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**Application**

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

96032 - Aplington-Parkersburg CSD Teacher Leadership and Compensation

**Teacher Leadership and Compensation System**

Status:	Under Review	Submitted Date:	2014-10-30 01:36:24
Signature:	Jon T. Thompson	Submitted By:	Jon Thomas Thompson

**Applicant Information**

**Project Officer**

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**Organization Information**

Organization Name:\* Aplington-Parkersburg CSD  
 Organization Type:\* K-12 Education  
 Tax ID: 74-3109408  
 DUNS: 10-002-4256  
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Use the drop-down menu to select the district name.  
 County-District Number\* 12-0279  
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.  
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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)**

**Executive Summary**

Aplington-Parkersburg Community Schools is located in northeast Iowa and is home to 883 students.

**PLANNING PROCESS** - Aplington-Parkersburg's TLC plan was developed collaboratively through a series of consensus building meetings during the 2013-14 school year. A committee consisting of sixteen staff members, five administrators, and two parents met on a regular basis to establish our vision and to match the components of our plan to the major initiatives and goals of the district. Our Board of Education was kept informed of our developing plan at their regular monthly meetings.

**VISION** - Our School Board approved vision of "Engaged Learning, Quality Classrooms and Fundamentally Sound Students" was applied to our TLC work.

**DISTRICT INITIATIVES / GOAL AREAS**

- Professional Learning Communities (PLCs)
- Authentic Intellectual Work (AIW)
- Multi-tiered System of Supports (MTSS)
- Iowa Core Curriculum Implementation
- 1:1 technology (the MS and HS will be 1:1 next year)
- Mentor/Mentee Program
- Love and Logic (Culture & Climate)
- Cedar Valley West (multi-district collaboration)
- Enhance the instructional practices of our classroom teachers

**TLC ROLES** - The roles created place approximately 29 teachers in some leadership capacity. This represents about 46 percent of Aplington-Parkersburg district teachers. The leadership roles will consist of the following:

- **Curriculum Coordinator** - 1 FTE District Wide
- **Technology Integrationist** - 1 FTE District Wide
- **Instructional Coaches** - 1 full-time at Elementary level with 100% of time performing leadership duties, 3 part-time at the Middle School level with approximately 25% of the time performing leadership duties, 3 part-time at the High School level with approximately 25% of the time performing leadership duties.
- **Technology Leads** - One teacher per school building. Four total teachers. Technology Lead teachers will be 100% in the classroom. Technology Lead teachers will be paid with a stipend and may have release time.)
- **Lead PD Team** - 6 teachers at the high school consisting of four core teachers, one special education teacher and one CTE teacher, 3 teachers at the middle school level and 1 teacher from each grade level at the elementary with 1 special education teacher and 1 special area teacher (7 total elementary level). These teachers will be paid with a stipend and may have release time.

**CONNECTION BETWEEN TLC ROLES AND DISTRICT GOALS**

Each leadership role was selected by our committee after aligning our goals with specific job related duties.

Aplington-Parkersburg Schools has a mission for creating lifelong learners. We have set the foundation of job-embedded learning through PLC's and teachers leading and learning from teachers. We see the roles of our district's TLC plan enhancing the already strong foundation.

**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).

The Teacher Leadership and Compensation Grant planning team for Aplington-Parkersburg Schools included 5 administrators, 16 teachers, and 2 parents. There are 2700 citizens in our district. Our planning process centered around gathering input from a few parents, all teachers, and administration and developing a plan that would meet our current and future needs. The current reality of our leadership was assessed, we discussed needs at the building and district levels, and determined roles that would best meet the needs identified for the district as a whole. The planning grant dollars were split equally among our Planning Team members.

3 principals attended a workshop in the winter of 2013. "Putting TLC Visions to Work" gave our team the research behind effective teacher leadership programs, and the presentations helped frame the structure for potential leadership roles and gave us a roadmap for beginning with the big picture. We also learned ideas for narrowing down to the details of the roles and responsibilities for our teacher leaders, setting a selection process, and evaluating leaders and the teacher leadership program as a whole. The next day, administration shared information about TLC with the entire certified staff and school board. Teachers were challenged to reflect on how they would want to be involved – whether that included serving on the planning team, serving on the selection committee, holding a teacher leadership role, or providing support and input when needed. Our school board expressed their vote of support for continuing with a planning and application process for the TLC Grant.

The next big step was to establish the planning team. All teachers who wanted to plan were on our planning team. Administration recruited parents to be part of the committee. The next task was to gather data. Teachers completed a Google survey to determine the current state of teacher leadership and seek input on the desired state. Building level teams used that input to develop a "wish list" for leadership roles at each of our levels. Considering the input of all teachers, building level teams refined the lists. Our first PK-12 TLC Planning Team meeting was held on January 15, 2014. Building level teams met 3 times, and the district-level team met 6 times. Parents, administration, and teachers met an average of 2 hours per meeting. Everyone had an equal voice in the decision-making process during the meetings. Meeting minutes were shared out with all team members.

