



# School Improvement Booster

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Iowa School Finance Information Services (ISFIS)

January 2014: Exceptional Iowa Educators

## Quotes

“Man is made that when anything fires his soul, impossibilities vanish.”

Jean de la Fontaine

“Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes.”

Peter Drucker

“When the best leaders work is done, the people say, ‘We did it ourselves.’”

Lao Tzu

## Exceptional Iowa Educators

The research tells us that many factors contribute to student learning in schools, among them effective instruction, leadership, expectations, structures that support collaboration, effective professional development, and more. Given the importance of the adults who work in the system to the success of the students, we thought it would be helpful to you to tell the stories of some effective Iowa educators - who they are, what they value and believe, and what they do. This will be an ongoing feature of the School Improvement Booster, and we decided to kick it off by dedicating this month’s issue entirely to effective educators.

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## Chris Coffelt and Improving Student Learning Through TAP

### Central Decatur Community School District

Iowa school districts are currently working diligently to design and plan for implementation of their [Teacher Leadership and Compensation System \(TLCS\)](#) plan passed by the Iowa Legislature in the 2013 session. A trip to [Central Decatur Community School District \(CD\)](#), where Superintendent Chris Coffelt and the staff are putting together a comprehensive system for improvement of teacher and student learning utilizing the [System for Teacher and Student Advancement \(TAP\)](#) provided a compelling view of “what could be,” with TLCS. “We’re just starting, and we sure don’t have all the answers,” Chris and many others at CD noted, but they appear to be off to a great start.

Chris Coffelt is particularly well suited to lead this effort. He and his wife chose to leave the suburbs of Kansas City and come back to Leon to raise their children in this small town in Decatur County where Chris’s parents still farm. His commitment to CD being a great school isn’t just a platitude – it’s a deeply held conviction shared by many of the people around him. The day’s journey began with Chris sharing the CD story, first at his office and later at a charming coffee shop on the square in Leon, where Chris was kindly greeted by local citizens stopping by to warm up on this cold, rainy, Iowa day. Later he was off to Lamoni where he is also superintendent. Despite the pressures of being superintendent in two districts, this unassuming Iowa superintendent is focused on improving outcomes for the students in both the districts he serves and honoring the input of the staff and communities of Central Decatur and Lamoni.

All of this began when the Governor’s Office called Chris in June of 2012 to advise him that Central Decatur Community School District was eligible to pursue a federal [Teacher Incentive Fund Grant \(TIF\)](#) because more than 50% of CD students were participating in free and reduced meal programs. The Governor’s Office also let Chris know about the TAP program and the resources available through the [National Institute for Excellence in Teaching \(NIET\)](#), which could assist Central Decatur in pursuing the grant funding should they be interested. NIET is a non-profit organization developed by the Milken Foundation to support TAP schools across the country.

TAP is committed to improving the teaching force across the nation, citing often the critical importance teacher quality has in student learning. Because of that, the TAP reform model strives to develop teacher quality through four main program elements:

- Multiple Career Paths
- Ongoing Applied Professional Growth
- Instructionally Focused Accountability
- Performance-Based Compensation

NIET supported Chris and other local leaders as they learned about TAP, helping to inform the staff and community about the program, and also assisting the staff in the grant writing process. Doing community and staff outreach was an important part of the lead up to the implementation of TAP because it requires a staff vote for participation with at least 75% of teaching being in favor of working with the program. The activities prior to the vote prepared the staff to make an informed decision as to whether TAP is right for them. Major concerns in CD from the staff centered on four major factors: the pay for performance concept, lack of time to do the work, when and with whom small groups of teachers would meet, and how visitors being in classrooms frequently would be managed.

Every teacher and administrator in the district was encouraged to visit a TAP school to learn more about the program. All were invited to visit and several made trips to TAP schools in Kentucky, Indiana, and Arkansas. After their return, they shared what they saw and heard with other staff members. Mindi Woodson, a teacher at the elementary school, described her visit to Indianapolis, “You could sense the commitment to doing the best they could do for students. Everyone was engaged. Doing what they should be doing. They had great communication. They were professional in their speaking, dress, and attitudes.” Mindi also noted that one of the teachers she visited in Indiana said, “It was the best thing I was ever forced to do.” An interview with Shelley Durrow, a CD Career Teacher, revealed her initial reluctance to vote for the implementation of the TAP program. She wondered how on earth she would find time to do one more thing - the same feeling many Iowa teachers have when faced with more initiatives. But Shelley, demonstrating her professionalism and committed to an informed vote, listened closely to the information about TAP and visited one of the TAP schools. Because of her experiences she thought TAP was worth a try and voted yes.

