to 3)

- individual teachers based on instructional needs
- individual teachers requesting coaching
- groups of teachers (e.g. content areas or PLC groups)
- inexperienced teachers
- Other, please specify

The primary role of the middle school/junior high IF's in the district is to: (choose up to 3 - note: 3 secondary roles may be chosen in question #30)

- Facilitate meetings
- Compile, analyze, and share data
- Provide professional development to individual teachers (e.g. embedded in the classroom)
- Provide professional development to groups of teachers (e.g. professional development days or content area

departments)

- Assist teachers with developing formative assessments
 - Assist teachers with lesson/unit planning
 - Model effective instructional strategies for teachers in their classrooms
 - Coordinate PLC's
 - Assist teachers in embedding technology into instruction
 - Assist teacher with the implementation of effective student engagement/classroom management techniques
 - Assisting teachers implement the new curricular programs
 - Other, please specify
-

Page 2 - Question 30 - Choice - Multiple Answers (Bullets)

[Randomize]

Secondarily, IF's at this level have the following roles: (choose up to 3 more)

- Facilitate meetings
 - Compile, analyze, and share data
 - Provide professional development to individual teachers
 - Provide professional development to groups of teachers
 - Assist teachers with developing formative assessments
 - Assist teachers with lesson/unit planning
 - Model effective instructional strategies for teachers in their classrooms
 - Coordinate PLC's
 - Assist teachers in embedding technology into instruction
 - Lead professional discussion groups
 - Research topics to assist with instruction
 - Other, please specify
-

Page 2 - Question 31 - Choice - Multiple Answers (Bullets)

Middle school/junior high IF's DO NOT have the following duties or delegations: (choose all that apply)

- Direct administrative supervision of employees
- Evaluative responsibilities that determine employment termination or retention
- Responsibilities that are not substantially associated with the improvement of teacher instructional skills

Page 2 - Question 32 - Choice - One Answer (Drop Down)

[Randomize]

The majority of middle school/junior high instructional coaching supports teachers with the implementation of effective instruction in _____. (choose 1)

- Reading in the content area
- Writing in the content area
- Language Arts
- Math
- Technology
- Science and/or Social Studies
- Specials (Music, Art, PE)

Page 2 - Question 33 - Choice - Multiple Answers (Bullets)

[Randomize]

Middle school/junior high IF's also support instruction in these areas: (choose all others that apply)

- Reading in the content area

- Writing in the content area
 - Language Arts
 - Math
 - Technology
 - Science and/or Social Studies
 - Specials (Music, Art, PE)
 - Other, please specify
-

Page 2 - Question 34 - Choice - One Answer (Drop Down)

Which label is most applicable to middle school/junior high IF's in the district?

- Content-Area Based
- Grade-Level Based

Page 2 - Question 35 - Choice - One Answer (Bullets)

[Randomize]

The descriptor that best fits middle school/junior high IF's in the district is:

- Data-Oriented- Tasks are mostly data and assessment-related. They facilitate the connection between data and instruction.
 - Classroom-Oriented- IF's spend time working in classrooms during the school day. Embedded professional development, such as modeling instructional strategies, is central to instructional coaching.
 - Managerial- Tasks are centered around keeping "systems" running in a school by managing data, facilitating meetings, and recordkeeping.
 - Teacher-Oriented- IF's are primary providers of professional development for teachers. Most tasks involve working directlywith
 - teachers in small groups or individually.
 - Other, please specify
-

Page 2 - Question 36 - Open Ended - Comments Box

Please describe how professional development is delivered by middle school/junior high IF's? (e.g. classroom embedded, data meetings, book studies, staff development days, PLC's, etc.)

Page 2 - Question 37 - Choice - Multiple Answers (Bullets)

[Randomize]

What type of teacher data is being collected by middle school/junior high IF's?

- walk-through or observation data
 - student data, with correlations made to teacher behavior
 - documentation of coaching incidents
 - Other, please specify
-

The work of middle school/junior high IF's is systematic (there is a defined and established approach to the work that the IF does) and it is based on teacher and/or student data.