Our parent members come from the business world, career education, our educational system, and community outreach world. Parent member input provided perspective from their career roles and parent and community perspectives. The participating parents felt they had a basic knowledge of the current initiatives of the district and building levels. This understanding helped them feel informed and able to contribute to the discussion.

At least one parent attended each district-level meeting. They shared valuable input on leadership roles, and provided insight into the responsibilities of similar roles in their world of work and what would be practical for teacher leader expectations. Including parents in our planning process helps the school with open communication with the community. We believe the ongoing support of parent members will be strong as they were given a voice and are invested in the teacher leadership system. They can see the value of teacher leadership and how an integrated leadership system would impact classrooms and benefit students.

Data gathered from surveys showed that teachers' perception is that there are just a few teacher leaders in our buildings. Qualitative data gathered through discussions with all teachers, showed teachers wanted more leadership to come from within. Our planning team developed a plan that keeps the current leadership roles intact, extends some, and adds leadership opportunities that would benefit the most teachers and impact student achievement.

Our goal is to have over 1/3 of our staff in a position of leadership. Our final proposal includes 10 leadership roles in the elementary, 7 leadership roles in the middle school, 6 to 9 leadership roles in the high school. Further, there will be 5 leadership roles for the PK-12 system. We feel that the number of leadership roles added through our Teacher Leadership and Compensation plan evidences the value we place on the voice of our teachers.

Parents, teachers, administration, and board were sensitive to the notion that our best teachers might be out of the classroom, but it was agreed that we needed to empower our best to help improve learning opportunities for students and staff alike.

We had five administrators on the committee. Two unique aspects to our district is that we have a Middle School principal who is also a teacher, and we have an Elementary Principal who is the principal for two buildings and preschool. Two years ago, our district began studying and implementing a Professional Learning Community system. Teacher leadership is crucial to the success of PLC's. All agree that having more instructional leaders to distribute leadership responsibilities would greatly benefit our staff and improve student and teacher learning opportunities.

Aplington-Parkersburg Schools has a mission for creating lifelong learners. We have set the foundation of job-embedded learning through PLC's and teachers leading and learning from teachers. We see the roles of our district's TLC plan enhancing the already strong foundation. Each member of the committee demonstrated commitment to the process and implementation of the proposed plan. Parents, teachers, administration, and the school board at Aplington-Parkersburg Schools are supportive of providing leadership opportunities for teachers and committed to doing what is best for the students and staff in our district.

**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.

Aplington-Parkersburg Community School District's Teacher Leadership and Compensation Committee developed a plan that was modeled around our district's mission statement of providing a venue of having **Engaged Learning, Quality Classrooms and Fundamentally Sound Students**. For us to accomplish our goals & make decisions based upon our mission statement we believe we need to empower teachers to be leaders of our mission to personalize learning.

Our plan to create a seamless team of Mentor Teachers, Instructional Coaches, Technology Integrationist along with Curriculum and Professional Development/Lead Teachers working collaboratively will solicit higher levels of learning for all involved.

**Vision of the Aplington-Parkersburg Teacher Leadership and Compensation Plan**

Our vision is improved student learning through the development of a teacher leadership system that emphasizes personalized teaching and learning for all students and staff.

**Goals of the Aplington-Parkersburg Teacher Leadership and Compensation Plan**

- Improve learning experiences by personalizing teaching and learning for each individual (students and adults) in our system.
- Provide leadership opportunities at multiple levels for a minimum of 25% of our staff.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Attract and retain quality teachers through competitive compensation, quality professional development and support, and a work environment that is second to none.
- Use teacher leaders to provide quality professional development and support instructional changes that improve learning for all students and staff.
- Distributed leadership opportunities to better enable our district to implement effectively and sustain the following, each of which helps us personalize learning for all staff and students: PLC's, AIW, MTSS, Iowa Core Curriculum, 1:1 Technology, Mentor/Mentee Program, Love and Logic (Culture & Climate), Cedar Valley West (multi-district collaboration)

**2012-13 & 2013-14 Iowa Assessments**

Percent proficient in the corresponding school year

	READING		MATH	
	2012	2013	2012	2013
3	83%	-----	86%	-----
4	87%	89%	79%	84%
5	75%	79%	76%	87%
6	67%	67%	71%	78%
7	67%	67%	78%	85%
8	71%	77%	83.5%	87%
9	85.5	86.7	86.8	69
10	86.8	86.8	88.5	84.2
11	74.5	78	72.8	80

The goal of our plan is to continue to develop teacher leaders. Currently, we have multiple teacher leadership positions in our district: team leaders, mentor teachers, professional development team members and a technology team. The goal of our plan is to greatly enhance these leadership roles by adding instructional coaches, lead teachers, curriculum and professional development leaders along with a technology integrationist. We believe these additional positions will allow us to invigorate our student achievement.

Aplington-Parkersburg's main goal and focus in professional development in 2012-13 was for all K-12 students to achieve at high levels in Reading Comprehension, Math & Science and be prepared for success beyond high school. We also have goals indicating our students who attain a proficiency score on the Iowa Assessment Test will increase as a cohort in Reading Comprehension, Math and Science. At the elementary level individualized goals are set and assessed using both the Gate MacGinitie and DIBELS. Professional Learning Communities have been established to study the Iowa Core Curriculum. Through these studies, the teachers have developed and implemented Common Formative Assessments. These two initiatives along with research-based strategies in all three content areas have been vital to the success of our student achievement.