Participation in the conversation about TAP did not stop at the school house door. In the town of Leon, meetings in the community were held, not only discuss TAP, but also to engage the community in discussions about what they wanted for their children as a result of going to school at CD. District leaders provided information in mailboxes and around the district in a publication they called, “TAP Facts.” Furthering the discussion within the schools, CD teachers met in both grade level teams and full faculty meetings to hear presentations and ask questions about the program. Master and mentor teachers from TAP districts made visits to Central Decatur and shared their experiences at the CD school sites. Chris reflected, “This is the first time we’d made such a focused effort to communicate and learn about something as a district. Until you open the door and ask people, you don’t know what they’ll say.” At the end of the TAP study period, close to 90% of the CD staff voted yes on TAP participation, and they began their journey of planning and implementation.

Central Decatur has identified three levels of teacher leaders: Master, Mentor, and Career Teachers, as the TAP programs suggests. The master teachers are not assigned teaching responsibilities, though they are certainly in classrooms frequently modeling instruction, observing, and collaborating with teachers. The CD mentor teachers have full classroom loads in addition to leadership responsibilities related to learning and planning for improvement. Both the master teachers and mentor teachers receive stipends for their leadership work in addition to their regular salaries as determined by the salary schedule. Career teachers also have full classroom loads and fully participate in the collaborative team work through meetings called Clusters. Career teacher salaries are determined by the salary schedule, and they are also able to increase their pay through meeting criteria on a performance rubric.

An interview committee determined who would be hired for or moved into the master and mentor teacher positions. This committee, composed of staff members (both administrators and teachers) as well as the project coordinator from TAP, interviewed candidates for the master teacher and for the mentor teacher positions. The committee worked from a rubric provided by TAP and eventually three master teachers and five mentor teachers were recommended to be hired. Two of the master teachers are experienced teachers new to the district, and one was hired from the CD staff. The mentor teachers are all experienced CD teachers. Shelley Durrow, the career teacher mentioned earlier in this article, when asked why she hadn’t applied to be a mentor or master teacher, noted that she had been worried about the commitment of time. However, she stated, now that TAP is up and going, the time TAP requires isn’t as overwhelming as she thought it might be. There is so much support, focus, and teamwork that TAP doesn’t seem as confusing and overwhelming as previous initiatives.

The Central Decatur TAP effort is driven by a leadership team that includes the superintendent, the two principals, the three master teachers, and five mentor teachers. This leadership team participated in nine days of training, primarily over the summer, in anticipation of their new focus and roles. Three of those training experiences were local; three were in Saydel, another Iowa district that is implementing TAP; and three were in Arizona. Members of the leadership team discussed how much they learned in the training and also how strongly being there and learning together solidified their collective commitment to their leadership work. In addition to the training, CD has the support of a consultant from NIET who provides onsite, ongoing support to the leadership team and clusters as necessary.

Arlene Vandel is the Master Teacher at CD’s South Elementary. She was formerly the North Dakota Teacher of the Year, but wanted to return to Iowa to be close to family. Arlene emphasized the importance of the TAP process, “I Do, We Do, You Do,” which is used throughout the district. The master and mentor teachers carefully analyze the data to determine what area(s) of student learning need attention. They then identify research-based instructional strategies and routines that would address those learning needs through the TAP affiliated Best Practices Center. This electronic resource includes demonstrations and information related to the strategies, which provides a useful link to the Iowa Professional Development loop of theory, demonstration, practice, and coaching (mandated in the legislation for the Teacher Leadership and Compensation System). The master and mentor teachers work with classroom teachers to implement several strategies and study student response to those new strategies (I do). They then choose one or two ideas that work best to share with the staff for implementation building and/or district-wide (We do). Finally, when teachers have executive control of the strategies, they can implement on their own without as much support (You do.) This attention to careful and thoughtful implementation helps show the value of the implementing the new strategy to the staff, since not only is it supported in educational research, it’s been tried and has worked with Central Decatur students.

