



Application

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

93597 - Alburnett TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Alburnett Community School
Organization Type:	K-12 Education
Tax ID:	42-6000620
DUNS:	01-026-4117

Organization Website: www.alburnett.k12.ia.us

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Benefactor

Vendor Number

Recipient Information

District Alburnett Community School District
Use the drop-down menu to select the district name.

County-District Number 57-0099
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 Dr.

Name of Superintendent Dani Trimble

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TLC Application Contact

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State

Iowa

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Zip Code

52202

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)

The Alburnett District serves approximately 650 students in Eastern Iowa. The planning process for the Teacher Leadership and Compensation (TLC) program has created renewed excitement amongst our 51 certified staff members. At Alburnett, we collectively believe...

"Everything we do, we do because people matter. And with people as our focus, we provide an educational environment that challenges the status quo, provides a student-centered environment, and uses innovative and real-world experiences."

And because of this belief structure, we continuously ask each other...

"Can we do this work together?"

The planning team found a clear connection between this vision and the priorities of our TLC program. Specifically, the Alburnett TLC program is focused on three priorities: 1) creating a quality TLC program structure, 2) transferring teacher learning to classroom practice, and 3) increasing student achievement. These three priorities were operationalized into the following three specific program goals:

Goal 1: The TLC program will **provide a structure (time and process)** that supports opportunities for growth in leadership skills and expertise.

Goal 2: Teachers will **transfer learning** from professional development and mentoring conversations into practice.

Goal 3: The district will **increase student achievement** to meet growth targets as recommended by the SIAC, reviewed by district teachers, and approved by the school board each August.

The Alburnett TLC plan meets the following five required "must haves."

1. Minimum teacher salary greater than \$33,500

Beginning salary in 2014-2015 is \$34,599, therefore no TLC program funds will be used to raise teacher salaries.

2. Improved entry into the profession

Supporting teachers as they begin their teaching career at Alburnett is not only a priority as we focus on the academic needs of students, but also a priority as we support longevity for those entering the profession. To develop our TLC plan, a gap analysis was completed to identify existing strengths and move the district into a more comprehensive support system.

3. Differentiated, multiple, and meaningful teacher leadership roles

To meet aligned priorities and goals, our TLC program will include two Instructional Strategists, four Teacher Development Coaches, and six PLC Leaders.

- **Instructional Coaches** will be knowledgeable about research based practices, will work to model best practices, will deliver MTSS to students, and will work with teachers to address student needs.

- **Teacher Development Coaches** will provide staff with collaborative partners as we infuse the Characteristics of Effective Instruction into daily classroom practice.

- **PLC Leaders** will assist in achievement of goals within Individual Career Development Plans.

4. A rigorous selection process for leadership roles

A rigorous selection and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions. The Selection Committee will be comprised of three administrators and three teacher representatives. Applicants will provide information regarding their knowledge and skills as related to the five main areas of effective teacher leadership: 1) working with adult learners, 2) communication, 3) collaboration, 4) knowledge of content and pedagogy according to district goals and professional development initiatives, and 5) systems thinking.

5. Aligned professional development

Alburnett has an expectation that all teachers be engaged in ongoing professional learning and growth. Current professional development within the district involves weekly meetings of PLCs, Data Teams, Curriculum Teams, and Building Teams. Our TLC plan offers the opportunity to bring depth to the existing structure in ways previously not experienced. Newly created teacher leader positions will provide integral connections to the IPDM Cycle of Professional Development.

TLC goals will be revised annually based on qualitative and quantitative data including student achievement results, self-assessments, instructional rounds, recruitment and retention information, and surveys. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback on the program structure will inform an Oversight Committee on needed changes as the system grows and develops. Additional monitoring will take place through ongoing communication between teacher leaders and administrators. The primary purpose will be to monitor the needs of teacher leaders and provide support to ensure their success. Documentation of the frequency and type of collaboration will drive these data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

The Alburnett district has a history of sustaining rigorous professional development, supporting teacher collaboration, and

celebrating student achievement. Structures, practices, and key district staff are in place and have the capacity to implement our TLC plan and sustain it over time. This grant will provide the district the opportunity to continue to develop exemplary teachers. Alburnett is confident that this TLC plan, implemented with fidelity, will not only positively impact student achievement, but also serve as a tipping point for realizing our vision for an innovative, student-centered learning environment.

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

TLC Model Number

Model 3 Comparable Plan

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).

Formation of a Team

As the district embarked on conversations around the Teacher Leadership and Compensation (TLC) program, highest priority was placed upon collective ownership. From the beginning, grassroots collaboration and planning were of utmost importance. District administrators met with leadership of the local education association to determine how best to structure the team that would gather input and plan future implementation of this impactful opportunity. Jointly we agreed that our existing district leadership team was best situated to ensure alignment to current initiatives and vision for the future. The leadership team, consisting of twelve teachers and three administrators, convened to embark on the journey. Members represented nearly every curriculum area and all three levels within our school. Six members have children who are enrolled within the district and four are members of our district School Improvement Advisory Committee (SIAC).

