

# Iowa's Teacher Leadership and Compensation System – Local Plan Highlights – 2014

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**Benton Community School District**

**Bettendorf Community School District**

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**Earlham Community School District**

**East Marshall Community School District**

**East Union Community School District**

**Gilbert Community School District**

**Greene County Community School District**

**Hudson Community School District**

**Humboldt Community School District (in collaboration with Twin Rivers)**

**Johnston Community School District**

**Le Mars Community School District**

**Linn-Mar Community School District**

**Marshalltown Community School District**

**Mount Pleasant Community School District**

**Muscatine Community School District**

**North Polk Community School District**

**Norwalk Community School District**

**Oelwein Community School District**

**Ottumwa Community School District**

**Panorama Community School District**

**Pella Community School District**

**Rock Valley Community School District**

**Roland-Story Community School District**

**Saydel Community School District**

**Sioux City Community School District**

**Southeast Polk Community School District**

**Twin Rivers (in collaboration with Humboldt) Community School District**

**Van Meter Community School District**

**Waterloo Community School District**

**West Des Moines Community School District**

**Western Dubuque Community School District**

**Winterset Community School District**

## Executive Summary Highlights

### Benton Community School District

The vision of the TLC plan submitted by Benton Community is to design and create a teacher leadership system to improve the quality of teaching and learning resulting in a world-class education for a lifetime of learning.

The District Action Plan includes the following components: 1) Collaborative Learning Teams (PLCs) focused on priority standards and alignment of core instruction; 2) Characteristics of Effective Instruction; and 3) Multi-Tiered System of Supports (MTSS/RtI).

Our plan to create a seamless team of Model Teachers, Instructional Coaches, and Curriculum and Professional Development Leaders working collaboratively will solicit higher levels of learning for all involved.

### Bettendorf Community School District

This proposed Teacher Leadership & Compensation (TLC) Model seeks to increase overall student achievement in the district and eliminate current achievement gaps. Developed by a representative team of teachers, parents and administrators, this is an “Instructional Coach Model” utilizing an evidence-based delivery system representing what we believe to be the best fit for our district. The model blends new and existing TLC roles for maximum impact and sustainability and has the support of our school community.

The vision for the plan is to *facilitate teachers, individually and collectively, to formally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement.*

The proposed model creates three new TLC roles – Curriculum and Professional Development Leader, Instructional Coach and Model Teacher. These roles, together with existing TLC positions will provide leadership opportunities for 25 percent of our 325 teachers. Together, these teacher leaders will offer a comprehensive system of support for all teachers as they strive to develop a more rigorous and relevant curriculum framework utilizing the Iowa Core, align their formative assessments, and learn to better utilize student achievement data to drive their own individual career development. The new teacher leaders will bolster implementation of key district initiatives -- Iowa Core, Multi-Tier Support System, Positive Behavior Instructional Supports, 1:1 Technology Integration and Project-Based Learning.

The District is ready, willing, and excited to implement and sustain the TLC Model. All licensed staff heard an overview of the plan on January 15, 2014 and a poll taken by 303 attendees revealed a 97% approval rate. Additionally, 42% of those surveyed indicated potential interest in applying for a teacher leader position. Our board of directors provided unanimous consent on January 22 as did the Parent Executive Council on January 28, 2014. The overwhelming support shows a commitment and introspection required for successful implementation and sustainability.

### Burlington Community School District

The vision of the TLC system in the Burlington Community School District (BCSD) is to *inspire and challenge students via high performance teaching* made possible by a system of support, time, and professional development delivered from one teacher leader to another.

Ensuring that students can read on grade level by third grade is a state priority and a priority for BCSD. Our plan emphasizes literacy for grades K-9, effective implementation of the Iowa Core in all grades, mentoring for new teachers, effective use of technology for differentiation and engagement, and building strong relationships with students, parents, and family.

Burlington has recently taken beginning steps toward joining the Partnership for Comprehensive Literacy with Jacobsen Center at UNI. Required elements of this grant are **literacy coaches, instructional leaders and model classrooms**. The TLC system grant would enable Burlington to implement this research-based literacy program from K-9. Literacy coaches in each elementary, middle, and high school would systematically address the knowledge gap **between best practices in literacy and common practices in the classroom**.

**Iowa Core Instructional Leaders in math, reading, science, and social studies** will conduct professional development in August and throughout the school year. They will also be the resident drivers of professional learning communities (data teams), to facilitate the examination of assessment data to make instructional decisions. They will use data to provide quality professional development with practice and feedback. They will promote reading strategies in all content areas. BCSD has also approved a three year roll-out of the 1:1 initiative. In order to make sure that teachers are supported in this major undertaking, the grant includes **technology coaches**. The coaches would provide staff development in the summer and throughout the school year. They would work side by side other teachers as they determine the most effective way to utilize technology for maximum individualization and engagement for every student. The technology coaches could also model effective lessons for teachers in their building.

**Model Teachers** would be selected on their demonstrated ability to work with students in a way that brings about gains in student achievement. They are teachers who use best practices in reading, math, science or social studies. They are teachers who know how to manage their classrooms for maximum engagement and motivational “push.” They are also teachers who know how to build strong relationships with parents. **“Mentors Plus”** will provide ongoing job-embedded support to new teachers in Daily 5, CME Project Algebra, PBiS, and other district initiatives. They will have extra days added to their contract to meet before school begins to help their mentee set up their classrooms, do lesson planning, manage their classroom, differentiate, and reflect upon their own practice.

### Cedar Rapids Community School District

With funding from the Iowa DE, **Cedar Rapids will create a comprehensive TL program** that provides the same high level of organization and support for **all** TL positions—not just Instructional Coaches. We believe a highly organized TL program will help us sustain the successful aspects of the entire TL effort just as a highly organized program allowed us to sustain and expand our coaching efforts. We will move **from** a loosely organized program in which many TL positions are unpaid and don’t benefit from ongoing PD and support **to** a comprehensive TL system that:

- Encourages all teachers to lead;
- Employs a rigorous selection process;
- Compensates all positions;
- Trains and supports every TL in the summer and during the school year;
- Facilitates collaboration among TLs;
- Ensures consistent support of teachers across all buildings and all grade levels;
- Uses data to continuously improve implementation; and
- Collects and shares data about the impact of **all** TL positions on teachers and students.

We currently have 268 teachers in **paid** leadership positions. State funds will provide compensation for an additional 614 to work as leaders. While the funding for these 614 positions will be new, many of these teachers in these roles have done similar work without any compensation or formal training from the district. Our capacity to increase student achievement will be significantly enhanced because state funds will support extensive introductory and ongoing Professional Development (PD) for **all** 882 TL positions.

In our comprehensive plan, levels of leadership range from extra duty TL roles to full-release positions that fall into 1 of 3 levels.

- **Level 1—Intensive Coaching** (58 TLs working in 9 different part time & full time roles).
- **Level 2—PD/Curriculum/Technology** (141 TLs working in 27 different part time, full time & extra duty roles).
- **Level 3—Building Based Support** (683 TLs working in 10 different extra duty roles).

Our TLs will provide all teachers with building-based & district-level PD and support to achieve our 3 district goals—(1) close the achievement gap; (2) implement the Professional Learning Community (PLC) framework; and (3) provide quality instruction.

### **Colo-NESCO Community School District**

For several years Colo-NESCO Community School District has been working to transform itself into a district that prepares students for an ever-changing, challenging, exciting, and successful future. Implementation of a teacher leadership program will help us reach this goal. As a part of this process we determined that the district's current vision to empower all students to achieve their full potential could simply be extended teachers. A fully supported and implemented teacher leadership system will empower teachers to achieve **their** full potential and thus directly benefit students.

Included in our plan are five teacher leadership roles. The **TLC Coordinator/Instructional Coach** will be responsible for overseeing and monitoring implementation of the leadership system, providing coaching, and leading the planning and facilitation of professional learning. **Lead Teachers**, focused on the areas of literacy, math, and science, will invite teachers to observe their instruction, support teachers with co-planning and co-teaching, share professional resources, and collaborate on the planning and facilitation of professional development. **Professional Learning Community Leaders** will guide PLC groups in studying student data and instructional strategies and support teachers engaging in peer observations. **Mentor Teachers** will support initial teachers through co-planning, analyzing data, providing demonstrations, as well as observing new teachers and providing constructive feedback. Finally, **Model Teachers** will open their classrooms for observations and lead the way in implementing initiatives and instructional strategies.

