




# *St. Louis Plan Update*

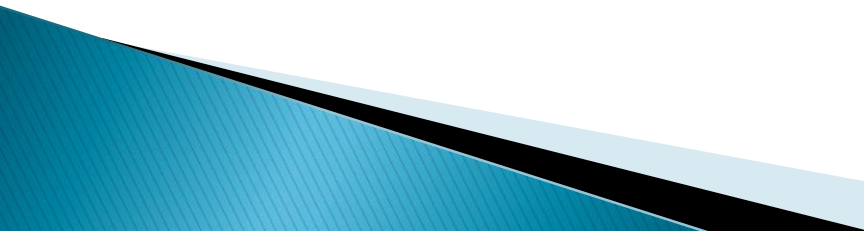
*Peer Assistance and Review (PAR) Process*

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# *What is the St. Louis Plan?*

- *The St. Louis Plan is a collaboration with SLPS and Local 420 to support and retain quality teachers through a Peer Assistance and Review (PAR) Process*
  - *Support is provided by a peer (Consultant teacher) who has been identified as a “distinguished teacher” in the District*
  - *The PAR process is designed to offer the first year (intern) teacher the support, advice, and guidance necessary to make the first year’s experience as successful as possible*
  - *The PAR process also support veteran teachers who need intervention*
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# *St. Louis Plan* Status Update


- *The St. Louis Plan has currently filled 150 of 150 slots.*
  - *The St. Louis Plan has 6 novice teachers 'in waiting'*
  - *The St. Louis Plan has 4 tenured teachers who have been issued a Notice of Inefficiencies*
  - *The St. Louis Plan has 8 teachers who have resigned since August, 2013*
  - *The St. Louis Plan has 5 Consultant Teachers 'in waiting'*
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# *Consultant Teachers Status as of 11/7/13*

<i>Last Name</i>	<i>First Name</i>	<i># of 1<sup>st</sup> Semester Interns</i>	<i># of 2<sup>nd</sup> Semester Interns</i>	<i># of 3<sup>rd</sup> Semester Interns</i>	<i># of Intervention = 2 to 1</i>	<i>Total</i>
<i>ARMS</i>	<i>Anitra</i>	<i>6</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>9</i>
<i>BLACK</i>	<i>Connie</i>	<i>3</i>	<i>5</i>	<i>1</i>	<i>0</i>	<i>9</i>
<i>CAMP</i>	<i>Nadine</i>	<i>0</i>	<i>4</i>	<i>0</i>	<i>3</i>	<i>10</i>
<i>DURBIN</i>	<i>Angela</i>	<i>3</i>	<i>8</i>	<i>0</i>	<i>0</i>	<i>11</i>
<i>KEPLAR</i>	<i>Judine</i>	<i>7</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>10</i>
<i>LOMACK</i>	<i>Delia</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>4</i>	<i>11</i>
<i>MATHES</i>	<i>Steven</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>3</i>	<i>9</i>
<i>MATTHIESEN</i>	<i>Amanda</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>1</i>	<i>10</i>
<i>MITCHELL</i>	<i>Alan</i>	<i>6</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>11</i>
<i>CORNELIUS</i>	<i>Phyllis</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>PHILLIPS</i>	<i>Rachael</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>QUICK</i>	<i>YaVette</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>STEEN</i>	<i>Latasha</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>WILLIS</i>	<i>Rhea</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>RITTER</i>	<i>Elizabeth</i>	<i>10</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>
<i>Total</i>		<i>90</i>	<i>29</i>	<i>5</i>	<i>13</i>	<i>150</i>

# *St. Louis Plan* Evaluation Report 2013

# *St. Louis Plan* Evaluation Report 2013 - Findings

- *This evaluation finds that the Saint Louis Plan is fulfilling its goals where it has the ability to effect change. There remains however, challenges to retaining good teachers that are beyond the Plan's scope and authority*
  - *Teachers in the Plan outperformed other first- and second-year teachers for the 2012-13 school year in both language arts and math; additionally they had equal or better academic growth than other first-year teachers in most subject areas*
  - *Nearly 15% of non-St. Louis Plan instructors said they were not able to plan and deliver differentiated instruction effectively, whereas fewer than 5% of St. Louis Plan teachers admitted to struggling with this*
  - *It also appears that the teachers not in the St. Louis Plan struggled more with using assessment data to drive instructional planning*
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# *Evaluation Report 2013*

## *- Findings Continue*

- *Almost 6% more teachers who were not in the St. Louis Plan reported problems with creating instructional opportunities that are adaptable to a learner's individual differences*
- *The most significant finding was the first- and second-year teachers' perceptions of administrative support given to teachers in handling discipline issues; 22.5% of St. Louis Plan Teachers and 28.3% of comparison teachers disagreed with the statement, "After my first or second year of teaching, I feel that I have adequate support from my Principal in dealing with student discipline." One typical comment was, "Absolutely no communication or support whatsoever. No student discipline, no consequences, no enforcement."*



# *Evaluation Report 2013*

## *- Findings Continue*

- *When first- and second-year teachers were asked if they felt they can maintain a classroom that stays busy and does not waste time, only 5% of St. Louis Plan teachers stated they had difficulty in this area, 15.2% of new teachers not in the St. Louis Plan admitted to struggling with this.*
  - *For the fourth evaluation cycle, the St. Louis Plan has shown itself to be an important and effective component of the overall improvement of the District.*
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