Early Planning

Initial meetings were structured to gather background information and view webinars describing the TLC program. Throughout the course of three evening meetings, the district leadership team worked through a process of reflection that identified current strengths and needs of our district. This challenging work led us into the creation of a renewed vision for our district that included leadership opportunities that we believed would greatly impact professional growth and instruction. Goals for various teacher leadership roles were discussed as the team developed a Theory of Action for the program. Time for attending meetings was compensated through funds from the planning grant.

Deciding to Apply

In January, the planning team collectively decided not to submit an application for Year 1. Early conversations and activities led to excitement about the potential for our district, and planning conversations led the team to believe that we would not be ready to fully develop positions, selection processes, and program evaluation without a longer planning process. While we knew in reality that we could produce an application by the deadline, we valued quality of implementation beyond all else.

Fully Developing the Plan

The planning team continued to develop teacher leader roles and job descriptions in June, basing all conversations upon alignment to current initiatives and our shared vision of continuous professional growth and development of teachers. As team members attended work sessions in small groups and engaged in local planning conversations, it became apparent that with proper planning, we were developing a plan that would enhance professional practice and impact student learning. Remaining grant funds were used to compensate team members for time spent working on developing the plan.

Support and Commitment to the TLC Plan

Support and commitment to the plan have grown organically as we gradually customized the design to our district. Along the way, the planning team attended TLC informative meetings at the local AEA, viewed webinars, and had work time to discuss and build leadership positions that were the right fit for the district. As plans became more formalized, the team constructed a list of possible questions that any stakeholder may have about the program. They presented these Frequently Asked Questions (FAQ's) to the staff and answered any questions they had, including offering an online form to collect anonymous feedback. The team also presented the FAQ's to the School Board at the August board meeting and to the SIAC in October. Over the course of one year, the TLC program at Alburnett has gained the support of staff, administration, and community. This support has come mainly in part from increased knowledge of the program and the potential it has for impacting instruction within the school district. Support for the plan grew naturally as ownership of the application, job positions, and job descriptions were written by our leadership team.

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.

At Alburnett, we collectively believe...

"Everything we do, we do because people matter. And with people as our focus, we provide an educational environment that challenges the status quo, provides a student-centered environment, and uses innovative and real-world experiences."

And because of this belief structure, we continuously ask each other...

"Can we do this work together?"

Strategic Alignment to District Goals

Each August, the district reviews District Goals by involving the School Improvement Advisory Committee (SIAC), teaching staff, and School Board. Progress on previous goals is reviewed and new qualitative and quantitative data are analyzed in order to set direction for the coming school year. These goals address: 1) academic achievement, 2) educational environment, 3) financial health, and 4) facility needs within the district. Using results from Iowa Assessments, each academic area is scrutinized for improvement in both grade level trendline data and cohort trendline data. Specific, measureable Annual Improvement Goals are then written.

As Teacher Leadership and Compensation (TLC) program planning developed, the leadership team could see clear alignment between TLC program goals and two of these four District Long-Range Goal areas:

- Long-Range Goal #1: Increase student proficiency in reading, math, science, social studies, and 21st Century Skills
- Long-Range Goal #2: Continuously support a sound educational environment that fosters innovation and adaptation to a constantly changing system, supports the use of the characteristics of effective instruction, and prepares students to be college, career, and citizenship ready.

Because each Long-Range Goal is supported by Annual Improvement Goals, the team could see specific alignment to the design of the TLC program. In addition to the 11 specific academic Annual Improvement Goals that support Goal #1, the Annual Improvement Goal that supports Goal #2 is: Implement innovative and authentic learning opportunities for students in a "Student-Centered Classroom" environment as described in the Common Core Characteristic of Effective Instruction.

This alignment was apparent to the team as we developed the overall goal for the Alburnett TLC program, which is to ensure that we develop a system that assists teachers in strengthening their skills in order to improve student achievement. Specifically, the Alburnett TLC program is focused on three priorities: 1) creating a quality TLC program structure, 2) transferring teacher learning to classroom practice, and 3) increasing student achievement. In the eyes of our planning team, the fit to the District Goals is tight.

Alignment to the Statewide Vision

As we considered these program priorities and studied the Theory of Action written by the Iowa Task Force on TLC, we could again see clear alignment. From this study, we believe....

If we implement a system of teacher leadership and compensation that...

- effectively compensates teachers
- recruits and promotes excellent teachers
- provides support for all teachers as they collaborate reflectively to refine their practice
- creates the political will and understanding necessary to remake the status of the teaching profession
- gives highly effective teachers opportunities to grow, refine, and share their expertise
- and develop a clear system with quality implementation

Then

- all teachers will improve in their practice

And then

- opportunities for varied student learning will increase
- student outcomes will improve
- and students will be prepared to succeed in a globally competitive environment.

From Program Priorities to Specific Goals

The following three specific program goals have been established to align to District Long-Range Goals, TLC program priorities, and the statewide vision.

Goal 1: The TLC program will **provide a structure (time and process)** that supports opportunities for growth in leadership skills and expertise.