All six key district initiatives will be more effectively implemented with the support of a teacher leadership system. These include participation in the Collaborating for Iowa's Kids initiative, the Instructional Practices Inventory, implementation of the Iowa Core, Professional Learning Communities, mentoring and induction efforts, and peer review. Teacher leaders will provide the backbone of support as they work with teachers to achieve the aims of these initiatives and provide the professional development necessary to make them a success.

## Council Bluffs Community School District

To ground the work, the team generated a Theory of Action to set the **purpose, vision, and goals** for a strong system of teacher leadership: If CBCSD implements a system of teacher leadership and compensation that...

- empowers high-quality teachers and mentors new teachers,
  - integrates technology and strengthens the implementation of curriculum,
  - provides support for improving classroom management,
  - includes intentional, transparent collaboration and communication,
  - and provides teacher leaders with multiple career paths with appropriate financial and time compensation, Then...
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- student learning will improve,
  - school culture will change for the positive,
  - job satisfaction will increase,
  - teacher expertise will be increased and valued,
  - teacher ownership and empowerment will accelerate,
  - CBCSD can recruit, recognize, and retain quality teachers, and
  - CBCSD will be positioned as a “best place to work” and a “best place to learn.”

The team spent significant time identifying **leadership roles and responsibilities** to best serve identified needs. These roles help integrate **district initiatives, improve entry into the profession, and facilitate professional learning** to improve student achievement:

**Mentor Teachers:** will serve full time to provide ongoing, consistent support to new teachers. They will conduct regular classroom observations of assigned teachers and provide regular feedback to improve instruction. The leaders will provide support, training, and assistance in implementation of district initiatives.

**Model Teacher:** Model Teachers’ classrooms will serve as laboratories where best practice is demonstrated. Models will serve as early implementers of new curriculum and collaborate in developing resources to support district curriculum. They will work with colleagues to analyze student data and develop learning targets based on data. Models will teach full time.

**Instructional Coach:** will support teachers’ growth and reflective practices by observing and coaching teachers. Coaches will plan and facilitate professional learning aligned to the **IPDM**. They will support model teachers and collaborate with mentors to assist new teachers. Coaches will divide time between teaching and leading.

**Curriculum Specialist:** will develop content and assessments, review data to make recommendations for revisions, research innovative curriculum practices, and support teachers in implementing new curriculum and assessments. They will design and implement professional development, dividing time between teaching and leading.

**Program Leader and Trainer:** will analyze data from ongoing assessments to determine modifications to curricula, programs, or instruction. They will provide an added layer of support to new teachers by assisting them with curriculum implementation. They will also participate in collaborative peer review, reflection and feedback. Program Leaders will not have specific teaching duties.

**Department Chair/Lead Teacher:** will attend training related to district initiatives, work with colleagues to analyze student data and develop learning targets, and lead content area professional learning groups. Retaining full time teaching roles, they will also work with building administration and mentors to orient and induct new teachers.

### **Davenport Community School District**

The intent of this plan is to create a structured network of teacher support through differentiated, meaningful teacher leadership roles, teacher collaboration and professional growth. More specifically, the DCSD TLC model has identified 4 measurable goals; 1) attract and retain high quality teachers, 2) promote collaboration among teachers, 3) reward professional competencies with appropriate compensation and 4) increase student achievement.

Using a structured system of support and instructionally focused accountability, the plan creates a network of 244 Teacher Leaders. These teacher positions include Lead, Model and Mentor Teachers, Literacy Coaches and Lead TLC Support Teachers who collectively serve the needs of all teachers to improve classroom instruction. Based on the recommendations of the Iowa Teacher Leadership and Compensation Taskforce, DCSD has developed a rigorous process to identify these Teacher Leaders: 100 Model, 71 Mentor, and 60 Lead teachers, as well as 11 Literacy Coaches and two Lead TLC Support Teachers. This proposal combines the TAP Instructional rubrics from the National Institute for Excellence in Teaching (NIET), field-tested professional development, individual and group coaching, and opportunities for classroom observations and modeling. The DCSD TLC system encourages and supports teachers as they examine and refine their performance in the classroom.

DCSD has partnered with the Center for Teaching Quality (CTQ) and NIET, and have developed rigorous selection criteria with defined roles and responsibilities for Teacher Leaders. With the guidance of CTQ, DCSD surveyed employees the second week of January 2014 and established a baseline indicating 77% of teachers in the District support the proposed project. Professional learning for teachers is aligned with the Iowa Professional Development Model. DCSD has also communicated with Minnesota's Department of Education and the Minnesota Q-Comp System to establish an effective TLC model. DCSD has garnered many forms of support for this TLC system. DCSD is collaborating with St. Ambrose University in Davenport to develop a Teacher Leadership certification program.

### **Delwood Community School District**

Our school district is a smaller, rural district with a total enrollment of 212 students this school year. We serve preschool through sixth grade students in our building and we whole-grade share our 7<sup>th</sup> through 12<sup>th</sup> grade students to a neighboring district. We have 12.8 teachers in the district and one administrator.

We are part of the state's C4K Phase One initiative, using the FAST assessments and progress monitoring materials for literacy, in our preschool through sixth grade classrooms, and we are constantly monitoring our students to make sure they are receiving the quality instruction needed to make achievement growth necessary to be at or beyond grade level expectations.

We strongly believe in an individualized program for students who need additional supports and we use the Multi-Tiered System of Supports, as our framework for helping students.

The Teacher Leadership Compensation grant would not be another initiative in our district, but instead would fit perfectly with the changes we have made the last three years in our system, to improve student achievement. We plan to hire a full-time instructional coach to help all teachers in the building, however

we see this instructional coach as initially focusing on our kindergarten through 3<sup>rd</sup> grade literacy teachers... With this grant we would select at least one model teacher, who would teach full-time, but would serve as a model for exemplary teaching practice... Our final leadership pathway would be the role of the mentor. We want to make sure all teachers in our building are able to find success and the commitment to stay in the teaching profession.

### **Dubuque Community School District**

The Core Committee, 20 teachers and administrators, developed our vision:

- **Content Leader and Initiative Leader:** We will support teachers as they enter or move within the district to understand the goals, curriculum, program, strategies, and protocols associated with content and initiatives. Content/Initiative Leaders collaborate with teachers to disseminate information on program materials, create bridges of understanding between the Iowa Core and program materials, develop resources and practices as well as build awareness and knowledge of evidence-based strategies. Content Leaders support teachers through curriculum review committees, unit design, assessment writing, and delivery of professional learning. Initiative Leaders support implementation of district instructional strategies.
- **Teachers on Special Assignment:** We will support teachers with the content, processes and facilitation skills needed to drive the goals, curriculum, program, strategies, and protocols associated with the DCSD Instructional Framework and the benchmarks of highly effective schools. Teachers on Special Assignment (TOSA) are full release teachers that currently exist in the district and support instruction and professional learning. The TLC grant enables us to enhance and support these positions:
  - Curriculum Coordinators
  - Instructional Coaches
  - Technology Coaches
  - Student Needs Facilitators
- **Communities of Practice:** We will support teachers with a collaborative, inquiry-based protocol that aligns pedagogical theory and district instructional goals to practice. PreK-12 Host Teachers are identified in the district as competent and willing to open their instruction and classrooms to a group of 8-10 teachers several times a year. Together, the Host Teacher, the TOSA Curriculum Coordinator for that content area (who acts as facilitator) and the group of 8-10 teachers (guest teachers) comprise a Community of Practice. Lesson study is the protocol used to examine teaching and lesson design.
- **New Professional Residency Program:** We will support New Professionals through a year-long residency to support acquisition of the Iowa Teaching Standards AND to support career teachers by adding to their content knowledge and pedagogical expertise. The mentor provides a year-long residency experience team teaching with a New Professional (initial license).

### **Earlham Community School District**

The Teacher Leadership & Compensation (TLC) Grant will allow opportunities for 30% of our teaching staff to grow professionally as leaders and educators and provide support for academic initiatives through reflective collaboration with colleagues.

