

Maryland State Department of Education

2011-2012 School Year

October 2011



Teacher Capacity Needs Assessment

TCNA

Attachments

Maryland State Department of Education Teacher Capacity Needs Assessment Resource Book

Attachments

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Maryland State Department of Education (MSDE)

The Teacher Capacity Needs Assessment (TCNA)

Fact Sheet: 2011-2012 School Year



<p><i>What is the TCNA?</i></p>	<p>The TCNA is a tool designed by MSDE to complement local education agencies' (LEA) comprehensive needs assessments. Together these tools are used to analyze appropriate trend data that should be considered when planning for school improvement. The TCNA's primary intention is to identify and address, as precisely as possible, the <u>root causes</u> underlying key issues impacting student performance, either negatively or positively. Its secondary intention is to ensure that the staff and administration collectively agree on the recommended significant reform efforts and allocation of the school's key resources in terms of time, energy, personnel, and money to improve student achievement.</p>
<p><i>What are the benefits in completing the TCNA?</i></p>	<p>Schools that have completed this assessment have reported that the process:</p> <ul style="list-style-type: none"> a) strengthens relationships and encourages open and honest vertical and horizontal teamwork, b) identifies root causes within a school's control, c) reveals how staff are able to implement State standards and expectations, d) builds school-wide consensus on possible solutions and action steps, and e) engenders staff willingness to embrace the changes needed for school improvement.
<p><i>What schools should participate in the TCNA?</i></p>	<p>Schools in both the Comprehensive and Focused Needs Pathways Years 3 (Corrective Action) are required to conduct the TCNA. Schools in earlier stages of school improvement are encouraged to conduct the TCNA at anytime. Schools wishing to change their State Board approved Alternative Governance must also conduct the TCNA as part of developing their new Alternative Governance (AG) proposal.</p>
<p><i>How does the TCNA work?</i></p>	<p>The TCNA reveals the root causes underlying a school's performance from a teacher's perspective. The instrument leads <u>instructional staff</u> through a self-diagnosis and school-wide discussion of the "Degree of Implementation" of a variety of school improvement activities. The assessment begins with an analysis of curriculum, instruction, and assessment data and ends with an examination of student attendance and graduation rates. The importance of analyzing and addressing these issues cannot be underestimated due to their significant impact on student achievement.</p>

TCNA Attachment A

<p><i>What is root cause analysis?</i></p>	<p>A complete root cause analysis consists of:</p> <ul style="list-style-type: none"> a) a clear definition of the issue b) a thorough analysis of the issue supported with evidence, and c) a specific action plan for implementing solutions. <p>The TCNA is a collaborative root cause analysis that, when conducted properly and without shortcuts, should lead to the identification of the right problem(s) and the right solution(s).</p>
<p><i>What topics are addressed during the TCNA root cause analysis?</i></p>	<p>The assessment is divided into six themes:</p> <ul style="list-style-type: none"> Theme I Effective Delivery of Differentiated Instruction in Reading/English Theme II Utilizing Data to Monitor Student Learning of Reading/English Theme III Effective Delivery of Differentiated Instruction in Mathematics/Algebra Theme IV Utilizing Data to Monitor Student Learning of Mathematics/Algebra Theme V Student Attendance (<i>for schools missing AYP in this domain</i>) Theme VI Graduation/Drop-Out Rate (<i>for high schools missing AYP in this domain</i>)
<p><i>How is the information from the root cause analysis used?</i></p>	<p>The information garnered from the TCNA is used, in conjunction with the results of the school’s comprehensive needs assessment and climate survey, to identify significant Reform efforts needed to increase student achievement and inform a school’s improvement plans.</p>
<p><i>What role do principals and school-based administrators play in the TCNA?</i></p>	<p>Principals, as instructional leaders, are the primary force behind school improvement. They support the implementation of the TCNA and the comprehensive needs assessment and share results with the entire staff. In order to preserve the openness and confidentiality of the discussions, it is essential to note that school-based leaders do not actively participate on TCNA teams. LEA and the school leadership teams have the ultimate approval of identified significant reform efforts and their supporting action steps.</p>
<p><i>What role do parents play in the TCNA?</i></p>	<p>It is not appropriate for parents to participate as TCNA Team Members, but they should be made aware of the TCNA and should participate in subsequent school improvement planning and implementation activities.</p>

TCNA Attachment B

**Maryland State Department of Education
Teacher Capacity Needs Assessment Glossary**

Adjust Instruction	Pacing, re-teaching to the flexible group that needs more instruction, and/or differentiating instruction to meet the needs of all students.
Assessment Limits	Maximum assessment on the MSA/HSA and minimum requirements for classroom instruction.
COMAR	Code of Maryland Regulations is a compilation of administrative regulations of all State agencies including the State Board of Education.
Contributing Factors	Contributing factors are separate from root causes. It is a contributing factor if... <ul style="list-style-type: none"> • The problem may have occurred even if the factor had not been present. • The problem may reoccur as the result of the same factor if the cause is dissolved. • Dissolution of the factor leads to similar events.
Degree of Implementation	The stage at which the TCNA team members believe State standards and expectations are being implemented.
• Pre-initiation	This action <u>has yet to be implemented</u> ; is in the preparation stage; and/or less than 15% of the applicable staff are engaged in this strategy's implementation.
• Initiation	This action is <u>newly implemented</u> (less than one year); is of <i>inconsistent quality</i> ; and/or 35% of the applicable staff are engaged in this strategy's implementation.
• Evolving	This action is being <u>implemented schoolwide</u> ; <i>quality is improving</i> but not in every classroom and/or by every teacher or appropriate staff member or program. Sixty percent (60%) of the applicable staff are engaged in this strategy's implementation.
• Sustaining	This action <u>implementation is fully integrated</u> ; is of <i>high quality</i> ; and has become part of the culture of the school. Eighty percent or more (80+ %) of applicable staff are engaged in this strategy's implementation.
Differentiated Accountability	Schools failing to achieve AYP for two consecutive years are placed in one of two pathways depending upon the scope of demonstrated school needs: <i>Comprehensive Needs Pathway</i> and <i>Focused Needs Pathway</i> .
Engaging Work	Work that actively involves students in their learning – not just taking notes or practicing – but active differentiated discovery and exploration that is linked to real life applications.
Interventions	Efforts the school employs to meet specific student learning needs that cannot be met through regular daily instruction.
Job-embedded Professional Development	Meaningful opportunities for educators to learn about a desired change, discuss it, see it, try it, get feedback, and try it again.
Instructional Staff	Teachers, resource teachers, instructional coaches and paraprofessionals
Operational Words	Key words in a question or a response that guide discussions during the meeting.

Maryland State Department of Education Teacher Capacity Needs Assessment Glossary

MSDE School Profile	Database of schools’ demographics and key school improvement indicators
NCLB	<p>The No Child Left Behind Act of 2001 (Pub.L. 107-110, 115 Stat. 1425, is a United States Act of Congress which enacts the theories of standards-based education reform. It is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education.</p> <p style="padding-left: 40px;">Under NCLB, there are five levels of school improvement:</p> <p style="padding-left: 40px;">Year 1 Year 2 Year 3 = Corrective Action Year 4 = Restructuring Planning Year 5 and beyond = Restructuring Implementation</p>
Reforms	Significant Reform efforts are paired with up to three supporting action steps derived from any of the categories presented in <i>Attachment J</i> . The combination of significant Reform efforts and their supporting action steps are collectively known as Reforms . Faithfull implementation of selected Reforms will facilitate a school’s exit from improvement.
Root Cause	The deepest underlying cause, or causes of positive or negative symptoms within any process that, if dissolved, would result in the elimination or substantial reduction of the symptom (Preuss, 2003, p. 3).
Significant Reform Effort	Broad categories for school reform that are significant and rigorous enough to increase student achievement and bring about a school’s exit from improvement.
Supporting Action Steps	Specific initiatives designed to improve student achievement in a significant Reform effort.
SANE	Meeting documentation consisting of S ign-in sheets, A gendas, N otes, and E valuations.
Validity Test	<p>A test applied to “contributing factors” during a root cause analysis drill down to determine the “validity” of the factors. Contributing factors that that don’t meet the three validity tests are eliminated from further analysis. The questions are:</p> <ol style="list-style-type: none"> 1. Q – Question - Does the “contributing factor” address the original theme question? 2. D – Data - Does data support the “contributing factor”? 3. C – Control - Is the “contributing factor” within the school’s control?

Maryland State Department of Education

ROOT CAUSE ANALYSIS DEFINED

Root Cause(s): The deepest underlying cause, or causes of positive or negative symptoms within any process that, if dissolved, would result in the elimination or substantial reduction of the symptom (Preuss, 2003, p. 3).

The goal of root cause analysis is to “seek cause rather than assign blame.” There are many different kinds of problems that can benefit from root cause analysis. For instance,

1. Broad problems that have multiple causes and effects.
2. Sudden failures or deviations involving a specific process or system.
3. Chronic problems that have failed to respond to previous school improvement efforts.

