



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116699 - A-H-S-T-W CSD TLC Application Spring 2015

Teacher Leadership and Compensation System

Status: Under Review

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### Primary Contact

**AnA User Id** JESSE.ULRICH@IOWAID

**First Name\*** Jesse Ulrich  
First Name Middle Name Last Name

**Title:**

**Email:** ulrichj@ahst.k12.ia.us

**Address:** 768 S. Maple St

**City\*** Avoca Iowa 51521  
City State/Province Postal Code/Zip

**Phone:\*** 713-343-6364  
Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency** Administrative Services, Iowa Department of

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### Organization Information

**Organization Name:** A-H-S-T-W Community School District

**Organization Type:** K-12 Education

**Tax ID:**

**DUNS:**

**Organization Website:**

**Address:** 768 S. Maple St.

AVOCA Iowa 51521  
City State/Province Postal Code/Zip

**Phone:** 712-343-6364  
Ext.

**Fax:** 712-343-2170

**Benefactor**

**Vendor Number**

## Recipient Information

**District** A-H-S-T-W Community School District

*Use the drop-down menu to select the district name.*

**County-District Number** 78-0441

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.*

**Honorific** Mr.

**Name of Superintendent** Jesse Ulrich

**Telephone Number** 712-343-6364

**E-mail Address** ulrichj@ahst.k12.ia.us

**Street Address** 768 S. Maple St.

**City** Avoca

**State** Iowa

*Use the drop-down menu to select the state.*

**Zip Code** 51521

## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Jesse Ulrich

**Telephone Number** 712-343-6364

**E-mail Address** ulrichj@ahst.k12.ia.us

**Street Address** 768 S. Maple St

**City** Avoca

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

51521

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

## AHSTW Teacher Leadership and Compensation: Executive Summary

*“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”*  
John Quincy Adams

Our Vision for Teacher Leadership: **Student achievement will increase, and respect for the teaching profession will improve when Teacher Leaders are empowered to support ALL staff members of AHST as they strive to be self-directed, life-long learners, responsible decision makers, effective communicators and collaborators, and contributing members of the profession and society in an ever-changing world.**

AHST plans to implement an Instructional Coach model of teacher leadership developed by a planning committee of stakeholders representing parents, Board members, teachers, education association members, and administrators. The model is research-based, data-driven, and was determined to be the best fit for the district based on the needs of our students and staff. AHST is a single campus district, serving students Pre-K through 12<sup>th</sup> grade. Some of the specific data sources and aspects of our local context that were considered in the development of this plan are:

- Iowa Assessment
- Collaborating for Iowa’s Kids (C4K)
- Grade Level Proficiencies in Reading, Math, and Science
- SINA 2 status in Reading and watch-list in Math (PK-6)
- Achievement gaps in SES and IEP sub-groups
- Percentage of teacher turnover (40% in 2 years)
- Percentage of administrative turnover (5 superintendents in 11 years)
- Reorganized district of four communities spanning 192 miles
- Entered into whole-grade sharing agreement (Gr. 7-12) with Walnut CSD in 2013-14

The TLC plan will blend new and existing teacher leader roles, all of which are believed by the school community to positively impact and enhance student learning and achievement. The three roles created in this plan, including budget and contractual details, are listed below.

<b>Position</b>	<b>Stipend</b>	<b>Additional Contract Days</b>	<b>Classroom Responsibility</b>
Curriculum/PD Leader (1)	\$12,000	15	0%
Instructional Coach (2)	\$7,000	10	0%
Model Teacher (6)	\$2,000	5	100%

The specific goals for the development, implementation, and sustainment of AHSTW’S TLC plan are to implement a high quality TLC structure that will:

1. Attract enthusiastic, highly competent, and enterprising professionals to teach in AHST and retain them through competitive compensation, job-embedded mentoring and induction, and opportunities to reflect and collaborate in order to continually refine their practice;
2. Empower teachers to take on leadership roles by fostering a culture of collaboration, peer accountability and encouragement, and renewed respect for the teaching profession;
3. Provide highly effective teachers opportunities to model best practices, observe and provide feedback to their colleagues, and collaborate with teachers, teacher leaders, and experts;
4. Establish clearly defined roles, responsibilities, selection criteria, and evaluation processes for Model Teachers, Instructional Coaches, and Curriculum/PD leaders; and
5. Improve and increase the use of research-based best practices in curriculum, instruction, assessment, and technology integration for the most critical purpose of increasing student learning, achievement, and college and career readiness.