Through careful consideration of input garnered from a variety of stakeholders, research of existing compensation models, and analysis of our district's needs, we have developed a plan that follows the comparable model and includes four leadership roles and responsibilities:

- **Collaborative Learning Team (CLT) Facilitator** (10): Enhance peer collaboration to raise levels of student achievement by leading discussions and actions centered on determining what students should learn based on the Iowa Core, assessing the students' learning, and responding appropriately to students' learning needs after assessment.
- **Mentor Teacher** (5): Contribute time and expertise to make significant contributions to the development of new professionals in the district through discussion and collaboration.
- **Technology Integrationist** (1): Enhance the integration of technology into instruction to increase student engagement by providing technology training and collaborating with classroom teachers in individual, small group, and whole group settings.
- **Instructional Coach** (2): Enhance instructional practices at the classroom level and raise the level of student achievement through collaboration, coaching conversations, analysis of data, and facilitating professional learning.

Each leadership position collaborates directly with the Curriculum Director and Building Principals to enhance the district's professional development plan, respond to the needs of our students and teaching staff, and provide leadership opportunities for exemplary educators to bolster current initiatives focused on academic improvements.

### **East Marshall Community School District**

East Marshall Community School District's Teacher Leadership and Compensation (TLC) Committee has created the following vision for their TLC Plan: East Marshall's Teacher Leadership and Compensation plan will instill a passion for learning, a desire to improve and an ambition to succeed at high levels. The district will accomplish this through recruiting and promoting highly effective teachers and provide collaboration to refine their teaching craft. Highly effective teachers will have opportunities to grow, refine, and share their expertise with students and teachers to inspire and prepare all learners to achieve.

The teacher leaders consist of: master, model, mentor, and emeritus leaders. The teacher leaders will collaboratively plan the professional development and the mentoring program each year to meet the needs of these new professionals and career teachers. After the new teacher receives training from the master teacher in the weekly cluster group, the teacher leaders will model what has been taught, observe the new professional implementing the skill, and provide feedback conferences with the new professionals and career teachers to follow-through on the training.

The mentor teacher is mainly responsible for the new professionals. The model teacher supports the mentor teacher's responsibilities. The master teacher is highly involved in the teacher training of his/her building's professional development. The two emeriti are supportive to district teacher leaders, one in PreK-6 and the other in 7-12 grades.

The East Marshall District's main goal and focus for professional development is to improve reading achievement. For the 2013-2014 school year, 80% or more of East Marshall students will achieve typical growth on one of the district wide assessments in Reading. The reading goal will be met through the leadership of our teacher leaders through the teaching of research-based reading strategies, the alignment of reading curriculum and assessments, and supporting the Second Chance Reading program and the state-sponsored K-3 Early Literacy training conducted in the elementary.

The East Marshall District has been chosen by the state to participate in their Phase One early literacy training with follow-through guidance that is focused on **reading instruction and assessment**, the **RtI/MTSS and the implementation of the Iowa Core**. The training and experience the teachers are receiving in this program will ideally support the TLC Plan in our district.

### East Union Community School District

The TLC Committee strongly expressed that the Teacher Advancement Program (TAP) would be the best program for our size district and would match the needs of our teachers and students, due to its structure and the clearly outlined protocols and rubrics of TAP.

Through the TAP, we believe we will make very strong progress in these goal areas, as TAP employs the following methods to ensure an aligned approach:

- Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills
- The school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students
- TAP enables teacher leaders to have a career pathway that is unlike that of a principal, however the program enables teachers to be leaders among their colleagues and contribute to their profession in new ways

### Gilbert Community School District

**TLC Vision:** GCSGD can adequately compensate effective teacher leaders to build a collaborative system providing embedded support for both new and experienced teachers. Using a mindset of servant leadership, these teacher leaders will have the opportunity to impact instruction, one teacher at a time, resulting in improved student achievement for Gilbert students.

Multiple meaningful teacher leadership roles have been developed. These roles will be filled by Gilbert teachers who are willing to take on teacher leadership roles full time, as well as those interested in roles that are in addition to their full-time assignments; all will work together to create a cohesive system of support. Four new roles (twenty-eight positions) were developed and/or expanded: Grade-Level Team Coordinator (13), Model Teacher (10), Mentor/ Instructional Strategist (4) and TLC Coordinator (1). The Mentor/Instructional Strategist and Coordinator positions are full-time positions. All teacher leadership positions have stipends attached for their TLC work. Distinct roles and responsibilities are aligned to each leadership position, incorporating into each role modeling, observations, collaboration, strategy implementation, and data collection.

### Greene County Community School District

**Vision:** Identify and utilize teacher leaders as exemplary models of teaching to provide opportunities for instructional coaching, modeling and mentoring, ensuring that every classroom has a high-quality teacher, thus increasing student achievement while changing school culture so that it is based upon collaborative teaching and learning.

Using TLC funding, the Greene County CSD plans to create 27 teacher leadership positions, which are vital in moving the district forward in professional development, alignment with Core Curriculum, and the Iowa Professional Development Model. The following four teacher leadership roles will be created: (1) Model Teachers, (2) Mentor Teachers, (3) Instructional Coaches, (4) Curriculum Leaders.

1. 15 Model Teachers (teachers that spend 100% of their time engaged in student instruction and invite colleagues to observe demonstration of best practice strategies and teaching strategies)
2. 4 Mentor Teachers (teachers that spend 50% of their time engaged in student instruction and 50% of their time providing feedback and coaching teachers with best practice strategies )

3. 3 Instructional Coaches (teachers that spend 100% of their time providing feedback and coaching teachers with best practice strategies )
4. 5 Curriculum Leaders (teachers that spend 100% of their time engaged in student instruction and also assist beginning and career teachers with content specific resources and strategies)

### **Hudson Community School District**

**Connection to District Initiatives:** The Hudson Community School District is currently engaged in a number of initiatives where teacher leadership would prove to be of a huge benefit to our processes of strengthening instruction. Some critical initiatives include Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLC), Iowa Core Curriculum (ICC), K-6 Math and Literacy Curriculum Implementation and Development, Connected Learning Initiative (1:1 laptops 9-12), and the Pirate Term which is a Competency Based Unit of Instruction for grades 7-12.

#### **Description of Roles:**

**Instructional Coaches:** Instructional coaches are Hudson teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers. The instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The district anticipates instructional coaches in the areas of literacy, math, and technology integration.

**Model Teachers:** Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with instructional coaches. The district anticipates having at least one model teacher per grade level.

**Mentor Teachers:** This role is designed in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process. The primary responsibility of the mentor teacher will be to offer peer assistance and coaching to new teachers.

### **Humboldt/Twin Rivers Community School District**

Located in Humboldt County in north central Iowa, the Humboldt Community School District (HCSD) and Twin Rivers Schools (TR) have stable school populations of 1391 and 71 respectively, and an increasing number of at-risk, special education, English Language Learner, and low socioeconomic status students. Both districts strive to have high-performing schools like Humboldt's Taft Elementary, which was recently awarded 2013 Blue Ribbon Schools recognition. In 2011, the districts began a 6-12 Whole Grade Sharing Agreement focused on improving student achievement through positive relationship building and data-driven decision-making. Their partnership includes sharing staff, stakeholders, professional development initiatives, and curriculum. Therefore, they decided to apply for the Teacher Leadership and Compensation (TLC) grant as a consortium in order to expand and enhance their partnership with shared teacher-leaders.

There is a sense of urgency for additional leadership roles and enhancements because of the following teacher support needs:

- IA Core implementation
- 1:1 technology (the MS will be 1:1 next year, with the other buildings phased in until 2017)
- Reversing the slight decline in literacy scores
- Needs for differentiation due to changing demographics
- Developing conceptual units to improve tasks, student work, and instruction using AIW

The TLC committee's efforts resulted in 30 HCSD-TR new or enhanced teacher-leader roles: 10 Curriculum Leaders, 5 Technology Integrationists, 5 Mentors, 4 General Instructional Coaches (well-

versed in AIW, differentiation, and general best practice), 3 Literacy Coaches, 1 Specialized Instructional Coach (strong in strategies well-suited for at-risk, low SES, and ELL students), 1 Data Coach, and 1 Mentor Coordinator.