The analysis of the causes that contribute to school’s capacity (or the lack thereof) provides a structure for school personnel to examine the issues relative to implementing State academic standards and expectations and assessing student learning. Research clearly supports the claim that “the most important factor in student achievement [is] teacher quality” (Rivkin, Hanushek, and Kain, 2005). The analysis of root causes allows schools to use quantitative and qualitative data to peel away the layers of “cause” to gain a clearer understanding of the problems within the school’s control to change.

Because schools are complex social systems, it may be difficult to identify a single root cause for a given component. It is important to understand that there are often factors that contribute to the root but that are not the root. Contributing factors are separate issues that may, in combination with others, contribute to the problem. It is a contributing factor if...

- The problem may have occurred even if the factor had not been present.
- The problem may reoccur as the result of the same factor if the cause is dissolved.
- Dissolution of the factor leads to similar events.

To aid in this kind of analysis, Preuss (2003) suggests that schools may discover the root cause if one or more of the following circumstances occur:

- You run into a dead end when asking what caused the proposed root cause
- Everyone agrees that this is a root cause
- The cause is logical and provides clarity to the problem
- The cause is something that you can influence and control, and
- If the cause is dissolved, there is a realistic hope that the problem can be reduced or prevented in the future.

Root cause analysis is about change, but this kind of change is often very difficult for schools. It often requires self-reflection that focuses on adult behaviors and organizational change, not those of the students. The change must be within the school’s control, and building consensus on the nature of the necessary change takes time and requires compromise on everyone’s part. Keep in

TCNA Attachment C

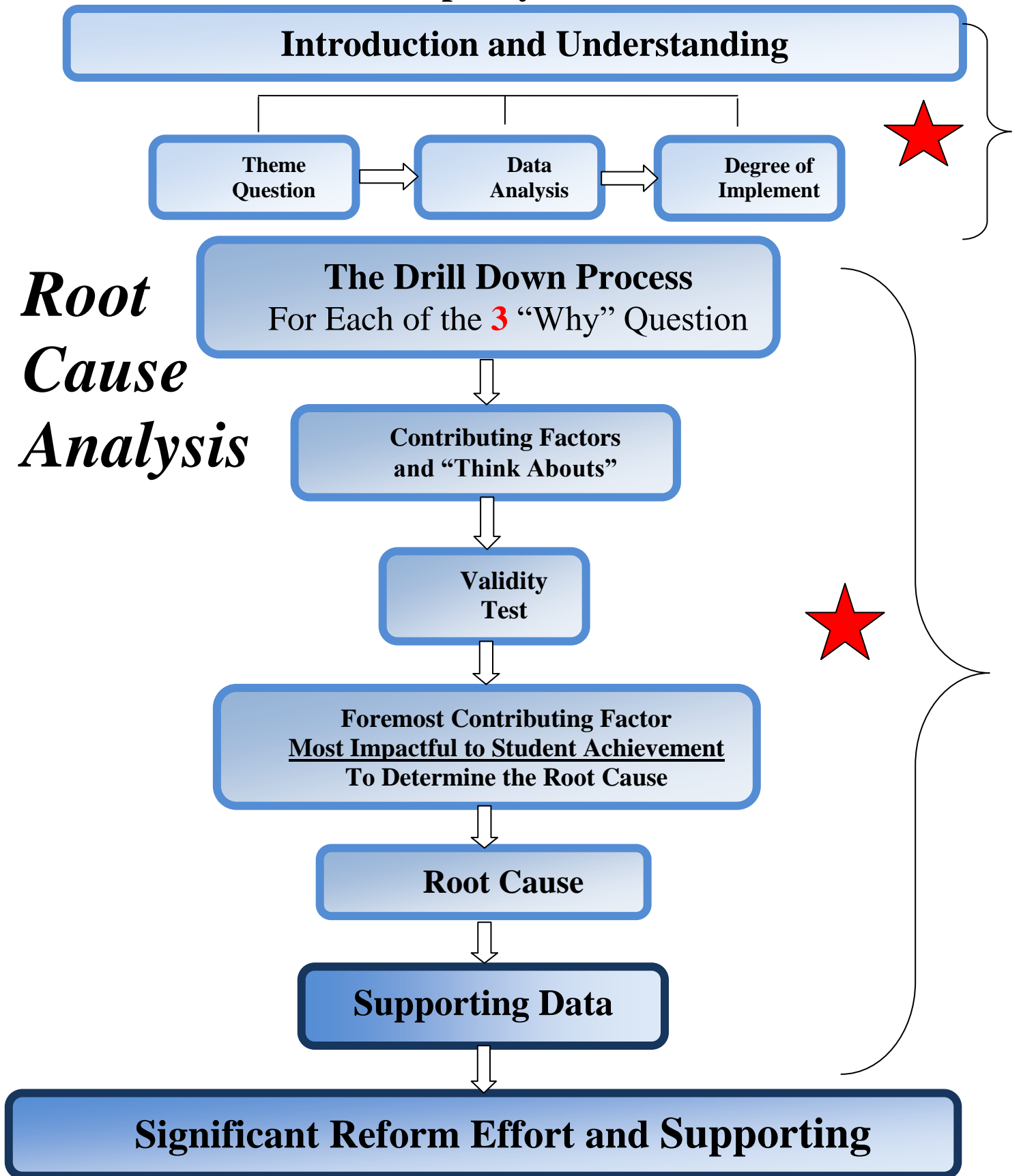
mind that throughout this process, staff members are encouraged to become reflective practitioners in an effort to bring about change.

References

Preuss, J. (2003). *School Leader's Guide to Root Cause Analysis, Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education.

Rivkin, S.G., Hanushek, E.A., and Kain, J.F. (2005, March). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.

Maryland State Department of Education
The Teacher Capacity Needs Assessment



Teacher Capacity Needs Assessment - TCNA PROCESS GUIDE

1.	TCNA Principal and Facilitator Training	
2.	State of the School Address for the Entire Staff	
3.	Introduction and Understanding the Process <ol style="list-style-type: none"> 1. Follow Process Agenda 2. Review and document data & key issues related to the assigned theme question. 3. Pose the theme question and identify the current Degree of Implementation (<i>Attachment I</i>) <ol style="list-style-type: none"> a) Team reflects and develops an understanding of the question. Key words are underlined. b) Team confirms a consensus rating on the Degree of Implementation of the theme question. 4. Discuss theme “Think Abouts” and confirm date, time, and location of 2nd TCNA meeting. 	<u>1st Team Meeting</u>
4.a.	The First Drill Down – The 1st “WHY” Question - <ul style="list-style-type: none"> • Revisit prior session’s Degree of Implementation of theme question. • Ask “Why was the selected “Degree” identified?” (What are the Contributing Factors?) • Record team responses and underline key words. 	<u>2nd Team Meeting</u>
b.	“Think Abouts” – Contributing Factors <ul style="list-style-type: none"> • Consider the “Think Abouts” (<i>Attachment H</i>) • Respond to “Think Abouts” applicable to the school and additional contributing factors are recorded. • Underline key words. 	
c.	Apply Validity Test to ALL Contributing Factors from Steps 3 and 4 VALIDITY TEST – QDC (Record the results in the column to the right of the contributing factors) <ol style="list-style-type: none"> 1. Q – Question - Does the “contributing factor” address the original theme question? 2. D – Data - Does data support the “contributing factor”? Refer to available supporting data. 3. C – Control - Is the “contributing factor” within the school’s control? Note: If a contributing factor does not pass all three Validity Test questions, the factor is eliminated.	
d.	Identify the Foremost Contributing Factor Most Impactful to Student Achievement <ul style="list-style-type: none"> • Review all contributing factors from Steps 4 a & b that have passed the Validity Test. • Agree upon a foremost factor impacting student achievement worthy of further analysis through the drill down process to the root cause. • Draft the wording to the 2nd “WHY” question based on the above identified foremost factor. 	
e.	The Second Drill Down - The 2nd “WHY” Question <ul style="list-style-type: none"> • Read the 2nd “WHY” question and ask “why is this occurring?” • Drill down, record responses, agree to and underline key words. • Apply and record the above Validity Test to the responses. • Solidify team intent and record the factor most impactful to student achievement. • Agree on the wording and record the 3rd “WHY” question. 	
f.	The Third Drill Down – The 3rd “WHY” Question to Determine Root Cause <ul style="list-style-type: none"> • Read the 3rd “WHY” question and ask “why is this occurring?” • Drill down, record responses, agree to and underline key words. • Apply and record the above Validity Test to the responses. • Solidify team intent and record the factor most impactful to student achievement. • Formulate a “root cause” statement based on the above factor. 	
g.	Record the Root Cause & List the Existing Data That Supports This Root Cause	
h.	Align the Root Cause With a Significant Reform Effort (<i>Attachment J</i>)	
i.	Teacher Recommendation to School Leadership Develop a Behavioral Statement to Address the Root Cause (<i>Attachment J</i>)	
j.	Complete the team member evaluations (<i>Attachment U</i>) and return all materials to the School Project Leader in preparation for school wide consensus.	



