



# PrairiePride.org: A Best Practice Learning Community



Alan's Learning Portal.

Friday, November 19,  
2004

## Professional Practice Tools

- Access
- Calendar Events
- Communication
- Curriculum-Secondary
- Professional Development
  - ..... List my Learning Plan
  - ..... View Public Learning Plans
  - ..... List all Prof. Development
  - ..... Create a custom view for Learning Models
  - ..... List All Protocols
  - ..... View Research Library
  - ..... View Learning Space

## My Calendar



[Set Calendar Preferences](#)

## My Professional Learning Plan

Learning Plans	Year
<a href="#">My Instructional Leadership Plan</a>	2005

## Professional Development

Learning Model	Group	Start Time
<a href="#">Action Research</a>	Administrative Cabinet	08:00 am
<a href="#">From Page to Portal</a>	Cabinet	
<a href="#">Coaching/Mentoring</a>	New Faculty	02:00 pm
<a href="#">Customer Focus</a>		

## Meetings

Meetings	Start Time
<a href="#">6-12 Math Curriculum Council</a>	12:30 pm

## Student Assignments/Lessons

Assignments/Lessons	Session
<a href="#">Planning a show-Black Team</a>	Period 2
<a href="#">Tape Show - Orange</a>	Period 2
<a href="#">Taping of Stop Animation</a>	Period 6

## Personal Calendar Events

Personal Events	Start Time
<a href="#">Attend Soaring Hawks Exhibit</a>	03:00 pm

## Alan Rowe

Executive Director of Learning Services

Educational Services Center  
[ARowe@ccs.k12.ia.us](mailto:ARowe@ccs.k12.ia.us)

848-5211  
848-1633  
<http://www.prairiepride.org/>



### Professional Biography:

Alan Rowe serves as Executive Director of Learning Services. A former language arts and social studies teacher, Mr. Rowe has served the College Community Schools since 1990. A graduate of Coe College and the University of Nebraska-Omaha, he has worked as an Iowa school administrator for thirty-one years. He is responsible for the school district's curriculum, testing and assessment program, school improvement processes, and faculty professional development. He has been selected as Iowa's Principal of the Year, Central Office Administrator of the Year, and Eastern Iowa's Visionary Youth Leader. He currently serves on the American Lung Association's National Board of Directors and chairs its nationwide Learning Task Force.

Name	Grade	Learner Profile				ITBS				ALT				BRI					
						Comp.		Math		Reading		Math							
		Coop	Observ	Do	Create	%tile	GLE	%tile	GLE	%tile	RIT	%tile	RIT	Inst. Level	Sig	Comp	Inst Flu	Ind Grade Lvl	Flu Grade Lvl
Smith, A	M	08	3	1	2	3	70	9	26	5.4	52	221	39	223	6	2	2	158	
Smith, B	M	08	1	1	0	0	78	9.9	27	5.5	46	219	39	223	6	2	2	125	
Smith, C	F	08	3	2	5	4	97	13	94	13	91	233	89	250	8	1	4	103	
Smith, D	F	08	3	2	3	2	53	7.4	93	13	70	227	76	241	5	1	0	167	
Smith, E	F	08	2	2	3	5	86	11.4	86	11.4	90	236	80	243	7	2	3.5	136	
Smith, F	M	08	3	2	1	3	86	11.4	98	13	75	229	81	244	5	0	2	157	
Smith, G	F	08	4	3	3	4	78	9.9	70	9	64	225	57	231	5	2	1	57	
Smith, H	F	08	3	2	3	5	56	7.6	68	8.8	55	222	73	239	5	2	1.5	111	
Smith, I	M	08	2	3	3	3	78	9.9	81	10.4	75	229	71	238	7	4	1	101	
Smith, J	M	08	2	2	2	4	61	8	86	11.4	58	223	85	247	5	2	0	95	
Smith, K	M	08	3	1	3	3	59	7.9	47	6.9	64	225	57	231	6	1	1	120	
Smith, L	F	08	4	3	3	4	86	11.4	89	11.8	52	221	65	235	7	4	0	107	
Smith, M	M	08	4	3	4	6	70	9	80	10.1	80	231	65	235	5	2	1	120	
Smith, N	M	08	2	2	3	3	59	7.9	37	6.2	89	235	39	223	6	1	3	162	
Smith, O	F	08	2	3	3	3	78	9.9	77	9.8	90	236	89	250	7	4	1	101	
Smith, P	F	08	3	3	4	4	90	13	88	11.6	89	235	92	253	7	2	0	139	
Smith, Q	M	08	4	2	3	4	66	8.6	59	7.8	58	223	55	230	5	4	2	101	
Smith, R	M	08	5	6	5	5	61	8	81	10.4	33	214	84	246	5	0	1	107	
Smith, S	M	08	4	4	4	4	88	12	92	13	87	234	78	242	8	6	2	86	
Smith, T	F	08	5	3	5	5	70	9	58	7.7	58	223	71	238	7.5	4	2	111	
Smith, U	F	08	6	2	5	6	83	10.8	47	6.9	61	224	35	221	5	2	2	86	
Smith, V	M	08	5	3	4	3	75	9.6	80	10.3	85	233	59	232	6	1	1	115	
Smith, W	M	08	2	2	3	5	86	11.4	88	11.6	87	234	85	247	7	2	3.5	136	
Smith, X	M	08	2	1	3	3	64	8.3	42	6.5	43	218	46	226	5	1	0	63	
Smith, Y	F	08	2	2	0	1	33	5.7	93	13	33	214	84	246	5	3	4.5	105	