**Johnston Community School District**

In August of 2013, Johnston Community School District (JCSD) embarked on a process to design a comprehensive teacher leadership and compensation project (TLC). Thirty-eight stakeholders, including teachers, administrators, parents, community representatives, Johnston Education Association (JEA), and Heartland AEA devoted over 1200 hours creating a comprehensive and cohesive plan based on the following vision: *The Johnston Teacher Leadership Projects will empower teachers to promote quality instructional practices that will assist in creating a culture of excellence to promote the academic growth of all students.*

The goals of the TLC project were designed to enhance, strengthen, and support the district's key structures, initiatives, and processes in JCSD's Strategic Plan. This plan embeds teacher leaders throughout the district to teach and support the professional growth of classroom educators in the area of curriculum/instruction/assessment and 21st Century Skills, while embedding these into existing school improvement structures that lead to highly qualified and effective teachers. In addition, teachers new to the profession will have an enhanced induction process with the creation of a district-wide multi-tiered system of learning and support.

The JCSD will utilize the following teacher leader positions to conduct the work outlined in the TLC plan:

Teacher Leadership Role		# of District Positions
Instructional Coach	Coach (reflect, model and train) to help teachers identify student learning needs, implement high yield instructional strategies, and effectively utilize data to make instructional decisions. Develop and implement professional development. Participate in new teacher induction through mentoring and providing professional learning.	10
Lead Teacher	Coach teachers in learning effective teaching strategies. Advocate for building and individual teachers' professional development needs. Design and plan building level professional development. Facilitate teacher collaboration to increase student achievement. Participate in the teacher induction process by providing learning opportunities and mentoring.	32
Model Teacher	Create job-embedded professional development by modeling high-yield instructional strategies. Provide professional learning opportunities specific to the needs of new teachers.	56

### Le Mars Community School District

The district's vision for the TLC plan is as follows:

“Encouraging teachers to assume leadership roles in curriculum and instruction, paying teacher leaders commensurate with the professional training and preparation necessary to assume these leadership roles, promoting collaboration with other teachers, both veteran and new to the profession, in a supportive, targeted, and focused manner will produce increased student achievement results.”

Leadership roles were developed to address each of the goals of the TLC plan. Those leadership roles and responsibilities are:

**Mentors** - Mentor teachers will be assigned to teachers new to the profession to provide support and feedback during the first two years of the new teacher's career. Support will include collaborative planning, modeling, and co-teaching opportunities. Feedback will occur during collaborative planning, informal discussions, and the peer review process.

**Models** - Model teachers will be willing to open their classrooms for observation by other teachers in the school district and serve as a resource for teachers wanting to learn about a particular instructional practice or content specific technique. Model teachers will use extended contract time for the purpose of researching best practice and developing plans for implementing best practice during the next school year.

**CIA Team** – CIA Team members will provide support and assistance to teachers as they implement with fidelity the Iowa Core in the areas of Reading/Language Arts, Math, and Literacy. CIA Team members will work with the assistant superintendent and building administrators to plan and deliver district-level professional development, assist in planning and delivering building-level professional development, and provide leadership in the implementation of the Iowa Core and the development of common formative assessments.

**Instructional Coaches** - Instructional coaches will teach approximately 20% of the contract time and serve as a coach approximately 80% of the contract time. Teaching opportunities include co-teaching in all three areas of focus and small group intervention time with students in the areas of literacy and math. Coaching activities will include researching best practices, modeling effective practices, assisting with peer review opportunities, facilitating professional development classes, and assisting with building-level professional development planning and delivery.

### Linn-Mar Community School District

**The vision of the plan** is to improve teaching and learning at all levels. The goals for the TLP are twofold: 1) to capitalize on the existing excellent teacher resources and 2) to develop a TLP that establishes a career pathway recognizing teacher leadership. The plan aligns with district initiatives, each school's improvement plan and the District Strategic Plan.

The TLP places teachers in key positions to focus on results for both students and teachers with these teacher leader positions. **The primary support for new teachers** comes from the Mentor Coaches and Induction Facilitators. The district Mentor Coaches will spend 2-4 hours a week in the new teacher's classroom while the building-based Induction Facilitators address the immediate needs of new teachers such as school and district procedures, amenities, and traditions. Focused support for teaching as well everyday functions will help new teachers grow and feel as though they belong. More than 70% of the

respondents to a district-wide survey, completed by 210 of 464 teachers (45.2%), placed mentoring as the first need.

**The plan envisions** the following combinations of district-distributed and building-based leadership: **District-2** TLP Coordinators, 3 Mentor Coaches, 30 Induction Facilitators at the schools, 20 Model Teachers, 3 Course Development Facilitators **High School-1** Technology Coach, 2 Instructional Strategists, 4 Curriculum Facilitators, 8 Team Leaders. **Middle Schools-1** Technology Coach, 2 Instructional Strategists, 4 Curriculum Facilitators, 6 Team Leaders. **Elementary Schools-7** Instructional Strategists, 3 Technology Coaches, 4 Curriculum Facilitators, 14 Program Leaders. The positions are intertwined to work together at each level and across the district. The Instructional Strategists will coordinate the leaders in the schools while the 2 TLP Coordinators will coordinate teacher leaders district-wide.

### **Marshalltown Community School District**

With a certified enrollment of 5,388, 55% of the Marshalltown Community School District (MCSD) student population is minority, increasing annually with higher numbers in primary grades. We're the 16th largest district in Iowa with the 3rd largest ELL population. We rank highest in ELL percentage among the 25 largest districts, with families speaking 50+ languages. ELL students make up 37% of our student population. For each ELL we receive additional funding for no more than 5 years. Since second language acquisition often takes longer, 8% of our students receive ELL services without funding. This directly impacts our schools: 42% entering kindergarten met the DIBELS readiness benchmark, ranking us 21st out of the 25 largest districts and 327th out of all 357 districts in reading proficiency at this level. With finite resources, the district made a purposeful decision to align the TLC Plan goals to the district goal and initiatives.

Model 2 provides additional resources for internal leadership to support new teachers and enhance veteran teachers' skills in SIOP and expand the CLM from K-6 to K-8. Demonstration K-12 classrooms with model teachers will provide additional peer-to-peer learning for new teachers and increase the confidence and competence of all teachers to meet students' diverse needs improving the district's ability to retain highly qualified teachers. Instructional coaches will provide additional guidance in the implementation of exemplary SIOP and CLM practices. Curriculum and professional development leaders will support integration of SIOP and CLM instructional practices in the CUD process and ensure a curriculum aligned to the Iowa Core K-12.

### **Mount Pleasant Community School District**

The Mount Pleasant CSD respectfully submits a Model 3 plan which embeds instructional coaches into our current leadership model. Our schools utilize data teams (professional learning communities) as means of leadership with 15 teacher leaders who direct professional discussions with grade level or subject level peers. The data teams examine current practice, student data, and research. The data teams assure curriculum is aligned to the Iowa Core Curriculum and assess how best to meet these rigorous demands. We are proposing implementing 6 instructional coaches that will work with our data team leaders to study research, discuss best practice, and demonstrate implementation. The 6 coaches will have expertise in four areas; literacy, mathematics, STEM, and technology integration.

The **Vision of the MP TLC** is to support our district mission statement of empowering students to achieve without limits. The Mount Pleasant Teacher Leadership program will provide a supportive learning environment for educators that will create engagement for children and improve student learning.

The purpose of the IC Model is to help close the student achievement gaps and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices. The IC model recognizes the needs of each individual teacher and is tied to a CSIP and the District's Strategic Plan. In this way effective collaboration can result in the ultimate goal of improved student performance. IC is fundamentally about teachers, teacher leaders, and school administrators examining practices in reflective ways with a strong focus on student learning and results as the ultimate barometer of improvement.

### **Muscatine Community School District**

The Muscatine Community School District (MCSD) is ideally positioned to implement a TLC system that will create new leadership roles for teachers and dramatically improve student achievement. MCSD has engaged in a thorough and broad-based design process in order to ensure strong support for the TLC system among teachers, community members, and administration. In spite of our significant low SES population and lack of resources compared to other districts, MCSD has an unwavering commitment to student success through innovation and strong community support. These factors will ensure that a TLC system implemented at MCSD will be done with fidelity, sustainability, and a commitment to improving student achievement.