**Please select the TLC model number that most closely resembles your district plan.**

## **Narrative**

Using Part 1 application narrative from previous application?      No

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
  
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
  
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

## Part 1: Planning Process

"[Organizations] don't attain long-term success primarily by strategic planning; it's achieved mainly because of such factors as people, culture, organization, innovation, persistence, adaptability, and vision."

Jim Collins

Historical Context/Deciding to Apply: For several years, leaders of the AHSTW Community School District have pursued opportunities to promote teacher leadership. On the District (DLT) and Building Leadership Teams (BLT), teachers are the primary representatives. In 2013-14, the district employed a .5 instructional coach. Now, there are two .5 Instructional Coaches. The power of teacher leadership has never been in question, but factors have prevented the district from implementing a comprehensive teacher leadership plan, such as:

- Administrative turnover- 5 superintendents in 11 years
- Teacher turnover- 40% of staff is new in the past 2 years
- 7-12<sup>th</sup> Whole Grade Sharing Agreement with Walnut CSD

AHST received the TLC Planning Grant in the fall of 2013. District leaders put together a planning committee consisting of three administrators, two elementary teachers, and two secondary teachers. One of the teachers was the education association president. The DLT conducted conversations about the possibilities for the TLC system. Individual or small group discussions of those possibilities were held with members of the planning committee. The factors that prevented previous teacher leadership initiatives from successful implementation surfaced again, and the decision was made to delay application until the 2014-15 school year.

In the fall of 2014, the superintendent, principals, and current instructional coaches met to discuss a process and timeline for submitting an application. According to the advice of AEA consultants and exemplars of Year 1 applications, the planning committee was reorganized and a survey of staff perceptions about teacher leadership was conducted. The first step of the planning process was to determine if continuing with the Instructional Coach Model (Model 2) was still the best fit for AHST.

The Planning Grant: The district received a planning grant to support the development of a TLC plan and grant application. Some of these funds were used to support stakeholder committee meetings by providing food and materials. Meetings were held in the evenings, so a meal was provided at each meeting. Copies of articles, exemplars, and resources were paid for with planning grant funds. Remaining funds were used to provide compensation for planning team members and grant writers. The grant made it possible to schedule stakeholder meetings at times that guaranteed almost **100% attendance and participation.** Compensation for planning team members and grant writers helped minimize classroom interruptions and increase their willingness to prepare for stakeholder meetings or draft the application on their own time. Little to no interruption of student learning occurred during the planning and drafting of the TLC grant application due to the receipt of the planning grant.

Staff Survey: Teachers participated in a survey to quantify their support for teacher leadership.

- 89% of the staff** supports teacher leadership and agrees that teacher leaders "enhance student learning and achievement."
- 86% of the staff** agrees that Instructional Coaches positively impact student achievement.
- 100% of administrators** support a teacher leadership system.

Narrative responses about teacher leadership generated positive themes of **collaboration, peer observations, non-evaluative feedback, job-embedded support, modeling, and mentoring.** Other themes pertaining to concerns emerged as well. **Clarity of roles, time, and culture** were needs that teachers felt needed to be addressed for teacher leaders to be successful. The concerns were discussed by the stakeholder committee and addressed in the TLC plan.

Stakeholder Planning Committee: The reorganized committee included three administrators, two elementary teachers, two secondary teachers, two parents, one Board of Education member, and one retired teacher who is a community member and parent of AHST graduates. One elementary teacher is the education association president and one secondary teacher is a beginning educator. Three meetings were scheduled over seven weeks. A fourth meeting was added based on the input of the group.

