

Welcome!

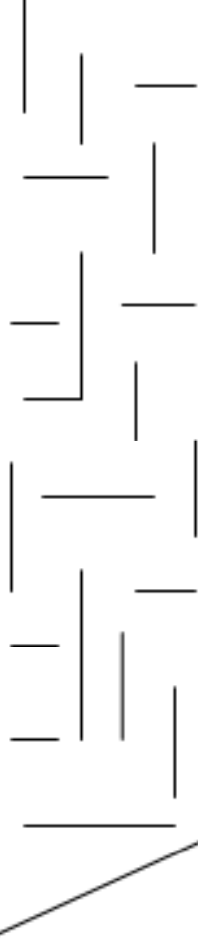

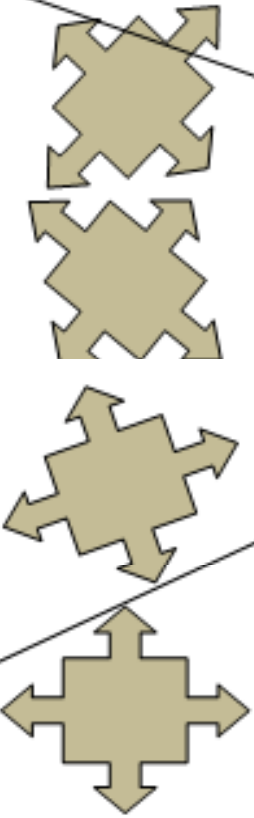

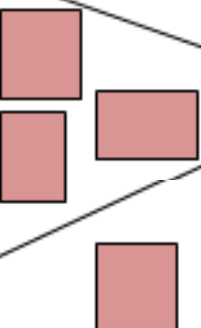



Teacher Capacity Needs Assessment

Title I Administrative Meeting

May 2011

School Stakeholder Professional Judgment

QUALITATIVE EVIDENCE	VERIFIABLE DATA	ROOT CAUSES	HYPOTHESES	SIGNIFICANT REFORM EFFORTS & SUPPORTING ACTION STEP/S	INCREASES IN STUDENT ACHIEVEMENT
					 <p data-bbox="1486 1060 1745 1222"> "A school that is willing to examine itself critically is one that will increase the odds that its students will succeed." </p> <p data-bbox="1612 1263 1745 1344"> Hoehlander & Mandel 1998 </p>

History of the TCNA

- First developed in 2005 by Teresa Knott and Mary Dagen for the I/PAS Challenge Initiative.
- Draws upon the root cause analysis research of Drs. Ronald Thomas and Mike Hickey of Towson University.
- Updated every year in response to user feedback.
- Completed by 188 Maryland schools in 18 school districts.

Maryland State Department of Education (MSDE)

***The Teacher Capacity Needs Assessment (TCNA)
Fact Sheet: 2010 - 2011 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 the allocation of a 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 Year 3 (Corrective Action) are required to conduct the TCNA as they prepare for the final stages of school improvement. Schools in earlier stages of school improvement are encouraged to conduct the TCNA at anytime.</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 the <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>
<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.

