



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95867 - Adel DeSoto Minburn TLC Plan

Teacher Leadership and Compensation System

Status: Under Review

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
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## Organization Information

<b>Organization Name:</b>	Adel DeSoto Minburn Community School District
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	42-1398258
<b>DUNS:</b>	

**Organization Website:** www.adel.k12.ia.us  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Adel Desoto Minburn Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 25-0027  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

**Honorific** Mr.

**Name of Superintendent** Greg Dufoe

**Telephone Number** 515-993-4283

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**City** Adel

**State** Iowa  
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**Zip Code** 50003

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## TLC Application Contact

**Honorific**

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**State**

Iowa

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**Zip Code**

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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)**

Adel DeSoto Minburn Teacher Leader Compensation (TLC)  
Executive Summary

**Planning/Grant Requirements**

Planning included involvement of multiple stakeholder groups in our committee & consideration of how the grant will support ADM's focus on systemic improvement leading to improved student achievement. All 5 "Must Haves" are thoroughly addressed in our plan.

**Vision & Goals**

Our vision for our TLC Plan at ADM is to enhance our system by utilizing the Career Paths to influence and support all teachers in promoting engaged student learning and high student achievement. We are committed to building a culture of collaboration where the focus is on student learning results throughout our system.

Goals include:

1. Implement the Iowa Core with fidelity
2. Provide Models of Support
3. Provide Support to New Teachers
4. Provide PLC Leadership structures at each building site
5. Provide professional development for all leadership roles

**Supporting & Strengthening ADM**

The TLC grant will be aligned with our current initiatives aimed at improving student learning and will greatly enhance our ability to create a "systems" approach to school improvement. Our structures and current initiatives are interconnected and include Professional Learning Communities, the Iowa Professional Development Model, Partnerships for Comprehensive Literacy (PCL), Science, Technology, Engineering and Math (STEM) initiatives and programming, curriculum revision cycles (Iowa Core) for all areas, and college and career readiness (CCR).

Currently, ADM relies on administration and informal teacher leader roles for support in implementation and sustainability for our initiatives. These efforts have been successful but we do not have the capacity to support all teachers at all levels in ways that can lead to moving to the "next level" of student learning and success at ADM. Our culture is strongly grounded in the belief that teacher leadership is the key for these next steps, and the TLC grant will allow a systems approach to this work.

**Improving Entry**

All of our career pathways will have roles in improving entry to the profession. Our model and mentor teachers, PLC leaders, and instructional coaches will work to support new teachers (to the profession and to our district) on a cohesive and systemic manner based on teacher needs and district expectations and current practices. Job-embedded time will be allocated for our teacher leaders to support our new teachers.

**Differentiated Teacher Leader Roles**

ADM TL roles support key structures interconnected & aligned to PLCs, curriculum revision/Iowa Core, IPDM, PCL, STEM, and college and career readiness. At least 25% of the teachers will be involved in TL roles.

**28 PLC Leaders**

PLC Leaders will remain in the classroom 100% of the time with additional duties beyond the standard contract focused directly on providing leadership to our PLC collaborative teams and serving on our district leadership team.

**13 Model Teachers**

Model teachers will remain in the classroom 100% of the time and support all teachers at ADM by modeling lessons and instructional strategies for colleagues.

**18 (on average) Mentor Teachers**

Mentor Teachers will remain in the classroom 100% of the time and support all Resident Year 1 and Resident Year 2 teachers

\*The three roles listed above can be combined. One teacher could possibly fill three roles

**10 Instructional Coaches (half-time)**

Our content area instructional coaches will remain in the classroom half-time and provide coaching support to teachers half-time. Our coaches will be assigned specific developmental grade spans in the areas of **math, reading and science**. They will provide coaching support, plan professional development focused in the IPDM, and lead curriculum revision efforts.

**1 Special Education Instructional Coach (full-time)**

This role will provide district-wide support in the area of special education 100% of the time. The performance of our special

education student population demonstrates our largest achievement gap. This position will work closely with the other teacher leader roles to bring the most effective instructional practices to our special education students.

### **Selection**

Teacher leader candidates will be selected by a committee of teachers and administrators using a process that requires candidates to demonstrate and display evidence of:

- Effective use of teaching strategies that promote student learning
- A commitment to on-going professional growth
- Skill in facilitating adult learning/coaching

The selection committees will read and score all applicants using a district-developed rubric.

### **Roles in PD**

Teacher leaders will be the key to a coordinated system of PD centered on the IPDM. Professional development will be aimed at our current goals and initiatives and become even more targeted to individual and PLC team needs. The job-embedded and “just in time” nature of our professional development efforts will be improved greatly through our TLC system.

### **Impact and Effectiveness/Monitoring and Adjusting**

ADM has developed a teacher leader structure to support ALL teachers at whatever level of need identified. Our TLC system success will be evaluated using evidence and data centered on the relevant district short and long-range goals. Monitoring and adjusting will happen across the five goal areas using formal and informal methods and will include all relevant stakeholders.

### **Budget**

The budget reflects salary supplements for differentiated teacher leader roles & replacement costs for 6.0 FTE classroom teachers. The budget also reflects adequate funding for substitute costs and professional development.

### **Capacity to Implement & Sustain**

ADM will excel at implementation and sustaining the TLC initiative because:

- Our current PLC culture has prepared us for this next step in collaboration and focus on student learning.
- Our plan is centered on our current initiatives.
- The ADM teaching staff overwhelmingly supports implementation.
- We are committed to the principle that we have the local human capital to create the conditions that lead to significant improvements.

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

TLC Model Number

Model 3 Comparable Plan

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## **Narrative**

Using Part 1 application narrative from Year 1?

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).

Upon receiving the planning grant for the Teacher Leadership and Compensation System, Adel DeSoto Minburn (ADM) set a course to guide our journey toward effective teacher leadership to promote student achievement.

**Planning Grant Funding:** Most of the grant money was used to provide substitute teachers for the instructional staff that served on ADM's planning team. The planning monies also provided for copying materials and other related expenses. The planning team was comprised of nine teachers, seven administrators, four parents and one support staff member. We met six times for 2½ hours, throughout the spring semester of 2014, as well as one full day before submitting the final application.