**25 students in section**

[Enter Scores](#)

Alan Rowe

Educational  
Services Center

2004-2005

Email:  
[ARowe@ccs.k12.ia.us](mailto:ARowe@ccs.k12.ia.us)

**Research Library:**

[Difference Between Adu](#)

**My Practices:**

My goal is to study the e  
administrative colleague

- Standards-based "Wa
  - Accountability conver
  - Use of PLP reports, da
  - Meeting facilitation st
  - Job-embedded profes
- with the Professional Le

**My Action Plan:**

[Action Plan](#)

**Evidence:**

Level of Use

[Walkthrough Supervis](#)  
[Personal Reflection](#)  
[Curriculum Council Mee](#)  
[Professional Learning P](#)  
[First Professional Learn](#)  
[Walk Through Supervis](#)  
[Professional Discoverie](#)  
[05-06 Professional Dev](#)

Level of Sharing

[Professional Practices 0](#)

Level of Effect

[Survey Data](#)

Lessons Learned:

[Meeting Facilitation](#)

**Feedback**

Level of Use: 2

Use Comment(s):

Level of Sharing: 0

Sharing Comment(s):

Level of Effect: 0

Effect Comment(s):

Comment

## My Instructional Leadership Plan

**Goal(s):**

To increase faculty understanding/use and sharing of research-based instructional, leadership, and adult learning practices related to:

- District professional practice questions
- District position performance standards
- Prairie's Professional Development Model and Standards

Improve all students' reading comprehension of informative text through strategies that support:

- metacognition
- integration of strategies with content instruction
- vocabulary acquisition

Improve all students' mathematics problem solving through strategies that support:

- student use of metacognition
- student use of representations
- students through questioning and opportunities for communication

Improve all students' proficiency on course specific standards through research-based instructional strategies.

**Teacher Goal/Data**

Beginning the 04-05 school year:

Approximately 20%-25% of students consistently fall below the 40th percentile in Reading Comprehension and Math Problem Solving on the Iowa Test of Basic Skills and are not making at least 1.0 grade level equivalent growth in grades 3-8.

To date approximately 90% of 6-12 faculty have completed a standards-based assessment plan for one class or course and are not using student proficiency rate data to guide their own professional learning.

To date approximately 85-90% of the K-12 faculty have no experience in developing data-driven, best practice instruction Professional Learning Plans.

To date the District has no method for studying the effect of its professional development practices upon instruction, faculty collaboration, and student achievement.

Lastly, as a District administrative team, we have not established set of learning goal(s) nor, as a group, have we studied, analyzed, or operationalized administrative performance standards into specific instructional leadership norms (standards of practice known by all, done by all, to produce improved instructional, professional development, and expanded teacher-leadership.)