This is not an expectation for middle school/junior high IF's This is expectation for middle school/junior high IF's, but it is not monitored or evaluated

The district has a protocol for how middle school/junior high IF's achieve the following? (choose all that apply)

- Identify teachers who receive instructional coaching
- Collect teacher instructional data
- Use student data to improve instruction
- Measure the effectiveness of coaching in the school

Middle school/junior high IF's use the "coaching cycle":

- a) pre-conference with teacher to identify areas for improvement/refinement and set goals. Areas are identified using student and/or teacher data or other sources.
- b) coach teacher in a systematic manner
- c) debrief with teacher and determine "next steps" for improvement
- d) follow-up to ensure change in teacher practice

Use of the coaching cycle is not an expectation for middle school/junior high IF's Use of the coaching cycle is expectation for middle school/junior high IF's, but it is not monitored or evaluated

Middle school/junior high IF's regularly use most or all of the following coaching strategies:

- classroom demonstrations and modeling
- classroom observations with written or verbal feedback and coaching provided
- side-by-side coaching
- co-teaching
- observing "master" teachers with teachers and debriefing

This is not an expectation for middle school/junior high IF's This is expectation for middle school/junior high IF's, but it is not monitored or evaluated

Please share exemplary coaching strategies, not listed above, that are being implemented by middle school/junior high IF's in the district.

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Middle school/junior high IF's should be substantially involved in the collection and analysis of student data. They are also be involved in the selection and/or development of formative and other assessments. Middle school/junior high IF's assist teachers in making decisions about instruction, student grouping, and interventions.

These are not an expectation for middle school/junior high IF's These are an expectation for middle school/junior high IF's, but it is not monitored or evaluated

For questions 38, 40, 41, and 42 (ratings 1-4), please provide any additional comments that will help WDE understand the district ratings better.

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Were there any unfamiliar terms or concepts in this survey related to middle school/junior high IF's?

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How can WDE assist the district in the implementation of effective IF practices for the middle school/junior high grades?

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Please share any other exemplary middle school/junior high IF practices in the district that were not covered in this survey. Please attach any working or supporting documents used by the district with the grant application and report.

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High school Instructional Facilitator (IF) Strand: (required)

The following items pertain to the instructional facilitator program at the high school grades in the district. It is understood that not all Wyoming school districts have traditional grade configurations. Please respond to the following items with consideration to the instructional facilitation occurring with the traditional high school grades. Additional input should be sought from stakeholders in this grade configuration as needed.

How many IF's in the district serve the high school grades?

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If the answer to the previous question is zero (0), personnel completing the survey may submit this survey. If there is even one IF servicing high school grades, questions 49-68 must be filled out.

With whom do the high school IF's primarily work? (choose up to 3)

- individual teachers based on instructional needs
 - individual teachers requesting coaching
 - groups of teachers, e.g. grade levels or PLC groups
 - inexperienced teachers
 - Other, please specify
-

The primary role of the high school IF's in the district is to: (choose up to 3 - note: 3 secondary roles may be chosen in question # 51)

- Facilitate meetings
 - Compile, analyze, and share data
 - Provide professional development to individual teachers (e.g. embedded in the classroom)
 - Provide professional development to groups of teachers (e.g. on PD days)
 - Assist teachers with developing formative assessments
 - Assist teachers with lesson/unit planning
 - Model effective instructional strategies for teachers in their classrooms
 - Coordinate PLC's
 - Assist teachers in embedding technology into instruction
 - Assist teacher with the implementation of effective student engagement/classroom management techniques
 - Assisting teachers implement the new curricular programs
 - Other, please specify
-

Secondarily, IF's at this level have the following roles: (choose up to 3 more)

- Facilitate meetings
 - Compile, analyze, and share data
 - Provide professional development to individual teachers
 - Provide professional development to groups of teachers
 - Assist teachers with developing formative assessments
 - Assist teachers with lesson/unit planning
 - Model effective instructional strategies for teachers in their classrooms
 - Coordinate PLC's
 - Assist teachers in embedding technology into instruction
 - Lead professional discussion groups
 - Research topics to assist with instruction
 - Other, please specify
-

High school IF's DO NOT have the following duties or delegations: (choose all that apply)

- Direct administrative supervision of employees
- Evaluative responsibilities that determine employment termination or retention
- Responsibilities that are not substantially associated with the improvement of teacher instructional skills

The majority of high school instructional coaching supports teachers with the implementation of effective instruction in _____. (choose 1)

- Reading in the content area
- Writing in the content area
- Language Arts
- Math
- Technology
- Science and/or Social Studies
- Specials (Music, Art, PE)

High school IF's also support instruction in these areas: (choose all others that apply)

- Reading in the content area
 - Writing in the content area
 - Language Arts
 - Math
 - Technology
 - Science and/or Social Studies
 - Specials (Music, Art, PE)
 - Other, please specify
-

Which label is most applicable to high school IF's in the district?