Below represents each team member's role in our district:

TLC Planning Team	Role in the District
Teacher 1	ADM High School Full-Time Science and Technology Teacher ADMEA (Adel DeSoto Minburn Education Association) Leader
Teacher 2	ADM High School Full-Time Special Education Teacher ADMEA (Adel DeSoto Minburn Education Association) Leader
Teacher 3	ADM High School Full-Time Language Arts Teacher
Teacher 4	ADM Middle School Language Arts Teacher
Teacher 5	ADM Middle School Music Teacher
Teacher 6	DeSoto Intermediate 5 <sup>th</sup> grade Teacher
Teacher 7	DeSoto Intermediate 3 <sup>rd</sup> grade Teacher
Teacher 8	Adel Elementary Kindergarten Teacher
Teacher 9	Adel Elementary Special Education Teacher
Administrator 1	ADM High School Principal
Administrator 2	ADM Middle School Principal
Administrator 3	ADM Middle School Dean of Students
Administrator 4	DeSoto Intermediate Principal
Administrator 5	Adel Elementary Principal
Administrator 6	ADM Superintendent
Administrator 7	ADM Activities Director
Support Staff	ADM Business Manager

ADM had four parents join us. Each parent that was in attendance represented each of the building sites at ADM.

Parent	Role
Parent 1	High School Parent
Parent 2	Middle School Parent, former School Guidance Counselor
Parent 3	DeSoto Intermediate Parent, former SLP
Parent 4	Adel Elementary Parent, Business Leader in the community

In preparation for our first meeting, the planning committee was asked to do extensive reading on the background of House File 215. At the first meeting, we discussed the implications of the readings and began to synthesize our goals for this work at ADM. The planning committee revisited the district mission and goals. We also defined leadership and made a list of characteristics that leaders emulate. This level of work propelled us into our first draft copy of the leadership roles that our district could offer. Over the course of all meetings, several foundational ideas emerged from the planning committee:

1. the focus must be on student achievement through teacher leadership provided in our plan
2. improved support for beginning teachers (*Quote from a veteran teacher during the first meeting, "The resident year is excellent. Really ensures the idea of teacher quality and will provide a higher level of support for first-year teachers."*)
3. communication to all stakeholders was crucial
4. multiple, meaningful and differentiated career paths for teachers to select
5. strong emphasis on professional development should be woven through our plan

The superintendent and building principals spent time at staff meetings reviewing the legislation with staff members and gave periodic updates on the planning committee's work. Further, the ADM School Board was given updates at three meetings throughout the spring semester of 2014. As the planning committee revealed more about the promise of teacher leadership,

eagerness and anticipation grew from all groups.

In the fall of 2014, the planning committee shared a draft of the career paths that might be possible at ADM. Each teacher was given the draft and a graphic organizer to complete. At building specific meetings, building principals conducted in-depth discussions with staff members to gain a better understanding of celebrations within the plan and potential roadblocks. The feedback from these discussions was helpful and informed many revisions in our plan.

**Teacher Commitment:** Through the use of an online survey in the fall of 2014:

- 91.8% of certified teachers within our district supported ADM moving forward with our application.
- 59.8% envisioned themselves applying for a leadership role outlined in our plan.
- 86% of certified teachers felt that implementing a formal system of teacher leadership would improve student achievement at ADM.

**Administrator Commitment:** 100% of the administrators at ADM are committed to moving forward with the vision for our Teacher Leadership and Compensation application. All administrators participated fully and supported the plan by securing substitute teachers, discussing the plan at every administrative team meeting and by providing presentations to stakeholder groups.

**ADM School Board:** 100% of our ADM School Board members encouraged and supported us in moving forward with our application.

**Parent Commitment:**

The parents that were involved in the TLC planning have been supportive and engaged in the conversations. The parents who served on the Planning Committee, as well as the parents on our SIAC team were in support of moving forward with the grant and believed strongly that implementing this framework will improve student achievement.

**Conclusion:**

ADM spent a considerable amount of time educating all stakeholders. This came in the form of professional readings, staff meetings, ADM School Board meetings, SIAC meeting and various community discussions. This helped us move forward quickly in the development of our plan. With such high support from community and staff, we feel confident that our plan will support new teachers, provide growth opportunities for all and promote high student achievement.

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## Narrative

Using Part 2 application narrative from Year 1?

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.

ADM has a long history of solid student achievement. We increased our percent of students scoring in the proficient range on the Iowa Assessments in the area of reading comprehension at grades 3-11 from 84.5% in 2013 to 89% in 2014. Our new goal for 2014-15 is 91%. In the area of math, our students in grades 3-11 scored 83.7% in 2013 and increased that in 2014 to 89%. Our math goal for grades 3-11 for 2014-15 is 91% of our students scoring in the proficient range. At grades 3-11, in the area of science, 91% of our students scored in the proficient range in 2014, up from 2013 in which we scored 89%. Over the past five years, ADM has put into place structures that support Professional Learning Communities that help us focus on student achievement. However, we must continue to increase student achievement to the next level.

**Vision:**

Our vision for our TLC Plan at ADM is to enhance our system by utilizing the Career Paths to influence and support all teachers in promoting engaged student learning and high student achievement.

We will do this by:

**1. Implement the Iowa Core with Fidelity:**

ADM will select Instructional Coaches who will partner with the administrative team to lead in the execution of the Iowa Core Standards and the adoption and implementation of new curricular materials to support instruction.

**2. Provide Models of Support:**

All teachers will have the support of Instructional Coaches who will provide embedded coaching that will focus on reflection on data sources (classroom, building and district) as well as observations, lesson planning and formal/informal professional development.

**3. Provide Support to New Teachers:**

The ADM CSD starting salary already exceeds the state minimum of \$33,500. All of our resources will go to support all teachers at ADM. Teachers new to ADM will receive a half-day, twice monthly to observe model classrooms, meet with Mentor Teachers and/or Instructional Coaches to reflect and refine instructional practices.

**4. Provide PLC Leadership Structures at each Building Site:**

Our PLC Leaders will receive ongoing professional development that focuses on the four essential questions:

What do we expect our students to learn?

How will we know they are learning?

How will we respond if they don't learn?

How will we respond if they already know it?

They will bring this knowledge and leadership to their PLC's in order to develop smart goals for their teams, keep the focus on student achievement and improve communication with administration and other teacher leadership roles.