**MCSD Goals and the TLC System:** Professional collaboration with a focus on results, alignment of curriculum with the Iowa Core, and high-quality professional development constitute a framework predicated on teacher leadership and are what drive the work of TLC and DINA. The TLC system will strengthen ongoing efforts to achieve our district goals and will further our efforts to reduce the achievement gap.

**Theory of action** developed by our TLC design team: *If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create broad community support and understanding necessary to elevate the status of the teaching profession; give all teachers opportunities to grow, refine, and share their expertise; and develop a clear system with fidelity of implementation, then...student learning will increase, student outcomes will improve, achievement gaps will be reduced, and students will be prepared to succeed in a globally competitive environment.*

### **MCSD's TLC Structure**

- 6 Curriculum & Professional Development Leaders (CPDLs)
- 15 Instructional Coaches (ICs)
- Up to 80 Model Teachers (MTs), who will also serve as the mentor pool for our Mentoring and Induction Program for beginning Educators (BEs) and career teachers (CTs) new to MCSD

### **North Polk Community School District**

**Proposal: TAP™: The System for Teacher and Student Advancement** is an evidence-based framework to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results and high demand, TAP is now managed and supported by the National Institute for Excellence in Teaching. Schools using TAP consistently demonstrate success in student achievement growth and increased teacher effectiveness.

The North Polk Teacher Leadership and Compensation (TLC) Plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth and instructionally

focused accountability. The vision of North Polk, *Learning for all BY learning from all*, is clearly aligned to the theory of action proposed by the state of Iowa. The TAP model provides the framework to develop consistent quality instruction in an environment where learning is pursued, expected and celebrated by all.

The *Teaching Skills, Knowledge and Responsibilities Performance Standards* rubric will be the backbone of the instructionally focused accountability element and supports current efforts to implement the Iowa Core and effective instructional strategies. The rubric, closely aligned with effective instruction identified within the Iowa Core, defines 26 indicators of effective instruction *and* outlines how they are demonstrated at different levels of performance. Our TLC model allows teachers to pursue a variety of teacher leadership positions

### **Norwalk Community School District**

**Norwalk’s TLC Planning – A Collaborative, Data-Driven Process:** Our TLC plan was developed collaboratively and as a result of consensus building by the planning team. Because of the value we placed on engaging all of our stakeholders, we met as a team several times and in multiple settings to ensure that our plan was a true reflection of meaningful collaboration between teachers, parents and administrators. Consisting of 18 teachers, 2 building principals, 1 district administrator, and 5 parents, our TLC Planning Team functioned as a professional learning community. As a PLC, we engaged in data analysis to identify our current reality and define our TLC vision and goals statement.

**Our Vision and Goals Statement:** Norwalk Community School District’s mission states that “our primary mission is to provide maximum learning opportunities in a safe environment for all children of the district, so each individual may make a positive contribution to their community and remain a life-long learner.” Aligned with this mission is the belief that refining and enhancing the practice of our classroom teachers elevates student learning and promotes excellence as a value for all professionals in the organization. In order to realize the vision of college and career readiness for every student in Norwalk, we must enhance the career opportunities for every teacher to engage in a variety of leadership roles that drive practice, policy and continuous improvement in our system.

**Our TLC Roles:** Our plan defines 45 roles that will create increased teacher leadership opportunities for more than 25% of our teaching staff. While each role serves a differentiated purpose, they are all part of a cohesive instructional improvement plan that is targeted to Norwalk’s specific school improvement goals. Compensation amounts are based on additional days and range from \$3,500 to \$10,500.

**Instructional Coaches:** We have defined 12 instructional coaching roles with different areas of expertise (reading, math, general strategist, special education, and technology). Instructional coaches will teach 50% and coach 50%, work 10 additional days, and be paid a stipend of \$7,000.

**Curriculum and Assessment Lead Teachers:** We have defined 15 curriculum and assessment lead teacher roles in every content area. Curriculum and assessment lead teachers will teach 100% of the day, work 8-15 additional days, and be paid a stipend of \$5,600 to \$10,500. Flexible sub time will be available for lead teachers.

**Lead Mentor Teachers:** We have defined 4 lead mentor teachers to facilitate K-12 mentoring and induction. Lead mentors will teach 100% of the day, work 10 additional days, and be paid a stipend of \$7,000. Flexible sub time will be available for lead mentors.

**PLC Lead Teachers:** We have defined 9 PLC lead teacher roles to facilitate the PLC process. PLC lead teachers will teach 100% of the day, work 5 additional days, and be paid a stipend of \$3,500.

**AIW Lead Teachers:** We have defined 5 AIW lead teacher roles to facilitate the AIW process. AIW lead teachers will teach 100% of the day, work 5 additional days, and be paid a stipend of \$3,500.

### **Oelwein Community School District**

**Vision:** We believe recruiting, supporting, and retaining effective educators is essential for our students to achieve their hopes and dreams for the future.

To accomplish the district and state goals, the Oelwein TLC Plan will provide for three full-time Instructional Coaches (one for each level: PreK-5 elementary, 6-8 middle school and 9-12 high school), 10 Curriculum Leaders, and 11 Model Teachers. This total of 24 teacher leaders will achieve the requirement of 25% of the faculty in leadership roles.

**Instructional Coach:** The Instructional Coach is a full-time experienced and effective teacher who helps colleague with planning, instruction, assessment, and data analysis. 80% of their time will be engaged in coaching duties and 20% in teacher/leader duties.

**Curriculum Leaders:** The second major component of the Oelwein Plan is the concept of Curriculum Leaders for K-12. These leaders are full-time teachers with their additional curriculum leadership responsibilities fulfilled outside the contracted school day.

**Model Teachers:** The third component of the Oelwein TLC Plan includes teacher-leaders serving as formal Model Teachers. 90% of their time is spent performing teacher leadership duties and 10% is used in collaboration with the Instructional Coaches, Curriculum Leaders and administrators.

### **Ottumwa Community School District**

The Ottumwa Community School District has made great strides in increasing rigor and alignment with Iowa Core, while simultaneously improving academic achievement and significantly lowering the number of dropouts from 133 to 33 over the past five years. Therefore, this Teacher Leadership System framework represents the perfect vehicle for us to continue this momentum and build upon what has already proven successful here. Increasing the number and availability of Teacher Leaders in our schools at any given time will provide teachers with additional levels of support to assess strengths and concerns and provide real-time, job-embedded learning for their colleagues.

Although Ottumwa Schools places a high priority on instructional leadership with our principals, we realize that schools of the 21st century should not be run by principals alone. This framework allows us to distribute that leadership throughout the system and encourages teachers to take a greater role in both their own professional development and the district school improvement process. Our rigorous selection process will attract the best and brightest among us to be school leaders and give each and every student the high quality education they deserve and need to succeed in society. By creating a differentiated plan and an integrated system of teacher leaders, teachers will feel supported and have greater access to the most overlooked and important resource in the educational field: other colleagues.

This plan will not be replacing current leadership positions because we place great value in what principals, curriculum specialists, and area education staff provide to our district. Instead, the Ottumwa Schools Teacher Leadership System plan creates multiple, meaningful, and differentiated teacher leadership roles and bolsters the structure we already have established in terms of school improvement. It also allowed us a much-needed opportunity to review and re-design our mentoring and induction program to better respond to beginning educators and provide more collaboration time before school begins.

To best meet our local context and current needs, our plan allocates for the following additional Instructional Coaches -- approximately one per 600 students:

- Preschool and Douma (the entire southside K-1 population)
- Liberty Elementary (the entire southside 2-5 population)
- Horace Mann/James Elementaries (split position)
- Eisenhower/Wilson Elementaries (split position)
- Evans Middle School (1 coach)
- Ottumwa High School (2 coaches)

In addition, we anticipate selecting 45 Mentors for first- and second-year teachers; 15 Model Classroom Teachers; 15 Department Heads, two Instructional Technology Coaches, and up to three additional Curriculum Leaders – with the intent of focusing on those with strong STEM (Science Technology Engineering and Math) background to complement the extensive literacy knowledge and skills of our existing evaluators. These roles, which have been designed to provide systemic support, fit together to create a collaborative, coherent, and sustainable improvement strategy that will strengthen instruction throughout the district.