Goal 2: Teachers will **transfer learning** from professional development and mentoring conversations into practice.

Goal 3: The district will **increase student achievement** to meet growth targets as recommended by the SIAC, reviewed by

district teachers, and approved by the school board each August.

To meet these aligned priorities and goals, our TLC program will include Instructional Strategists, Teacher Development Coaches, and PLC Leaders. **Instructional Coaches** will be knowledgeable about research based practices, will work to model best practices, will deliver MTSS to students, and will work with teachers to address student needs. **Teacher Development Coaches** will provide staff with collaborative partners as we infuse the Characteristics of Effective Instruction into daily classroom practice. **PLC Leaders** will assist in achievement of goals within Individual Career Development Plans.

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)

The overall goal for the Alburnett Teacher Leadership and Compensation (TLC) program is to ensure that we develop a system that assists teachers in strengthening their skills in order to improve student achievement. While a Leadership Team is already in existence within the district and is responsible for the current structure of professional growth, the TLC plan offers the opportunity to bring depth to the existing structure in ways previously not experienced. Our planning team recognizes the importance of alignment to existing work within the district, including: 1) implementation of the Iowa Core, 2) data driven instruction, 3) ongoing professional growth, and 4) mentoring new teachers.

1. Implementation of Iowa Core

Alburnett teachers use a continuous process to monitor implementation of the Iowa Core. To address the *intended* curriculum, we use a systematic summer rotation, by curriculum area, to collaborate around implementation of the Iowa Core. The rotation began in the summer of 2013 with Language Arts, continued with Math in 2014, and will continue with Science and other areas in 2015 and beyond. To address the *enacted* curriculum, Alburnett teachers complete Quarterly Curriculum Audits to facilitate an enacted curriculum alignment check.

Two of the three positions within the TLC program – **Teacher Development Coaches** and **Instructional Strategists** – will be involved in these collaborative conversations, giving us greater depth in and collaboration around each of these processes. During the intensive summer work, **Instructional Strategists** will join administrators and teachers as we scrutinize curricular choices and vertical alignment through the full K-12 curriculum. And as curriculum teams monitor the enacted curriculum throughout each school year, it is expected that both the **Teacher Development Coaches** and **Instructional Strategists** will play a key role in critical implementation conversations.

2. Data Driven Instruction

Alburnett teachers have begun using a formal protocol for data analysis. As part of our weekly professional development structure, teachers work in small data teams to support each other in the use of universal screeners, progress monitoring, and summative assessment data as they plan core instruction and interventions within the MTSS structure. All three of the positions within the TLC program will be involved in the implementation of this district initiative. **PLC Leaders** will be responsible for guiding the work of these small teams on a weekly basis. **Instructional Strategists** and **Teacher Development Coaches** will work individually with teachers as they continue to develop skills in the use of data to guide instruction.

3. Ongoing Professional Growth

- The Alburnett district embarked on the use of the *Instructional Rounds* structure by City et al., (2010) during the 2012-2013 school year. As the administrative team experienced the process, it became apparent that involving teachers in the process could be a critical driver in impacting instruction within the district. Members of the Leadership Team were invited to become part of the process. Now, in our third year and by suggestion of our Leadership Team, each and every teacher is participating in two Instructional Round sessions throughout the school year. The Instructional Rounds protocol provides the opportunity for teams to delve deeply, with administrators, into implementation data that they collectively gather directly from classrooms.

Teacher Development Coaches and **Instructional Strategists** will take part in Instructional Rounds.

- Two years ago, we shifted our professional development structure into a small group learning team structure, coining these small teams *Professional Learning Communities (PLCs)*. During PLC meetings, teachers follow a specific protocol for peer collaboration that is focused on the delivery of instruction. The protocol involves presenting a lesson to peers, asking a focusing question, and gathering ideas from colleagues. **PLC Leaders** will be responsible for guiding the work of these small teams.

- Each teacher and administrator writes an *Individual Career Development Plan (ICDP)* annually to address personal goals and growth. Currently, teacher goals are approved and monitored by building administrators, and principal goals are approved and monitored by the superintendent. **Instructional Strategists** and **Teacher Development Coaches** will work individually with teachers as they continue to develop skills and address ICDP goals.

4. Mentoring new teachers

The Alburnett teacher mentoring program provides new teachers with the opportunity to observe effective teachers in their classrooms, to gain guidance from an experienced and successful mentor, and allows teachers to be supported as they become successful in their profession. **Teacher Development Coaches** will assist in working one-on-one with teachers in order to complete classroom observations and provide feedback.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press. Cambridge, MA.

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)

Philosophy

While new teachers come to the classroom with background knowledge and practical experiences, teachers new to the profession do face the challenge of setting up a classroom environment that impacts the achievement of students in many ways. The impact they will have on students and their achievement is not to be taken lightly. Students who are taught by effective teachers several years in a row experience success in school and beyond (Strong, 2006). Because the need to have an effective teacher in every classroom for every child is clear, we see teacher attrition as key. Unfortunately, research has demonstrated that 20–25 percent of all new teachers leave the profession within the first three years of teaching (Clark, 2012). Supporting teachers as they begin their teaching career at Alburnett is not only a priority as we focus on the academic needs of students, but also a priority as we support longevity for those entering the profession.