**College Community Schools (Cedar Rapids Prairie)**  
**A Best Practice Learning Community**  
 (www.prairiepride.org)

**Present State: On a daily basis every administrator and teacher engages in the following practices through their individual web learning portal.**

<b>Learning Portal Tools</b>	<b>Professional Practice</b>	<b>Result</b>
<b>Student Information</b> Attendance      Health Records Discipline      Report Cards Emergency Info    Transcripts	<ul style="list-style-type: none"> <li>• Study student attendance, discipline, grade record data, etc.</li> </ul>	Accelerated access/analysis of basic student information
<b>Student Achievement</b> <b>Data Warehouse</b> Multiple Achievement Measures Class Roster Achievement History	<ul style="list-style-type: none"> <li>• Analyze past &amp; present student academic growth trends on assessments (ITBS/ITED, ALT, BRI, etc.)</li> </ul>	Increased use of data to monitor student learning progress and to adjust instruction
<b>Curriculum Development</b> Course Syllabi Unit/Lesson Designer	<ul style="list-style-type: none"> <li>• Design, archive, and study effect of unit/assignments upon learning</li> </ul>	Improved alignment---planned, taught, and learned curriculum
<b>Professional Development</b> Best Practice Research Library Collaborative Learning Models e-Learning Modules Faculty Learning Plans Learning Space Mentoring-Induction Modules	<ul style="list-style-type: none"> <li>• Design data-driven, Professional Learning Plans, studying effect of one's learning upon daily practices, colleagues and students.</li> <li>• Study how specific strategies are used in district</li> </ul>	Increased use of best practices Increased knowledge sharing Improved evaluation of professional development
<b>Professional Meetings Protocols</b> Action Research Coaching/Mentoring Case Studies Examining Work Planning/Problem Solving Study Groups Workshop/Class	<ul style="list-style-type: none"> <li>• Repeated group use of structured processes/procedures to study student work, colleagues teaching, experts' modeling of teaching techniques, archiving and sharing group knowledge</li> </ul>	Increased use of more effective forms of "on-the-job" professional learning practices Increased best practice knowledge sharing
<b>Teacher Tools</b> Graphic Organizers Implementation Logs Surveys Test/Exam Builder	<ul style="list-style-type: none"> <li>• Access, construct, archive and share classroom instruction-related tools.</li> </ul>	Increased sharing of teaching tools and strategies
<b>Electronic Forms</b> Attendance/Leave Educational Lane Advancement Requisitions Workshop Learning Record	<ul style="list-style-type: none"> <li>• Access and use of electronic forms, accelerating required school business procedures</li> </ul>	Less time consuming "paper practices"
<b>Home-School Communications</b> Student Assignment Calendar Student Grade Portal Class Newsletters	<ul style="list-style-type: none"> <li>• Input data and construct high interest multimedia articles for subscriber groups.</li> </ul>	Greater public understanding of what teachers, students, etc. are accomplishing

**Emerging State: New tools are being refined and will be integrated into each individual’s web learning portal in the future as well as new representations of data.**

<b>Learning Portal Tools</b>	<b>Professional Practice</b>	<b>Effect</b>
<b>Principal Instructional Supervision</b> Classroom Observations	<ul style="list-style-type: none"> <li>• Access to best practice instructional ideas, leadership actions, etc. to guide daily support of instruction and adult learning</li> </ul>	Increased shared attention and use of high effect practices
<b>Customized Data Dashboards</b> Teacher Portal Student Portal Parent Portal	<ul style="list-style-type: none"> <li>• Use data to compare own performance with building/district performance standards</li> </ul>	Increased access to customized data and reports related to role
<b>Individual Learning Subscriptions</b> Digital magazines/news feeds	<ul style="list-style-type: none"> <li>• View, listen, study, and apply digital feeds from experts and mentors</li> </ul>	Increased access to experts
<b>Standards-Based Learning Management System</b> Teacher Administration	<ul style="list-style-type: none"> <li>• Study of professional proficiencies related to job performance</li> </ul>	More precise implementation of Professional Learning Plan over a career

**Overall, what are the effects of a personalized (“all one thing”) Learning Portal for teachers and administrators?**

**• Gains**

- Ability to multitask diverse information and knowledge streams
- Greater access to “real time” data
- More access to peer reviewed knowledge sources
- Timely “just-in-time” access to experts, mentors, for advice

**• Challenging Questions**

- How will new employees “understand” our way of doing business?
- How are and will employees respond to the intensity of these knowledge-building resources?
- How will we support individuals who are limited in their ability to process rapidly emerging information and accountabilities?
- How will we continue to support the development of a team environment where knowledge-sharing is norm?

**Presentation To Iowa Learning Technology Study Committee – November 22, 2004  
Alan D. Rowe - College Community Schools - (319) 848-5211 – arowe@ccs.k12.ia.us**