TCNA DEGREES OF IMPLEMENTATION

Based on Qualitative and/or
Quantitative Data

0	Pre-Initiation	This action <u>has yet to be implemented</u> ; is in the preparation stage; and/or less than 15% of the applicable staff are engaged in this strategy's implementation.
1	Initiation	This action is <u>newly implemented</u> (less than one year); is of <i>inconsistent quality</i> ; and/or 35% of the applicable staff are engaged in this strategy's implementation.
2	Evolving	This action is being <u>implemented schoolwide</u> ; <i>quality is improving</i> but not in every classroom and/or by every teacher or appropriate staff member or program. Sixty percent (60%) of the applicable staff are engaged in this strategy's implementation.
3	Sustaining	This action <u>implementation is fully integrated</u> ; is of <i>high quality</i> ; and has become part of the culture of the school. Eighty percent or more (80+ %) of applicable staff are engaged in this strategy's implementation.

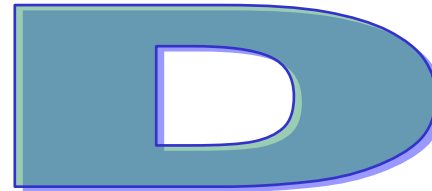
Validity Test

If a “contributing factor” does not pass all three Validity Test questions, the factor is eliminated from further analysis.

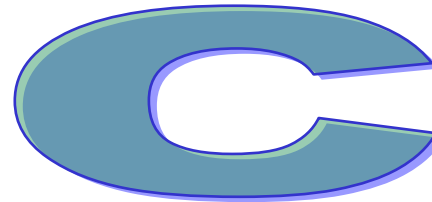


QUESTION:

Does the contributing factor” address the original theme



DATA: Does the data support the “contributing factor”?



CONTROL: Is the “contributing factor” within the school’s control?

TCNA Attachment F
Maryland State Department of Education
TCNA Sample Worksheet

Theme Question:	To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in Reading/English aligned with the current State curriculum?
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Step #					
1.	<u>TCNA Training</u>				
2.	<u>All team members participate in the principal’s “State of the School Address”.</u>				
3.	<u>Introduction and Understanding the Process</u>			1st Team Meeting	
	<p><i>Document key trend data used in support of this Theme:</i></p> <ul style="list-style-type: none"> • <i>MSA trends</i> • <i>School Improvement Data sheets including AYP results, attendance, demographic data</i> • <i>Instructional program and intervention data</i> • <i>Benchmark results by school, area, and system</i> • <i>Professional development calendars and artifacts</i> • <i>Lessons plans and observation data</i> 				
	<p><i>Identified key needs supported by data:</i></p> <ul style="list-style-type: none"> • All, African-American, FARMS and Special Education students’ scores are below the AMO in reading • Not all teachers are employing differentiated instruction techniques, ELL strategies and supplementary aides on students’ IEPs in their classrooms • Few students are receiving appropriate instructional intervention in reading • Non reading/ language arts teachers don’t recognize how their instruction supplements the reading curriculum 				
	Rating: Degree of Implementation <small>(Double left click to change default value to checked)</small> Refer to Attachment I	0 <input type="checkbox"/> Pre-Initiation	1 <input checked="" type="checkbox"/> Initiation	2 <input type="checkbox"/> Evolving	3 <input type="checkbox"/> Sustaining

School Name and Number: _____ LEA Number: _____

TCNA Attachment F
Maryland State Department of Education
TCNA Sample Worksheet

Theme Question:	To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in <u>Reading/ELA</u> aligned with the current State curriculum?
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2nd Team

Step	The First Drill Down: The First “Why” Question	Validity Test (Q, D, C)
4.	<u>Why was the selected Degree of Implementation identified?</u>	
a-c	<u>Contributing Factors:</u> Insert additional rows as needed.	
	<u>Lack of knowledge</u> (all staff) of the current State Curriculum in reading.	YYY
	<u>Limited resources</u> (specifically technology) for all teachers to differentiate instruction for students with special needs	YYN
	Teachers haven’t <u>received adequate professional development</u> on differentiating reading instruction and the State Curriculum in reading.	YYY
	Content curriculum does not incorporate cross-curricular materials/standards	YYN
	Assessments are creating pressure for teachers to achieve well in their own content areas	YYN
Step 4.d.	<u>Identify the Foremost Contributing Factor Having the Most Impact on Student Achievement.</u>	
	Foremost Factor: Teachers haven’t received adequate professional development on differentiating reading instruction vis a vis the current State Curriculum in reading. 2nd “WHY” Question: Why haven’t teachers received adequate professional development on differentiating reading instruction and the current State Curriculum in reading.	

School Name and Number: _____ LEA Number: _____

TCNA Attachment F
Maryland State Department of Education
TCNA Sample Worksheet


Theme Question:	To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in <u>Reading/English</u> aligned with the current State curriculum?
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Step P 4.e.	<u>The Second Drill Down – The Second “Why” Question</u> Why haven’t teachers received adequate professional development on differentiating reading instruction and the current State Curriculum in reading. <u>Contributing Factors:</u>  Insert additional rows as needed.	Validity Test (Q, D, C)
	Providing <u>professional development on differentiating reading instruction</u> and the State Curriculum was done three years ago.	YYY
	<u>Staff turnover</u> . No <u>continuity</u> regarding who has been <u>trained</u> .	YYN
	Unaware of the <u>necessity</u> for all staff to be familiar with the State Curriculum in reading	YNY
	Differentiation and reading are <u>not connected</u> to my subject area	YYY
	Foremost Factor: Providing professional development on differentiating reading instruction and the State Curriculum in reading has not been a priority for new and existing staff. 3rd “WHY” Question: Why aren’t the new and existing staff needs regarding differentiating instruction reflected in school level professional development?	

School Name and Number: _____ LEA Number: _____

TCNA Attachment F
Maryland State Department of Education
TCNA Sample Worksheet

Theme Question:	To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in Reading/English aligned with the current State curriculum?
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Step 4.f.	<u>The Third Drill Down – the Third “Why” Question to Determine the Root Cause</u> Why aren’t the new and existing staff needs regarding differentiating instruction reflected in school level professional development? <u>Contributing Factors:</u>  Insert additional rows as needed.						Validity Test (Q, D, C)
	<u>No one asked</u> the new staff about their <u>needs</u> for training in <u>differentiated instruction techniques</u> .						YYY
	A PD <u>survey</u> was conducted <u>last year</u> with the <u>former staff</u> and it showed that <u>math</u> was the most important need.						YYY
	<u>Leadership</u> does <u>not understand</u> cross-curricular <u>connections</u> .						YYN
	<u>Not all</u> teachers, leadership, non-instructional staff, and paraprofessionals are offered needed professional development opportunities						YYY
Step 4.g.	<u>Record Root Cause Underlying the Theme Question</u> <u>Record Data Sources Used to Support Identification of Root Cause.</u>						
<p style="color: red;">Root Cause: The root cause is that current and existing staff members have not received appropriate professional development regarding differentiated instructional techniques and are not being held accountable for differentiation.</p> <p>Supporting Data: Meeting agendas, professional development calendars, survey results, staff roster, classroom artifacts</p>							
Step 4.h.	<u>Align the Root Cause with a Significant Reform Effort</u> (Refer to Attachment J)						
(Double left click to change default value to checked)	Attendance <input type="checkbox"/>	Data Utilization <input type="checkbox"/>	Graduation <input type="checkbox"/>	Math Algebra <input type="checkbox"/>	Reading/English <input checked="" type="checkbox"/>	School Culture & Climate <input type="checkbox"/>	School Structure <input type="checkbox"/>

School Name and Number: _____ LEA Number: _____

TCNA Attachment F
Maryland State Department of Education
TCNA Sample Worksheet

Theme Question:	To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in <u>Reading/English</u> aligned with the current State curriculum?
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Step 4.i.	<u>Teacher Recommendation to School Leadership</u> <u>Develop a Behavioral Statement to Address Root Cause</u> (Refer to sample statement on Attachment J)
	<p>In order to significantly reform reading for all students (African-American, FARMS, and Special Education), all teachers will differentiate instruction by ...</p> <ul style="list-style-type: none"> • Identifying techniques for supporting students with disabilities focusing on understanding IEPs, reading strategies, State reading standards, and content specific reading skills. Teachers implementation will be monitored through lesson plans, IEP meeting notes, and informal and formal observation by the _____. • Ensuring alignment between classroom reading instruction and the current State curriculum across all content areas. Teachers... • Participating in on-going professional development in reading and implementing newly learned effective differentiation techniques in every classroom as modeled by the leadership team. Teachers...
Step 4. j.	Complete the team member evaluations and return all materials used to the School Project Leader in preparation for school wide consensus.