Schedule of Stakeholder Meetings:

- **Meeting 1**- Overview of TLC System, 5 “Must-Haves”, Existing structures of Teacher Leadership, Options for a local plan
- **Meeting 2**- Creating a shared vision and goals for TLC, “Back to the Future” Visioning protocol, Meaningful Roles for Teacher Leaders- Current Reality & Desired Future, Instructional Coach Model. An additional meeting was scheduled due to the stakeholders’ desire to continue the conversation about roles, responsibilities, selection process, and program evaluation.
- **Meeting 3** - Discussion of roles, Decision to commit to Model 2, Discussion of Selection Criteria, Process, and Committee
- **Meeting 4** - Review of Application Draft, Questions, Clarification, and Revision. Timeline for notification and hiring process for teacher leaders

The process for designing our local TLC plan and drafting the TLC grant application involved hours of strategic planning, but the plan itself is designed to consider and support those factors most critical for successful implementation. Our TLC plan will serve to develop and promote our people, cultivate a positive culture, encourage innovation, and more effectively compensate teacher leaders for their persistence, adaptability, and vision.

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## **Narrative**

Using Part 2 application narrative from previous submission?      No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

## Part 2 – Connecting State and Local Vision and Goals

The second meeting of the stakeholder planning committee was dedicated to the development of a shared vision for teacher leadership that would ultimately lead to collective responsibility for the success of all students. The group first discussed the district's mission and vision.

### **Mission of AHSTW**

Preparing today's students for tomorrow's challenges.

### **Vision for AHSTW**

Students and graduates of AHSTW will be self-directed learners, responsible decision makers, effective communicators, and contributing members of society in an ever-changing world.

Next, the committee worked to build a description of the desired future of teacher leadership in the district. Using a vision setting protocol from the Heartland AEA called "Back to the Future," they generated a perfect-world image of what the district would look/sound like after five years of successful implementation of the TLC plan. Their input was synthesized, and the stakeholders' vision for teacher leadership was nearly identical to our vision for students in AHST as well as the TLC Commission's Vision. Thus, the following vision statement was developed:

### **Vision for Teacher Leadership in AHSTW**

***Student achievement will increase, and respect for the teaching profession will improve when teacher leaders are empowered to support ALL staff members of AHST as they strive to be self-directed, life-long learners, responsible decision makers, effective communicators and collaborators, and contributing members of the profession and society in an ever-changing world.***

The group studied the intended goals set-forth by the TLC Task Force in their Theory of Action and discussed their alignment with our existing district goals to determine specific goals for teacher leadership.

Current District Goals: (established by the District Leadership Team, considering the most recent data, local context, and the district's long-term goals)

1. All PK-12 students will achieve at high levels in literacy through the continual collection and analysis of data pertaining to students' literacy development and provision of timely, appropriate, and personalized interventions.
2. Teachers will develop robust curriculum maps aligned with the Iowa Core, including standards, objectives, skills, vocabulary, technology integration and lesson plans.
3. Students, teachers, and administrators will have continual opportunities to learn and improve their technology skills for the purpose of enhancing instructional strategies and increasing student achievement.
4. Students and staff will experience a safe, respectful, inviting, and connected learning environment.

These goals are based on the following data points:

- Iowa Assessment
- Collaborating for Iowa's Kids (C4K)
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDIs)
- Formative Assessment System for Teachers (FAST)
- Grade Level Proficiencies in Reading, Math, and Science
- SINA status in Reading and Math
- Increasing diversity in SES (38% District-Wide)
- Percentage of teacher turnover (40% in past 2 years)
- Percentage of administrative turnover (5 superintendents in 11 years)

Data trends indicate a need for:

- increased emphasis on reading comprehension, all levels
- improved mentoring and induction program
- comprehensive and job-embedded professional development pertaining to curriculum, instruction, assessment, and tech integration

The planning committee's **specific goals for the development, implementation, and sustainment of the TLC plan** are to implement a high quality TLC structure that will:

1. Attract enthusiastic, highly competent, and enterprising professionals to teach in AHST and retain them through competitive compensation, job-embedded mentoring and induction, and opportunities to reflect and collaborate in order to continually refine their practice;
2. Empower teachers to take on leadership roles by fostering a culture of collaboration, peer accountability and encouragement, and renewed respect for the teaching profession;
3. Provide highly effective teachers opportunities to model best practices, observe and provide feedback to their colleagues, and collaborate with teachers, teacher leaders, and experts;
4. Establish and sustain clearly defined roles, responsibilities, selection criteria, and evaluation processes for Model Teachers, Instructional Coaches, and Curriculum/PD leaders; and
5. Improve and increase the use of research-based best practices in curriculum, instruction, assessment, and technology integration for the most critical purpose of increasing student learning, achievement, and college and career readiness.

Realizing the TLC vision will mean we are one step closer to realizing that same vision for the students we serve and accomplishing all of our long and short term goals.

Using Part 3 application narrative from previous submission?      No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

### Part 3: Connection to School Improvement Goals

*“Teacher leaders are key to sustaining the changes in schools that improve student achievement. When teachers are empowered, they turn their schools into learning organizations where everyone becomes responsible for learning. When teachers are encouraged to exercise leadership, they help create a strong professional culture that embraces change and nurtures growth.”*

Moore-Steward & Whitney, ASCD

In AHST, the TLC System will provide support to strengthen the District’s mission, vision, and long-range goals. The District Leadership Team (DLT) met to analyze data and establish specific goals for the current school year. Considering assessment data, input from DLT members, and contextual data, the following goals were generated:

Current District Goals:

1. All PK-12 students will achieve at high levels in literacy through the continual collection and analysis of data pertaining to students’ literacy development and provision of timely, appropriate, and personalized interventions.
2. Teachers will develop robust curriculum maps aligned with the Iowa Core, including standards, objectives, skills, vocabulary, technology integration and lesson plans.
3. Students, teachers, and administrators will have continual opportunities to learn and improve their technology skills for the purpose of enhancing instructional strategies, increasing student achievement, and contributing productively in the modern era.
4. Students and staff will experience a safe, respectful, inviting, and connected learning environment.

<b>Current District GOALS</b>	<b>Existing Efforts/Programs/Initiatives</b>	<b>Impact and Role of Teacher Leaders according to TLC Plan</b>
<p><b>Goal #1:</b> All PK-12 students will achieve at high levels in literacy through the continual collection and analysis of data pertaining to students’ literacy development and provision of timely, appropriate, and personalized interventions.</p>	<ul style="list-style-type: none"> <li>•PK-6<sup>th</sup>: C4K (Phase I school) Weekly Collaboration Time</li> <li>•7-8<sup>th</sup>: daily MTSS period for students and weekly teacher collaboration for data and intervention analysis</li> <li>•9-12<sup>th</sup>: Monthly Teacher Efficacy Meetings</li> </ul>	<p>The TLC framework will allow for a more specialized leadership approach. Each building will have a full time Instructional Coach (IC) and three Model Teachers (MTs) who will be able to focus on the needs of individual teachers and students. Teacher leaders will provide relevant data points and facilitate collaboration and reflection.</p>
<p><b>Goal #2</b> Teachers will develop robust curriculum maps aligned with the Iowa Core, including standards, objectives, skills, vocabulary, technology integration and lesson plans.</p>	<ul style="list-style-type: none"> <li>•Universal Curriculum Mapping software adopted</li> <li>•Job-embedded time for mapping</li> </ul>	<p>ICs and MTs will facilitate a more individualized approach to helping teachers develop and input their curriculum maps. The Curriculum/PD (C/PD) Leader will develop and facilitate the PD necessary for teachers to employ the principles of curriculum mapping.</p>
<p><b>Goal #3</b> Students, teachers, and administrators will have continual opportunities to learn and improve their technology skills for the purpose of enhancing instructional strategies, increasing student achievement, and contributing productively in the modern era.</p>	<ul style="list-style-type: none"> <li>•1:1 program with MacBook Pros for all 7th-12th grade students</li> <li>•1:1 iPads 1st-6th grade</li> <li>•4 iPads per room in the PK, TK, and K</li> <li>•Smart Tables (K)</li> <li>•Apple TVs in classrooms and meeting spaces</li> </ul>	<p>The roles developed for the TLC plan allow MTs time and compensation to showcase how they use technology to enhance instruction, engage students, and increase student achievement. ICs will facilitate teacher instructional rounds and identify needs for individual or group professional development.</p>