As our numbers indicate, we had multiple grade levels achieve both of those goals in at least one of the core areas. Though some of the grade levels did not achieve the goal, each grade level was within a few students of meeting our district goal. We believe with even more supports as described below, we will be able to impact student learning at the Aplington-Parkersburg Schools to an even greater degree.

The Aplington-Parkersburg School District has been stagnant in growth in the area of reading comprehension and math on the Iowa Assessment Test. Our district has been on the watch list, safe harbor or in the SINA stage for the past few years. Each level has been at differing stages of the sanctions. By incorporating instructional coaches, lead teachers, curriculum director and a technology integrationist we can both enhance student achievement and equip our teachers to become more effective in classroom teaching strategies.

One of the challenges we have faced is providing adequate coaching to both our new teachers and veteran teachers. By having instructional coaches and lead teachers in both grade level and content areas, we feel we can better support staff members. These two positions will provide additional guidance, assist in formulating an action plan to improve classroom pedagogy, assist in interventions as well as being a conduit to communicate with both the staff member and administration on the area of improvement. These leadership positions will collaborate with other professionals to determine what instructional strategies have been implemented with success.

We have a mentor program for teachers new to the profession and new to the district. The system has been effective as evidenced by teacher feedback. Our goal is to provide layered support for those new to Aplington-Parkersburg by having mentors and other teacher leaders assist in the

induction of all new employees regardless of the number of years they have been teaching. The T.L.C. system we have developed will continue to provide ongoing support.

By providing multiple leadership opportunities to increase teacher compensation, support teacher growth, and implement initiatives within our district, the TLC plan we have designed effectively meets the goals of our district and state. The TLC plan will assist in improving and personalizing achievement for both students and staff.

Using Part 3 application narrative from Year 1?  No

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

2012-2013, our district goal was for 90% of our students to be proficient or show more than one year's growth and 25% of our students to be advanced proficient in Reading, Math, and Science. We had multiple grade levels achieve both of those goals in at least one of the core areas. Though some of the grade levels did not achieve both parts of the goal, each grade level was within a few students of meeting our district goal.

Due to our students' proficiency scores in Reading, Math, and Science, the district incorporated RTI/MTSS program at grades 6-8. This was successful for the 2013-14 school year because of a smaller seventh grade class, which opened a staff member to instruct this class. In the future, this may be difficult to staff because few grade levels have a low enough enrollment to provide staff availability. One of the challenges with this program is the lack of continuity in implementation district wide. Teacher Leadership and Compensation funding could provide the structure and personnel to implement RTI/MTSS successfully at all grade levels.

At the elementary and high school levels, RTI/MTSS is being introduced to staff. A group of elementary teachers and the principal participated in the RTI training at the local AEA throughout the 2012-2013 school year. Currently, we face the challenge of implementation due to the structure of the process. Time for data collection, grade level collaboration, and scheduling are being developed as key components to a truly systematic approach. The TLC grant will provide the personnel and ensure valid implementation steps.

One of the challenges A-P has faced is providing adequate support for new staff members, new professionals to our district, as well as staff members transferring between buildings in our district. Previously, we attended the local Area Education Agency for mentor program. After evaluating program effectiveness, the district chose to create our own mentor program to meet district needs. This was successful for teachers new to the profession and new to the district because the mentee and mentor were able to meet more on a one on one basis focusing on individual needs rather than simply complying with state expectations. Our current plan requires observations and reflection meetings with the mentor and administrators within the district. This was a way to implement the state standards, with fidelity as well as provide personal growth for the mentee. Although we feel our current mentor program is effective for new staff, an area of growth would include more emphasis on the staff in the coaching and mentoring of all new employees regardless of the number of years they have been teaching. This would help the continuity in past district trainings, for example teaching new staff in the district wide Love and Logic strategies. The Teacher Leadership and Compensation system we have developed will allow us to provide that support.

PLC implementation is an area in which our plan will support the professional development needed for each teacher to learn in a collaborative process. The TLC grant will allow for lead teachers, instructional coaches, PD lead. They will be responsible for leading and facilitating our collaborative teams, as well as report PLC implementation to the PD Lead. If quality leadership is provided to our PLCs, teachers will have the support and guidance needed to implement district initiatives effectively and to provide personalized instruction for all of our students. By providing multiple leadership opportunities not only to increase teacher compensation, but also to support teacher growth and development in implementing initiatives within our district, the TLC plan we have created effectively meets the goals of our district and state to improve and personalize learning for all of our students and staff.

Improving our teaching and learning in the Iowa Core standards is an ongoing process. Assessment and qualitative data collected from teachers, students and parents have indicated growth needed in the areas of math, reading, and science of the Iowa Core standards. Adding instructional strategist roles will support growth through their collaboration with teacher teams, modeling and co-teaching. Expanding teacher leadership roles will continue to support this area of growth to meet the needs of our K-12 students. For example, the TLC grant will provide for an instructional coach at the elementary level to assist understanding and implementing the standards. Currently, the Iowa Core learning includes the English Language Arts and Math standards, as well as Next Generation Science Standards. The past two years, the elementary teachers have been unpacking these standards. An instructional coach will provide a more systematic and timely approach to implementing the standards.