- Content-Area Based
- Grade-Level Based

The descriptor that best fits high school IF's in the district is:

- Data-Oriented- Tasks are mostly data and assessment-related. They facilitate the connection between data and instruction.
 - Classroom-Oriented- IF's spend time working in classrooms during the school day. Embedded professional development, such as modeling instructional strategies, is central to instructional coaching.
 - Managerial- Tasks are centered around keeping "systems" running in a school by managing data, facilitating meetings, and recordkeeping.
 - Teacher-Oriented- IF's are primary providers of professional development for teachers. Most tasks involve working directlywithteachers in small groups or individually.
 - Other, please specify
-

Please describe how professional development is delivered by high school IF's? (e.g. classroom embedded, data meetings, book studies, staff development days, PLC's, etc.)

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What type of teacher data is being collected by high school IF's?

- walk-through or observation data
- student data, with correlations made to teacher behavior
- documentation of coaching incidents
- Other, please specify

The work of high school IF's is systematic (there is a defined and established approach to the work that the IF does) and it is based on teacher and/or student data.

This is not an expectation for high school IF's
 This is expectation for high school IF's, but it is not monitored or evaluated
 There is consistent imp

The district has a protocol for how high school IF's achieve the following? (choose all that apply)

- Identify teachers who receive instructional coaching
- Collect teacher instructional data
- Use student data to improve instruction
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High school IF's use the "coaching cycle":

- a) pre-conference with teacher to identify areas for improvement/refinement and set goals. Areas are identified using student and/or teacher data or other sources.
- b) coach teacher in a systematic manner
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- d) follow-up to ensure change in teacher practice

Use of the coaching cycle is not an expectation for high school IF's
 Use of the coaching cycle is expectation for high school IF's, but it is not monitored

High school IF's regularly use most or all of the following coaching strategies:

classroom demonstrations and modeling
 classroom observations with written or verbal feedback and coaching provided
 side-by-side coaching
 co-teaching
 observing "master" teachers with teachers and debriefing

The use of coaching strategies is not an expectation for high school IF's
 The use of coaching strategies is expectation for high school IF's, but it is not monitored

For questions 59, 61, 62, and 64 (ratings 1-4), please provide any additional comments that we'll help WDE understand the district ratings better.

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Page 3 - Question 64 - Open Ended - Comments Box

Please share exemplary coaching strategies, not listed above, that are being implemented by high school IF's in the district?

Page 3 - Question 65 - Rating Scale - One Answer (Horizontal)

High school IF's should be substantially involved in the collection and analysis of student data. They are also be involved in the selection and/or development of formative and other assessments. High school IF's assist teachers in making decisions about instruction, student grouping, and interventions.

These are not an expectation for high school IF's These are an expectation for high school IF's, but it is not monitored or evaluated There is cons

Page 3 - Question 66 - Open Ended - Comments Box

Were there any unfamiliar terms or concepts in this survey related to high school IF's?

Page 3 - Question 67 - Open Ended - Comments Box

How can WDE assist the district in the implementation of effective IF practices for the high school grades?

Page 3 - Question 68 - Open Ended - Comments Box

Please share any other exemplary high school IF practices in the district that were not covered in this survey. Please attach any working or supporting documents used by the district with the grant application and report.

Thank You Page

Thank you for completing the survey. The survey is part of the application for supplemental financial assistance for instructional facilitators in Wyoming.

An email confirmation will be sent to the address entered at the beginning of the survey.

If you have questions, please contact Jillian Balow at jbalow@educ.state.wy.us or (307)777-8909.



Screen Out Page

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Over Quota Page

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Survey Closed Page

Completion of the online survey fulfills part of the application requirement for 2010-2011 supplemental financial assistance for instructional facilitators in Wyoming. Please refer to the Superintendent's Memo for additional requirements and information.

Thank you.