Visits to cluster meetings at North Elementary and Central Decatur High School showed what this process looks like at the cluster (small group) level. This day, teachers were working with the instructional skill of questioning. The master teachers and principals had spent at least one-half hour in each classroom scripting every question the teacher asked, including those related to the content. “How might people’s perception of this room be different if the colors were red and orange rather than blue and green?” “How was your weekend?” “What is pi?” In previous meetings, the Clusters had studied three levels of questioning: knowledge and information, application and analysis, and evaluation and creation. Using a TAP instructional rubric, they identified that a proficient teacher is one who asks questions from all three levels. The questions each teacher had asked during the observation were distributed to them, and the teachers were asked to categorize their questions into one of the three levels and report to the person sitting next to them their results. The teachers’ reflections on their own questions were indicative of how effective this model can be, as interesting discussions on their teaching ensued. They talked about the importance of their questions being directed toward the lesson objective. Some teachers noted they needed to be more deliberate in their planning if they were to integrate higher level questions into their lessons. Others commented on the importance of all three levels, suggesting that knowledge and information questions are the precursors to answering and learning from higher order questions. One teacher challenged that premise and wondered if starting with a level three (higher order) question might grab the attention of her students and engage them more in the lesson right off the bat.

Both of the cluster meetings were led by the master teachers, but the mentor teachers’ enthusiasm, knowledge, and commitment to the process was evident. One career teacher expressed reluctance to implement a strategy as it was designed into her classroom work. The mentor and master teachers both encouraged her to try it her way and report back the results. An environment of trust and commitment to the process was evident in both cluster meetings observed. Career teacher Melissa Lenardt, commented at the end of one of the cluster meetings, “Instead of wondering if I’m on the right track, we’re all on the same page, planning together, studying student work. Before I felt like I was all alone.”

Between these weekly Cluster meetings, all teachers have individual learning support time with either the master or mentor teachers or the principal; this support might be an observation, lesson planning with the principal or teachers, or other related activities. The teacher can suggest what they feel they need and the lead teachers or the principal can also suggest activities. As a result of the Cluster meetings and the individual support, each teacher has significant learning time weekly squarely focused on instruction. This integration of pressure (regular meetings focused on what goes on in classrooms – it is no longer acceptable to do only what individual teachers want to do) and support (all kinds of resources to plan with colleagues, study the research, practice new strategies, etc.) with the focus on instruction, contributes to the likelihood of implementation with fidelity of the new strategy and subsequent elevated student learning. All teachers participate in the work, whether they teach second grade, art, physical education, physics or vocational agriculture. No one opts out.

Secondary School Principal Rudy Evertson reflected on his role in the effort. He said he’s at every cluster meeting and also shares the duties of the individual teacher meetings between clusters with Tricia Applegate, the high school master teacher. “I’ve always been out and about in the building,” he noted, “but now I’m far more intentional in my classroom visits.” He also mentioned what a relief it is to have partners in building a culture of learning and improvement and not feeling like he is all alone. He said that he has more of an instructional focus than he previously held, while Tricia’s focus is purely instructional. He commented, “This is the best instruction I’ve had in being an instructional leader.”

Chris, the superintendent, sees a major component of his role as aligning the system with the schools’ goals. He gains a “big picture view” as he works in all three buildings. He attends cluster and leadership meetings whenever he is able and listens to the voices of the staff and community as they get used to this new system. As in most districts, Chris helps the school board understand how things are progressing, how the work is unfolding, and what kind of support is needed to make it all work. Additionally as the visit unfolded, it appeared that Chris’s commitment to the TAP system and to solving problems as they arise, rather than allowing them to grow into insurmountable barriers, serves as a model for all the staff.

Chris says sustainability as the concern that keeps him up at night:

- Human capacity building is so basic to the success of TAP and other successful school improvement efforts. The time and energy administrative and teacher leaders must put into this work to ensure improved instruction that improves student learning is as significant as it is overwhelming.
- To maintain the energy and spirit to do it, these leaders must have rich and full lives outside of school. He raised particularly the responsibilities of the mentor teachers carrying full teaching loads as well as huge leadership responsibilities.
- As a superintendent responsible for budgets, it's no surprise that financial sustainability is on Chris's list. CD received a federal grant of approximately \$3,000,000 over three years as they've worked through the planning and implementation process. New costs to CD include on-going out-of-state visits to TAP schools, intensive training and technical support from NIET, both on and off site, as well as salary costs beyond the salary schedule.
- Iowa's new Education Reform law, HF215, begins this July. Participation in the Teacher Leadership and Compensation System is estimated to generate approximately \$310 per student. With some of that money required to pay for minimum salaries and other costs, it's fair to ask, is it enough?

Chris emphasized the significant technical support CD has received and how this project would not have been possible without it. He suggested there could be many avenues for providing this support within Iowa, including through the AEAs. If AEAs were to provide the support, funding is essential - for additional staffing, as well as the training necessary to ensure the technical support is targeted, efficient and effective.