The need for instructional strategists in our district is key in providing support in the Iowa Core to improve student learning. Not only will they share information with staff from trainings, they will also find resources, collaborate around student concerns, and problem solve instructional strategies. This work helps support building and district goals of increasing student proficiency and closing the gaps in learning.

During the 2014-2015 school year, AP will begin the process of going 1:1 in grades 6-12. In preparation, PD for next school year will focus on teacher learning and training in technology strategies. The district is supporting the process by creating a technology team consisting of staff from various levels and content areas. They researched current implementation practices to suit our district needs. Additionally, the students in the middle grades will have added contact time in technology classes. This will help provide the foundation work to ensure success when students are 1:1. Although this is a positive experience for the students, the TLC grant will provide a technology lead, at the elementary, middle, and high school levels, and resources for teacher training with the upcoming technology improvement.

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)**

Our TLC plan includes the strengthening of a mentor teacher position to support any new teacher to our district and makes our collaborative school culture supportive to teachers who want to see the impact of their work through a personalized learning environment.

Beginning teachers at A-P Schools already make over \$33,500, so the funds generated from our plan will be used to support professional learning, hire staff to fill the instructional time gaps created by teachers moving to new leadership positions, and to fund the stipends of our newly created leadership positions. The money we receive will greatly enhance the opportunities available for teachers in our district.

**What we Have Now**

Beginning in 2012, the A-P School's Mentoring and Induction Program was approved by the state. The current plan includes mentoring of first year teachers as well as teachers new to the district. First year teachers receive a 2-year mentoring process with a veteran teacher, and experienced teachers new to the district receive a mentor for 1 year. Each new educator meets monthly with their mentor and maintain detailed discussion logs. They study literature on instructional strategies and show growth in meeting the Iowa teaching standards. Additional funding would allow for not only the mentor to spend time with their mentee, but would allow the new educator to spend time in other classrooms with additional teacher leaders. Funding to support the role of professional development leaders, curriculum leaders, instructional coaches along with principals to evaluate the mentor program would strengthen what is currently in place. The district will utilize pre and post assessments, both formal and informal, to evaluate the programs effectiveness. Providing support for first year teachers as well as new teachers to our district is critical to our progress as a district. The varied roles in the TLC plan all play a part in supporting new teachers at Aplington-Parkersburg. In addition to the direct connection with a mentor, new teachers will have the support of instructional strategists who will provide assistance through modeling instruction and data driven conversations.

**Mentees will have the following supports:**

**Year 1 Expectations**

- Discuss and Fill in Monthly Discussion Logs (New professional turn in to building principal monthly)
- Observe and be observed based on timeline(Fill out observation log and both turn in to Principal)
- Read *Creating Classrooms Where Teachers Love to Teach and Students Love to Learn* by Bob Sornson or another professional book approved by building principal (Read and reflect on book log page. Turn in to Principal)
- Two formal observations by building principal

**Year 2 Expectations**

- Discuss and Fill in Monthly Discussion Logs (New professional turn in to Principal monthly)
- Observe and be observed according to timeline (Fill out observation log and both turn in to Principal)
- Read *Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark or another professional book approved by building principal (Read and reflect on book log page. Turn in to building principal)
- Two formal observations by building principal
- Complete Portfolio of 8 teaching standards

**Being Innovative Means More Personalized Approaches**

Aplington-Parkersburg's work with MTSS, 1:1 technology access, PLC's, Iowa Core Curriculum, and partnering Cedar Valley West schools are areas to which even experienced teachers have had little exposure. Our enhanced Mentoring program will add an additional layer of support for our new staff and provide regular opportunities for collaboration centered on district initiatives and instructional practices. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help Aplington-Parkersburg Schools retain quality teachers.

**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.

The teacher leadership model created by Aplington-Parkersburg Community School District includes differentiated roles that fit together in a coherent plan to improve instruction and student learning. Aplington-Parkersburg CSD has developed a plan designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and develop a coherent instructional improvement strategy supporting effective implementation of various district initiatives.

**TLC Leadership Roles:**

The roles created place approximately 29 teachers in some leadership capacity. This represents about 46 percent of Aplington-Parkersburg district teachers. The leadership roles will consist of the following: 1 *Curriculum Coordinator*, 1 *Technology Integrationist*, 7 *Instructional Coaches*, 4 *Technology Leads*, and 16 *Professional Development Leads*.

**Curriculum Leader (100% of time performing teacher leader duties).**

- The Curriculum Leader will share the responsibility of carrying out the vision, mission, and goals of the Aplington-Parkersburg school district and will:
  - Coordinate ongoing vertical articulation discussions for K-5 and 6-12.
  - Continue current work of the district initiatives ensuring alignment with the Iowa Professional Development Model and Iowa Common Core.
  - Work with all district teachers and administrators to improve student achievement and professional practice.
  - Guide teachers to agree on essential standards, follow the adopted curriculum, and develop shared common formative assessments.
  - Routinely work strategically with teachers in monitoring, reviewing and presenting best instructional practices.
  - Support teacher growth and reflective practices.