**5. Provide Professional Development for all Leadership Roles:**

Currently, ADM provides mentor training through AEA. We will continue to provide this training to all mentors. We will also utilize the professional development offered through the Department of Education in Iowa, as well as our AEA to provide professional development in the area of leadership that will focus on:

- how to effectively work with adults in a coaching relationship
- personality traits and how that can affect the work we need to do
- the standards in the Iowa Core and how to maximize instruction to meet these standards
- preferred instructional practices that promote deep student learning

**ADM Short-Range Goals**

1. Increase the percent of students proficient or above on the Iowa Assessments reading comprehension subtest. We will compare the percent of students proficient or above in grades 3-11 in 2014 to the percent proficient or above in 2015. Goal is 91%.
2. Increase the percent of students proficient or above on the Iowa Assessments math total subtest. We will compare the percent of students proficient or above in grades 3-11 in 2014 to the percent proficient or above in 2015. Goal is 91%.
3. Increase the percent of students proficient or above on the Iowa Assessments science test. We will compare the percent of students proficient or above in grades 3-11 in 2014 to the percent proficient or above in 2015. Goal is 93%.
4. Increase college credit opportunities.
5. 100% of teaching staff will be members of a PLC focused on student learning utilizing SMART goals.
6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and new innovative courses.
7. Increase the graduation rate from 97.5% to 98%.

8. Develop and submit TLC grant application.
9. Increase STEM programming opportunities including PLTW Biomedical third course, and the Agriculture Education Program.
10. Facility Improvements – bond issue projects, Minburn Agriculture Center study, athletic improvements, safety and security.
11. Develop a district Communication Strategic Plan to improve internal and external communications. Complete website redesign and print publications.

**ADM Long-Range Goals**

1. Recruit and retain the best employees possible.
2. Provide quality staff development that is research and data driven, results oriented, and collaborative.
3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.
4. Increase ACT Composite from 23.9 to 24.0.
5. Ensure every student has a safe learning environment. Improve safety through facility master plan.
6. Ensure the financial stability of the district.
7. Increase opportunities for students in school and in the communities.

Using Part 3 application narrative from Year 1?

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)**

ADM has been committed to teacher leadership. Whereas, we haven't had formal, identified teacher leadership roles, we have promoted teachers leading in many formats. The formal roles outlined in this document will support our current initiatives and future efforts to improve student learning in the following manner:

**Professional Learning Communities:** ADM has been working through PLC's for the last five years. We began by developing a Leadership Team to help facilitate the six essential characteristics:

1. Shared mission, vision, values and goals focused on student learning
2. Collaborative culture focused on student learning
3. Collective inquiry into best practice and current reality
4. Action orientation: Learn by Doing
5. Commitment to continuous improvement
6. Results oriented

In our TLC plan, our PLC Leader will be at the heart of our work in PLC's. They will gather data for analysis, provide leadership for inquiry into best practices and provide action through model lessons. Our teachers are engaged with a PLC; however, our TLC plan would advance and expand our efforts in this area. Instructional Coaches would provide data and analysis support through weekly PLC time.

**Partnerships for Comprehensive Literacy:** ADM has become a PCL school through its work with the University of Northern Iowa. This system of core instruction along with intensive tiered interventions will be a perfect match with the Department of Education's Multi-Tiered System of Supports. The first line of defense for instruction should be universal, core instruction that all students receive through classroom based instruction. As outlined in our plan, Literacy Instructional Coaches will benefit from this learning, as it will support our current instructional framework and take us to a new level of learning about students' personal journey toward literacy.

**Professional Development:**

The Iowa Professional Development Model has guided ADM. Beginning with a focus on curriculum, instruction and assessment; along with participative decision-making, we believe our TLC plan will further our work in the area of leadership and simultaneity.

Teacher leadership is a necessary step in implementing the ongoing, intensive professional development not only for the coaches, but also for the interventionists.

Our plan calls for Model and Mentor Classroom Teachers to provide Initial and Career Teachers the opportunity to observe model lessons, in a more formalized manner, connected to the Iowa Core. These teachers would debrief with Initial and Career Teachers to expand upon the learning that took place through observations. Instructional Coaches would provide 1:1 coaching to Initial, Career, Model and Mentor Classroom Teachers. Additionally, they would be part of PLC's that continually look at the data to determine areas of needs for professional development and support. Instructional Coaches would assume the leadership role in assuring we have current and relevant materials to compliment the Iowa Core and promote high student achievement.

AEA has provided the ongoing professional development for our ADM Interventionists at the PK-5 level. Interventionists include: Title I, Reading Recovery and Special Education Teachers. These teachers work with the "hardest to teach" children; therefore, they should receive researched-based, intensive professional development. This training would continue through our plan with the Instructional Coach providing support to all teachers in determining which intervention would accelerate learning for each specific child.

**Science, Technology, Engineering and Math:** Through detailed curriculum review, Project Lead the Way was a leader within the STEM offerings. ADM committed to STEM programming in Gateway to Technology, Pathway to Engineering, Bio-Medical Sciences, and Computer Sciences. These courses compliment and add depth to our current Science, Math, and Technology offerings. Our Science Instructional Coaches and administration will attend STEM conferences and continue to bring STEM opportunities into classrooms. ADM has financially committed to offering STEM-related courses and continues to look for growth in this field.

**Curriculum Revision Cycle:** Curriculum revision is a laborious, daunting and expensive task for a school district. At ADM, the superintendent and building principals provide guidance in researching and adopting current and relevant materials, which support our curriculum revision cycle with a focus on the Iowa Core. This process can be improved through the implementation of our TLC plan. Our plan puts Instructional Coaches at the helm of researching, analyzing and connecting materials that support the Iowa Core and our instructional models. With guidance from the administration, our Instructional Coaches will

collect data on current resources that will connect to and support the instruction targeting our Power Standards. Coaches will work with the varied materials to determine the best match for ADM and the Iowa Core.

**Emphasis on College and Career Readiness through rigorous coursework:**

ADM's School-to-Work Program emphasizes Career Readiness skills within the classroom and through hands-on career experiences. ADM will utilize our Instructional Coaches to a high degree to support this ongoing work at all levels.

Instructional Coaches will be heavily involved in the development of coursework, course sequencing and advanced placement. As stated previously, tight alignment to the Iowa Core will be essential in this work, as well as our partnership with DMACC and other institutions that may help us further our vision in the area of College and Career Readiness.

Using Part 4 application narrative from Year 1?

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)**

**What we offer now:**

ADM currently provides support to entry-level teachers through the Building Capacity: Beginning Teacher offered by AEA. Our new teachers are assigned a mentor, attend the Building Capacity: Beginning Teacher classes, meet frequently with the mentors and building administrators and collaborate on portfolio development. Additionally, they observe alone or in partnership with the mentor to enhance analysis of teaching strategies. This model has served us well, as we have a high retention rate of 85% over the past five years. However, this model has not provided us with the resources for ongoing and frequent classroom observations, mentor-mentee dialogue, and a focus on individual professional development.