Despite Chris Coffelt's worries about the future, the staff at Central Decatur is off to a great start. Some are more enthusiastic than others, but few appear to believe the former status quo is the future they want now for their beloved school. Rudy Evertsen, the MS/HS principal mused, "This is bigger than any one person. If I leave tomorrow, this effort will go on."

#### **Big Ideas from Central Decatur:**

1. The investment in helping the staff and community imagine a different and better future helped get Central Decatur off to a good start.
2. Improving instruction is at the heart of the work.
3. Training and technical assistance are an integral part of the CD work.
4. Leadership is everywhere and it is all pointed in the same direction.
5. Data drives the work.
6. It takes time and work to improve. There are no magic bullets.

#### **Advice from Chris as You Develop Your Teacher Leadership and Compensation System Plan**

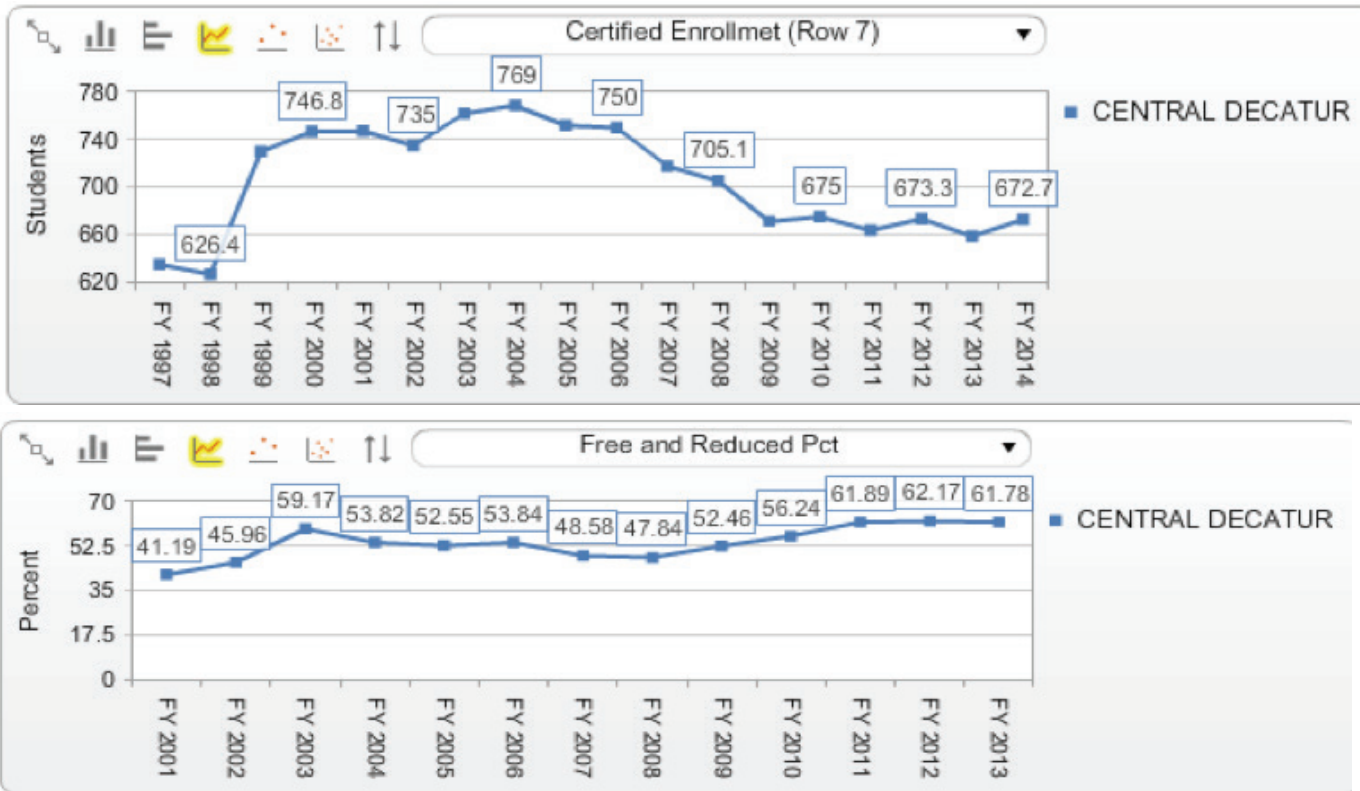
1. Make it a district-wide conversation, including the community, as you select and begin improvement work. Be intentional about making sure people talk to others they don't usually engage with.
2. Find what works for you and then go all out. This is too important to do half-way.
3. Get help from someone outside of the district.