School Name and Number: _____ LEA Number: _____

TCNA Attachment G
Maryland State Department of Education
TCNA Worksheet & Recommendation to School Leadership

Theme Question I :	TO WHAT DEGREE do all teachers...?
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Step 1	<u>TCNA Training</u>					
Step 2	<u>All team members participate in the principal's "Setting the Stage Address".</u>					
Step 3	<u>Introduction and Understanding the Process</u>					
	<p><i>List Key Data Used In Support Of This Theme:</i></p> <ul style="list-style-type: none"> • <i>MSDE School Profile</i> 					
	<p><i>Record Key Issues Based On Analysis of Data:</i></p>					
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: top;"> Rating: Degree of Implementation <small>(Double left click to change default value to checked)</small> Refer to Attachment I </td> <td style="width: 15%; text-align: center; vertical-align: top;"> 0 <input type="checkbox"/> Pre-Initiation </td> <td style="width: 15%; text-align: center; vertical-align: top;"> 1 <input type="checkbox"/> Initiation </td> <td style="width: 15%; text-align: center; vertical-align: top;"> 2 <input type="checkbox"/> Evolving </td> <td style="width: 15%; text-align: center; vertical-align: top;"> 3 <input type="checkbox"/> Sustaining </td> </tr> </table>	Rating: Degree of Implementation <small>(Double left click to change default value to checked)</small> Refer to Attachment I	0 <input type="checkbox"/> Pre-Initiation	1 <input type="checkbox"/> Initiation	2 <input type="checkbox"/> Evolving	3 <input type="checkbox"/> Sustaining
Rating: Degree of Implementation <small>(Double left click to change default value to checked)</small> Refer to Attachment I	0 <input type="checkbox"/> Pre-Initiation	1 <input type="checkbox"/> Initiation	2 <input type="checkbox"/> Evolving	3 <input type="checkbox"/> Sustaining		

1st Team Meeting

School Name and Number: _____ LEA Number: _____

TCNA Attachment G
Maryland State Department of Education
TCNA Worksheet & Recommendation to School Leadership

Theme Question I :	TO WHAT DEGREE do all teachers...?
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**Second
Team
Meeting**

Step	<u>The First Drill Down: The First “Why” Question</u> Why was the selected Degree of Implementation identified?	Validity Test (Q, D, C)
4. a-c	<u>Contributing Factors:</u> ↓ Insert additional rows as needed.	
Step 4.d.	<u>Identify the Foremost Contributing Factor Having the Most Impact on Student Achievement.</u>	
	Foremost Factor: 2nd “WHY” Question:	

**This is where the
“Think Abouts”
come in.**

School Name & Number: _____ LEA #: _____

TCNA Attachment G
Maryland State Department of Education
TCNA Worksheet & Recommendation to School Leadership

Step	<u>The Second Drill Down</u>	Validity Test (Q, D, C)
4.e.	<p style="color: red; margin: 0;"><u>Fill-in the Second “Why” Question:</u></p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;"><u>Contributing Factors:</u></p> <div style="text-align: center; margin: 0;"> </div> <p style="margin: 0; text-align: right;">Insert additional rows as needed.</p>	
	<p>Foremost Factor:</p> <p style="color: red;">3rd “WHY” Question:</p>	

School Name & Number: _____ LEA #: _____

TCNA Attachment G
Maryland State Department of Education
TCNA Worksheet & Recommendation to School Leadership

	<u>The Third Drill Down to Determine the Root Cause</u>	
Step 4.f.	<p style="color: red; margin: 0;"><u>Fill in the Third “Why” Question:</u></p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;"><u>Contributing Factors:</u> </p> <p style="text-align: right; margin: 0;">Insert additional rows as needed.</p>	Validity Test (Q, D, C)
Step 4.g.	<p style="margin: 0;"><u>Record Root Cause Underlying the Theme Question</u></p> <p style="margin: 0;"><u>Record Data Sources Used to Support Identification of Root Cause.</u></p>	
<p style="color: red; margin: 0;">Root Cause:</p> <p style="margin: 0;">Supporting Data:</p>		

School Name and Number: _____ LEA Number: _____

TCNA Attachment H
Maryland State Department of Education
TCNA Theme Questions and Think Aouts

Theme I	Effective Delivery of Differentiated Instruction of Reading/English
<p>TO WHAT DEGREE do all teachers (regardless of content area) adjust their teaching practices to support student learning in <u>Reading/English</u> aligned with the State curriculum?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all teachers...</p> <ol style="list-style-type: none"> 1. Understand thoroughly State <u>Reading/English</u> standards, indicators, and objectives and align instructional materials accordingly? 2. Reflect the levels of rigor of the State curriculum in lesson plans and implementation? 3. Promote high expectations for all students? 4. Utilize and implement a variety of research-based instructional strategies and best practices? 5. Differentiate instruction and provide appropriate classroom and school-wide interventions, as needed? 6. Provide engaging lessons that address individual student learning styles?
Theme II	Utilizing Data to Monitor Student Learning of Reading/English
<p>TO WHAT DEGREE do all teachers (regardless of content area) <u>use</u> multiple sources of academic <u>data</u> aligned to State Standards to <u>monitor student learning</u> in Reading/English and <u>inform instruction</u>?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all teachers...</p> <ol style="list-style-type: none"> 1. Use multiple measures (LEA benchmarks, formative & summative assessments, unit assessments, observations, etc. aligned to State Standards) to assess student needs and determine how to differentiate instruction? 2. Use data to monitor the impact of daily instructional decisions? 3. Have timely access and use comprehensive data for instructional decision making? 4. Disaggregate data (grade, class, content, subgroups, and individual student)? 5. Collaborate vertically and horizontally with colleagues? 6. Provide timely access of data to students, parents, and other teachers, as needed? 7. Involve students in on-going self data analysis and goal setting?

TCNA Attachment H
Maryland State Department of Education
TCNA Theme Questions and Think Aouts

Theme III	Effective Delivery of Differentiated Instruction of Mathematics/Algebra
<p>TO WHAT DEGREE do all teachers (regardless of content area) adjust their teaching practices to support student learning in <u>Mathematics/Algebra</u> aligned with the State curriculum?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all teachers...</p> <ol style="list-style-type: none"> 1. Understand thoroughly State <u>Mathematics/Algebra</u> standards, indicators, and objectives and align instructional materials accordingly? 2. Reflect the levels of rigor of the State Curriculum in lesson plans and implementation? 3. Promote high expectations for all students? 4. Utilize and implement a variety of research based instructional strategies and best practices? 5. Differentiate instruction and provide appropriate classroom and school wide interventions, as needed? 6. Provide engaging lessons that address individual student learning styles?

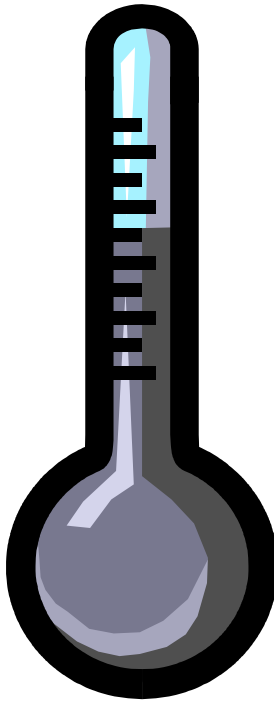
Theme IV	Utilizing Data to Monitor Student Learning in Mathematics/Algebra
<p>TO WHAT DEGREE do all teachers (regardless of content area) <u>use</u> academic <u>data</u> aligned to State Standards to <u>monitor student learning</u> in Mathematics/Algebra and <u>inform instruction</u>?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all teachers...</p> <ol style="list-style-type: none"> 1. Use multiple measures (LEA benchmarks, formative & summative assessments, unit assessments, observations, etc. aligned to State Standards) to assess student needs and determine how to differentiate instruction? 2. Use data to monitor the impact of daily instructional decisions? 3. Have timely access and use comprehensive data for instructional decision making? 4. Disaggregate data (grade, class, content, subgroups, and individual student)? 5. Collaborate vertically and horizontally with colleagues? 6. Provide timely access of data to students, parents, and other teachers, as needed? 7. Involve students in on-going self data analysis and goal setting?

TCNA Attachment H
Maryland State Department of Education
TCNA Theme Questions and Think Aouts

Theme V	Student Attendance (For schools not making AYP in this area)
<p>TO WHAT DEGREE do all faculty and staff <u>understand attendance requirements</u> and <u>follow protocols</u> to support students at risk of not meeting attendance requirements?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all faculty and staff...</p> <ol style="list-style-type: none"> 1. Follow the school attendance policy and the LEA coding requirements accurately? 2. Communicate attendance issues and their relevance with parents? 3. Refer students with multiple unexcused absences to administration and/or the student services teams, as appropriate? 4. Provide parent with community outreach and support regarding attendance? 5. Analyze data and develop strategies and programs to support attendance

Theme VI	Graduation/Drop-Out Rate (For High Schools not making AYP in this area)
<p>TO WHAT DEGREE do all faculty and staff <u>understand graduation requirements</u> and <u>support</u> students at risk of not graduating on time?</p>	<p>Probing “THINK ABOUTS” to generate additional “contributing factors”</p> <p>Do all faculty and staff...</p> <ol style="list-style-type: none"> 1. Receive timely information identifying students at risk of dropping out/not graduating? 2. Understand new graduation requirements and the early predictors of not graduating (student achievement, attendance, discipline, etc.) 3. Contact a parent/guardian, counselor/administrator if a student fails to turn in class work, projects, homework, etc. 4. Contact school personnel (attendance monitor, nurse, etc.) if a student misses a 3rd day in a row or shows a consistent pattern of missing school. 5. Have scheduled time set aside to work with students who have fallen behind on assignments or need tutoring. 6. Know of all of the academic supports available to students in the school and communicates this to parents and guardians. 7. Review the cumulative file for students who are doing unsatisfactorily. 8. Review the IEPs for students with disabilities.