Many new teachers express needs in the following areas:

1. classroom management
2. building relationships with students, parents and colleagues
3. researched-based instructional practices
4. time-management

**Supporting All Teachers New to our District:**

Through our TLC plan, we believe that the support we provide our entry-level teachers will be greatly enhanced, with the hopes of positively affecting student achievement.

We will continue to participate in the mentoring and induction program through Building Capacity: Beginning Teacher classes. This model has met some of the needs of our entry-level teachers. We intend to meet the rest of their needs through ongoing professional development, PLC's and systematic coaching with feedback and reflection from Mentors, Instructional Coaches and Administrators.

Our TLC plan calls for two years of induction. The first year will be a teacher's Resident Year 1. The Resident Teacher will work under intensive supervision from their Mentor Teacher, as well as the Instructional Coach and building administrator. This supportive framework will allow the Resident Teacher, Year 1, to twice monthly (half-day every other week) observe Model and Mentor Teachers. To offset the potential negative impact of missing classroom time, the Instructional Coach will work in Resident Teacher's classrooms, while the Resident observes other classrooms or works with their Mentor. The Resident Teacher will receive ongoing professional development with the larger staff; however, they will also receive intensive, ongoing, "just in time" professional development through our Mentor Teachers and Instructional Coaches.

During the Resident Year 2, this intensive support tapers off (half-day every month) as the teacher begins to assume a full-teaching load heading into their third year.

Career Teachers New to the District will also work under intensive supervision from the Instructional Coach and building administrator. The Career Teacher New to the District will receive a half-day, every month to observe Model and Mentor Teachers, as well as engage in high-level professional discussion and reflection with an Instructional Coach. The purpose of these discussions is not evaluative in nature, but rather an opportunity to provide support and allocate resources necessary for the continued professional growth of the new employee.

Mentors and Instructional Coaches will be keenly aware that new teachers to ADM need support in **classroom management**.

Many times, new teachers leave the field due to feelings of inadequacy, especially in the area of classroom management.

Building on training in PBIS and Love & Logic in the Classroom, Mentors and Coaches will provide initial training and also ongoing feedback and support in these areas.

As stated earlier, ADM has a powerful history of high student achievement. However, we have begun to focus on **improving the culture of our buildings and district**. The first step in improving culture is improving communication skills within our TLC Leadership Team and within our teaching staff. Helping staff to understand themselves as learners and communicators will in turn, help them to better understand students, parents and colleagues. One way to develop these skills would be to implement a tool, such as: *Strengths Finder* (Rath, 2007) or the DISC (Clark, 1940) to facilitate this process.

In our plan, the Instructional Coaches will be out in front of researched-based **instructional practices**. During the school year and additional contract days, they will be expected to attend professional development that focuses on instructional practices that have shown to improve student achievement.

Helping new teachers **manage their time** is essential. With the new demands placed on educators, they need ongoing support in learning to manage: paperwork, grading, curriculum maps, lesson planning, formative assessments, etc. Our Mentors and Instructional Coaches will play a large role in facilitating some of this work during release times.

Finally, before the school year begins, the administrative team plans to offer, in collaboration with our Mentors, PLC Leaders and Instructional Coaches, a more comprehensive and thorough entry process to ADM. This time will focus on building

relationships, curriculum awareness, ADM history/future and building/district goals. This will allow new teachers to have a well-rounded knowledge about ADM in general and also more specific information in regards to their position within our ADM community.

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## **Narrative**

Using Part 5 application narrative from Year 1?

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.

Our district will develop new positions to create multiple, meaningful and differentiated teacher leadership roles. These positions will include Resident Teachers, Career Teachers New to District, Career Teachers, PLC Leaders, Model Teachers, Mentor Teachers and Instructional Coaches.

The District Teacher Leadership Team will include:

1. Administration
2. PLC Leaders
3. Instructional Coaches

This team will collaborate to provide support and engaging professional development that will lead to increased student achievement. Each of the roles was created based on our district data, stakeholder input and the identified need for support.

ADM has 121 certified teachers. Up to 57 could be in a leadership role, which means that up to 47% of our teachers could be in a leadership role.

<b>Career Pathway</b>	<b>Descriptors and Expectations</b>
Resident Teachers	<p><b>Year 1: Resident Year 1</b></p> <p>Teachers work full time under supportive supervision. This would include a reduced teaching load and require the resident to observe and collaborate with Model, Mentor and/or Instructional Coaches. Collaboration would include, but not be limited to: reflection, data analysis and lesson planning.</p> <p>In order to provide Resident Teachers release time, an Instructional Coach or other Highly Qualified Teacher will cover.</p> <p><b>Reduced Teaching Load: at a minimum ½ day every two weeks</b></p>
<p><b>Year 2: Resident Year 2</b></p> <p>Teachers work full time under supportive supervision. This would include a reduced teaching load and require the resident to observe and collaborate with Model, Mentor and/or Instructional Coaches. Collaboration would include, but not be limited to: reflection, data analysis and lesson planning.</p> <p>In order to provide Resident Teachers release time, an Instructional Coach or other Highly Qualified Teacher will cover.</p> <p><b>Reduced Teaching Load: at a minimum ½ day every month</b></p>	Career Teacher New to District

<p><b>Career Teacher New to District:</b>  A Career Teacher New to the District has successfully completed the Resident Years, has met the Iowa Teaching Standards and is not in his/her first two years of teaching. Career Teachers New to the District work full time under supportive supervision. This would include a reduced teaching load and require the Career Teacher New to the District to observe and collaborate with Model, Mentor and/or Instructional Coaches.</p> <p>In order to provide Career Teachers New to District release time, an Instructional Coach or other Highly Qualified Teacher will cover.</p> <p><b>Duties:</b></p> <ul style="list-style-type: none"> <li>•Teaches a reduced load of classes</li> <li>•Participates in professional development that is focused on areas for professional growth</li> <li>•Observes other teachers</li> </ul> <p><b>Reduced Teaching Load: at a minimum ½ day every month for their initial year</b></p>	<p>Career Teacher</p>
<p><b>Career Teacher:</b>  A Career Teacher has successfully completed the Resident Years, has met the Iowa Teaching Standards, is not in his/her first two years of teaching and is not a PLC Leader, Mentor, Model or Instructional Coach.</p> <p><b>Duties:</b></p> <ul style="list-style-type: none"> <li>•Teaches a full load of classes</li> <li>•Participates in professional development</li> <li>•Observes other teachers</li> <li>•Hosts student teachers</li> <li>•Collaborates with Instructional Coach regularly</li> </ul>	<p>PLC Leader</p>