#### **About Chris Coffelt**

- High School - Central Decatur Community School District
- BA - Iowa State University
- MA - Northwest Missouri State University
- Superintendent Certification -University of Missouri, KC
- Taught both 5th and 6th grade in middle school and elementary settings
- Likes to spend time with his family, run, read, and play golf

## Central Decatur Demographics

Gathered from the ISFIS Mapping Tool



## Chris Sellers, Coordinator, Academic Support Lab, Hoover High School Des Moines Public Schools

Rapport with kids.  
Content mastery.

Those two concepts drive Chris Sellers and his colleagues in the Academic Support Lab (ASL) at Hoover High School in Des Moines. The goal of these dedicated educators is to make sure struggling students at Hoover get a high school diploma that means something more than just showing up. Further, they expect their students to develop a plan for life beyond high school. They deal with the down and out students year round – kids on the verge of not graduating from high school. Kids on the verge of losing their futures. I met with Chris, coordinator of the program, in his classroom on a cold January day. He was wearing khaki shorts, an ISU Soccer tee shirt, and sunglasses on his head, despite the 15 degree temp outside. His colleagues say that’s his uniform. On the blackboard were notes from students, demonstrating Chris is someone they trust. “Hello, Sellers. Merissa was here. “Chris described the students that the lab serves, some full time, some part time, this way, “Some assume these kids in the Academic Support Lab don’t want to learn. That’s not true, and it’s not nature. Kids want to learn. We have to find out what the barriers are to learning – get to the root cause. And we have to support them in their learning. All of them. Our kids might be different than the mainstream student, but they are NOT intellectually incapable.”

Hoover’s Academic Support Lab has four content teachers, one each for math, science, social studies, and English/language arts and serves about 200 students. Additionally, students that receive support in the lab also get help from social workers, guidance counselors, and other social service agencies serving Des Moines Public Schools. Chris coordinates the program, teaches science, and assists in math. Students that participate in the program are those who previously dropped out and want to come back to school, kids for whom regular classes just aren’t working, even some seniors in

jeopardy of not graduating. Think of the list of students in your school who aren't served by special education, but are in big trouble academically, and you will have the population of kids Chris and his colleagues serve at Hoover. Chris suggests, "These kids who don't follow the rules may be the entrepreneurs of tomorrow - people who see the world differently. They should be nurtured, not outcast."

The staff in the ASL assesses students who enter their program, so they can learn what these students know and don't know. The staff embraces formative assessment, knowing targeted instruction will help student move forward more rapidly. The teachers and staff in the ASL use the resources best suited for each student's needs- technology resources like e2020, Khan Academy, and APEX, as well as direct instruction, project-based learning, real text, and traditional textbooks. Johnnie, a student in the ASL noted, "I am working through the Khan Academy lessons and expect to finish Algebra 1+ shortly. When I'm working on this, I have the videos and 'hints' from Khan." But his elaboration was the key. "If I have a problem, I try to figure it out. If I can't figure it out, I get help from the teachers and Chris. My teachers want me to be successful."

Chris focuses on the individual needs of his students – both academic and social. He hears their stories, offers compassion and kindness, but in the end the message he shares is this, "You've had a rough time. I get that, and I am sorry for you. But we are here now where you can learn in a safe environment and be successful. That's how you will change your life – through learning and connecting with good people. So let's get after it." Chris is driven first by rapport with kids because he knows personally how important it is for students to connect somehow to their teachers. Late in his K-12 education, just outside of Pittsburgh, Pennsylvania, he encountered a special math teacher, Mr. Detzel, who challenged him, supported him, let him be an individual, made school interesting, and insisted he learn. Chris described himself as one of, "...those kids," more likely to argue than do the work. But Mr. Detzel saw more than what Chris presented. As a result of Mr. Detzel's encouragement and expectations coupled with insisting Chris do the work, Chris was able to attend Westminster College, about an hour north of Pittsburgh in Amish Country. At Westminster he experienced the rapport building he embraces so wholeheartedly today; he was invited to at least eight of his professors' homes for dinner, as well as to the home of his swim coach. He babysat for his math professor's children. They saw him as a fellow learner and citizen, not just a college student to be tolerated. Those professors were there because they wanted to teach and Chris's goal of becoming a teacher was reinforced at Westminster. Unfortunately, student teaching was a miserable, a career changing time in his life, with a cooperating teacher who had poor content knowledge and no skills for building rapport. He begged his advisor to let him quit a week before the experience was over. But his advisor refused, saying, "No, Chris. You have to finish this." He did and graduated, but initially he stayed out of teaching.