Maryland State Department of Education



TCNA DEGREES OF IMPLEMENTATION
Based on Qualitative and/or Quantitative Data

0	Pre-Initiation	This action <u>has yet to be implemented</u> ; is in the preparation stage; and/or less than 15% of the applicable staff are engaged in this strategy's implementation.
1	Initiation	This action is <u>newly implemented</u> (less than one year); is of <i>inconsistent quality</i> ; and/or 35% of the applicable staff are engaged in this strategy's implementation.
2	Evolving	This action is being <u>implemented schoolwide</u> ; <i>quality is improving</i> but not in every classroom and/or by every teacher or appropriate staff member or program. Sixty percent (60%) of the applicable staff are engaged in this strategy's implementation.
3	Sustaining	This action <u>implementation is fully integrated</u> ; is of <i>high quality</i> ; and has become part of the culture of the school. Eighty percent or more (80+ %) of applicable staff are engaged in this strategy's implementation.

Maryland State Department of Education

Significant Reform Efforts and Supporting Action Steps (Reforms)

Directions: (1) Select up to three Reforms. (2) Each Reform may be supported by up to three Action Steps from the chart below. *If the school is below the AMO in reading, math, attendance, and/or graduation, one or more Reforms must be focused on those areas. (3) Develop Behavioral Statements.

1	Reforms	Attendance	Data Utilization	Graduation	Mathematics/ Algebra	Reading/ English	School Culture & Climate	School Structure
2	Supporting Action Step Categories (In Alpha Order)	<p>Alignment:</p> <ul style="list-style-type: none"> • State curriculum • Assessments • Pacing • Cross-curricular integration <p>Analyze data to inform instruction:</p> <ul style="list-style-type: none"> • Work groups • Timeliness • Disaggregated • Access <p>Attendance:</p> <ul style="list-style-type: none"> • Students • Staff 	<p>Analyze data to monitor:</p> <ul style="list-style-type: none"> • Student progress • Reform efforts • School culture • Organizational Structural <p>Class size Reduction:</p> <ul style="list-style-type: none"> • Staffing • Scheduling <p>Communication</p> <ul style="list-style-type: none"> • Internal • External <p>Differentiation:</p> <ul style="list-style-type: none"> • Core programs • Interventions • Instructional techniques 	<p>Direct Service Providers:</p> <ul style="list-style-type: none"> • Mental health • Juvenile Justice • Social Services <p>Drop-out Prevention and Graduation:</p> <ul style="list-style-type: none"> • Credit recovery • Bridge Plan <p>Instructional Learning Time for Students:</p> <ul style="list-style-type: none"> • Content • Day • Year 	<p>Internal and External Collaborative Planning Time:</p> <ul style="list-style-type: none"> • Horizontal • Vertical • Cross-curricular <p>Parent/Community Engagement:</p> <ul style="list-style-type: none"> • Capacity building • Decision making <p>Professional Development:</p> <ul style="list-style-type: none"> • Differentiate • Data driven • Job embedded • Extend year/day 	<p>Technology:</p> <ul style="list-style-type: none"> • Instructional delivery and assessment • Student learning • Data disaggregation • Current hardware and software <p>Student Behavior:</p> <ul style="list-style-type: none"> • Consistent policy • School-wide enforcement • Classroom management 		
3	Behavioral Statement	<p>Format for Behavioral Statement:</p> <p>In order to <u>significantly reform Reading/ English</u> for Special Education and other students, <u>all</u> teachers will <u>differentiate instruction</u> by...</p> <ul style="list-style-type: none"> + Identifying and utilizing ... + Implementing ... + Participating in on-going professional development... 						

Teacher Capacity Needs Assessment

Significant Reform Effort

Target Audience

In order to significantly reform Reading/ English for Special Education and other students, ALL teachers will differentiate instruction by...

Begin each statement with a verb.

- Identifying and utilizing individual student learning preferences gathered through the *Learning Preferences Inventory* and the students' IEP in planning units and daily lessons within the unit. Teacher implementation will be monitored through the review of the Learning Preferences Inventory, lesson plans, and formal and informal observations, etc. by the principal.
- Implementing new reading interventions aligned to student needs for use during school and in extended-day classes. Teacher implementation will be monitored through student achievement data, lesson plans, and formal and informal observations, etc. by the _____
- Participating in on-going professional development via online PBS Teacher Line professional development course *Differentiated Instruction for Middle School Students INST 18*. Teachers' course content will be applied to classroom instruction and they will be held accountable by the _____ through lesson plans, walk-through and formal observations, and the successful completion of the course's performance-based assessment, etc.

Who is being held accountability and by

The Principal and the School Project Leader will identify who, how often, and the instruments that will be used to monitor the activities.

3

Supporting Action Steps



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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TCNA Attachment K

Teacher Capacity Needs Assessment Team Member Invitation

DATE:

TIME:

LOCATION:

RSVP to _____

What is the Teacher Capacity Needs Assessment (TCNA)?

The TCNA is a tool designed by MSDE to complement local education agencies' (LEA) comprehensive needs assessments. Together these tools are used to analyze appropriate trend data that should be considered when planning for school improvement. The TCNA's primary intention is to identify and address, as precisely as possible, the root causes underlying key issues impacting student performance, either negatively or positively. Its secondary intention is to ensure that the staff and administration collectively agree on the recommended significant reform efforts and the allocation of a school's key resources in terms of time, energy, personnel, and money to improve student achievement.

How does the completion of the TCNA benefit our school?

The TCNA has been administered over 188 times in 18 local education agencies in Maryland over the past seven years. Schools that have completed this assessment have reported that the process:

- a) strengthens relationships and encourages open and honest vertical and horizontal teamwork,
- b) identifies root causes within a school's control,
- c) showcases how staff are able to implement State standards and expectations,
- d) builds school-wide consensus on possible solutions and action steps, and
- e) engenders staff willingness to embrace the changes needed for school improvement.

Who needs to be involved?

All instructional staff (teachers, paraprofessionals, resource teachers, instructional mentors and coaches, department chairpersons, etc.) should be involved in this analysis, as appropriate.

Insert additional school details as appropriate.

Enc. TCNA Fact Sheet

Maryland Public Schools: *#1 in the Nation Three Years in a Row*

TCNA Attachment L

Maryland State Department of Education
TCNA Team Membership Chart

School Project Leader: _____			
Themes (Paraphrased)	Team Facilitators/ Recorders	Team Members	Meeting Dates/Times
<p style="text-align: center;">Theme I</p> <p>Effective Delivery of Differentiated Instruction in Reading/English</p>			
<p style="text-align: center;">Theme II</p> <p>Utilizing Data to Monitor Student Learning in Reading/English</p>			
<p style="text-align: center;">Theme III</p> <p>Effective Delivery of Differentiated Instruction in Mathematics/Algebra</p>			
<p style="text-align: center;">Theme IV</p> <p>Utilizing Data to Monitor Student Learning in Mathematics/Algebra</p>			
<p style="text-align: center;">Theme V</p> <p>Student Attendance <i>(for schools missing AYP in this domain)</i></p>			
<p style="text-align: center;">Theme VI</p> <p>Graduation <i>(for high schools missing AYP in this domain)</i></p>			

TCNA Attachment M

Maryland State Department of Education
Teacher Capacity Needs Assessment
Steps for Completing the TCNA

There are eight steps in the TCNA process:

- | | |
|--------|--|
| Step 1 | TCNA Training Meetings |
| Step 2 | State of the School Address |
| Step 3 | 1 st Team Meeting – Introduction and Understanding the Process |
| Step 4 | 2 nd Team Meeting – Drill down begins, Root Cause is determined and recommendations made to school leadership |
| Step 5 | Planning for the Future – School-wide prioritizing of proposed Reforms |
| Step 6 | Finalizing significant Reform efforts |
| Step 7 | Inclusion of Reforms into the school improvement plan |
| Step 8 | Returning materials to MSDE |

Step 1 – TCNA Training (4 hours)

(Conducted by MSDE)

After attending the training and in preparation for Step 2 – State of the School Address, **School Project Leaders**, along with the principal and LEA staff, will ...

- a. Develop TCNA timeline including team meeting dates and locations
- b. Identify and gather needed school and LEA improvement data.
- c. Identify team members and a recorder for each team
- d. Arrange for an LCD and a computer (load with blank *TCNA Worksheet Att G*)
- e. Assemble TCNA team packets



Distribute TCNA Invitations to State of the School Address along with a Fact Sheet to staff (*Att. A and K*)

TCNA Team Packet Contents in order:

1st Team Meeting

- Attachment T: Process Agenda for 1st Team Meeting
- Roles and Responsibilities – Page 11 from the TCNA Resource Book
- Attachment E: TCNA Process Guide, Degrees of Implementation, and Validity Tests on colored hard stock paper
- MSDE School Profile
- School student data relevant to assigned Theme
- Attachment G: TCNA Blank Worksheet (1st page)
- Attachment H: Assigned TCNA Theme Questions & Think Abouts

(Continued on next page)

TCNA Attachment M

Maryland State Department of Education
Teacher Capacity Needs Assessment
Steps for Completing the TCNA

2nd Team Meeting

Attachment T: Process Agenda for 2nd Team Meeting
Attachment G: TCNA Blank Worksheet (Last 3 pages)
Attachment J: Reforms and Behavioral Statements
Attachment U: Team Member Evaluation on colored paper

Assigned TCNA Facilitators will need to become familiar with ...