<p><b>Professional Learning Community (PLC) Leader:</b>  A PLC Leader has successfully completed the Resident years, has demonstrated mastery of the Iowa Teaching Standards, is not in his/her first three years of teaching and has applied for and was selected by the TLC Review Council to become a PLC Leader.</p> <p><b>Duties:</b> (In addition to all duties in Career Teachers.)</p> <ul style="list-style-type: none"> <li>•Attend PLC professional development yearly</li> <li>•Ongoing PLC professional development with other district PLC Leaders</li> <li>•Develop agenda for meetings</li> <li>•Completes and submits feedback form</li> <li>•Meets with building and district PLC Leaders frequently</li> </ul> <p>The PLC Leader will be responsible for learning and growing in the philosophy of PLC's. They will work collaboratively with the administration and Instructional Coaches to interpret data and collaborate with the staff. Data points for ADM could include: benchmark assessments, running records, chapter tests, FAST Assessment, Iowa Assessments, semester exams, etc. PLC Leaders will help develop goals regarding classroom data and monitor and communicate progress as the year unfolds.</p> <p>PLC Leaders will work four additional contract days to attend PLC professional development, as well as collaborate with the District Leadership Team to analyze data, set goals and plan data interpretation for building staff.</p> <p><b>PLC Leaders: 28</b>  4 additional contract days  PLC Leaders Stipend: \$1,500</p> <p><b><i>*This pathway can be combined with Model or Mentor Teacher pathways or stand-alone.</i></b></p>	<p>Model Teacher</p>
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<p><b>Model Teacher:</b>  A Model Teacher has successfully completed the Resident years, has demonstrated mastery of the Iowa Teaching Standards, is not in his/her first three years of teaching and has applied for and was selected by the TLC Review Council to become a Model Teacher.</p> <p>A Model Teacher opens his/her classroom on a regular basis for teachers from the school, district and state to observe.</p> <p><b>Duties:</b> (In addition to all duties in Career Teachers)</p> <ul style="list-style-type: none"> <li>•Teaches a full load of classes</li> <li>•Participates in professional development to learn, observe, grow and practice in order to provide model lessons to colleagues</li> <li>•Hosts student teachers, Career Teachers and Resident Teachers</li> <li>•Intentionally invites other teachers to observe model lessons</li> <li>•Observes other teachers</li> <li>•Collaborates with Instructional Coach regularly</li> <li>•Agree to have their names placed on a statewide database</li> </ul> <p>Model Teachers will work two additional contract days to attend professional development with the Instructional Coaches. This professional development will enable Model Teachers to stay on the cutting edge of instructional strategies and collaborate with Instructional Coaches regarding preferred practices in classroom-based instruction.</p> <p><b>Model Classroom Teachers: 13</b>  2 additional contract days  Model Teachers Stipend: \$1,000</p> <p><b><i>*This pathway can be combined with Mentor Teacher and/or PLC Leader pathway or stand-alone.</i></b></p>	<p>Mentor Teacher</p>
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<p><b>Mentor Teacher</b> Mentor teachers have successfully completed the Resident years, have demonstrated mastery of the Iowa Teaching Standards, is not in his/her first three years of teaching and has applied for and was selected by the TLC Review Council to become a Mentor Teacher.</p> <p><b>Duties:</b> (In addition to all duties in Career Teachers)</p> <ul style="list-style-type: none"> <li>•Teaches a full load of classes</li> <li>•Provided release time to coach and provide support to the Resident Teacher Year 1 a half-day every two weeks</li> <li>•Provided release time to coach and provide support to the Resident Teacher Year 2 a half-day once a month</li> <li>•Meet weekly with Resident Teachers to plan, evaluate and discuss the Resident Teacher's teaching</li> <li>•Receives Mentor Training through our partnership with AEA</li> </ul> <p>Mentor Teachers will work two additional contract days to attend professional development focused on mentoring and induction. This professional development will enable Mentor Teachers to collaborate with Instructional Coaches regarding mentoring and induction at ADM.</p> <p><b>Mentor Teachers: on average 18</b> 2 additional contract days Mentor Teachers Stipend: \$1,000</p> <p><b><i>*This pathway can be combined with Model Teacher and/or PLC Leader pathway or stand-alone.</i></b></p>	<p>Instructional Coach</p>
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**Resident Teachers Year 1 and 2 System of Supports:**

1. Have access and release time to observe Model and Mentor Classroom Teachers
2. Will meet regularly with Mentor Teachers
3. Mentor Teachers will observe and offer feedback to Resident Teachers
4. Instructional Coaches will observe and offer feedback to Resident Teachers
5. Have access and release time to meet with Instructional Coaches
6. Will receive leadership in data interpretation and goal setting from PLC Leadership
7. Will have time to participate in a comprehensive and thorough entry program at ADM

**Career Teacher New to District System of Supports:**

1. Have access and release time to observe Model and Mentor Classroom Teachers
2. Instructional Coaches will observe and offer feedback to Career Teachers New to the District
3. Have access and release time to meet with Instructional Coaches
4. Will receive leadership in data interpretation and goal setting from PLC Leadership
5. Will have time to participate in a comprehensive and thorough entry program at ADM

**PLC Leaders System of Supports:**

1. Instructional Coaches will observe and offer feedback to PLC Leaders
2. Have access and release time to meet with Instructional Coaches
3. Will receive leadership in data interpretation and goal setting from PLC Leadership

**Model Teachers System of Supports:**

1. Instructional Coaches will observe and offer feedback to Model Teachers
2. Have access and release time to meet with Instructional Coaches
3. Will receive leadership in data interpretation and goal setting from PLC Leadership

**Mentor Teachers:**

1. Have access and release time to observe Model Classroom Teachers
2. Instructional Coaches will observe and offer feedback to Mentor Teachers
3. Have access and release time to meet with Instructional Coaches
4. Will receive initial training through AEA
5. Will receive leadership in data interpretation and goal setting from PLC Leadership

**Instructional Coach System of Supports:**

1. Meet regularly with building administrator to analyze data and set goals
2. Meet twice monthly with District Instructional Coaches for collaboration
3. Meet once monthly with District Leadership Team (PLC Leaders and Administration) to analyze data and set goals

Using Part 6 application narrative from Year 1?

No

**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.

Our district will appoint three Selection Committees that have representation of teachers and administrators. These individuals will be Career Teachers who are not applying for a leadership pathway. Selection Committees will reflect development bands within our system as well as district-wide:

Preschool-5 Selection Committee: three administrators and four teachers (will select all Preschool-5 leadership positions)

6-12 Selection Committee: three administrators and four teachers (will select all 6-12 leadership positions)

District Selection Committee: six administrators and eight teachers (will select district-wide position)

Selection Committees will read and score all applicants using a district-developed rubric that will ultimately select our PLC Leaders, Model Teachers, Mentor Teachers and Instructional Coaches.