Chris enrolled in graduate school in chemistry at Indiana University (IU) in Bloomington, Indiana. He finished his masters in a year doing boron (the element) research. In that year he learned research would not be his life's work and perhaps education could be better than his student teaching experience. Next he took a job teaching AP chemistry at Bloomington High School South. While there teaching and coaching swimming and soccer, he met the love of his life, Wendy Dillinger, an assistant soccer coach at IU. They married and later Wendy took the head women's soccer job at Washington University in St. Louis where Chris taught chemistry at a private St. Louis High School. Then Wendy was hired to be the head women's soccer coach at Iowa State so Wendy, Chris and the first of their two children moved to Ames. Doug Wheeler, the Hoover High School principal, was looking for someone to work with at-risk students, and Chris filled the bill. So now Chris has been able to come full circle. He is back to supporting kids like he had been, kids on a bad path, who need someone to like them and to see the potential they have hidden under their anger and frustration.

Chris sees many parallels between effective athletic coaching and effective teaching. He suggests that an effective coach would never plan the entire season's practices at the beginning of the year. "That would be tiresome and ineffective," Chris commented. He makes a clear link between assessment and instruction and suggests that teachers have to know what students know today, so they can plan for tomorrow. Doug Wheeler, Hoover High School principal, added, "Our goal with the Academic Support Lab is to keep kids at Hoover. We wanted an in-house alternative to shipping kids all over the district for special programs." He went on to elaborate, "If a student experiences class failure or unit failure, we want to meet their needs immediately. It takes time to send them to another placement. In the ASL we can do that. We are working towards our whole building being as responsive to student needs as the ASL is."

## The Principal's View of the Academic Support Lab

Doug Wheeler, principal at Hoover High School, has high praise for Chris and the team in the Academic Support Lab (ASL). Developing that program stemmed from Doug's dream to serve as many Hoover students as possible at the Hoover High School site. He noted, "It takes time to send kids away from the building to have their needs met – finding a spot, finding just the right program – and while that time ticks by, students may drop out. And if the program a student is sent to doesn't work for that kid and the student eventually does drop out, that student shows up in Hoover's drop out data. So we decided to take responsibility for the students we're charged with serving and with help from the Academic Support Lab, we're seeing some nice data." In fact, the ASL has been so successful at Hoover that it has been replicated across the district.

Doug notes that the ASL is proficiency-based – students can't get credit or move on until they are proficient and demonstrate content mastery, and they are given time to do that. In fact, an important aspect of the program is that the time is flexible. This focus on content mastery rather than strict time tables assures Doug that students really are learning and Hoover assessment data bears that out. Students in the ASL gained more standard score points than those in the general population on the Iowa Assessments, and they have lower failure rates than those served in the standard Hoover academic program.

At the beginning of the program, Hoover paid for the ASL from general fund resources. That meant having larger class sizes in some areas and certainly didn't make everyone happy. However, now that the success of the ASL is proven, Hoover is able to use drop-out prevention funds to pay for the ASL. While the principal misses the flexibility of the general fund, being able to pay for the program out of drop-out prevention has allowed Hoover to redistribute some of its other funds. Though some students do leave the building for welding and other classes, ASL has allowed many students new opportunities for learning that they would have missed out on earlier.

### About Chris Sellers

- Age – 40
- High School: Shaler Area HS north of Pittsburgh
- BS: Westminster College, New Wilmington, PA
- MA: Indiana University, Bloomington, Indiana
- Likes to spend time with his family, supporting the Pittsburgh Steelers (Chris identifies this as a full-time commitment), volunteering as assistant soccer coach at Iowa State, and managing Aquatics at Furman Aquatic Center in Ames

### Advice from Chris

- Teachers matter. Hire good ones.
- Expect kids to learn and learn a lot.
- Connect with kids on a personal level. Let them know they're important and that you care about them.
- Don't expect every kid to be the same. Adjust the instruction and materials to suit each student.
- Build your instruction on what kids need to learn. Link instruction to what the assessment tells you.
- Don't give up on anybody.

### Considerations in Implementing Drop-Out Prevention Programs

- Look at your data.
  - a. Which kids are failing? What classes?
  - b. What do the kids who are failing have in common that could be addressed without offering program changes?
  - c. Are some classes producing an inordinate amount of failing students? Which ones?
- What kind of support do we provide to all teachers to enrich their instructional skills, so they are able to deliver the curriculum to more students?
- What kind of support do we provide to all students to avoid placing them in programs outside the mainstream?