**Goal #4** Students and staff will experience a safe, respectful, inviting, and connected learning environment. PBIS refresh at the Elementary Love and Logic (L&L) adopted at the Secondary

MTs, ICs, and C/PD Leader will be able to foster trust and respect at the classroom level. They will model the concepts of PBIS or L&L, coach and collaborate with teachers, and provide job-embedded PD to further the implementation of positive behavioral supports.

**Current District STRUCTURES**

**Existing Efforts/Programs/Initiatives**

**Impact and Role of Teachers Leaders upon Implementation of TLC Plan**

BLT/DLT

Our strongest, most influential teachers are currently on the B/DLTs. Both .5 instructional coaches are on all three leadership teams and serve as points of contact for teachers across PK-12 grade levels.

MTs will serve as BLT/DLT reps. The TLC plan expands the IC's role to full-time, focusing their Point of Contact responsibilities to elementary or secondary. This will allow for more specialized and individualized approaches to helping teachers and students.

Mentoring & Induction

We recently moved to a district developed model that focuses on the needs of our individual teachers and job-embedded professional development.

Each teacher leader role is critical to the success and sustainability of the new mentoring and induction program. MTs will serve as **master mentors**. ICs will facilitate peer observations and instructional rounds, and the C/PD Leader will develop and lead the PD for mentors and new teachers. This highly personalized and differentiated approach to induction will help to attract, develop, and retain the highest quality teachers and future teacher leaders.

Instructional Coaching

The two, .5 ICs have a significant amount of other teaching responsibilities assigned to them.

With our goals for the TLC plan, our district will be able to expand the leadership opportunities, creating two full-time instructional coaches.

The district's existing goals and structures provide a backbone for teacher leaders to positively impact school improvement and propel our teachers and students to an unprecedented level of excellence.

Using Part 4 application narrative from previous submission? No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

**Part 4 – Improved Entry Into the Profession**

*“The ultimate beneficiary of a comprehensive induction program is the **student**. Students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains.”* New Teacher Center, 2012

More than 40% of the staff and 66% of administrators at AHST are new in the last two years. This year, there are **18 new staff members** in the district. The cost of substitute teachers and loss of quality instructional time to send that many new teachers and mentors to off-site training necessitated an immediate change in our approach to mentoring and induction. A job-embedded program, founded upon teacher leadership, tailored to the specific needs of the district, and organized according to the Iowa Professional Teaching Standards, was created. **Teacher leadership, specifically the Instructional Coach model, is critical to the success and sustainability of the newly created program.**

AHST’s new Mentoring & Induction program includes **six key components**. Each component addresses multiple TLC goals and maximizes the impact of the different teacher leader roles