- Assist in developing a plan for school-wide professional development sessions related to instruction, curriculum planning and assessment.
- Help plan and deliver professional development activities designed to improve instructional strategies based on student learning data.
- Engage in development and implementation of curricular materials with instructional coach.
- Complete record keeping and paperwork accurately and in a timely manner.
- Attend professional development sessions designed for teacher leaders.

**Technology Integrationist** (100% of time performing teacher leader duties)

- The Technology Integrationist will assist teachers and students with how best to integrate technology in the classroom. Aplington-Parkersburg Middle and High Schools will be 1:1 at the start of 2015-16 academic year. The Technology Integrationist will:
  - Stay current with developments in technology innovations, and provide leadership in determining their appropriateness for inclusion in the district educational program.
  - Work with building principals toward the improvement of individual staff competencies.
  - Work with principals and teacher committees in organizing and coordinating the full integration of technology throughout and across the curriculum.
  - Provide staff leadership to ensure understanding of and promote the educational technology goals of the district.
  - Provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool to enhance curriculum.
  - Provide one-on-one support for teachers when needed.
  - Facilitate the development and enforce district policies and procedures for use of district technology.
  - Complete record keeping and paperwork accurately and in a timely manner.

**Instructional Coaches** (1 full-time at Elementary level with 100% of time performing leadership duties, 3 part-time at the Middle School level with 25% of the time performing leadership duties, 4 part-time at the High School level with 25% of the time performing leadership duties). The Instructional Coaches will support teachers in establishing goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on results of assessment.

The Instructional Coach will:

- Stay current on research-supported best practices.
- Conduct preliminary discussions with teachers to determine a coaching focus.
- Provide in class support through, observations, co-planning, co-teaching, and/or demonstrations.
- Facilitate a reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and create an action plan for improvement with the teacher.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Collaborate with district leaders and professional development team to address instructional improvement.

**Technology Leads** (One teacher per school building. Three total teachers. Technology Lead teachers will be 100% in the classroom. Technology Lead teachers will be paid with a stipend and may have release time.) Technology Lead teachers will model, demonstrate, and support technology instructional practices with teachers in their assigned building.

Lead Technology teachers will:

- Help implement new technology curriculum and instructional materials with building teachers.
- Provide one on one support for teachers when needed.
- Support implementation of K-12 technology content standards.
- Be a member of the district wide technology committee.
- Stay current with developments in technology innovations and work with the Technology Integrationist in determining the appropriateness for inclusion in the district education program.
- Help deliver whole group/small group professional development (1:1 implementation).
- Support district policies and procedures for the use of district technology.

**Lead PD Team** 6 teachers at the high school consisting of four core teachers, one special education teacher and one CTE teacher. 3 teachers at the middle school. At the elementary level, 1 teacher from each grade level, 1 special education teacher, and 1 special area teacher (7 at elementary level). These teachers will be paid with a stipend and may have release time.

Lead PD Team will assist in professional development planning and delivery around assigned curriculum areas. Lead PD Team members will:

- Stay current on research-supported best practices.
- Work with colleagues in analysis of student data and development of learning targets based on strengths and weaknesses of student performance.
- Participate in discussions about improving instructional practices.
- Assist in professional development planning and delivery.
- Serve as the district expert in the delivery of a specific curricular program, model or instructional methodology.
- Support team in identifying individual student learning needs.

Aplington-Parkersburg CSD views the teacher leadership system as an ongoing capacity building process. Research indicates a teacher's knowledge and skills grow as a result of working in a teacher leadership role. Additionally, research suggests teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues.

Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and best matches their current skills and abilities. It will also provide them time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return full time to the classroom. The rotation will be assessed each year to determine needs while ensuring continuity and sustaining the system over time.

This plan incorporates an improvement strategy we feel will strengthen instruction and improve student learning and achievement. The Curriculum Leader and Instructional Coaches will work together to ensure curriculum is aligned with the Iowa Core and work to implement best instructional practices in our classrooms.

Instructional Coaches and teachers will work together in setting individual teacher goals and the collection and analysis of data to help teachers create valid formative and summative assessments. They will collaborate in implementing instructional strategies through observation, co-planning, and co-teaching with teachers in their respective buildings.

The characteristics of effective instruction will be modeled and implemented through the work of Curriculum Leader, Instructional Coaches and Lead Professional Development Teachers. Professional Development and student interventions are strengthened through our PD Team, Instructional Coaches and Curriculum Leader. All teacher leaders will support whole group professional development. The Curriculum Leader will work with the PD Team to evaluate student data and plan professional learning opportunities. Professional development will include feedback opportunities for staff to evaluate effectiveness of professional development activities.

Learning from professional development can then be tailored, reinforced, and followed-up on in a small group and/or individual setting by instructional coaches. All teacher leaders will monitor implementation to provide additional data for planning future professional learning.