## How does work in the Hoover Academic Support Lab line up with the research?

Below are brief reviews of the main components of the lab.

### Formative Assessment

Paul Black and Dylan William did a [meta-analysis of research on formative assessment](#). They reported effect sizes from research studies to be between .4 and .7. Additionally, they concluded that formative assessment was an intervention most effective with struggling students.

### Blended Learning (This combines on line learning with face-to-face instruction, as is done in the Academic Support Lab at Hoover High School.)

A [meta-analysis on blended learning](#) done by the US Department of Education in 2009 noted in the meta-analysis of 50 study effects, 43 of which were drawn from research with older learners, found among other things that, “Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. The mean effect size in studies comparing blended with face-to-face instruction was +0.35,  $p < .001$ . This effect size is larger than that for studies comparing purely online and purely face-to-face conditions...”

### Building Relationships between Teachers and Students

This research from the American Psychological Association.

“Positive teacher-student relationships — evidenced by teachers’ reports of *low conflict, a high degree of closeness and support, and little dependency* — have been shown to support students’ adjustment to school, contribute to their social skills, promote academic performance, and foster students’ resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001). Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning (Birch & Ladd, 1997; Klem & Connell, 2004). Students reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Students with better teacher-student relationships also showed better performance on measures of academic performance and school readiness (Birch & Ladd, 1997). Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students’ developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003; Perry & Weinstein, 1998).”