School Improvement Status

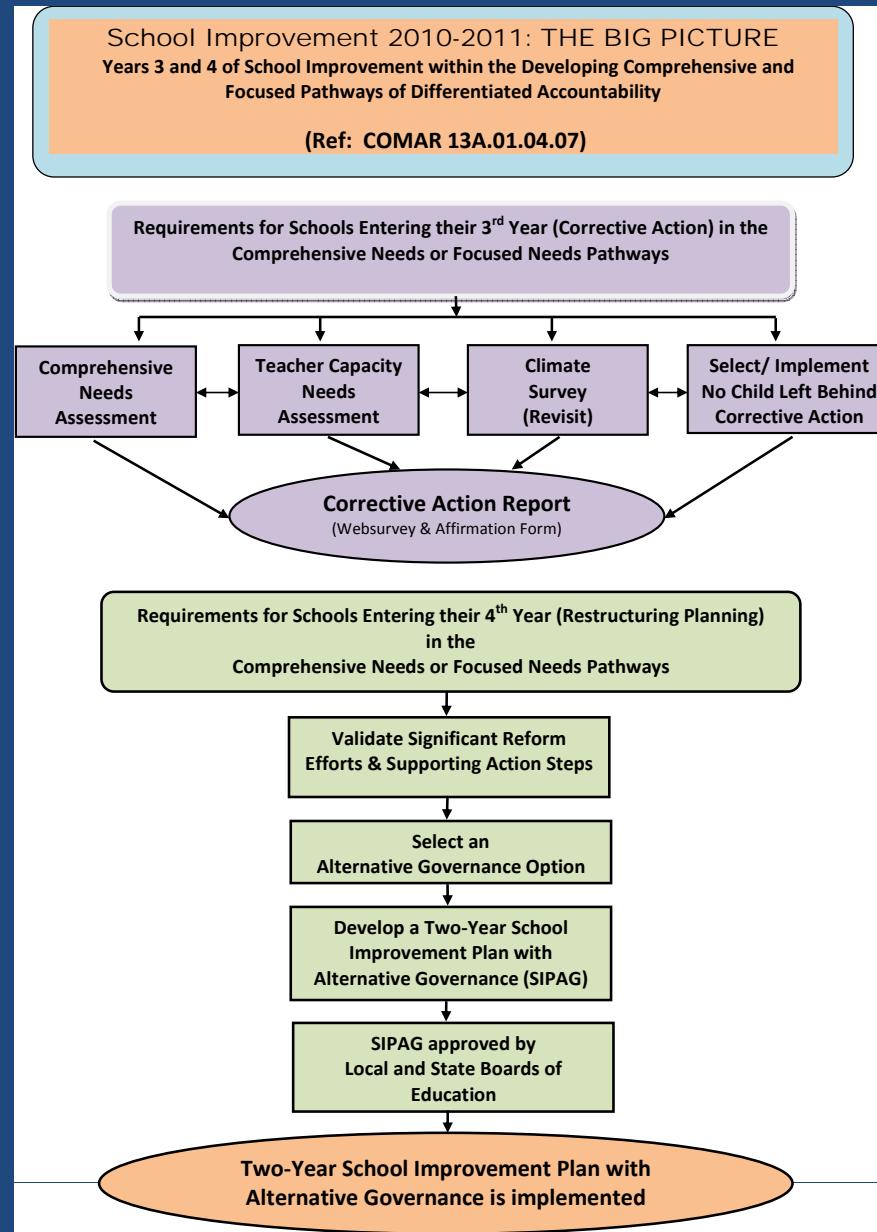
Year 1

Year 2

Corrective Action

Restructuring Planning

Restructuring Implementation



What is Root Cause Analysis ?



Root Cause:



The most basic reason a situation occurs.

Dissolving it would result in the elimination or substantial reduction of the situation

(Preuss, 2003)

School Improvement Data Sets

Attachment N

- A. Student Demographics
- B. Staff Profile
- C. Student Achievement
- D. Rigorous Curriculum
- E. Instructional Program
- F. Professional Development
- G. School Culture & Climate
- H. Student, Family, and Community Support
- I. Organization Structure and Resources
- J. Effective Leadership

Reading / English

- Delivery of Instruction
- Use of data to monitor student progress

Mathematics

- Delivery of Instruction
- Use of data to monitor student progress

TCNA Themes

Student Attendance

(for schools not achieving AYP in this area)

Graduation Rate

(for schools not achieving AYP in this area)