**Basic Selection Criteria:** Hold a valid Iowa teaching license, have a minimum of three years of teaching experience and a minimum of one year of teaching experience at Adel DeSoto Minburn.

**Additional Selection Criteria:**

- Demonstrates an understanding of the Iowa Core.
- Demonstrates an understanding of subject content, pedagogical knowledge and the needs of students.
- Promotes students learning by using research-based instructional strategies relevant to the content area to engage students in active learning.
- Deliberately chooses a variety of diagnostic, formative and summative assessment strategies that are appropriate for content and student.
- Systematically gathers, analyzes and uses relevant data to measure student progress and inform instructional strategies.
- Provides a well-managed, safe and orderly environment in which learning occurs at high levels and students are self-directed learners.
- Demonstrates a commitment to professional ethics.
- Communicates effectively with all stakeholders: students, parent, colleagues and community members.
- Demonstrates a commitment to collaboration to promote student learning.
- Demonstrates a strong ability to apply new teaching strategies through professional development to enhance student learning.
- Demonstrates risk-taking in applying new teaching strategies in the classroom.
- Demonstrates the ability to reflect on instructional strategies and make adjustments to future instruction to meet the needs of all students.
- Demonstrates a commitment to the characteristics of Professional Learning Communities:
  - Shared mission, vision and values
  - Collective inquiry
  - Collaborative teams
  - Action orientation and experimentation
  - Continuous improvement
  - Results orientation (Dufour and Eaker, 1998)
- Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Iowa Standard for School Leaders #1)
- Promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Iowa Standard for School Leaders #2)
- Promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Iowa Standard for School Leaders #5)
- Observes and collects data from classroom observations which can inform future professional development opportunities.
- Provides a comprehensive coaching cycle that mirrors the Iowa Professional Development Model of gathering/analyzing data, goal setting, selecting content, designing PD, ongoing conversation that includes heavy reflection with ongoing data collection and analysis and finally, evaluation.
- Engages in professional development focused on working with adult learners and facilitating coaching conversations.
- Displays evidence of being skilled in data analysis and the ability to use data as a basis for instructional design to meet the needs of all students.

**Process:** *(This process might be differentiated for each Career Path)*

**Initial Screening:** All positions will be posted with detailed descriptions of job responsibilities, skills necessary and compensation commensurate to the position. For the initial screening, all pathway candidates will submit a formal application, cover letter,

resume and two letters of recommendation from current colleagues (with the exception of Selection Committee members) or parents. These documents should provide evidence that the candidate has continued their growth as a professional and sought out leadership opportunities. In addition to these documents, the Selection Committee will review each applicant's professional portfolio for unique qualities that demonstrate measures of effectiveness and professional growth.

For the Instructional Coach Pathway only: following the initial screening, the semifinalists will:

1. submit an essay on how the candidate's performance demonstrates effective teaching and how they demonstrate continual professional growth
2. submit a video of their teaching practice or select a time to be observed by the Selection Committee
3. submit a video of a professional conversation which demonstrates their ability to coach another colleague

All pathway finalists, including the Instructional Coach, will be invited to attend a formal interview conducted by the Selection Committee. The interview will be divided into three main parts:

1. questions that help the candidate reveal their teaching strategies that promote student learning
2. questions that help the candidate demonstrate their ongoing professional growth
3. reflection and analysis of a coaching scenario

Using this thorough and thoughtful process of selection, ADM will find the leadership needed to move us toward a new level of learning for teachers and ultimately, for our students.

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## Narrative

Using Part 7 application narrative from Year 1?

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.*

The Adel DeSoto Minburn Teacher Leadership and Compensation Plan offers opportunities for our teacher leaders to be active members in planning, facilitating and assessing our ongoing professional development. Regular meetings will be scheduled and include the PLC Leader, Instructional Coach and building administrator to structure our PD plan around the Iowa Professional Development Model.

As the Iowa Professional Development Model demonstrates, this is a process that is cyclical. The work is ongoing.

Iowa Professional Development Model	Teacher Leadership Roles
<p><b>Collecting and Analyzing Student Data</b></p>	<p>Working collaboratively, the PLC Leader along with the Instructional Coach and administration will collect and facilitate data analysis within each of our PLC groups. This analysis will:</p> <ul style="list-style-type: none"> <li>•look at multiple sources of information</li> <li>•look at the general populations, as well as subgroup findings</li> <li>•provide a written summary of findings</li> <li>•provide implications that lead to decisions about practice</li> </ul> <p>The PLC teams along with the PLC Leader and Instructional Coach will provide clear statements of expectations regarding student learning that allows teams to focus professional development resources and energy on achievable goals.</p> <p>At the 6-12 level, this work will be completed during early dismissals that are approximately twice a month, as well as all-day PD opportunities; typically three per school year. At the PK-5 level this work will typically be completed during weekly release time for PLC work and grade level team planning</p>
<p><b>Goal Setting for Professional Development</b></p>	<p>Under the leadership of the PLC Leader and Instructional Coach, PLC teams will identify professional development targets that will help improve student achievement. There is tight alignment between the data, goals and professional development target.</p> <p>Under the leadership of the PLC Leader, teams will submit PLC short and long-range goals.</p> <p><b>Teacher Individual Professional Development Plans</b> will annually demonstrate tight alignment to the PLC goals, which support building and district goals, as well as the Iowa Teaching Standards.</p> <p>At the 6-12 level, this work will be completed during early dismissals that are approximately twice a month, as well as all-day PD opportunities; typically three per school year. At the PK-5 level this work will typically be completed during weekly release time for PLC work and grade level team planning.</p>
<p><b>Selecting Content</b></p>	<p>The PLC Leader along with the Instructional Coach and administration will design the content of professional development that has been found to improve student achievement and supports individual, PLC, and building and district goals. Consideration will be given to researched-based instructional strategies, the Iowa Teaching Standards and the Iowa Core.</p>

<b>Design</b>	The PLC Leader along with the Instructional Coach and administration will design and designate time for teachers to learn together and to collaborate with each other. Supporting teachers in new learning will include: theory, demonstration, practice and collaboration. Depending on the design, PLC Leaders, Instructional Coaches or administration may lead the varied opportunities.
<b>Ongoing Cycle</b>	The PLC Leader along with the Instructional Coach and administration will plan and organize multiple opportunities, both formal and informal, for teachers to learn. Opportunities could include: book studies, formal presentations, PLC time, small group discussions, viewing demonstrations, etc. These opportunities will be grounded in the theory that professional development is a continuous process rather than a one-time event. Additionally, opportunities will be timed throughout the year and include, but not limited to: early dismissals, whole-day PD opportunities, demonstration lessons with reflection, staff meetings, PLC times and ongoing "hallway, just-in-time" conversations. Keeping student data using formative assessments at the center of all of these opportunities will be crucial to achieving our goals.
<b>Summative Evaluation</b>	The effectiveness of professional development is judged by student learning outcomes. Determining the efficacy of a professional development program is based on two factors: 1. whether or not the content was implemented as planned 2. whether or not students acquired the knowledge, skills and behaviors stated in the goal We plan to use staff surveys, formative and summative assessment data and data analysis to determine if our PD is effective. Staff surveys twice a year will help us determine if our goals, content and design were appropriate and implemented with fidelity. Formative and summative assessment data will help us determine if we met our student learning goals.