To ensure the quality and coherence of learning opportunities provided by teacher leaders, the district administrative team will organize professional learning opportunities for teacher leaders. This will occur during monthly meetings and during teacher leaders' additional contract days. Time in these meetings will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, learning theory, and leadership skills.

Finally, our district will be implementing 1:1 laptops for our students 6-12 at the start of the 2015-16 school year. Our Technology Integrationist and Lead Technology teachers in our buildings will work together to provide expertise and support to our teachers during implementation. Lead teachers in this area will collaborate to implement new technology curriculum and instructional materials to district teachers. They will provide one on one support to our teachers during implementation. Our technology integrationist will work with our curriculum director in organizing and coordinating the full integration of technology throughout and across the curriculum. He or she will work with our PD Team to provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.

This combination of leadership roles creates a coherent mechanism for improvement, empowering teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and improved instruction, enhancing student learning and achievement district-wide.

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.

Aplington Parkersburg's Site-based Review Council (Selection Committee) and Selection Process of Teacher Leaders:

The Aplington Parkersburg TLC Committee will appoint one Selection Committee to select the teacher leaders for the Elementary Building, Middle School Building, and the High School Building. This Selection Committee will be comprised of at least two administrators and three teachers. A community member will be part of the Selection Committee for full time positions. The Selection Committee will screen applications, interview, and may observe candidates in their classrooms or leadership roles. The committee will make recommendations regarding the applications to the superintendent of the school district. The teacher leader candidates will initially send the following items to their building Administrator:

- Two letters of recommendation, one from a colleague and the other one is candidate's choice
- A letter of application or cover letter highlighting candidate's accomplishments with teaching and stating why they are seeking this position
- A current resume
- Most recent evaluative summary based on the Iowa Teaching Standards completed by the building principal
- Explain in an essay how the candidate's performance demonstrates effective teaching.
- Explain in an essay how the candidate demonstrates continual professional development in their career.

The Selection Committee will use the following rubrics to screen, interview, observe, and rank candidates for leadership roles:

**Selection Criteria for TEACHER EFFECTIVENESS**

Criteria	Scale
<b>Organizational Skills:</b> -Ability to meet deadlines -Flexibility -Responsiveness -Ability to structure an effective classroom	1 2 3 4 5
<b>Engagement of students:</b> -Ability to build relationships -Challenging content -Well-designed learning tasks -Suitable scaffolding -Aligned with instructional outcomes -Students can articulate what they are learning and why -Uses differences of students to engage, rather than divide	1 2 3 4 5
<b>Responsive and flexible teaching strategies:</b> -Seizes opportunity to enhance learning -Builds on spontaneous event/interests -Seeks effective, individualized approaches for students -Uses many instructional strategies and resources -Use of technology for teaching and communication	1 2 3 4 5
<b>Clear communication</b> -Directions and procedures are clear -Teacher's explanation of content is clear -Teacher finds ways to extend student's learning -Ability to communicate effectively with students, colleagues, and parents	1 2 3 4 5
<b>Strong questioning/discussion techniques</b> -Questions/prompts are of high quality and support learning outcomes -Uses a variety of questions/prompts -Questions/prompts challenge students cognitively -Students and peers initiate topics to ensure all voices are heard in discussions	1 2 3 4 5

**Selection Criteria for Professional Growth**

Criteria	Scale
Professional Development Experience	1 2 3 4 5

-Continuous professional development, such as, webinars, on-line courses, AEA courses, workshops, etc. -Has evidence of innovative approach to student achievement -Seeks out opportunities to share/demonstrate professional development with peers	
<b>Characteristics of Continual Professional Development</b> -Always seeking out more effective strategies to improve student performance -Reflective practitioner -Strong Ability to Use and Analyze Data -Accesses and uses research consistently to improve student achievement -Open to Solutions for improvement Outside the Current Structure -Promotes professional learning for continuous improvement -Willingness and interest in strengthening a wide variety of skills -Responds positively to feedback and constructive criticism -Highly conscious of the steep learning curve for this new role	1 2 3 4 5

**Narrative**

Using Part 7 application narrative from Year 1? No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.*

**Instructional Coaches**

The Instructional Coaches will support teachers in establishing goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on results of assessment. The Instructional Coach will assist colleagues in advancing their instructional skills by providing resources and feedback based on their content area of expertise. During our professional development they will collaborate with district leaders and professional development team to address instructional improvement and to be the expert on the content area. They will be able to help make sure we are aligned to the core.

At our Elementary level we will have one full time instructional coach based on a content area that the district will want to improve upon. This instructional coach will not only be in the classrooms observing, modeling, providing feedback to the classroom teachers but will also work closely with the curriculum director, technology leads and intergrationalist to plan our professional development based on the content area.

**Technology Leads**

Technology Lead teachers will model, demonstrate, and support technology instructional practices with teachers in their assigned building. Lead Technology teachers will help implement new technology curriculum and instructional materials with building teachers during professional development and during implementation. Technology lead teachers will also help deliver whole group/small group professional development (1:1 implementation) for the 2015-16 school year as we transition into a 1:1 school district.