- a. process agenda and needed materials
- b. team member packets
- c. assigned Theme question/s and “Think Abouts”
- d. all relevant school and LEA data prepared by the school

Step 2 – State of the School Address (1 hour)

(Conducted by Principal)

Attendees: Principal, School Project Leader, TCNA Facilitators, LEA staff, and all staff involved in the Assessment.
Timeline: Dates to be determined
Topic: *State of the School - Principal Talking Points – Attachment Q*
Evaluation: *Attachment R*

Step 3 – 1st Team Meeting – Introduction and Understanding the Process (30 minutes)

(Conducted by TCNA Facilitators)

Attendees: TCNA Facilitators, TCNA Team Member
Timeline: Dates to be determined
Process Agenda: Attachment T
Materials: Refer to Process Agenda for 1st Team Meeting (*Attachment T*)

Step 4 - 2nd Team Meeting – Drill Down Begins, Root Cause is Determined & Recommendations Made to School Leadership (2 hours)

(Conducted by Facilitators)

Attendees: TCNA Facilitators and TCNA Team Members
Timeline: Dates to be determined
Process Agenda: Attachment T
Materials: Refer to Process Agenda for 2nd Team Meeting (*Attachment T*)
Evaluation: Attachment U

TCNA Attachment M

Maryland State Department of Education
Teacher Capacity Needs Assessment

Steps for Completing the TCNA

- a. *School Team Facilitators submits the completed electronic copy of the completed TCNA Worksheet (Attachment G) to the School Project Leader at the end of the meeting and in preparation for school wide prioritizing of proposed reforms.*
- b. *Team members complete evaluations for submission to the School Project Leader*

Step 5 – Planning for the Future – School-wide Prioritizing of Proposed Reforms
(30 minutes)

(Conducted by School Project Leader)

- a. *School Project Leader transfers root cause, the data sources, and the proposed Reforms from all Themes' Attachment Gs onto TCNA Summary Sheet (Attachment O) and distributes for school-wide review and prioritizing.*
- b. *Each TCNA Team Member ranks/prioritizes the Reforms (with #1 being the top choice) according to which Reforms should have the greatest impact on student achievement.*
- c. *TCNA Team members return their individual prioritized TCNA Summary Sheets to the School Project Leader within the specified time frame.*
- d. *School Project Leader tallies the results of the prioritization for presentation to the principal and the AG Coordinator.*

Step 6 – Finalizing Significant Reform Efforts (1 hour)

(Conducted by the Principal)

Attendees: Principal, School Project Leader, School Leadership Team, and LEA staff

Timeline: Dates to be determined

Materials: Completed, prioritized *TCNA Selected Reforms- Attachment P*

Process:

- a. *Review results for duplication of efforts*
- b. *Combine content areas and activities, as appropriate.*
- c. *Refine "Behavior Statement" language*
- d. *Identify up to three reforms and up to three supporting action steps that are feasible and most impactful to the school's exiting school improvement.*
- e. *Complete the TCNA Selected Reforms for presentation to the LEA leadership for approval. (Attachment P)*
- f. *Present final TCNA results to the faculty.*

TCNA Attachment M
Maryland State Department of Education
Teacher Capacity Needs Assessment
Steps for Completing the TCNA

Step 7 – Inclusion of the Reforms into the School Improvement Plan (2 hours)

(Conducted by the Principal)

Attendees: Principal, School Project Leader, School Leadership Team, and LEA staff
Timeline: Date to be determined
Materials: School Improvement Plan
Final *TCNA Selected Reforms – Attachment P*

Step 8 – Return Materials to MSDE (1 hour)

(Principal/School Project Leader)

Submit the following documents electronically to MSDE

School Evaluation Summary (Attachment V)
TCNA Worksheets (Attachment G)

Thank you!

TCNA Attachment N
Maryland State Department of Education
2011 - 2012 School Improvement Data Sets

2011-2012 Suggested Trend Data Sets to be Collected and Analyzed for School Improvement.			Application	
			<u>Comprehensive Needs Assessment CNA</u>	<u>Teacher Capacity Needs Assessment TCNA</u>
A. Student Demographics / School Information				
1	Total enrollment	√		
2	Grade level enrollment	√		
3	Subgroups - # of students in each	√		
4	Mobility % - Entrants & Withdrawals	√		
5	Attendance %	√	√	
6	Expulsions #	√	√	
7	Suspensions #	√	√	
8	Dropout rate	√	√	
9	Graduation rate	√	√	
10	High School Diploma rate	√	√	
11	Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students	√	√	
B. Staff Profile				
1	Principal – Length of time at the school	√		
2	Number of Assistant Principal/s and other administrators	√		
3	Number and % of teaching faculty's <u>total classroom instruction experience</u> : <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years 	√		
4	Number and % of teaching faculty's <u>service at this school</u> : <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years 	√		
5	Number and percent of classes not taught by HQ teachers	√	√	
6	Number of school-based reading and English teachers of record	√	√	
7	Number of school-based mathematics and data/analysis teachers of record	√	√	
8	Number of school-based reading and English resource personnel	√		
9	Number of school-based mathematics and data/analysis resource personnel	√		
10	Number of paraprofessionals who are highly qualified	√		
11	Number of paraprofessionals who are yet to be highly qualified	√		

**Maryland State Department of Education
2011 - 2012 School Improvement Data Sets**

2011-2012 Suggested Trend Data Sets to be Collected and Analyzed for School Improvement.			Application	
			<u>Comprehensive Needs Assessment CNA</u>	<u>Teacher Capacity Needs Assessment TCNA</u>
	12	Teacher and administrator attendance	√	
	13	Number of mentor teachers and number of teachers being supported	√	√
C. Student Achievement				
	1	AYP overall	√	√
	2	AYP for reading and English	√	√
	3	AYP for mathematics and data/analysis	√	√
	4	Subgroup data by content, grade level and by number and percent at advanced, proficient, and basic.	√	√
	5	Subgroup data by confidence interval	√	√
	6	Subgroup data by safe harbor	√	√
	7	LSS Benchmark Assessments disaggregated by content, grade level, subgroup, sub-scores, etc.	√	√
	8	School improvement status	√	√
D. Rigorous Curriculum				
	1	Alignment of curriculum implementation with state standards across grade levels	√	√
	2	SIP goals & objectives	√	√
	3	Core reading and English programs	√	√
	4	Core mathematics/Algebra and data analysis programs	√	√
	5	Reading and English intervention programs	√	√
	6	Mathematics and Algebra/data analysis intervention programs	√	√
	7	Enrichment/extended day/summer programs - # of students, target population, content focus, length of time, grade levels, etc.	√	√
E. Instructional Program				
	1	Planning and implementation of research-based instructional practices	√	√
	2	Use of technology-based tools	√	√
	3	Use of data analysis to inform and differentiate instruction	√	√
	4	Master Schedule by content area (include minutes of instruction)	√	√
	5	Special Education Data: <ul style="list-style-type: none"> ➤ Number and types of disabilities ➤ Disproportionality data ➤ Least restrictive environment data ➤ Summary of Compliance results ➤ Individual Education Plan ➤ Special Education Budget 	√	√

**Maryland State Department of Education
2011 - 2012 School Improvement Data Sets**

2011-2012 Suggested Trend Data Sets to be Collected and Analyzed for School Improvement.		Application	
		<u>Comprehensive Needs Assessment CNA</u>	<u>Teacher Capacity Needs Assessment TCNA</u>
6	English Language Learners Data: ➤ Individual school data	√	√
7	Gifted and Talented Data	√	√
F. Professional Development			
1	Professional development topics, scheduling, attendance, etc	√	√
2	Monitoring implementation of professional development topics	√	√
3	Use of Maryland Professional Development Standards	√	√
G. Assessments			
1	Use of formative, interim, and summative assessments to measure student growth	√	√
2	Process and timeline for reporting	√	√
3	Use of technology, where appropriate	√	√
4	Use of universal design principles	√	√
H. School Culture and Climate			
1	School vision, mission and shared values	√	√
2	School safety	√	√
3	Student health services	√	√
4	Attendance supports	√	√
5	School climate, parent, and/or staff surveys	√	√
I. Students, Family, and Community Support			
1	Social-emotional and community-oriented services and supports for students and families	√	√
2	Engagement of parents in the education of students	√	
3	Partnerships – with whom, for what purpose, value, etc.	√	
J. Organizational structure and resources			
1	Accessing other grants to support learning	√	√
2	Collaborative planning time	√	√
3	Class scheduling (block, departmentalizing, etc.)	√	√
4	Grants (Title, purpose, amount, target audiences, etc.)	√	√
5	Class configuration and size	√	√
6	Managing school operating budgets and resources	√	√
7	Pilot projects /other	√	√
8	Practices for strategic school planning	√	√
9	School improvement plan development, implementation and monitoring	√	√