Using Part 8 application narrative from Year 1?

No

**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.

The planning committee developed an evaluation to assess the impact and effectiveness of the ADM TLC plan:

Goal	Current (2014-2015)	Assessment of Outcome:
<p><b>Goal #1:</b> Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.</p>	<p>Minimum salary exceeds \$33,500. New teachers receive mentoring. Both the mentor and the mentee attend classes through the Building Capacity program.</p>	<p>Continue to offer a minimum salary that exceeds the state minimum. Formal, planned opportunities that provide intensive and supportive mentoring and induction program for new teachers to ADM that include:</p> <ul style="list-style-type: none"> <li>• ongoing, additional release time to observe model lessons, reflect upon teaching practices, receive coaching, plan lessons and analyze data</li> <li>• a more formal entry into the culture at ADM; attending sessions before the start of the school year that will introduce new teachers to PLC theory, curriculum, instruction, assessment and academic history of ADM</li> </ul>
<p><b>Goal #2:</b> Retain effective teachers by providing enhanced career opportunities.</p>	<p>Current teacher retention rates for new teachers stand at 85% after five years. Teachers have the following paths for career opportunities: mentor teacher.</p>	<p>Maintain or improve our current retention rate for new teachers. Teachers will have additional career tracks: Model Teacher, Mentor Teacher (more formal role), PLC Leader and Instructional Coach. Minimum of 25% of our teachers in leadership roles: ADM has 121 certified teachers. Up to 57 could be in a leadership role; which means that 47% of our teachers could be in a leadership role. <i>However, in our plan, teachers have the opportunity to combine and be selected as the Model, Mentor and PLC Leader.</i> Mentors (this will change depending on the number of Resident Teachers) average of 18 per year (over the last 5 years) PLC Leaders: 28 Model Teachers: 13 Instructional Coaches: 10 (.5 FTE) and 1 (1.0 FTE) Formative and Annual Summative Peer and administrative review, not connected to the ADM Evaluation Plan</p>

<p><b>Goal #3:</b> Promote collaboration by developing and supporting opportunities for teachers in schools and school districts to learn from each other.</p>	<p>Currently our teachers conduct classroom visits/observations of other teachers to view model lessons and reflect upon their own teaching practices. This is informal and infrequent.</p> <p>Teachers collaborate during our PLC times. At PK-5 this happens every week with release time; for 6-12 it happens during all early dismissal and whole-day opportunities.</p>	<p>Utilizing our Model Teacher and Instructional Coach, <u>all teachers</u> will have the opportunity to observe model lessons with a reflective partner, occurring in a more formal and frequent manner. Observational logs will be used to track this data.</p> <p>At the 6-12 level we will work toward providing regular PLC time for all teachers. For all staff (PK-12) this process will become formalized by implementing a PLC Leader who will attend ongoing PD on the theory and structure of PLC's, as well as developing goals, agendas and feedback forms for their PLC teams.</p> <p>The PLC Leader will become a crucial member of our PD team outlined in Part 7 of this application.</p>
<p><b>Goal #4:</b> Reward professional growth and effective teaching by providing for career opportunities that come with increased leadership responsibilities and involve increased compensation.</p>	<p>Currently, mentor teachers are compensated for a year's mentoring with \$1,000 stipend.</p>	<p>Teachers will have additional career tracks: Model Teacher, Mentor Teacher (more formal role), PLC Leader and Instructional Coach</p> <p>Each career path will have compensation commensurate to the position: PLC Leaders= \$1,500 Model Teachers = \$1,000 Mentor Teacher= \$1,000 Instructional Coach= \$4,500</p>
<p><b>Goal #5:</b> Improve student achievement by strengthening instruction.</p>	<p>Increase the percent of students proficient or above on the Iowa Assessments reading comprehension subtest.</p> <p>91% of K-5 (13-14) students read on or above grade level as indicated by district reading benchmark assessments.</p> <p>Increase the percent of students proficient or above on the Iowa Assessments math total subtest.</p> <p>Increase the percent of students proficient or above on the Iowa Assessments science test.</p>	<p>Goal: increase percent of students proficient or above on the Iowa Assessments reading comprehension subtest in grades 3-11. Goal: 91%</p> <p>Goal: maintain 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.</p> <p>Goal: increase percent of students proficient or above on the Iowa Assessments math total subtest in grades 3-11. Goal: 91%</p> <p>Goal: increase percent of students proficient or above on the Iowa Assessments science test in grades 3-11. Goal: 93%</p>

**Monitoring and Adjusting**

Data from short and long-term formative and summative assessments will be gathered on an ongoing basis in order to allow district and building leadership to work with PLC Leaders and Instructional Coaches to make implementation adjustments throughout the school year/term.

Monitoring and adjusting will happen across the five goals. Assessment of outcomes will be monitored formally and informally, formatively and summatively. This will allow the district to establish the degree to which structures, processes, and functions change or are optimized through the TLC system.

The 28 PLC Leaders and 11 Instructional Coaches will monitor building/district data and will share that data with building/district leadership. They will determine patterns and monitor SMART goals for goal attainment.

Evaluation of the implementation will occur throughout the Iowa Professional Development Model and will provide direction as the district works toward Comprehensive School Improvement Plan goals.

**Using Part 9 application narrative from Year 1?**

No

**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)**

ADM acknowledges that our TLC System will only be successful if the correct supports are in place. We believe we have a comprehensive plan to ensure that these supports are fully developed and will be sustained over time.