### Panorama Community School District

**TLC plan connecting & strengthening initiatives:** PD is focused on implementing Iowa Core using AIW criteria & process to improve instruction & assessments. The district has invested time & resources in curriculum revision & training. Weekly PD structure in collaborative teams with coaches provides support for teacher learning. AIW coaches plan PD based on teacher needs.

**Roles/Responsibilities:** 14 of 56 teachers (25%) will be in a teacher leader role:

Positions	# in district	instruction leader duties + days			Supp Salary/ position
<b>Instructional Coach</b>	2	0%	100%	15	\$7,500
<b>Professional Learning Coach</b>	6	90%	10%	10	\$5,000
<b>Mentor Teacher</b>	4	80%	20%	10	\$5,000
<b>Model Teacher</b>	2	100%	0%	5	\$2,000

The **4 Teacher Leader roles** are designed to each play a significant & specific role in ensuring all components of the **Iowa Professional Development Model** are in place. Having teacher leaders will allow the district to build upon strengths in the current PD structure.

**Instructional Coach** is involved in all components of IPDM: analyzing data; setting goals; planning, designing & providing PD; guiding collaboration; supporting & monitoring implementation; evaluating program impact. Daily responsibilities include facilitating PD planning with other teacher leaders & modeling instruction, observing, giving feedback & coaching teachers.

**Professional Learning Coach** focuses on the ongoing cycle in IPDM: collaboration, implementation & using formative data to plan PD. Supporting growth of individuals on collaborative team is a priority.

**Mentor Teacher** supports teachers new to the profession & career teachers needing support in meeting teaching standards & implementing PD initiatives successfully.

**Model Teacher** serves as a model of exemplary teaching practices, demonstrating how to implement PD content with fidelity.

### Pella Community School District

The Pella Community Schools began a shared leadership plan in 2008 with the implementation of the Iowa Core and the continued development of the Iowa Professional Development Plan. We know this structure can achieve our vision of a system that supports a culture of learning and collaboration; one that builds upon teacher strengths and improving student performance.

The missing component to executing our plan has been having the financial resources to place our talented staff in positions where they can create the level of change that will be necessary to make our goals a reality. We will now be better equipped to answer the questions of what we want students to know, how we will know if they do, what to do with those who struggle to know, and how to extend those who already know. This grant application will show how we have strategically created positions that will improve the system's ability to determine what students need to be successful and how to meet those needs.

This plan is a way to implement each aspect of the Iowa Core as it was originally intended. That work starts with Curriculum Alignment. Our plan puts in place **Curriculum Leaders** at the K-6 and 7-12 levels to help us continue to refine what our students need to know to think critically and creatively to solve problems. These individuals will work with departments to do vertical and horizontal alignment of the concepts and skills of our core areas. Our **Curriculum Leaders** will also take a lead role in staying abreast of best practice in their content areas.

The impact of our alignment can only be seen through the student performance during and after instruction. We will increase our use of data derived through common formative and summative assessments through the work of our **Instructional Coaches** and **Professional Learning Community Leaders (PLC)**. The Coaches will help **PLC Leaders** as they work with their collaborative groups to build tools to answer the question of who has and has not mastered the concepts and skills needed for success. Data based decisions will be made using data sets prepared by the **Coaches** and delivered by the **PLC Leaders** to their teams.

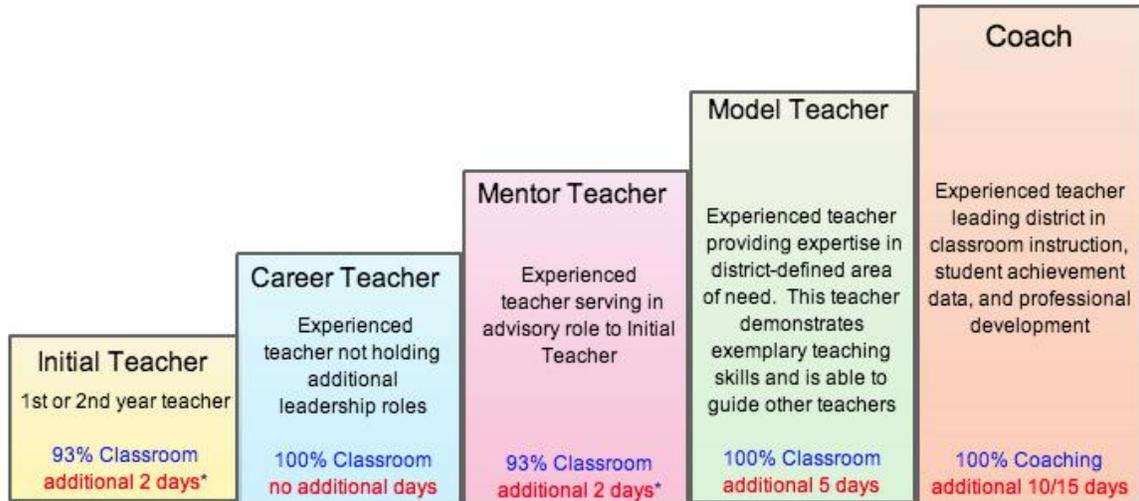
The next level of work will be to embed the Characteristics of Effective Instruction in every classroom. **Instructional Coaches** will model, offer feedback, and coach the most research-based instructional strategies that have been proven effective. This work will also be supported by a network of grade level and subject area **Mentors** to build the skills of new staff members who need more intensive coaching. A network of **Peer Reviewers** who have training in the instructional skills necessary to maximize learning will provide additional coaching through quarterly feedback.

We have been laying the groundwork for the past eight years to implement a reform effort that will have a positive impact on our students. This comprehensive system of leadership positions will significantly accelerate the pace of this effort. It will create a continuous improvement loop that effectively uses quantitative and qualitative data. We will be able to use this data to make the necessary adjustments for student success. The system's effectiveness will be measured by comprehensive performance metrics in each of the four goal areas. The end result will be measurable professional growth and improved student achievement in all areas.

## Rock Valley Community School District

Our vision is to create teacher leadership that embodies the best in teaching and learning; one that cultivates an environment of shared leadership and accountability, continuous growth and professional development, and improved student achievement. To this end, Rock Valley Community School District has developed key district-wide goals and built a Teacher Leadership and Compensation plan that supports the progress and change needed in the district. The priorities for the 2014-2015 school year are to have (1) Rock Valley teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction and professional development, and (3) to provide support and mentoring to new teachers.

A five-tiered differentiated pathway has been created to encourage teacher leadership and provide all educators with resources to improve instructional practices. The plan consists of five levels of teachers: Initial Teacher, Career Teacher, Mentor Teacher, Model Teacher and Coach. Initial Teachers are in their first two years of teaching and will be guided through this critical professional period through a variety of district and Area Education Agency trainings, visiting other classrooms and implementing researched-based instructional strategies with the help of their assigned mentor. The second step in the pathway is the Career Teacher. Career Teachers are classroom teachers in the traditional role. The leadership portion of the pathway begins with the Mentor Teacher. Mentor teachers are full-time educators who will spend 12 days working with Initial Teachers. The Model Teacher, the next tier in our leadership plan, will consist of full-time classroom teachers. As experienced educators who demonstrate exemplary skills, the Model Teacher will assist in delivering and implementing professional development based on a designated area of expertise, coinciding with the year's professional development plan.



\* only applies to year 1 of mentor program

[online diagramming & design] [creately.com](http://creately.com)

With many of the pieces already in place, the district is ready to implement and sustain the Teacher Leadership and Compensation Plan.

## Roland-Story Community School District

**Vision Statement:** A parent pointed out that Roland-Story's long-term goal and its mission statement already aligned with the TLC theory of action statement. The combined Roland-Story TLC vision

follows: *The Roland-Story Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, show the way for substantial conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student achieve at expected levels.*

**Description of the Positions:** The TLC plan includes five levels of teacher development:

An **initial teacher** participates in the Teacher Induction Plan and implements local initiatives in order to help each student grow at expected rates. A **career teacher** demonstrates competencies of evaluation and implements local initiatives to help each student grow at expected rates. **Model teachers** demonstrate effective strategies and improved professional growth. They assist initial teachers, organize data, and implement and demonstrate initiatives in an exemplary way in order to help teachers help students grow at expected rates. **The learning coaches** collaborate with teachers at least 30 hours per week and focus this work on two local initiatives targeted to help students grow at expected rates. They participate in all levels of professional development. **The district learning coordinator** aligns local initiatives, compelling a data driven focus to help each student grow at expected rates and collaborating when possible. A primary duty is to coordinate all levels of professional development.