Current Mentoring Practice

There is a low teacher turnover rate at Alburnett. Historically, teachers in their first two years of teaching do not leave Alburnett or the profession. In contrast, the few teachers who do leave the district typically do so after their first two years of teaching and often do so to move to another position in education. While support for beginning teachers may be considered a strength for the district, the planning team conducted a systematic gap analysis of current practice compared to ideal program. The planning team used the High Quality Mentoring & Induction Practices resource from the New Teacher Center to evaluate current reality compared to best practices for the induction process. To summarize analysis of current practice:

- New teachers are assigned mentors who were trained several years ago using materials from the New Teacher Center.
- The structure for this mentoring is dependent upon the schedules of teachers and flexibility for meeting times, and the focus of the mentor-mentee relationship is left to the discretion of each pair.
- Some mentors were trained with an emphasis on observations and teaching standards, while others were focused on an expectation that the partnership be more about planning.

The Future of Mentoring

The gap analysis then turned to articulating a clear vision for our ideal mentoring and induction program. This analysis led to identification of the following key components:

- Teacher Development Coaches** (Mentors) will have training on coaching and observation techniques, including frequent, ongoing, and intensive training on mentorship.
- Attention to fidelity will be a priority, including accountability for meeting times, logs of interactions, and intentional scheduling of mentoring opportunities.
- Mentoring partnerships will be focussed on Iowa Teaching Standards, with emphasis on the use of formative assessment data to drive instruction.
- While mentoring those new to the teaching profession will be of utmost importance, the program will also address the needs of *all teachers within the district*.
- Administrator, mentor, and mentee roles will be clearly communicated to all in order to create a clear flow of dialogue that will promote a culture of commitment and guarantee the success of teachers new to the profession.

Clark, S. K. (2012). The plight of the novice teacher. *The Clearing House*, 85, 197-200. doi: 10.1080/00098655.2012.689783

Strong, M. (2006). Does new teacher support affect student achievement? *New Teacher Center*. Santa Cruz, CA.

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.

At Alburnett, we collectively believe...

"Everything we do, we do because people matter. And with people as our focus, we provide an educational environment that challenges the status quo, provides a student-centered environment, and uses innovative and real-world experiences."

And because of this belief structure, we continuously ask each other...

"Can we do this work together?"

As the district embarked on conversations around the Teacher Leadership and Compensation (TLC) program, highest priority was placed upon collective ownership and honoring the collective belief as stated above. From the beginning, grassroots collaboration and planning were of utmost importance. The overall goal for the Alburnett Teacher Leadership and Compensation (TLC) program is to ensure that we develop a system that assists teachers in strengthening their skills in order to improve student achievement. Specifically, the Alburnett TLC program is focused on three priorities: 1) creating a quality TLC program structure, 2) transferring teacher learning to classroom practice, and 3) increasing student achievement.

The following three specific program goals were established to align to District Long-Range Goals, TLC program priorities, and the statewide vision.

Goal 1: The TLC program will **provide a structure (time and process)** that supports opportunities for growth in leadership skills and expertise.

Goal 2: Teachers will **transfer learning** from professional development and mentoring conversations into practice.

Goal 3: The district will **increase student achievement** to meet growth targets as recommended by the SIAC, reviewed by district teachers, and approved by the school board each August.

To meet aligned priorities and goals, our TLC program will include two Instructional Strategists, four Teacher Development Coaches, and six PLC Leaders.

• **Instructional Coaches** will be knowledgeable about research based practices, will work to model best practices, will deliver MTSS to students, and will work with teachers to address student needs.

• **Teacher Development Coaches** will provide staff with collaborative partners as we infuse the Characteristics of Effective Instruction into daily classroom practice.

• **PLC Leaders** will assist in achievement of goals within Individual Career Development Plans.

Coaching and supporting the belief that people matter as we do "the work" together are at the center of TLC planning. Fletcher and Mullen (2012) wrote, "Where the education world's attention was transfixed on mentoring between 1995 and 2005, it has dramatically shifted towards coaching since then. As a relatively recent initiative in education practice, coaching is perceived as being nearer to the practical than the theoretical end of the mentoring continuum." The Alburnett TLC plan includes a balance of coaching and mentoring, and supports the belief that "everyone needs a coach." The following descriptions of leadership roles and duties represent the overall structure and vision for the TLC program.