**Maryland State Department of Education
2011 - 2012 School Improvement Data Sets**

2011-2012 Suggested Trend Data Sets to be Collected and Analyzed for School Improvement.		Application	
		<u>Comprehensive Needs Assessment</u> CNA	<u>Teacher Capacity Needs Assessment</u> TCNA
K. Effective Leadership			
1	Instructional leadership to promote teaching and learning	√	
2	Monitoring of curriculum implementation and instructional practices linked to student growth	√	
3	Impact on the school culture for teaching and learning	√	
4	Using technology to access assessment data	√	
5	Recruitment and retention of effective staff	√	
6	Identification and coordination of resources to meet school needs	√	
7	Engagement of parents and community to promote academic, developmental, social, and career needs of students	√	

TCNA Attachment O
Maryland State Department of Education
The Teacher Capacity Needs Assessment (TCNA)
Root Cause Summary Sheet

School Name and Number:

LEA:

Date:

Theme Questions	Root Causes	Data Sources	Significant Reform Effort	Priority Order
<p>Theme I: Effective Delivery of Differentiated Instruction in Reading/English</p> <p>To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in Reading/English aligned with the current State Curriculum?</p>				
<p>Theme II: Utilizing Data to Monitor Student Learning in Reading/English</p> <p>To what degree do all teachers (regardless of content area) use multiple sources of academic data aligned to current State Standards to monitor student learning in Reading/English and inform instruction?</p>				
<p>Theme III: Effective Delivery of Differentiated Instruction of Mathematics/Algebra</p> <p>To what degree do all teachers (regardless of content area) adjust their teaching practices to support student learning in Mathematics/Algebra aligned with the current State Curriculum?</p>				

TCNA Attachment O
Maryland State Department of Education
The Teacher Capacity Needs Assessment (TCNA)
Root Cause Summary Sheet

School Name and Number:

LEA:

Date:

Theme Questions	Root Causes	Data Sources	Significant Reform Effort	Priority Order
<p>Theme IV: Utilizing Data to Monitor Student Learning in Mathematics/Algebra</p> <p>To what degree do all teachers (regardless of content area) use multiple sources of academic data aligned to current State Standards to monitor student learning in Mathematics/Algebra and inform instruction?</p>				
<p>Theme V: Student Attendance <i>(for schools missing AYP in this domain)</i></p> <p>To what degree do all faculty and staff understand attendance requirements and follow protocols to support students at risk of not meeting attendance requirements?</p>				
<p>Theme VI: Graduation/Drop-Out Rate <i>(for high schools missing AYP in this domain)</i></p> <p>To what degree do all faculty and staff understand graduation requirements and support students at risk of not graduating on time?</p>				

TCNA Attachment P
Maryland State Department of Education
The Teacher Capacity Needs Assessment

Selected Reforms

School Name and Number:

LEA:

Date:

Significant Reform Efforts/ Supporting Action Steps (Presented in a "Behavioral Statement")	Timeline (Beginning Date)	Lead Person (Identify by Position)	Reform included in School Improvement Plan
1. In order to significantly reform ... • • •			___ Yes ___ No
2. In order to significantly reform ... • • •			___ Yes ___ No
3. In order to significantly reform ... • • •			___ Yes ___ No

TCNA Attachment Q
Maryland State Department of Education
Teacher Capacity Needs Assessment
“State of the School Address”

Principal’s Suggested Talking Points
(Step 1 from the TCNA Process Guide)

Purpose: *Leadership will establish positive expectations regarding the TCNA process and how it will positively impact the school. A shorten version of this presentation should be presented to parents and community stakeholders.*

- 1) NCLB Requirements/MSDE Requirements (Big Picture Overview)
 - a) Comprehensive Needs Assessment
 - b) The Teacher Capacity Needs Assessment
 - c) School Climate
 - d) NCLB Corrective Action Requirements
 - e) Corrective Action Report
- 2) Maryland’s Differentiated Accountability Pilot Plan – where does our school fit?
- 3) Summary of school improvement support provided by the LEA during the past 3 years.
- 4) Sharing of comprehensive needs assessment trend data
- 5) Opportunities for Input – The Importance of Staff Participation
- 6) The Teacher Capacity Needs Assessment (TCNA) - Why? What? Who? When?
- 7) Expected Outcomes from the TCNA process – Teacher Recommendation to School Leadership – Significant “Reforms”
- 8) Root Cause Analysis – Drilling for Answers
- 9) What can the school control?
- 10) Participants roles and responsibilities (Page 11 from the TCNA Resource Book)
- 11) TCNA Benefits to School and Staff
- 12) TCNA’s alignment with the school improvement process
- 13) Assure confidentiality of what is said during the TCNA process. (No names are attached to any statements.)
- 14) Next Steps – How will results be used?
- 15) Evaluation & Adjournment

TCNA Attachment R

Maryland State Department of Education
Teacher Capacity Needs Assessment

State of the School Address Evaluation

School:

LEA:

Date:

Rating Scale: 1 = Disagree 2 = Somewhat Agree 3 = Agree

Item	1	2	3	Comments
1. The "State of the School Address" provided essential background regarding the school's need for improvement.				
2. The data presented painted a clear picture of the school's need to uncover the root causes for non-performance.				
3. The TCNA process allows an opportunity to provide staff with input regarding the school's needs and to develop solutions within the school's control that will lead the school out of improvement.				
4. I understand how the TCNA results will be used in the future.				

Maryland State Department of Education
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Seven Norms of Collaboration

1. Promoting a Spirit of Inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries – “Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking.

5. Putting ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

TCNA Attachment T
Maryland State Department of Education
Teacher Capacity Needs Assessment

PROCESS AGENDA

1st Team Meeting:

Introduction and Understanding the Process

Theme:

Time	Topic/Activity	Person Responsible	Facilitator Setup/Material
Att. E Step 3.1	<ul style="list-style-type: none"> • Sign In, • Welcome, • Introductions, • Identify Recorder • Confirm Theme 	TCNA Facilitator	Process Agenda Name tags Three TCNA Posters Computer and LCD <i>Attachment G</i> on thumb drive Markers/Poster Paper for Parking Lot issues TCNA Resource Book TCNA Attachment package Team Sign-in (<i>Attachment T</i>)
	<ul style="list-style-type: none"> • Review of Team Member Packet • Discuss Team members roles and responsibilities 		Team Member Packets
	<ul style="list-style-type: none"> • Meeting Outcomes 		To develop an understanding of the TCNA process in order to draft a recommendation to school leadership on the most impactful next steps in the assigned Theme area that will facilitate the school's exit from improvement.
Att. E Step 3.2	<ul style="list-style-type: none"> • Review of school data • Document key issues the data reveals 	TCNA Facilitator & Team Members	Recorder inserts data elements on <i>Att. G</i>
Att. E Step 3.3.a	<ul style="list-style-type: none"> • Pose the Theme Question and develop common understanding • Underline key words and discuss Red Flags 		Recorder underlines key words
Att. E Step 3.3b	<ul style="list-style-type: none"> • Discuss and come to a consensus rating on the Degree of Implementation 		Parking lot issues – <u>Bring to School Project Leader's attention</u>
Att. E Step 4	<ul style="list-style-type: none"> • Discuss Theme Think Abouts • Confirm next steps 		Confirm dates, times, and location for 2 nd TCNA Team meeting
	<ul style="list-style-type: none"> • Adjournment 		Remind team members to study relevant school data and to bring their packets to 2 nd TCNA meeting.

TCNA Attachment T
Maryland State Department of Education
Teacher Capacity Needs Assessment

PROCESS AGENDA

2nd Team Meeting:
The Drill Down Begins

Theme:

Time	Topic/Activity	Person Responsible	Facilitator Setup/Material
	<ul style="list-style-type: none"> • Sign In, • Welcome • Introductions • Identify Recorder 	TCNA Facilitator	Process Agenda Name tags Three TCNA Posters Computer and LCD <i>Att. G TCNA Worksheet</i> on thumb drive Markers/Poster Paper for Parking Lot issues TCNA Resource Book TCNA Attachment package <i>Attachment T - Team Sign-in</i> <i>Attachment U - Team Member Evaluation</i>
	Meeting Outcomes		To develop a recommendation to school leadership on the most impactful next steps in the assigned Theme area that will facilitate the school's exit from improvement.
Att. E Step 4 a	<ul style="list-style-type: none"> • Revisit school data and prior session's Degree of Implementation 	TCNA Facilitator & Team Members	Team members bring their packets
Att. E Step 4 b-g	<ul style="list-style-type: none"> • Follow Drill Down procedure as detailed on <i>TCNA Process Guide (Attachment E)</i> • Record all information electronically for each step on <i>TCNA Worksheet (Attachment G)</i> 		Parking lot issues – <u>Bring to School Project Leader's attention</u>
Att. E Step 4 h & i	<ul style="list-style-type: none"> • Discuss <i>Attachment J</i> • Align Root Cause with Significant Reform Effort • Develop recommendations to school leadership in the form of a "Behavioral Statement" 		<i>Attachment J – Significant Reform Efforts</i>
Att. E Step 4 j	Evaluation & Adjournment Facilitator returns materials to School Project Leader		<i>Attachment U – Team Member Evaluations</i> <i>Attachment G Electronically</i> <i>Attachment T - Sign-in Sheets for 1st and 2nd mtgs</i>

TCNA Attachment U
Maryland State Department of Education
Teacher Capacity Needs Assessment

TCNA TEAM MEMBER EVALUATION OF 1ST AND 2ND MEETINGS

School Name & Number:

LEA:

Date:

Theme:

Rating Scale:

1 = Disagree

2 = Somewhat Agree

3 = Agree

Item	Rating			Comments
	1	2	3	
1. I felt prepared to participate in the TCNA process and contribute to the discovery of root causes.				
2. The TCNA process was beneficial to me and contributed to my understanding of school improvement and the important next steps.				
3. My facilitator was able to keep the team drill downs on track to uncover accurate root causes and develop Behavioral Statements.				