### **Focus of Leadership Support**

The activities of each leader's first year were distributed and confined to 2 local initiatives and five improvement structures.

### Initiatives

- Bundling peer reviews from Authentic Intellectual Work seek to improve the connection between outcome, assessment, teaching strategy, and student work.
- Multi-tiered Systems of Support uses research to alter strategies to help each child grow at expected levels.

### Five Improvement Structures

- The School Improvement Advisory Council sets goals for the district.
- The School Improvement Team sets goals for buildings and designs district professional development.
- Building Level Teams designs professional development to meet goals.
- The Teacher Induction System assists teacher integration into the profession.
- The Teacher Evaluation Team helps each teacher implement lifetime learning.

## **Saydel Community School District**

When it comes to student achievement across all socioeconomic levels, talented teachers are the critical factor. Within the course of the school day, nothing has more impact on student learning than the effectiveness of the teacher in the classroom. This is why Saydel Community School District (Saydel CSD) has chosen to implement the TAP process as its system of improvement. The TLC grant funds will support this school reform process.

TAP's goal is to draw more talented people to the teaching profession and keep them there by making it more attractive and rewarding to be a teacher. TAP provides teachers with:

- Powerful opportunities for professional growth;

- The ability to collaborate with peers during the school day;
- Fair and rigorous classroom evaluations to identify and improve teaching skills;
- School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning; and
- The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

### **Sioux City Community School District**

The Sioux City School District (SCSD) will transform the leadership structure through the Teacher Leadership and Compensation (TLC) system. No longer will the 1940's model of Head Teachers be the pinnacle for teacher leaders in our District, but we will have multiple, differentiated teacher leadership positions infused into our structure. Our focus will be on instruction for learning; student and adult learning. SCSD will implement Model 3 for the TLC system. All teacher leadership positions will have job descriptions to provide clear job responsibilities. Over 25% of our 980 teachers in the school district will serve in a teacher leadership role.

On a recent survey, 51% of SCSD teachers reported that they were interested in holding leadership positions in the District. The TLC system will provide the opportunity for teachers to assume leadership roles. Effective teachers will work with their peers to improve the quality of instruction. This leadership will increase job satisfaction among teachers because we will provide them leadership opportunities to increase student achievement. Rather than effective teachers just being scattered throughout our system, we will affect the quality of instruction in all buildings and classrooms with purpose. We will move from pockets of excellence to a system of excellence.

Through the TLC system, SCSD will be able to move in the direction we have set as our target more quickly with deeper implementation to reach every building. Imagine the SCSD as a rowing team. Through the TLC system, we will figuratively place more oars in the water to row with more power and speed toward our goal of increased student achievement. All teacher leaders will row in the same direction in a synchronized manner, moving the whole system forward. The power of teacher leader collaboration will be supported through a strategic communication plan to ensure the synchronized progress of the system.

The teacher leadership roles included in the TLC system are:

- 6 Program Coordinators. They will each have 20 days extended contract with a \$10,000 stipend.
- 40 Instructional coaches. They will each have 10 days extended contract with a \$5,000 stipend.
- Anticipated 110 mentors for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. Each mentor will receive a \$1,000 stipend.
- 220 Professional Learning Community Leaders. Full time teachers; allowed release time for collaboration.
- 132 Building Leadership Team Members. Full time teachers; allowed release time for collaboration and extra pay for time spent outside of the contract day serving in this capacity.

Our TLC system will exhibit success because of the design of the system, our capacity to implement the system, and the two-tiered monitoring process built into the system. Our system will also be successful due to the buy in from stakeholders. In a district our size, it was critical to design this system based on input from stakeholders. In order to gain this support, input was received through a number of venues. We held focus group meetings, conducted surveys and created a wiki (a website that allows collaborative editing of its content by its members) to solicit input. The Sioux City Education Association was a vital partner and involved in our planning process. Association members were selected to participate in the

focus group meetings and to participate as members of the TLC Stakeholder Committee. Meetings were also held with the Director of the ISEA Sioux City Regional Office who said, “The Sioux City Education Association believes the Teacher Leadership Grant will allow the District and the Association an opportunity to launch an innovative approach to increasing student achievement. We do not regard this grant as ‘add on,’ but rather as a vital part of our design for a world class school system.” We firmly believe that our comprehensive planning process, stakeholder buy-in, and research based design has yielded a synchronized systems approach to recognize and capitalize on the power of teacher leadership to improve student achievement.

### **Southeast Polk Community School District**

The Southeast Polk Community School District Teacher Leadership and Compensation (TLC) System is developed according to the instructional coach model offered by the Iowa Department of Education. The system, which uses modeling, coaching, and leadership centered on curriculum and professional development to improve the instructional practice of teachers, has the potential to realize the mission of the district. The mission of the SEPCSD is to engage all students in learning a challenging curriculum delivered through quality instruction. In addition to improved instruction, the district expects increases in student achievement, the development of teacher leaders, improved professional development and collaboration, and a more responsive, effective mentoring program for teachers new to the profession.

The TLC system at Southeast Polk consists of three distinctly different yet complementary teacher leadership roles. Model teachers make up 19% of the district’s teachers, and these leaders earn a \$2,000 salary supplement as they teach full-time while providing models of exemplary teaching practice to teaching colleagues, among other duties and responsibilities. Instructional coaches make up 4% of the staff, and these leaders earn a \$7,000 salary supplement while providing assistance and coaching to colleagues during planning, delivery, and assessment of instruction, among other duties. Instructional coaches are not the teacher of record in any district classroom, as the primary strategies of collaboratively pushing into other teachers’ classrooms and mentoring new teachers are full time responsibilities. Curriculum and professional development leaders build a common understanding among all teachers regarding content standards, curriculum elements, and instructional decision making. These leaders do not teach full time but work under the direction of the Director of Curriculum and Instruction and make up 2% of the staff while earning a \$12,000 salary supplement.

All teacher leadership duties, responsibilities, and strategies in the Southeast Polk TLC system are designed to support colleagues through the most critical parts of their work. The system is also designed to strengthen district programs and initiatives that are important to the continuous improvement of the organization, especially in the areas of what is taught (Common Core) and how it is taught (various models and strategies). Continuous improvement in these two fundamental areas takes the form of professional development and the process to arrive at positive results, the Iowa Professional Development Model. The district also points toward recent improvement initiatives involving Professional Learning Communities, Response to Intervention, Characteristics of Effective Instruction, and others, as key areas to insert teacher leadership to improve teacher routines and performance.

### **Van Meter Community School District**

The mission of Van Meter Schools is to personalize learning for each student’s success both today and tomorrow. Though our mission speaks specifically to students, we believe in the personalization of learning for all learners in our organization--adults and students alike. To this end, we have grounded ourselves in the practices that align most closely to our vision:

- Professional Learning Communities (PLCs)
- Authentic Intellectual Work (AIW)
- Multi-tiered System of Supports (MTSS)
- Standards-Based Grading (SBG)
- K-12 Spanish
- Iowa Core
- Project-Based Learning (PBL)
- Competency-Based Education (CBE)

Taken individually, these practices may seem overwhelming, but our efforts to integrate have served to create a more cohesive vision of personalization. This integration speaks to our need for additional teacher leadership. Our teachers are each in different places along their learning continuum regarding each approach, and our vision for teacher leadership would provide opportunities to meet them where they are. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, supports and resources. Our Teacher Leadership and Compensation Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district.

**Vision of the Van Meter TLC Plan:** Our vision is to improve student learning through the development of a teacher leadership system that emphasizes personalized instruction and support for all students and staff.