PLC Leaders: 6 positions

Time Frame: Full time teacher + 1 additional contract day

Purpose: The PLC Leader will facilitate an assigned PLC group by:

- providing an agenda for each PLC meeting and making sure it is followed with fidelity
- serving as a member of the district leadership team
- serving as a liaison between the administration, the Leadership Team, and PLC members
- assisting in connecting Individual Career Development Plans (ICDPs) to PLC group conversations and ensuring that all group members are working toward achieving the goals of ICDP's
- teaching 100% of the day
- receiving an additional stipend to cover extra time spent in this position outside of contract time

Teacher Development Coach: 4 positions - each working with approximately 7-10 teachers

- PS - 2nd Grades
- 3rd - 5th Grades
- 6th - 8th Grades
- 9th - 12th Grades

Time Frame: Full time teacher + 3 additional contract days; 4 days release time within contract (equivalent to one per quarter)

Purpose: The Teacher Development Coach is an experienced teacher who takes on the additional responsibilities of observing, coaching, and modeling to support beginning teachers and support current teachers in areas where support is needed. Teachers in this position will be given 4 days out of the classroom (one day per quarter) to work with teachers and

complete necessary job requirements, including:

- working in collaboration with all teachers and the instructional strategist
- modeling exemplary teaching and best practice for beginning teachers, as well as teachers on and off the three year evaluation cycle
- working one-on-one with teachers to complete classroom observations and provide feedback
- participating in dialogue regarding observations and how the observations tie to ICDP goals
- supporting and observing new teachers, as well as teachers on and off the three year evaluation cycle

Instructional Strategist: 2 positions

Time Frame: Full Time – One will serve Preschool - 5th grade and one will serve grades 6-12

Purpose: Instructional Strategist will spend 100% of their day working as a strategist. Fifty percent (50%) of that time will be spent in classrooms. The Instructional Strategists will:

- jointly oversee the entire Teacher Leadership program
- attend district meetings, including School Improvement Advisory Committee (SIAC) meetings, Leadership Team meetings, administrative meetings, and other meetings as needed
- analyze district data to support use for ICDPs, District Goals academic goals, etc.
- model best practices
- deliver MTSS to students
- work with teachers to address student needs
- assist teachers in modifying instruction to meet those needs
- integrate technology into classroom instruction
- be knowledgeable about research based practices and trends and share that information with teachers
- maintain a library of exemplar lessons (including lessons presented by them and other teachers as well)

Fletcher, S. J. & Mullen, C., A (2012). *The SAGE handbook of mentoring and coaching in education*. Los Angeles, CA: Sage.

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.

The importance of matching teacher leader candidates to the respective positions within the Alburnett Teacher Leadership and Compensation (TLC) program is of utmost importance. As Collins (2001) wrote, successful organizations strive to get the right people in the right seats in order to live out the collective vision for the future. Additionally, Person-Environment (P-E) fit has been widely studied as a means for conceptualizing organizational behavior, organizational psychology, and human resource management. P-E fit is broadly defined as the compatibility between an individual and work environment that occurs when their characteristics are well matched (Kristof-Brown et al., 2005). The selection process used at Alburnett will be designed with this important framework as a foundation.

Selection Committee

Instructional Strategists will be hired first. The Selection Committee for this position will be selected annually and be comprised of three administrators and three teachers. Teacher representation will be from each of the three building levels within the school district. In order to be on the Selection Committee, teachers will have taught a minimum of three years, with at least one of those years being in the district. Principals will ask teachers who are interested in being on the selection committee and who will not be applying for TLC positions to submit their names. If more than three teachers express interest, names will be drawn, using a lottery style system to choose teachers. The Selection Committee will screen applications, interview candidates, and then make recommendations regarding applications to the superintendent.

Teacher Development Coaches will be hired next. It is important to have the Instructional Strategists involved in this selection process, therefore the Selection Committee will consist of three administrators, the two Instructional Strategists, and one remaining teacher representative from the original Committee. The teacher remaining on the Selection Committee will represent the building level not represented by the Instructional Strategists. PLC Leaders will be hired in the same fashion.

Application Requirements

In order to apply for the TLC positions, teachers will have at least three years teaching experience, with at least one in the district. A masters' degree in a relevant area will be preferred. Teachers will submit the following for each respective position:

	Instructional Strategist	Teacher Development Coach	PLC Leader
Letter of Application	X	X	X
Resume, including these indicators of professional growth:	X	X	X
• Knowledge of MTSS/ELI	X	X	
• Knowledge of technology integration	X	X	
• Evidence of collaborative work experience	X	X	X
• Knowledge of Iowa Teaching Standards	X	X	X
• Knowledge of and evidence of practice that correlates to Iowa Professional Development Model	X	X	X
• Leadership experience in district professional development activities	X	X	X
• Participation in district professional development activities	X	X	X
• Evidence of integral membership in key district initiatives, structures, or teaching/learning	X	X	X

•Attendance at conferences	X	X	X
•Attendance at workshops and training sessions (national, state, AEA)	X	X	X
•Membership in professional organizations	X	X	X
•Knowledge of Iowa Core Curriculum	X	X	X
Personal Individual Career Development Plan	X	X	X
Sample Agenda for a PLC Meeting			X

Selection Process

The Selection Committee will use a scoring rubric developed from the *Teacherpreneur Application Rubric* (Center for Teaching Quality, 2012) to determine professional growth proficiency of applicants.