**Lead PD Team**

Lead PD Team will assist in professional development planning and delivery around assigned curriculum areas. Lead PD Team members will work with colleagues in analysis of student data and development of learning targets based on strengths and weaknesses of student performance while assisting in professional development planning and delivery.

Aplington-Parkersburg CSD views the teacher leadership system as an ongoing capacity building process. Research indicates a teacher's knowledge and skills grow as a result of working in a teacher leadership role. Additionally, research suggests teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues.

The Curriculum Leader and Instructional Coaches will work together to ensure curriculum is aligned with the Iowa Core and work to implement best instructional practices in our classrooms. Instructional Coaches and teachers will work together in setting individual teacher goals and the collection and analysis of data to help teachers create valid formative and summative assessments. They will collaborate in implementing instructional strategies through observation, co-planning, and co-teaching with teachers in their respective buildings. The characteristics of effective instruction will be modeled and implemented through the work of Curriculum Leader, Instructional Coaches and Lead Professional Development Teachers. Professional Development and student interventions are strengthened through our PD Team, Instructional Coaches and Curriculum Leader. All teacher leaders will support whole group professional development. The Curriculum Leader will work with the PD Team to evaluate student data and plan professional learning opportunities. Professional development will include feedback opportunities for staff to evaluate effectiveness of professional development activities. Finally, our district will be implementing 1:1 laptops for our students 6-12 at the start of the 2015-16 school year. Our Technology Integrationist and Lead Technology teachers in our buildings will work together to provide expertise and support to our teachers during implementation. Lead teachers in this area will collaborate to implement new technology curriculum and instructional materials to district teachers. They will provide one on one support to our teachers during implementation.

Our technology integrationist will work with our curriculum director in organizing and coordinating the full integration of technology throughout and across the curriculum. He or she will work with our PD Team to provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.

This combination of leadership roles creates a coherent mechanism for improvement, empowering teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and improved instruction, enhancing student learning and achievement district-wide.

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.

Building Level Outcomes

Curriculum Alignment

Technology Integration

Best practices and research

Cohesive leadership environment

Teacher leader outcomes:

Research and model best practices.

Collaborate with other staff.

Provide and initiate professional development.

Increase student achievement.

Collect and analyze data.

Increase skills and pedagogy related to teacher leadership.

New Teachers Outcomes:

Learn from professional development opportunities.

Observe and collaborate with lead teachers.

Implement research-based strategies.

Reflect on the teaching experience with mentor teachers and administration

Career teacher outcomes:

Improve rigor and authenticity of lessons, aligned to the Iowa Core.

Make instructional decisions based on data.

Participate in a collaborative, community-based environment.

Implement research-based strategies.

Observe and collaborate with lead teachers.

Outcomes vary for teacher leaders and new and veteran teachers; however, the same data points can be used to measure impact on all groups.

Short-term data points:

- Staff survey responses to determine the impact, influence, and effectiveness of the teacher leaders on new and career teachers.
- Walkthroughs to determine implementation of strategies demonstrated by model teachers and strategists and those studied in professional development.
- Written reflections on professional development, strategy implementation, and peer collaboration.
- Staff interviews to reveal perception of teacher leadership and to evaluate rigor, implementation, and efficacy.
- Self-assessment reflections and personal goals from teacher leaders about their individual learning and impact on others.
- Professional learning feedback
- Professional Learning Communities feedback

Long-term data points:

Staff attendance and staff-retention trend data.

Achievement of annual academic goals.- formal assessments

Trend analysis of walkthrough data, correlation data, and authentic curriculum units.

Data on Individual Career Development Plan effectiveness.

Student achievement trends.

Senior exit surveys

Pre and post climate survey with staff

Monitoring and adjusting the TLC plan will be determined using a variety of data sources as indicated above. Scheduled collection and evaluation times will be set by the committee in order to provide prompt feedback and course correction. Regularly scheduled meetings will give those responsible for data collection time to examine what has been collected and recommend alterations or continued execution of the plan. (Reword this!)

Changes in climate and student and staff clientele will mandate that the TLC committee frequently check for alignment of district needs to the current TLC goals. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made. In addition, that documentation will provide historical perspective, which in turn can be used by the district and others to guide future actions in like situations. - *can we make this not so fluffy and combine with next paragraph???*

Relevant feedback is a necessary part of the continuous improvement model. Once Aplington-Parkersburg's TLC program is established and implementation has begun, the district will continually monitor impact and effectiveness with a variety of tools and techniques (documented earlier in this section). Continued communication with the school board, District Professional, School Improvement Advisory Committee, students, and community will provide feedback to the TLC committee and also give the stakeholders a venue for voicing concerns and commenting on successes. Based on frequent formative assessments, the staff will have the opportunity to study the data, revise instructional practices, and improve the quality of their efforts.

As the TLC committee implements the plan, they will continue to evaluate feedback, make adjustments, implement change, and evaluate again—based on these guiding questions and the accompanying data points:

- In what ways has student achievement improved as a result of professional development aligned to instructional improvement?
- How have our new teacher, career teachers, and teacher leaders benefited from the utilization of the TLC plan?
- How has student achievement data changed?
- In what way has implementation of the TLC plan impacted our school culture?
- In what ways has technology integration been used to enhance student learning?
- In what ways has the districts curriculum alignment been improved with our TLC plan?