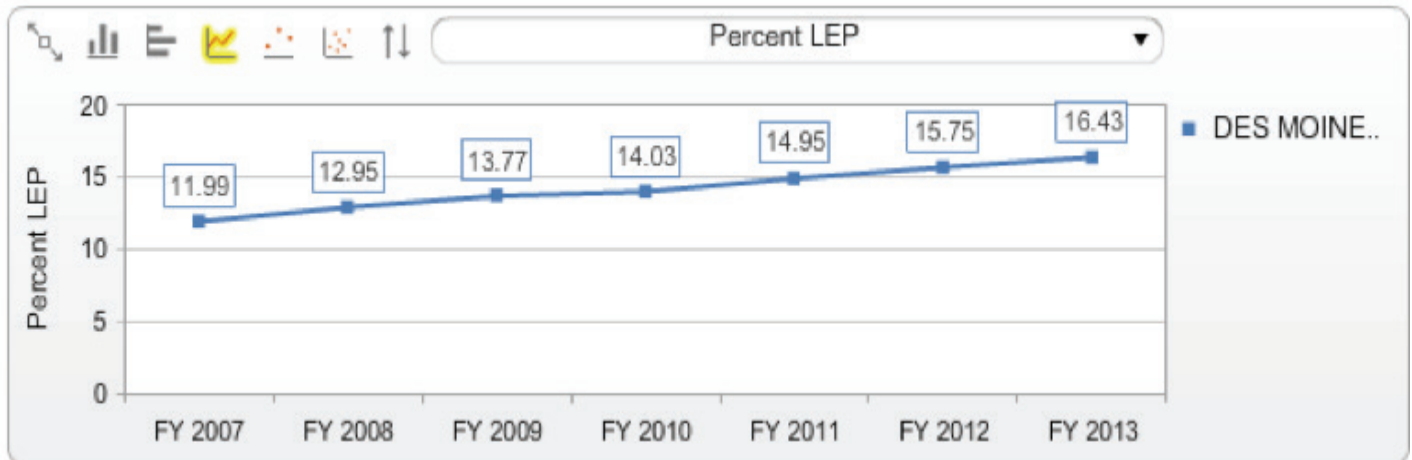
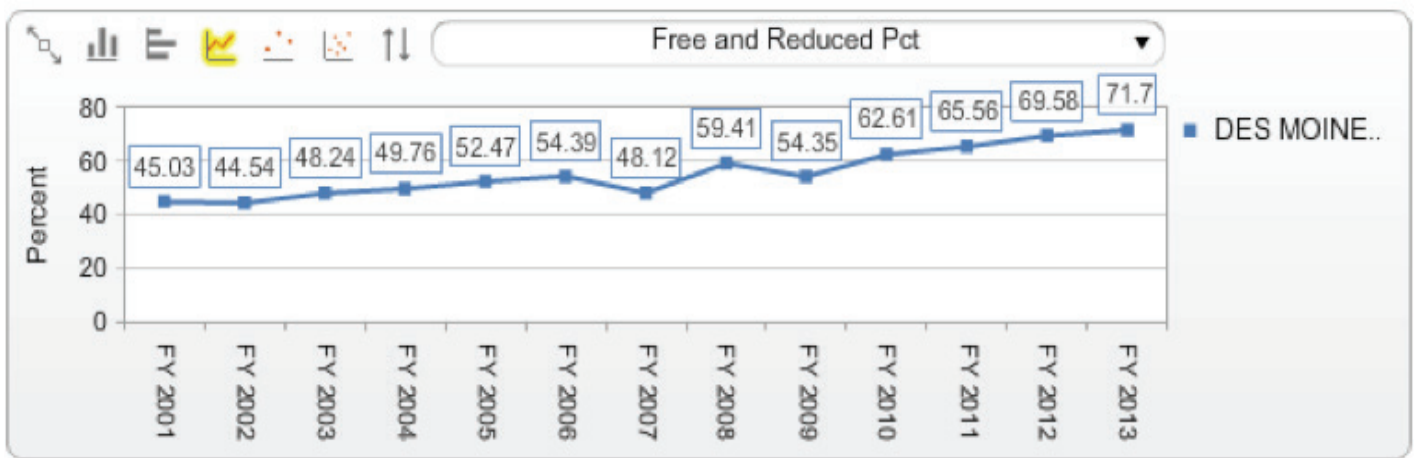
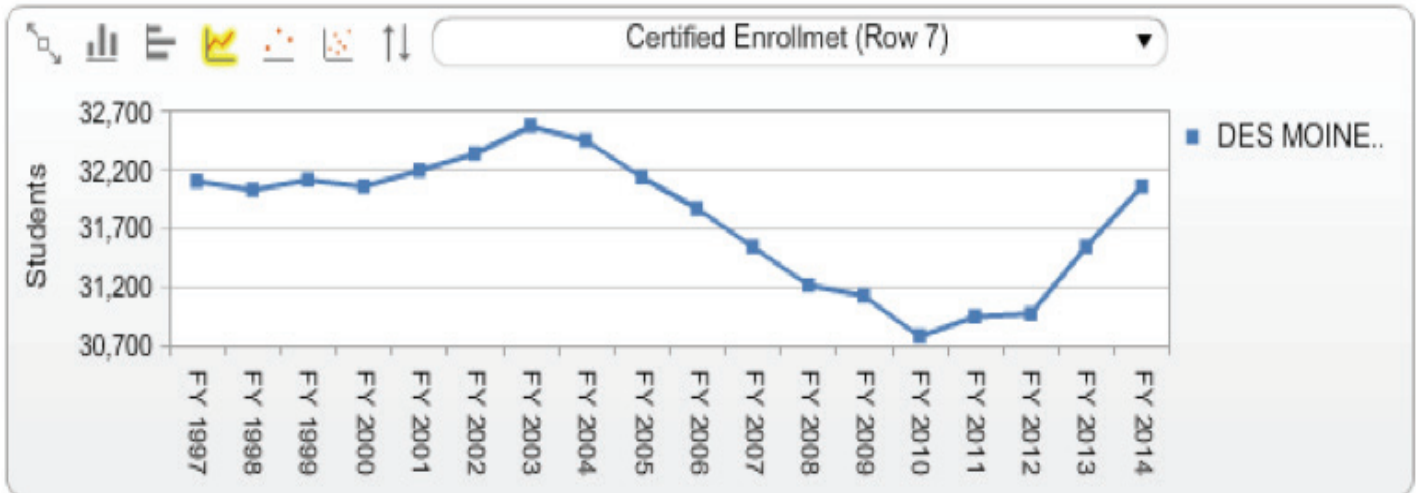
The APA goes on to list these behaviors as promoting good teacher-student relationships:

- Teachers show their pleasure and enjoyment of students.
- Teachers interact in a responsive and respectful manner.
- Teachers offer students help (e.g., answering questions in timely manner, offering support that matches the children’s needs) in achieving academic and social objectives.
- Teachers help students reflect on their thinking and learning skills.
- Teachers know and demonstrate knowledge about individual students’ backgrounds, interests, emotional strengths and academic levels.
- Teachers seldom show irritability or aggravation toward students.

### Hoover High School Demographics

- Students from 30 countries speaking 24 languages
- ELL – 18%
- F/R Meals - 70.8% (2012-13 school year)
- Minority Enrollment - 60%

## Des Moines Public Schools Demographics



If you have any questions about the School Improvement Booster or suggested future topics, please contact Susie Olesen at [susie.olesen@isfis.net](mailto:susie.olesen@isfis.net).  
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