Rubric will include the following components:

	Instructional Strategist	Teacher Development Coach	PLC Leader
•Engagement as a teacher leader	X	X	X
•Articulation of effective teaching	X	X	
•Articulation of teacherpreneur role	X	X	X
•Knowledge of TLC work	X	X	X
•Knowledge of TLC focus topics	X	X	
•Ability to synthesize and use evidence	X	X	
•Ability to balance diverse perspectives	X	X	X
•Ability to grow capacity	X	X	X
•Communication skills	X	X	X
•Awareness of Network	X	X	X
•Efficacy	X	X	X
•Flexibility	X	X	X
•Craftsmanship	X	X	X
•Consciousness	X	X	X
•Interdependence	X	X	X

Annual Review

Teacher Leaders' effectiveness will be evaluated annually based upon a review of ICDP goals set earlier in the year and through an online staff survey based upon components of the *Teacherpreneur Application Rubric*.

Collins, J. (2001). *Good to great: Why some companies make the leap...and others don't*. Harper Business, NY: New York.
 Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology, 58*, 281-342.

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.

Alburnett has an expectation that all teachers be engaged in ongoing professional learning and growth. Current professional development within the district is built upon the framework of the Iowa Professional Development Model (IPDM), which includes:

- 1) focus on curriculum, instruction, and assessment
- 2) participative decision making
- 3) leadership
- 4) simultaneity

At Alburnett, this involves weekly meetings of :

- Professional Learning Communities (PLCs)
- Data Teams
- Curriculum Teams
- Building Teams

While a District Leadership Team is already in existence and is responsible for the current structure of professional growth, the Alburnett Teacher Leadership and Compensation (TLC) plan offers the opportunity to bring depth to the existing structure in ways previously not experienced.

Newly created teacher leader positions will provide integral connections to the IPDM Cycle of Professional Development.

Specifically, Alburnett envisions the following direct connections:

Collecting & Analyzing Student Data - **Instructional Strategists** will collaborate with the administrative team to organize summative data, both annual and trendline, and prepare to present data to the staff. **PLC Leaders** will lead data discussions when data groups are meeting in PLCs.

Goal Setting & Student Learning - The district sets Annual Improvement Goals based upon the collection and analysis of summative data. The **Instructional Strategists**, **Teacher Development Coaches**, and **PLC Leaders** will lead teachers in using data to support goal development and plan action steps to achieve the goals.

Selecting Content, Designing Process, & Training and Learning Opportunities - The Iowa Core focuses our work on the five Characteristics of Effective Instruction: Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum, Teaching for Learning Differences, and Student Centered Classrooms. Current focus of the district is on Student Centered Classrooms. PLC sessions, facilitated by **PLC Leaders**, will provide an opportunity for teachers to use feedback loops and peer coaching, which in turn will round out the professional growth experiences as prescribed by Joyce & Showers (2002). Because we recognize that not all teachers learn in the same way, **Instructional Strategists** and **Teacher Development Coaches** will give us the opportunity to extend these professional growth opportunities and differentiate beyond the weekly formal meetings. ICDPs play an important role in customization of professional growth. Because **Instructional Strategists** and **Teacher Development Coaches** will be knowledgeable about best practice trends, they will support teachers in meeting ICDP goals through lesson design, modeling, and data analysis.

Collaboration- Teacher teams, led by **PLC Leaders**, meet a minimum of 60 minutes a week to collaborate. Additional time is available during common prep times and additional professional development days.

Implementation - **Instructional Strategists** and **Teacher Development Coaches** will support teachers in implementation of the district's PD initiative, "Student Centered Classrooms."

Formative Evaluation & Program Evaluation - Formative and summative data, specifically student achievement data and data collected through Instructional Rounds, will be collected to assist in guiding professional learning and to make adjustments in professional development programming. The primary focus will always be improvement of student achievement. **Instructional Strategists** will work with the Professional Development Leadership Team and Administrative Team to analyze assessment and rounds data.

Joyce, B. & Showers, B (2002). *Student achievement through staff development, 3rd edition*. Alexandria, VA: ASCD.

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 Alburnett Teacher Leadership and Compensation (TLC) program will include an Oversight Committee consisting of:

- an Instructional Strategist
- a Teacher Development Coach
- a PLC Leader
- an at-large teacher
- three district administrators

The Oversight Committee will convene three times throughout the school year. The first meeting will be held at the end of the first quarter with the purpose of making immediate improvements to practice. The second meeting will be held at the end of the second quarter for the purpose of beginning conversations about potential program changes, as well as to make immediate improvements to practice. The third meeting will be held at the end of the third quarter with the purpose of making recommendations for program changes.

The overall goal for the Alburnett TLC program is to ensure that we develop a system that assists teachers in strengthening their skills in order to improve student achievement. Specifically, we believe....

If we implement a system of teacher leadership and compensation that...

- effectively compensates teachers
- recruits and promotes excellent teachers
- provides support for all teachers as they collaborate reflectively to refine their practice
- creates the political will and understanding necessary to remake the status of the teaching profession
- gives highly effective teachers opportunities to grow, refine, and share their expertise
- and develop a clear system with quality implementation

Then

- all teachers will improve in their practice

And then

- opportunities for varied student learning will increase
- student outcomes will improve
- and students will be prepared to succeed in a globally competitive environment.