<b>Key Components of AHSWT’s Mentoring and Induction Program</b>	<b>Role of Teacher Leaders in Implementing the Program</b>	<b>TLC Goals Addressed by this Key Component</b>
<b>Instructional Workshops:</b> mentors and new teachers will participate in <b>four</b> workshops focused on the Iowa Teaching Standards and Criteria. Content will be differentiated and determined using the feedback in the Mentor and New Teacher Collaboration Logs.	<p><u>Curriculum/PD (C/PD) Leader:</u> Review feedback from mentors and new teachers, determine workshop content, organize and maintain an online course structure, facilitate instructional workshops.</p> <p><u>Instructional Coaches (ICs):</u> support implementation of instructional practices, provide monthly feedback on collaboration logs.</p> <p><u>Model Teachers (MTs):</u> serve as Master Mentors for the district</p>	<p><u>Goal 1:</u> Attract and retain highly-qualified teachers</p> <p><u>Goal 2:</u> Empower teachers to take on leadership roles</p> <p><u>Goal 3:</u> Provide opportunities to model and observe best practices</p> <p><u>Goal 4:</u> Establish clearly defined roles for teacher leadership</p> <p><u>Goal 5:</u> Improve instruction and increase student achievement</p>
<b>Instructional Workshop Follow-up:</b> Mentors and new teachers will meet after each workshop to discuss content, plan observations, and establish and reflect upon goals.	<p><u>C/PD Leader:</u> support the planning and organization of peer observations, collect feedback specific to workshop content, guide goal-setting</p> <p><u>ICs:</u> support planning of observations, provide further examples of the workshop content</p> <p><u>MTs:</u> discuss workshop content, conduct observations, establish/ reflect upon goals.</p>	Goals 1, 2 & 5
<b>Peer Observation &amp; Guided Reflection:</b> Mentors and new teachers will observe each other <b>twice</b> each semester and participate in reflective follow-up conversations.	<p><u>C/PD Leader:</u> document observations</p> <p><u>ICs:</u> cover classrooms during observations to reduce sub costs, decrease the loss of instructional time, and continue to practice and refine their own instructional practices.</p> <p><u>MTs:</u> observe new teachers and facilitate reflective post-observation conferences</p>	Goals 1, 2, 3, 4 & 5

<p><b>Instructional Rounds:</b> Mentors and new teachers will participate in instructional rounds at least <u>once</u> each semester.</p>	<p><u>C/PD Leader:</u> lead trainer for the district on Instructional Rounds, develop a master schedule for Instructional Rounds, work with admin to identify model classrooms.  <u>ICs:</u> lead Instructional Rounds  <u>MTs:</u> participate in Rounds, host Rounds as model classroom</p>	<p>Goals 2, 3 &amp; 5</p>
<p><b>Professional Learning Network (PLN):</b> Mentors and new teachers will build a PLN documenting professional learning and research pertaining to the Iowa Teaching Standards and Criteria.</p>	<p><u>C/PD Leader:</u> conduct semi-annual checkpoints of PLNs, provide feedback to mentors and new teachers, work to grow his/her own PLN specific to PD, mentoring and induction, and teacher leadership.  <u>ICs:</u> provide feedback to mentors and new teachers, develop their own PLN specific to instructional coaching and the IA Teaching Standards.  <u>MTs:</u> develop a PLN specific to their role as Master Mentors and teacher leaders as well as to their assigned grade level/content area, support new teachers in the creation of a PLN by sharing resources and access to their PLN as a model</p>	<p>Goal 3 &amp; 5</p>
<p><b>Weekly/Bi-Weekly Check-Ins:</b> Mentors will schedule weekly (1<sup>st</sup> year) or bi-weekly (2<sup>nd</sup> year) check-ins to discuss questions, concerns, &amp; successes.</p>	<p><u>ICs:</u> collect feedback from mentors regarding check-ins, document fidelity to this concept  <u>MTs:</u> conduct check-ins, respond to the needs of new teachers</p>	<p>Goals 1, 2 &amp; 5</p>

*“Focused, comprehensive induction helps teachers get better faster... Successful teachers are more likely to stay in the profession... and strong programs not only advance the careers of experienced teachers who serve as instructional mentors, but also foster new teacher leadership.” (New Teacher Center, 2012)*

## Narrative

Using Part 5 application narrative from previous submission?      No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

**a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.**

**b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.**

## Part 5 – Teacher Leader Roles

*"If you don't have great teachers, you don't have a great school and nothing else is going to change that."*

Todd Whitaker, *What Great Teachers Do Differently*

Beginning with the earliest conversations about teacher leadership the administration, staff, and stakeholder planning committee were exceptionally thoughtful in their approach to choosing the model and roles they felt would work best for our teachers and students. Currently, there are two half time instructional coaches and a District Leadership Team with representatives from both Building Level Leadership Teams. We have mentor teachers who are assigned to 1st and 2nd year teachers. The TLC Grant will allow us to expand the capacity of the teachers in those roles and implement a comprehensive, sustainable career ladder for teacher leadership. Our plan was developed according to Model 2, the Instructional Coach model, and will result in the creation of **nine** formal teacher leadership positions. These positions will all be full time so the teachers selected can devote their full energy and resources into one particular area of expertise. According to the participation percentage guidelines set forth by the TLC Commission, we will be seeking candidates for and selecting: 6 Model Teachers (3 Elementary, 3 Secondary), 2 Instructional Coaches (1 Elementary, 1 Secondary), and 1 Curriculum and Professional Development Leader ( District).