The Aplington-Parkersburg District will monitor and adjust its TLC plan based on the results of the above-mentioned short and long-term outcomes and data points. Measures are in place that will closely monitor the work of teacher leaders.

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 district's 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)**

Aplington-Parkersburg Schools understands that the capacity of our staff as a collective team is what matters. To build the capacity of our students and to increase their capacity to think and learn, we need strong, shared leadership. In the beginning stages of our work in understanding and developing a Professional Learning Community (PLC), we involved all PreK-12 teachers and administration in the learning. We understand that we must continue to build a PLC culture at every level of our school to ensure that all staff has the knowledge, skills and practices to sustain our Teacher Leadership (TLC) system. Becoming a professional learning community means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry.

In a teacher survey from the fall of 2013, our teachers reported that ~50% of teachers take on leadership roles. Further, 58% of our teachers were interested in serving in a teacher leadership role. Through our TLC plan, teacher leaders will work alongside other teachers and administrators to realize our goals for growth. We have followed an inclusive and transparent process in planning for our TLC system. Teachers and parents offered feedback on multiple occasions, allowing the team to craft a plan representative of the system's values. Our School Board received timely updates. We believe that because of the value we placed on actively building a positive culture for teacher leadership, we have a significant amount of support from stakeholders. We also believe that because we are taking current professionals with areas of expertise from our own classrooms and moving them into leadership roles, our capacity to implement our plan is high.

TLS funds will cover the expenses related to our positions. Those leadership positions include instructional coaches, a technology integrationist and building leads, curriculum director, professional development lead teachers, team leaders in the elementary and middle school, and mentor teachers. Professional development can be offered and supported for our teacher leaders through professional development dollars the district receives.

A-P Schools is well positioned to sustain the implementation of this TLC plan and the roles and responsibilities it outlines.

Professional development will continue to be an integral part of our teachers' worlds. Job-embedded learning becomes the work of professionals in a PLC. However, with the changes in roles for our teachers moving into these leadership positions, our planning committee, community, and board recognize the need for specialized professional development to support the learning and growth of our teacher leaders.

Staff will require ongoing training/support to effectively implement and sustain our TLC system. A-P Schools will tap into internal and external resources to provide PD opportunities to build our system into a coaching culture. PD opportunities will be needed around research-based models of effective coaching, collaboration, and data-driven leadership and may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Jim Knight's work), peer coaching and feedback routines, the Iowa Core and the Characteristics of Effective Instruction, Iowa's MTSS framework, the Iowa Professional Development Model, exemplary mentoring and induction practices, curriculum and assessment design and implementation, PLC's, data analysis protocols, and adult learning theory.

Teacher leaders will need the time and resources to meet regularly and function as a PLC. Our hope is that we may work collaboratively with neighboring districts for PLC opportunities for our teacher leaders, since we are small districts they could meet to engage in common learning, to

collaboratively analyze data, to problem-solve challenging situations, and to reflect. These PLCs would support teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role.

In addition to PLC support, each teacher leader will receive mentoring support from leaders within and outside of the system. To be effective, each of our teacher leaders will need modeling, mentoring and feedback to continue to improve. As a result, administrators must evolve their role into one of a "coach for the coaches." Additionally, AEA staff may provide assistance with coaching and professional learning leadership.

Key staff responsibilities will include:

**Superintendent**

- Receive recommendations from committee for selection of teacher leaders
- Receive recommendations from the TLC System Leadership Team and Building Improvement Teams to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the Board of Education regarding the TLC system
- Facilitate the district review team and TLC System Leadership Team
- Work with the Business Manager to develop a budget for the TLS funds
- Monitor and supervise the use of the TLS funds

**Building Principals**

- Coordinate the selection, evaluation, and support for the curriculum coordinator, instructional coaches, mentor teachers, professional development leaders, and team leaders
- Facilitate the building site-based review teams
- Provide oversight for the mentoring and induction program
- Coordinate training and learning opportunities for teacher leadership roles
- Work with lead mentors to select a mentor teacher for all 1st and 2nd year staff

The key to the success of the A-P TLC plan will be a seamless articulation and implementation of each of the teacher leadership roles. Also, the teacher leaders must collaborate closely with other teachers as well as administration to provide continuous professional development and growth that result in improved student learning and achievement. We are confident that our TLC plan addresses District-identified needs, the articulation of the teacher leader roles in the District, and program evaluation to routinely ensure we are responsive to changing needs of our District, our students, and our community.

**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                      809.0

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

District Enrollment-Based Allocation            \$249,835.38

Total Allocation                                      \$249,835.38

**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.	\$78,588.40
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).	\$171,893.00
Amount used to provide professional development related to the leadership pathways.	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$250,481.40</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended                      \$250,481.40

*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        (\$646.02)

**Budget Alignment**

Using Part 10 application narrative from Year 1?                      No

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

School District Demographic Data (uploaded from state database)

A. Total Enrollment: 883

B. AEA: AEA267

C. Percentage of Students Qualifying for Free/Reduced