The Alburnett TLC program is focused on three priorities: 1) creating a quality program structure, 2) transferring teacher learning to classroom practice, and 3) increasing student achievement. To this end, we have established the following specific program goals:

Goal 1: The TLC program will **provide a structure (time and process)** that supports opportunities for growth in leadership skills and expertise.

Measure of Success	Type	Timeline	Responsibility for Data Collection
Teacher Development Coach/Teacher Survey Data <ul style="list-style-type: none"> •effectiveness of training provided for mentors •adequacy of time for mentee collaboration and observation •resources available for mentors and mentees 	Process	Survey given 3 times a year in preparation for the three TLC Oversight Committee meetings	Instructional Strategist

Reflections by teachers in all leadership roles

- accomplishments in their role
- areas for improvement in design of the role
- areas for improvement in the system including obstacles faced
- goals for the future
- adequacy of training provided

Survey given 3 times a year in preparation for the three TLC Oversight Committee meetings

Goal 2: Teachers will **transfer learning** from professional development and mentoring conversations into practice.

Measure of Success	Type	Timeline	Responsibility for Data Collection
Instructional Rounds summary data collection with staff members 18 times per year	Outcome	Twice Monthly from August-May	Superintendent leading Instructional Rounds
Frequency and type of collaboration with teachers, including an implementation check	Outcome	Ongoing based on assessment of need as well as request of teacher or administration	Instructional Strategist

Goal 3: **Increase student achievement** to meet growth targets as recommended by the SIAC, reviewed by district teachers, and approved by school board each August.

Measure of Success	Type	Timeline	Responsibility for Data Collection
Annual Iowa Assessment and growth data	Outcome	Teachers will review data monthly in data team meetings, annually with curriculum teams, and individually as needed in order to identify areas of strength and areas in need of improvement	Administration
Other district formative & summative assessments	Outcome	Teachers will review data monthly in data team meetings, annually with curriculum teams, and individually as needed in order to identify areas of strength and areas in need of improvement	Administration

TLC program goals will be revised annually based on qualitative and quantitative data including student achievement results, self-assessments, instructional rounds, recruitment and retention information, and surveys. Annually, the Oversight Committee will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback on the program structure will inform the committee on needed changes as system grows and develops.

Additional monitoring will take place through ongoing communication between teacher leaders and administrators. The primary purpose will be to monitor the needs of teacher leaders and provide support to ensure their success. Documentation of the frequency and type of collaboration will drive these data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

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)

To demonstrate the capacity of the Alburnett School District to implement our Teacher Leadership and Compensation (TLC) plan, we offer our story of dedication to teacher involvement in professional growth. The district uses a **Leadership Team** structure. The Leadership Team is made up of elementary, middle school, and high school teachers, as well as our administrative team, and is charged with setting goals, discussing relevant topics regarding the district, and evaluating district needs. But in addition to this, the Leadership Team has been an integral part of our Professional Development story. Two years ago, the district embarked on a journey of reflection and improvement using the **Instructional Rounds** structure by City et al., (2010). At first we trained the administrative team and allowed them time to coach each other through the process. Not long after, the administrative team asked the Leadership Team to consider adding teacher leaders to the process. Now, in our third year and by suggestion of our Leadership Team, each and every Alburnett teacher is participating in two Instructional Round sessions throughout the school year. Rounds now occur approximately every two weeks, involve grade level or content level teams, and include time for reflection and discussion. Results are shared via Google Docs with the entire staff. At the same time that Instructional Rounds were evolving as a means for teacher development, a very similar, almost parallel teacher leader opportunity was evolving through district **professional development**. Approximately two years ago, we introduced teachers to a specific protocol for peer collaboration around delivery of instruction. Teachers were grouped into small learning teams and asked to use a protocol that involved presenting a lesson to peers, asking a focusing question, and gathering ideas from these colleagues. Today this structure has evolved, again with input from the District Leadership Team. Teacher teams currently meet each Wednesday in one of four teams: 1) PLCs, 2) Curriculum Teams, 3) Data Teams, and 4) Building Level teams. All teachers are members of each group, and focus their work on meeting building and district goals. The story does not end with Instructional Rounds and Professional Development. Alburnett currently has in place a **mentoring and induction** program that facilitates a smooth transition into the first year as an employee in our district. Teachers new to the district are given a mentor who has been trained and certified through Grant Wood AEA. This program provides new teachers with the opportunity to observe effective teachers in their classrooms, to gain guidance from an experienced and successful mentor, and allows teachers support as they become successful in their profession. In addition to mentoring, our district provides new teachers with an additional day of orientation for new teachers. For new teachers and returning teachers alike, we also provide support for development of **Individual Career Development Plans (ICDPs)**. Our emphasis most recently has been on challenging individual teachers to develop ICDPs that are uniquely tied to individual growth. Each teacher and administrator writes an ICDP annually to personal goals and growth. Teacher goals are approved by building administrators, and principal goals are approved by the superintendent. Goals are reviewed by the administration upon the completion of the year. Development of our TLC plan has afforded us an opportunity to build upon our existing structure of teacher leadership. As a district with an already existing structure of teacher leadership, mentoring for those new to the profession, and supporting individual professional growth of all teachers, we stand well-positioned and ready to move to the next level of work. The TLC plan offers us opportunities for Instructional Strategists and Teacher Development Coaches to dive deeper into data, making changes to our current teaching practices, meeting with already established curriculum teams, setting individual/team coaching sessions, identifying students in need, and modeling best practice. The district has created an atmosphere of continuous improvement and learning. With the addition of our TLC plan, we have the opportunity to blend existing roles with newly created roles, creating the following responsibilities:

Superintendent - The superintendent will be responsible for continuously providing vision for the TLC program. As the leader of the Leadership Team, every effort will be made to maintain open lines of communication between administrators and teacher leaders. The superintendent will also be responsible for keeping all stakeholders throughout the district informed regarding the TLC program.

Principals - The principals will play a key role in the success of the TLC program. This new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, principals will be essential in the development of teacher leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Teacher Leaders - Teachers will continue to operate within and beyond the current structure already in place. With our new TLC structure, teachers will use their skills and experience to improve each other while at the same time improve their students' achievement. The success of this program will be built upon the trust, collaborative interaction, and mutual professional respect that already exists within the district.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to

improving teaching and learning. *Harvard Education Press*. Cambridge, MA.

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.

Certified Enrollment Number	544.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$168,152.49
Total Allocation	\$168,152.49

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$44,300.40
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).	\$99,235.27
Amount used to provide professional development related to the leadership pathways.	\$24,616.82
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
Totals	\$168,152.49

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$168,152.49

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

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)

As the district embarked on conversations around the Teacher Leadership and Compensation (TLC) program, highest priority was placed upon collective ownership. From the beginning, grassroots collaboration and planning were of utmost importance. District administrators met with leadership of the local education association to determine how best to structure the team that would gather input and plan future implementation of this impactful opportunity. Throughout the planning process, the district leadership team worked through a process of reflection that identified current strengths and needs of our district. This challenging work led us into the creation of a renewed vision for our district that included leadership opportunities that we believed would greatly impact professional growth and instruction. As team members attended work sessions in small groups and engaged in local planning conversations, it became apparent that with proper planning, we were developing a plan that would enhance professional practice and impact student learning.

The overall goal for the Alburnett Teacher Leadership and Compensation (TLC) program is to ensure that we develop a system that assists teachers in strengthening their skills in order to improve student achievement. The following three specific program goals have been established to align to District Long-Range Goals, TLC program priorities, and the statewide vision.

Goal 1: The TLC program will **provide a structure (time and process)** that supports opportunities for growth in leadership skills and expertise.

Goal 2: Teachers will **transfer learning** from professional development and mentoring conversations into practice.

Goal 3: The district will **increase student achievement** to meet growth targets as recommended by the SIAC, reviewed by district teachers, and approved by the school board each August.

To meet these aligned priorities and goals, our TLC program will include Instructional Strategists, Teacher Development Coaches, and PLC Leaders. **Instructional Strategists** will be knowledgeable about research based practices, will work to model best practices, will deliver MTSS to students, and will work with teachers to address student needs. **Teacher Development Coaches** will provide staff with collaborative partners as we infuse the Characteristics of Effective Instruction into daily classroom practice. **PLC Leaders** will assist in achievement of goals within Individual Career Development Plans. Our TLC plan is based upon a budget of \$168,152.49, or the equivalent of \$308.82 for each of 544.5 resident students.

Beginning salary in 2014-2015 is \$34,599, therefore no TLC program funds will be used to raise teacher salaries.

Teacher Leader Position	Extra Days	Time Allocation	#	Compensation	FICA	IPERS	Total Per Leader	Total Budget Amount
Instructional Strategist	10	0% Classroom 100% Leader	2	\$10,000	\$765.00	\$893.00	\$11,658.00	\$23,316.00
Teacher Development Coach	3	100% Classroom 4 Days Release	4	\$3,000	\$229.50	\$267.90	\$3,497.40	\$13,989.60
PLC Leader	1	100% Classroom	6	\$1,000	\$76.50	\$89.30	\$1,165.80	\$6,994.80

Support for Teacher Leaders			Salary (Based on 14-15)	FICA	IPERS	Insurance	Total per contract	Total Budget Amount
Teacher Salary to replace Instructional Coaches	1.0 FTE	2.0 FTE Total	\$34,599	\$2,646.82	\$3,089.69	\$8,349.48	\$48,684.99	\$97,369.99
Substitutes for Teacher Development Coaches	4 days each	16 days total	\$1,600	\$122.40	\$142.88			\$1,865.28

Professional Development related to leadership pathways	
Teacher Leader training (such as PLC training, training for coaching adult learners, or other leadership training)	\$24,616.82

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