### **Model Teacher**

#### Qualifications:

- A model teacher meets the requirements of a career teacher
- Has met the requirements established by the school district that employs the teacher
- Is evaluated by the school district as demonstrating the competencies of a model teacher.

#### Selection:

- Participation in a rigorous review process
- Selected by a site-based review council

#### Length of Assignment:

- One year

#### Participation Percentage and Partnerships:

- At least 10 percent of teachers in the school district should be designated as model teachers.
- Districts may also enter into an agreement with one or more other districts or AEAs to meet this requirement through a collaborative arrangement.

#### Additional Days:

- Model teachers' contracts shall be five days longer than career teachers' contracts and the five additional contract days shall be used to strengthen instructional leadership of model teachers.

#### Salary Supplement:

- Model teachers shall receive annually a salary supplement of at least \$2,000.

#### Duties:

- Model teachers teach full-time and serve as models of exemplary teaching practice.

### **Instructional Coach**

#### Qualifications:

- An instructional coach, at a minimum, meets the requirements of a career teacher.

#### Selection:

- Assignment of an instructional coach to an individual teacher shall be based on either a request from a principal or from an individual teacher upon approval from a principal.
- In addition, the selection process for the instructional coach role must also comply with the rigorous selection process requirements

#### Length of Assignment:

- No length is specified, however,

- Placement as an instructional coach is subject to an annual review by the school's or school district's administration.
- The review shall include peer feedback on the effectiveness of the teacher's performance of duty specific to the instructional coach role.

Participation Percentage and Partnerships:

- Assignment, annually, of at least one instructional coach at each attendance center or at least one instructional coach for every 500 students.

Additional Days:

- Instructional coaches' contracts shall be 10 days longer than career teachers' contracts
- The 10 additional contract days shall be used to strengthen instructional leadership of model teachers.

Teaching Load:

- Instructional coaches engage full-time in instructional coaching.

Salary Supplement:

- Instructional coaches shall receive annually a salary supplement of not less than \$5,000, nor more than \$7,000.

Duties:

- Instructional coaches provide additional guidance in one or more aspects of the teaching profession to teachers.
- Instructional coaching shall include detailed preliminary discussions as to areas in which the teachers being coached desire to improve;
- Formulation of an action plan to bring about such improvement;
- In-class supervision by the instructional coach;
- Post-class discussion of strengths, weaknesses, and strategies for improvement
- Dialogue between the instructional coach and students and school officials regarding the teachers being coached.
- An instructional coach shall coordinate instructional coaching activities relating to training and professional development with an area education agency where appropriate.

**Curriculum and Professional Development Leader**

Qualifications:

- A curriculum and professional development leader, at a minimum, meets the requirements of a career teacher.

Selection:

- Participation in a rigorous review process and selection by a site-based review council

Length of Assignment:

- No length is specified
- Placement as a curriculum and professional development leader is subject to an annual review by the school's or school district's administration.
- The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the curriculum and professional development leader role.

Participation Percentage and Partnerships:

- There is no goal or required percentage of teachers who must take on this role.

Additional Days:

- Curriculum and professional development leaders' contracts shall be 15 days longer than career teachers' contracts,
- The 15 additional contract days shall be used to strengthen instructional leadership of curriculum of model teachers.

Teaching Load:

- The legislation does not specify a required teaching load for this role.

Salary Supplement:

- Curriculum and professional development leaders shall receive annually a salary supplement of not less than \$10,000 nor

more than \$12,000.