4. What would you recommend as a beneficial follow-up activity at the school?

5. What did you like most about the TCNA experience?

6. What did you like the least about the TCNA experience?

7. Comments and suggestions for improving the TCNA process.

TCNA Attachment V
Maryland State Department of Education
Teacher Capacity Needs Assessment

SCHOOL EVALUATION SUMMARY

*To be completed electronically on Websurveyor by the School Project Leader
and submitted to MSDE.*

School and Number:

LEA:

Date:

Directions: After the completion of the TCNA process, please tabulate the number of ratings received in each scale from the *State of the School Address Evaluations* (Attachment R, Question 1) and the *TCNA Team Member Evaluations from the 1st and 2nd Team Meetings* (Attachment U, Questions 1-3).

Rating Scale: 1 = Disagree 2 = Somewhat Agree 3 = Agree

Item	Rating			Representative Comments
	1	2	3	
1. TCNA Step I: The State of the School Address provided essential background regarding the schools' need for improvement. <i>(Provide a total of the responses in each rating on Question 1 from the Attachment R "State of the School Address" evaluations.)</i>				
2. TCNA Step II: Introduction and Understanding the Process Team members felt prepared to participate in the TCNA process and contribute to the discovery of root causes. <i>(Provide a total of the responses in each rating on the Team Member Evaluation Attachment U – Question 1.)</i>				
3. TCNA Steps 3-12: The Drill Down Process: Facilitators were able to keep the team drill downs on track to uncover accurate root causes and develop Behavioral Statements. <i>(Provide a total of the responses in each rating on the Team Member Evaluation Attachment U – Question 3.)</i>				
4. The TCNA Process: The TCNA was beneficial to participants and contributed to their understanding of school improvement and the important next steps. <i>(Provide a total of the responses in each rating on Team Member Evaluations Attachment U – Question 2.)</i>				

Please provide a compilation of TCNA Team Member Evaluation written responses for the following questions:

5. What would you recommend as a beneficial follow-up activity at the school?
6. What did you like most about the TCNA experience?
7. What did you like the least about the TCNA experience?
8. Comments and suggestions for improving the TCNA process.

Differentiated Accountability Pilot Guidance Document 2011-2012 Summary



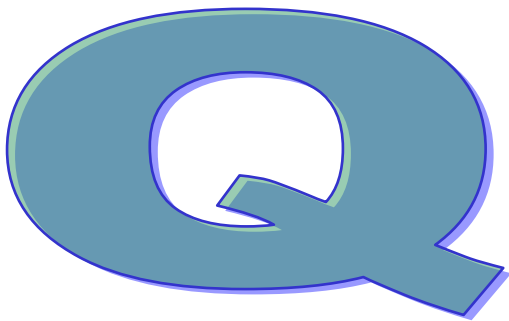
Differentiated Pathways under Maryland's New Differentiated Accountability Pilot

After failing to achieve AYP for two consecutive years, school results will be analyzed. Schools that missed AMOs in the same reported area (reading, mathematics or the other academic indicator) for two consecutive years will be placed on two different pathways, pending the scope of school needs demonstrated in those results. The two pathways are:

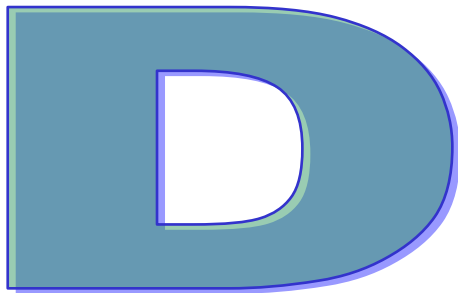
<p style="text-align: center;"><u>Comprehensive Needs Pathway</u></p> <p><i>This pathway is similar to the traditional NCLB designations previously used in Maryland. However it is limited to schools with a wider pattern of student subgroup failures. Typically, these schools will have failed to meet the AMO in the "All Students" subgroup or will have failed to achieve the AMO for 3 or more subgroups.</i></p>	<p style="text-align: center;"><u>Focused Needs Pathway</u></p> <p><i>This new pathway includes schools that have not achieved the AMO for (a) 1 or 2 subgroups or (b) 100% Special Education subgroup school. The Focused Pathway will permit the school system to attend to the specific needs of each school in that pathway.</i></p>
<p style="text-align: center;"><u>DEVELOPING Comprehensive Needs Schools</u></p> <ul style="list-style-type: none"> • LEA will provide oversight to address the <i>specific</i> needs of students in the focused areas not meeting the AMO; • LEA interventions include development of a comprehensive plan within 90 days of AYP designation. Plan must include strategies to address all areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, and/or school culture/climate which contributed to the identified subgroups missing the AMO. • Plan must be signed by the principal, superintendent, and the president of the local board of education. • School must administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive plan. • The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals. • School will participate in services offered through MSDE's Statewide System of Support. • Title I schools must provide school choice and supplemental education services (SES). • Schools beginning their third consecutive year in this pathway without making AYP will have to implement one or more state approved corrective actions and incorporate them into their school improvement plans. 	<p style="text-align: center;"><u>DEVELOPING Focused Needs Schools</u></p> <ul style="list-style-type: none"> • LEA Administration will provide oversight to address the <i>specific</i> needs of students in the focused areas not meeting the AMO; • LEA Interventions include development of a focused plan within 90 days of AYP designation. Plan must include strategies to address specific areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, and/or school culture/climate which contributed to the identified subgroups missing the AMO. • Plan must be signed by the principal, superintendent, and the president of the local board of education. • The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals. • Title I schools must provide school choice and supplemental education services (SES). • Schools beginning their third consecutive year in this pathway will accelerate the work on the issues related to the subgroups and subjects failed. These schools may implement one or more state approved corrective actions and incorporate them into their school improvement plans. • Intervention options for schools serving 100% special education populations may be implemented.
<p style="text-align: center;"><u>PRIORITY Comprehensive Needs Schools</u></p> <ul style="list-style-type: none"> • MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation. • The LEA and school must choose an approved Alternative Governance model. • LEA and school must develop a restructuring plan that focuses on restructuring the entire school, including: comprehensive Planning, curriculum; instruction; assessment; professional development; leadership; organizational structure; and school culture/climate. • LEA superintendent must present a detailed restructuring plan to MSDE for State Board approval, and once approved, the school must implement the plan. • Title I schools must provide school choice and/or supplemental education services (SES) . • Schools in their tenth year will undergo an MSDE audit to determine the specific causes of their inability to achieve standards. The audit will be used to determine the next steps for the MSDE and the LEA. 	<p style="text-align: center;"><u>PRIORITY Focused Needs Schools</u></p> <ul style="list-style-type: none"> • MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation. • The LEA and school must choose an approved Alternative Governance model. • LEA and school must develop a restructuring plan focused on subgroups and content areas where the school did not meet the AMOs and areas that may be beginning to show declines. • The LEA superintendent must present to the State Board of Education the detailed plan for restructuring the school, once approved, the school must implement the plan. • Title I schools must provide school choice and supplemental education services (SES). • Priority Focus Needs Schools that are unable to exit their Priority status after year 7 will be transitioned to Priority Comprehensive Needs status and must fulfill the requirements associated with that category. • Intervention options for schools serving 100% special education populations must be implemented.

Validity Test

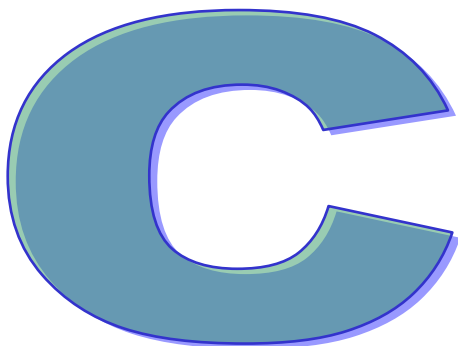
If a “contributing factor” does not pass all three Validity Test questions, the factor is eliminated from further analysis.

A large, stylized blue letter 'Q' with a white outline and a drop shadow effect.

QUESTION: Does the “contributing factor” address the original theme question?

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DATA: Does the data support the “contributing factor”?

A large, stylized blue letter 'C' with a white outline and a drop shadow effect.

CONTROL: Is the “contributing factor” within the school’s control?



October 2011

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