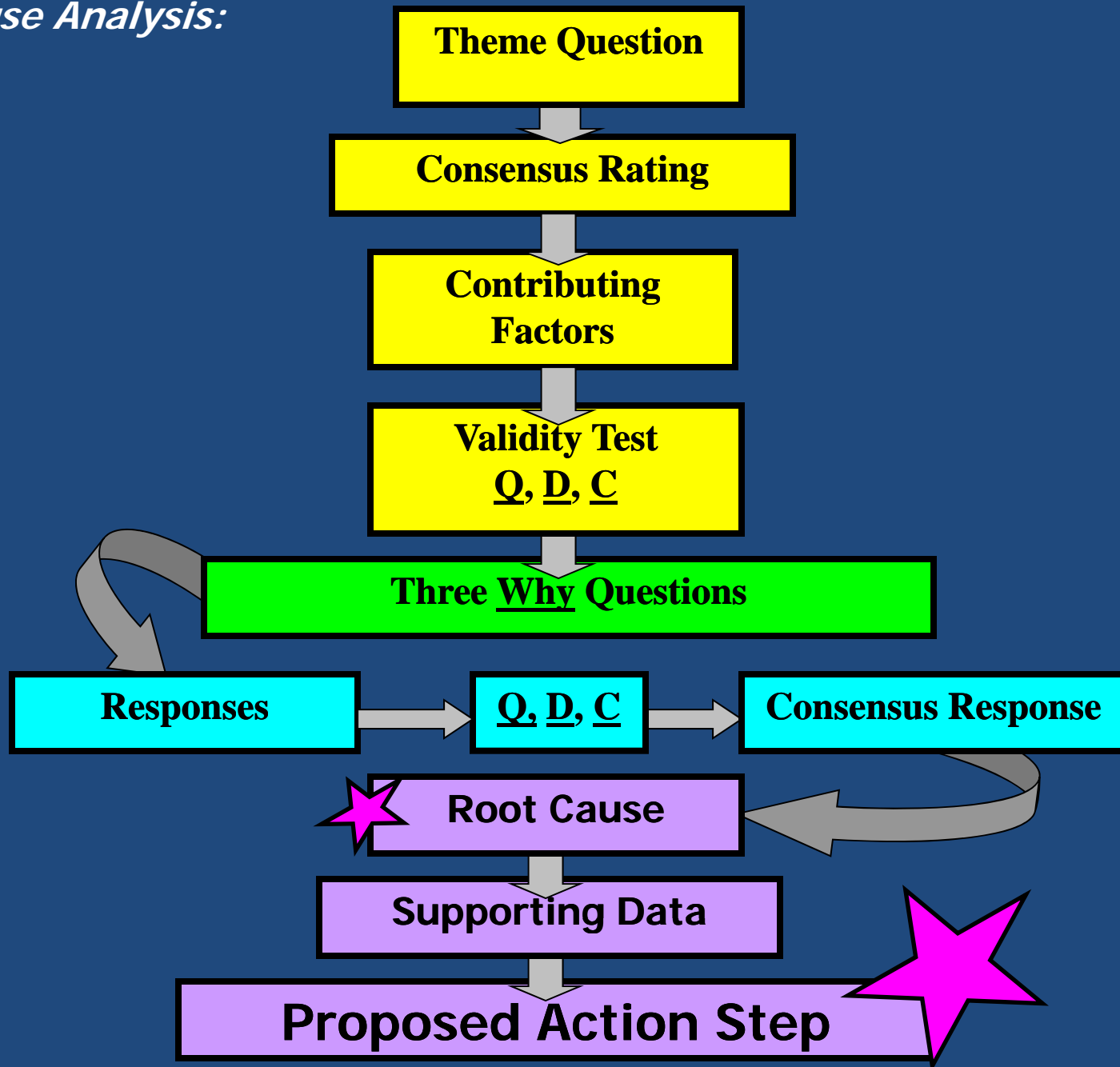
TCNA Theme I Question

Attachment H

TO WHAT DEGREE do all teachers (regardless of content area) adjust their teaching practices to support student learning in Reading/English aligned with the State curriculum?

Probing “THINK ABOUTS” to generate additional “contributing factors”

Root Cause Analysis:



Attachment I



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 – Q. D. C.



Q – Does the Statement align with the “drill down” question?

D - Is there data to support the statement?

C - Is the statement within the school’s control?

Benefits

- Empowers teachers to identify and embrace changes needed to increase student achievement
- Identifies root causes within a school's control
- Builds school-wide consensus on significant reform efforts and supporting action steps

Lessons Learned - Challenges

- **Timing**
- **Resources (schedule, money, and people)**
- **Fear of the unknown**
- **Expert facilitators**
- **Monitoring outcomes**



Maryland State Department of Education

Attachment M Teacher Capacity Needs Assessment

Steps for Completing the TCNA

Step 1	TCNA Introduction and Training Meeting
Step 2	Setting the Stage – 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
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 Introduction and Training Meeting

(Conducted by MSDE and/or LEA)

Attendees:	Principals, School Project Leaders, TCNA Facilitators, LEA staff, and MSDE staff
Timeline:	Dates to be determined
Process Agenda:	MSDE's Process Agenda

After attending the training and in preparation for Step 3 – 1st Team Meeting – Introduction and Understanding the Process, the School Project Leaders will need to:

- Develop administration timeline including TCNA Team meeting dates and locations
- Identify and gather needed school and LEA improvement data.
- Distribute TCNA Invitation flyer (Attachment K)
- Assemble TCNA Team Packets

TCNA Team Packet Contents:

Attachment E: TCNA Process Guide
Attachment G: TCNA Worksheet
Attachment I: Degrees of Implementation
Attachment H: Assigned TCNA Theme Questions & Think Abouts
Attachment M: Steps for Completing the TCNA
Attachment Q: Team Meeting Agenda, Sign-in Sheet and Evaluations
MSDE School Profile
School and Student data relevant to assigned Theme

Teacher Capacity Needs Assessment



**Questions and
Answers**

Thank you!

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