

**Falmouth Public Schools  
Program/Position/Account Evaluation Template**

<b>Program Title:</b> District Teacher Leaders	<b>School/Grade Levels:</b> K-12	
<b>Brief Program Description:</b> The District Teacher Leader (DTL) positions were designed as adding replacement capacity for the assistant superintendent while she served as the interim superintendent. Now that the positions will be longer term it is important to reassess the contributions needed for the district to continue to move forward.		
<b>Program Purpose:</b> The positions were initially conceptualized as being assigned to in-district teachers with competencies in particular curricular areas who would oversee K-5 or 6-12 curriculum. They were also assigned oversight of the new professional development construct known as Professional Learning Teams, of which there were forty (40), and design and distribution of NCLB Title II teacher improvement funds.		
<b>Program Objectives:</b> The positions evolved over the course of the past several months to include the following responsibilities per teacher leader: <ul style="list-style-type: none"> <li>•K-5 DTL -- 0.5 FTE: Assisted building principals with continued goals in curriculum design, coordination, and implementation as well as RTI design and implementation; offered resource support and oversight of approximately 15 PLTs; prepared Title I funding proposal and continues to be responsible for compliance with all regulations; helped prepare Title II funding proposal and assisted with resource distribution; assisted with preparations for the NCLB audit.</li> <li>•6-12 DTL – 0.4 FTE: Assisted building principals with continued goals in curriculum design, coordination, and implementation in the areas of ELA, social studies, health/pe, and visual/performing arts as well as RTI design and implementation; offered resource support and oversight of approximately 15 PLTs; helped prepare Title II funding proposal and assisted with resource distribution; assisted with preparations for the NCLB audit.</li> <li>•6-12 DTL – 0.4 FTE: Assisted building principals with continued goals in curriculum design, coordination, and implementation in the areas of math, science and technology, and world languages as well as RTI design and implementation; offered resource support and oversight of approximately 15 PLTs; helped prepare Title II funding proposal and assisted with resource distribution; assisted with preparations for the NCLB audit.</li> </ul>		
<b>Number of Students Served:</b> 2135	<b>Number of Staff:</b> 197	<b>Other Individuals/Groups Impacted by Program:</b> All district administrators
<b>Program Costs: (staff, salaries/benefits, materials, supplies, allocated space, etc.)</b> Long term substitute teachers for 1.3 FTE: _____ 15 days per DTL of additional contract time: _____		

<p><b>Evaluation of Outcomes (data available):</b> Content teacher leaders were asked for feedback regarding usefulness of the positions. Leadership Council members were similarly surveyed. Findings:</p> <ul style="list-style-type: none"><li>•Curriculum oversight was welcomed by principals.</li><li>•RTI support was very useful to teachers.</li><li>•PLT support and oversight was appreciated by principals; teacher feedback varied.</li><li>•Assessment leadership was very useful in terms of evaluating results of the new standardized test (NECAP) and communicating findings to various audiences, as well as identifying other assessment strategies (Accuplacer, RTI options).</li><li>•NCLB audit responsibility was a significant contribution to Central Office.</li><li>•Title II oversight and fund distribution was a significant contribution to Central Office.</li><li>•Teachers were less aware of district responsibilities and would benefit from greater role clarity; there was also some confusion about their PLT oversight roles.</li></ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"><li>•Continue all three positions at current full time equivalents (0.5, 0.4, and 0.4)</li><li>•Reduce additional contract days per teacher from 15 to 10</li><li>•Identify cost efficient substitute teachers for all positions (0.5, 0.4, 0.4)</li><li>•Restate job descriptions and post in the spring</li></ul>
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