**Leadership Roles:** After meeting with our stakeholder groups, we determined the following positions would best build upon the current teacher leadership structure and support student and adult learning:

- **Instructional Strategist/PD Coordinator** (1 position)- .5 time working with students, .5 time working with individual teachers and planning/providing professional development, supporting the learning of teacher leadership roles. 15 day extended contract \$7,500 salary supplement
- **Instructional Strategist** (3 positions)- .5 time working with students, .5 time will be working with teachers to improve teaching and learning. 10 day extended contract \$5,000 salary supplement
- **Mentor** (1 or 2 positions)- .75 time will be instructing students, .25 of their time supporting, observing, coaching, and modeling to support the mentees entry into the profession. 5 day extended contract \$2,500 salary supplement
- **PLC Leader** (8-10 positions)- Facilitators of our PLCs. 1 additional contract day \$1,250 salary supplement

### **Waterloo Community School District**

In submitting this application, Waterloo Schools solidifies its commitment to using teacher leaders to assure every student receives high quality education from teachers who are competent, confident, and connected with the students we serve. Building capacity within our teaching ranks provides opportunities for teachers to powerfully impact student achievement. In this application, we will describe our bold, yet viable plan for putting this vision into action.

Waterloo is no stranger to change, enacting an aggressive strategic plan in 2009. We are on an upward trajectory, making it critical to connect our TLC plan to current work. Existing initiatives detailed in part 3 are: our instructional framework (Marzano's Observation Protocol), our coaching model, inquiry learning in literacy, math and science, multi-tiered system of supports for academics and behavior,

professional learning communities, STEM instruction, and high school reform including Career Interest Academies.

The plan expands our current teacher leader structure by providing differentiated roles. Part 5 details these roles—mentor teachers, mentor coaches, lead teachers, instructional coaches and facilitators. Each teacher leader whether in an existing or new position, will be chosen through a rigorous, 2-tiered selection process.

### **West Des Moines Community School District**

Our vision of the **West Des Moines Community Schools (WDMCS)** is that we are a caring community of learners that knows and lifts every child; inspires joy in learning; and excels at preparing each student for his or her life journey. This vision was set by our Board of Education with extensive community involvement and has been a beacon for our work. Our plan for a new teacher leadership & compensation (TLC) system--which also was crafted with extensive stakeholder input--will transform the culture of learning and teaching in our schools to accelerate progress toward achieving our vision.

This plan will help us tackle our most persistent challenge: We have struggled to improve student achievement while closing gaps. 31% of our students lives in poverty, 10% have IEPs, 9% are English language learners; 30% are students of color. With few grade-level exceptions, these subgroups have not consistently made AYP the past 2 years; our ELLs have barely met safe harbor.

To overcome this challenge, we will transform the way we organize teaching as a profession and the way we support the ongoing professional growth of our educators.

We will implement Model 3, a system comparable to those set out in HF 215, in which we recognize and provide salary supplements to several new TL positions: Demonstration Teachers; Mentor Teachers; Building Leadership Team Members; Instructional Coaches; MTSS/Early Literacy Coordinator; Learning Supports/Family School Engagement Coordinators; Curriculum and Professional Development Teacher Leaders; and District Leadership Team Members.

With the resources provided through a grant for our TLC system, WDMCS will cultivate student growth by selecting individuals among our excellent teachers to grow and share their expertise through enhanced career opportunities, using a clear and transparent system that fosters and compensates a continuum of multiple teacher leadership roles. We will transform the way we invest in teacher professional growth in our district. WDMCS is prepared to bring a significant amount of our resources for substitutes to bear in allowing new and career teachers access to their TL colleagues in pursuit of instructional improvement.

We have an opportunity to change our culture and our stakeholders are partnering in this change. Our union (West Des Moines Education Association [WDMEA]), school board, administrators, professional development (PD) partners, and teachers were deeply engaged in our TLC system planning process. Our TLC plan is so powerful we garnered the support necessary to our success.

- WDMEA leadership endorsed our plan
- Our Board of Education voted to endorse and support the plan
- Our Administration Leadership Team (ALT) enthusiastically agreed with the plan
- Our districtwide parent organization indicated support of our application
- Drake University wrote a letter of support, including their intention to support implementation

With their support and with the capacity and commitment we have districtwide--along with a TLC system grant--we will reorient the way we invest in PD and school improvement, effectively using our TLs and PLC infrastructure to implement our instructional framework, build connections among our key initiatives, particularly Multi-Tiered Systems of Support (MTSS) and early literacy, improve instruction, and ultimately increase student achievement while closing achievement gaps.

### **Western Dubuque Community School District**

WDCSD's mission statement for the TLC system: Provide a framework for innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development.

Improving teaching practices and have a visible impact on student learning targets, takes devotion to the model of collaboration. This devotion provides the necessary opportunities, structures, and resources for it to thrive. We must shape our day to allow time for these important aspects of leadership. Our responsibility is to provide the conditions that support the adults in our district to increase their collective capacity and put improved teaching practices into play.

We will provide one Instructional Coach and select one Model Teacher for each of our elementary centers, two for our middle school, and two for each of our high schools. The Instructional Coaches will be responsible for leading all building professional development. On weekly basis, they will attend grade-alike/departments-level collaboration times to help colleagues share instructional and professional resources, plan for instruction. If necessary, they will analysis data from assessments and carry out the MTSS process. Instructional Coaches will also set a schedule to carry out peer coaching and Micro-teaching experiences (recording a lesson with debriefing in order to improve the teaching) with each of their colleagues at least twice per year. The Coaches will attend planning sessions with the district administration to set direction, provide feedback, plan district professional development, and keep the district unified to improve in a systematic way.

Our Model Teachers are responsible for our mentoring and induction program. As Harry Wong says, new teacher induction is the foundation for comprehensive, coherent, and sustained professional development. Our Model Teachers are our foundation for this improved entry for our new teachers. Their classrooms will be considered "open" classrooms for observation of best practice instruction related to the Iowa Core and IPDM. Both Model Teachers and Coaches will also be available for collaboration and planning time outside the contract day.

The third tier of leadership with this system will allow us to continue the use of our Professional Development Facilitators. Within this system of professional development, we have identified core areas of focus on best practice instruction followed up with time to implement and collaborate on the practices. Each PD facilitator leads a group of 6-12 teachers in a differentiated book study group tied to the Teacher Improvement Plans. The facilitator guides the group, helps them plan and implement the practices, and provides a structure for follow up conversation and data sharing after implementation. The PD Facilitators meet with the Director of Curriculum and Instruction, the Instructional Coaches to keep the IPDM cycle and our PDSA cycle in continued motion.

### **Winterset Community School District**

WCSD's vision is to enhance our system by utilizing **TLs** who will influence others to improve teaching & learning practices with the goal of increased student achievement. Our TLC model is built on the

principle that teachers, **TLs** & admin leadership team (ALT) will examine practices in reflective ways with a focus on learning. Student learning results will be the barometer of *systemic* improvement.

WCSD has made a concerted effort to develop a systemic strategic plan focused on student learning. The TLC grant will further our ability to execute a system of daily supports to enhance teacher learning & improve achievement. WCSD's key system structures interconnect & align to PLCs, Iowa Core, Instructional Framework–Gradual Release of Responsibility (GRR) & IPDM.

Currently, WCSD relies heavily on ALT & BLT support for implementation. We have been successful in improvement efforts but do not yet have the capacity to support teachers at levels necessary for long-term system-wide goal attainment. This fall, WCSD received the support of an AEA part-time elementary (K-3) instructional coach. This coaching experience is resulting in significant student learning. Recent DIBELS data confirms at least 10% more students moved to benchmark in every grade level as compared to the same time last year. Staff report morale has significantly improved by being coached in improvement of instruction, intervention & differentiation. With the TLC grant, we will be able to replicate this success district-wide & establish model classrooms for authentic teacher learning.

WCSD **TL** roles support key structures interconnected & aligned to PLCs, Iowa Core, GRR & IPDM. At least 25% of the teachers will be involved in **TL** roles.

- **20 Model/Mentor Teachers (MMTs):** MMTs will remain in classroom 100% of the time with additional duties beyond the standard contract, including mentoring, modeling, leading PLCs & serving as the content or grade level team resource
- **4 Instructional Coaches (ICs):** IC's will support teachers 100% of the time. These generalists will center on PD, GRR, evidence-based strategies, differentiation, reflective feedback & data coaching
- **3 K-12 Core Curriculum & Professional Development Leaders (CCPDLs)** CCPDLs will support teachers 100% of the time in areas of critical district need: literacy, math/science & special education. These specialists will deliver PD, implement Iowa Core & assure fidelity of implementation of new materials
- **1 Coordinator of TLs:** This role, funded by WCSD, reflects our commitment to the TLC grant. The coordinator will support **TLs** & ensure systemic alignment