**Current supports for our TLC plan:**

1. Policies, including standard hiring and evaluation, to assure fair access to the positions and fair treatment of the staff.
2. A mentoring program in which mentors and mentees attend learning sessions through Heartland AEA.
3. Professional Learning Communities are implemented at various levels at each building demonstrating our commitment to collaborative work.
4. Teacher Curriculum committees have been established to share the decision-making while working through a curriculum cycle.
5. A curriculum revision cycle has been implemented.
6. Building principals conduct frequent and timely walk-throughs. Teachers receive feedback on instructional strategies and classroom management.
7. Data collection and analysis is formative and summative through our work in PLC's.
8. Commitment to Partnerships for Comprehensive Literacy at the PK-5 level provides a common framework for instruction.
9. Implementing Project Lead the Way has provided deep learning for staff and students.
10. Emphasis on College and Career Readiness through rigorous coursework – advance placement, concurrent enrollment and career academy/DMACC, School to Career Programming.
11. Building principals have set informal structures in place to receive input on professional development.
12. 100% of the ADM School Board is supportive of moving forward with a Teacher Leadership and Compensation Plan.
13. 100% of the ADM Administrative Team is supportive of moving forward with a Teacher Leadership and Compensation Plan.
14. 91.8% of the staff supports ADM moving forward with a Teacher Leadership and Compensation Plan
15. 59.8% of the staff expressed interest in applying for a leadership position.
16. 35.5% of our staff holds a Master's degree, demonstrating a solid interest in continuous learning.

**Needed supports for our TLC plan:**

1. Professional development for Instructional Coaches focuses on:
  - awareness of their personality and working style, as well as the recognition of colleagues' personality and working styles
  - how to craft their language when working/coaching colleagues.
  - how to facilitate adult learning
  - content knowledge expertise
  - data collection, classroom observations, etc.
2. Professional development for our PLC Leaders focuses on:
  - grounded understandings in the theory and research behind Professional Learning Communities
  - awareness of structures and protocols used in a Professional Learning Community
  - how to craft their language when working with colleagues
  - how to facilitate adult learning
3. Professional development for our Model Classroom Teachers focuses on:
  - current and relevant instructional practices
  - quality classroom management strategies
  - how to craft their language when working with colleagues
4. Timelines and procedures for release time for Resident Teachers and Mentor Teachers:
  - utilizing the school calendar, Resident and Mentor Teachers will work with Instructional Coaches and administration to secure release time with highly qualified teacher coverage
  - working collaboratively, the administrative team and Instructional Coaches will develop and implement a pre-service entry program for teachers that highlight building relationships, curriculum awareness, ADM academic history/future, and building/district goals. This will allow new teachers to have a well-rounded knowledge about ADM in general and also more specific information in regard to their position within our ADM community
5. An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will enable it to be successful.

6. The district will put into place a clear set of criteria and protocols for evaluating each position. This will include a peer formative and summative input/review and a summative review by each building administrator. ADM is committed to Teacher Leadership. Understanding and acting upon the supports needed to ensure the sustainability of our plan is fundamental to organizing for implementation.

## Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 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.*

<b>Certified Enrollment Number</b>	1481.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$457,362.42
<b>Total Allocation</b>	\$457,362.42

## 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.	\$142,815.00
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).	\$309,400.00
Amount used to provide professional development related to the leadership pathways.	\$5,147.42
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>\$457,362.42</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$457,362.42

*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 \$0.00

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## Budget Alignment

Using Part 10 application narrative from Year 1? No

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)

ADM has directly aligned our budget to the goals outlined in our TLC application. We believe the investment in our teachers will improve student learning and achievement.

**Goal #1**

Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

**Goal #2**

Retain effective teachers by providing enhanced career opportunities.

**Goal #3**

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts to learn from each other.

**Goal #4**

Reward professional growth and effective teaching by providing for career opportunities that come with increased leadership responsibilities and involve increased compensation.

**Goal #5**

Improve student achievement by strengthening instruction.

ADM has developed career paths that will strengthen our instructional strategies, improve our climate/culture and will provide differentiated leadership roles for our teaching staff.

**Resident Teachers:** New teachers in year 1 and 2 will have enhanced opportunities to familiarize themselves with the district structures by attending a pre-service induction process. This will include in-depth learning about curriculum, instruction and assessment. Resident teachers, Year 1, will have the opportunity to learn about the academic history and future goals. Resident Teachers will have release time to observe Model Teachers and other colleagues to learn instructional and classroom management strategies, twice monthly for a half-day. Embedded into this release time will be opportunities to work with their Mentor Teachers and/or Instructional Coaches to observe and reflect upon instructional and classroom management strategies, as well as conduct classroom observations where they will have time to debrief. In order to provide consistency to their students, Instructional Coaches will frequently cover Resident Teachers; therefore, providing a highly qualified teacher that knows the students on a consistent basis.

**Career Teachers New to ADM:** Career Teachers New to ADM will have enhanced opportunities to familiarize themselves with the district structures by attending a pre-service induction process. This will include in-depth learning about curriculum, instruction and assessment. Career Teachers will have the opportunity to learn about the history of ADM, as well as our future goals and objectives. Career Teachers will have release time monthly to observe Model Teachers and other colleagues to learn instructional and classroom management strategies. Embedded into this release time will be opportunities for them to work with their Instructional Coach to observe and reflect upon instructional and classroom management strategies, as well as conduct classroom observations, with time to debrief.

**Professional Learning Community Leader:** PLC Leaders will work four additional contract days to attend PLC professional development targeting the theory and protocols of implementing PLC's with a high sense of integrity and fidelity. Collaboration time with the District Leadership Team to analyze data, set goals and plan data interpretation for building staff will be a crucial part of this leadership position.

**Model Teachers:** Model Teachers will work two additional contract days to attend professional development with the Instructional Coaches. This will enable Model Teachers to stay on the cutting edge of instructional strategies and collaborate with Instructional Coaches regarding preferred practices in classroom-based instruction. Model Teachers not only will open their classrooms to colleagues, they will intentionally and systematically invite colleagues to observe.

**Mentor Teacher:** Mentor Teachers will work two additional contract days to attend professional development focused on mentoring and induction. This will enable Mentor Teachers time to collaborate with Instructional Coaches regarding mentoring and induction at ADM.

**Instructional Coaches:** Instructional Coaches will work eight additional contract days to:

- attend professional development with Mentor Teachers and PLC Leaders
- collaborate with PLC Leaders and district administration to interpret data, set goals and strategically plan professional development using the Iowa Professional Development Model
- plan and prepare for curriculum revision and materials
- attend professional development, which initially, will include leadership skills

- meet with new teachers in Resident Year 1
- plan and prepare for new teacher induction
- collaborate with Mentors and PLC Leaders to create a more comprehensive entry process

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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