Duties: Curriculum and professional development leaders shall do the following:

- Provide and demonstrate teaching on an ongoing basis;
- Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice;
- Observe and coach teachers in effective instructional practices;
- Support teacher growth and reflective practices;
- Work with and train classroom teachers to provide interventions aligned by subject area;
- Support instruction and learning through the use of technology;
- Actively participate in collaborative problem solving and reflective practices which include but are not limited to
  - professional study groups,
  - peer observations,
  - grade level planning, and weekly team meetings;
- Plan and deliver professional development activities designed to improve instructional strategies;
- Engage in the development, adoption, and implementation of curriculum and curricular materials.

Using Part 6 application narrative from previous submission?      Yes

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

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## **Narrative**

Using Part 7 application narrative from previous submission?      No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

## Part 7: Teacher Leaders' Role in Professional Development

*"Simply adding more time for job-embedded activities is insufficient. Doing ineffective things longer doesn't make them any better. Instead, we must ensure that the extended time provided for [PD] is structured carefully and used wisely, engaging educators in activities shown to yield improved results."*

Thomas R. Guskey

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system.

Model Teachers, Instructional Coaches, and the Curriculum/PD Leader, with guidance from administrators and the District Leadership Team, will be primarily responsible for planning and implementing professional development. They will be involved in the collection, sharing and analyzing of student achievement data, focusing the individual instruction to meet student and teacher needs, planning for professional development to make changes in instruction, and the evaluation and ongoing assessment of data. This will also include sharing information out to the stakeholders. Planning for professional development will include:

- working with AEA staff to align topics;
- research, plan and deliver professional development sessions for staff;
- and by documenting progress.

Much work will be done to align and carry out the Iowa Core Curriculum standards into direct instructional practices in the classrooms. The Curriculum/PD Leader will drive the process for professional development while the Model Teachers and Instructional Coaches will lead the weekly collaboration meetings per the direction of administration.

The AHST Community School District will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM focuses on the following components:

- 1) collecting and analyzing student data;
- 2) using student data to establish goals and select content;
- 3) ensuring an ongoing professional development cycle; and
- 4) coordinating periodic synthesis of summative evaluation data.

The AHST Teacher Leadership Team will **collect and analyze data** on the current state of instructional practices in the district through teacher instructional rounds, classroom observations, feedback from teachers, and student achievement data. The Leadership Team will share out their analysis during our District Leadership Team meetings and our weekly collaboration meetings to ensure that all teachers can make instructional decisions and establish goals to meet the needs of their individual students in their classrooms. Based on both data and goals, content for professional development will be selected. Whole-Staff professional development is currently provided twice per month in the form of one 2-hour late start and one full day. The District Leadership Team meets once per quarter and the Building Leadership Teams meet twice per month to ensure an ongoing professional development cycle. All professional development opportunities and collaboration meetings will be evaluated to measure their effectiveness. This evaluation will be conducted in the form of feedback surveys completed by teachers, administrators, and other members of the Leadership Team.

Another very important role for the Teacher Leadership Team will be to continue working on district adopted initiatives and goals. In the past 11 years, we have experienced regular administrative turnover- the district has been led by 5 superintendents in the past 11 years and has had 8 different elementary and secondary principals. The consequence has been a feeling among teachers that since administrators have come and gone so will the initiatives they put in place. Therefore, teachers keep moving forward doing what they have always done with a mindset of "this too shall pass." Teacher turnover, approximately 40% of the teaching staff is new in the past two years, has created quite a unique challenge for the Leadership Team. Our TLC plan involves a comprehensive, job-embedded, district developed Mentoring and Induction program that is

focused on the Iowa Professional Teaching Standards and administered according to the Iowa Professional Development Model.

The AHST Leadership Team will support teachers in making connections and understanding the interdependence of on-going initiatives. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time. Empowering teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of all teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from previous submission? Yes

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Using Part 9 application narrative from previous submission? Yes

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

**Part 10 - Budget Items**

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$38,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$165,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$208,000.00</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number 612.0

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$188,997.84

Total Allocation \$188,997.84

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$208,000.00

If the amount shown below is **(negative)**, the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted (\$19,002.16)

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## Budget Alignment

Using Part 10 application narrative from previous application? Yes

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

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## Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes