



Application

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

95786 - Bennett Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id DAVE.LARSON@IOWAID

First Name* David Richard Larson
First Name Middle Name Last Name

Title:

Email: david.larson@bennett.k12.ia.us

Address: 300 Cedar Street

City* Bennett Iowa 52721
City State/Province Postal Code/Zip

Phone:* 563-890-2226
Phone Ext.

Program Area of Interest Teacher Leadership and Compensation System

Fax: 563-890-2937

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Bennett Community School

Organization Type: K-12 Education

Tax ID: 42-6025676

DUNS: 19-321-6660

Organization Website: www.bennett.k12.ia.us
Address: 300 Cedar Street
Bennett Iowa 52721
City State/Province Postal Code/Zip
Phone: 563-890-2228
Ext.
Fax: 563-890-2937
Benefactor
Vendor Number

Recipient Information

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

County-District Number 16-0603
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent Dave Larson

Telephone Number 563-890-2226

E-mail Address david.larson@bennett.k12.ia.us

Street Address 300 Cedar Street

City Bennett

State Iowa
Use the drop-down menu to select the state.

Zip Code 52721

TLC Application Contact

Honorific Mr.

Name of TLC Contact Dave Larson

Telephone Number 563-890-2226

E-mail Address david.larson@bennett.k12.ia.us

Street Address 300 Cedar Street

City Bennett

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52721

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

Local Context

Bennett Community School District is a small, rural district with a 2013 certified enrollment of 194.3 K-12 students. We served 91 pre-k through sixth grade students in the 2013-14 school year. For our 7th through 12th grade students, we have whole-grade sharing agreements with neighboring districts, Durant and Tipton. We have 10.7 teachers in the district, with one classroom per grade level, and one administrator serving as our Superintendent/Principal.

District Vision Statement

The vision for our district is, "All students will be 21st century learners, be safe, be good global citizens, and have a feeling of self-worth. The family is the foundation for the development of individual."

TLC Vision Statement

Our district vision for the Teacher Leadership Compensation System is to develop a foundation that would promote student achievement through the retention of highly qualified teachers, who are compensated for their leadership efforts, while promoting and supporting collaboration among our district.

The TLC Committee's hopes and vision for the evolution, implementation, and success of the District's TLC plan are to propose and support a high quality TLC model that will:

1. Positively promote collaboration among all staff members to raise student achievement.
2. Provide our staff with the most advantageous means to educate our students by compensating them through their leadership opportunities and responsibilities.
3. Design an infrastructure that supports new legislature that requires K-3 reading proficiency, by creating an internal coaching position that will allow our district to succeed.

Local Goals

Our major goal for this program is:

- To focus on student proficiency in grades PreK-3rd in the area of literacy. We would use this grant to strengthen classroom instruction and improve student achievement. Providing teachers with these support measures, will help achieve our goal to have all 3rd grade students proficient in the area of literacy.
- To hire, develop, and retain high quality teachers.
- To give present staff the tools, support, and guidance to strengthen teaching skills through shared leadership and collaboration

Our secondary goals are:

- To continue our alignment to the Iowa Core to support the areas of literacy and other core areas.
- Promote collaboration by providing opportunities for teachers to learn from each other.

Description of Positions:

•Instructional Coach

The **Instructional Coach** will contribute to district goals by working with teachers to implement MTSS across all grade levels(Emphasis on K-3). Works with administration and other leadership positions to organize professional development. Works with mentor teachers to design experiences for new teachers to our district.

- One Position - \$6,000 Stipend, 15 additional contract days,

•Model Teacher

Model Teachers would teach full-time, contribute to our district's growth by being models of exemplary teaching practices, and delivering high quality instruction. **Model Teachers** will be responsible for implementing all district initiatives.

- One Position- \$2,000 Stipend, 5 additional contract days

•Mentor Teacher

Mentor Teacher support initial teachers by helping a transition from college to career. The **Mentor Teacher** serves a liaison between the new teacher, teacher leadership system, and administrators. This role allows the new teachers to have a support system that they trust to give them guidance and positive feedback.

- One Position- \$1,200 Stipend, 3 additional contract days

** Teacher leaders may be reassigned to a position or another position if they demonstrate effectiveness and professional growth. At the end of three years all positions will be open for full selection process.

Current District Supports

We are initiating the FAST assessments and progress monitoring materials for literacy in our pre-K through sixth grade classrooms. We are constantly monitoring our students using NWEA, Iowa Assessments, DIBELS, and other informal classroom assessments to ensure they are receiving the quality instruction needed to make achievement growth is at or beyond grade level expectations. We strongly believe that all students can meet grade level benchmarks. We use formative and summative assessments to progress monitor every student in our building that is not performing within grade level benchmarks. We strongly believe in utilizing an individualized program for those students with special needs, as well as those students who require extended learning opportunities. The Teacher Leadership Compensation grant would considerably increase collaboration among teachers of different grade levels. Our vision is that collaboration would be encouraged among teachers with this grant, thus decreasing achievement gaps throughout grade level.

Selection Criteria & Process

- Posting position in district
- Submission of application
- Screening by administration
- Interviewing Committee
- Selection
- Notification

Focus of Leadership Support

- Use of MTSS system to guide decision-making and collaborative efforts within the classroom to develop strategies for students in need.
- Use of FAST Assessment to monitor student reading proficiency with a focus of K-3.

Structures

- Use of district Advisory Committee to set goals
- Use of Data Teams to set grade level goals and help define professional development
- Use of the Teacher Induction System to assist teacher integration into the profession
- Use of Professional Development Committee to promote lifetime learning

Funding

- 194.3(certified enrollment) X \$308.82 + \$60,003.73
- TLC teacher leader roles - \$9,200
- PD- \$1,500
- Hire new teacher with benefits- \$49,303.73

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).

Part 1: Planning Process

Deciding to Apply

When the TLC committee, school board, and teachers learned of the Teacher Leadership Compensation Grant, we were all excited about the opportunities it would bring to a district of our size. With a small staff, it is always beneficial to have other teachers available to strengthen instruction and improve student achievement. We decided to wait until the second year to apply for this grant in order to thoroughly research this process and plan more effectively.

Choosing a Vision

The Bennett Community School District will commit to a teacher leadership system that gives teachers the ability to lead within the district at many different levels. At Bennett Community School we have been working for the past three years to improve collaboration among staff through data teams, implementation of PLPs, and focusing on student achievement through data points. We believe the Teacher Leadership Compensation System is the catalyst to strengthen our collaboration efforts by bringing teacher leadership to the forefront.

Creating a Plan

Our initial planning process started with forming our Teacher Leadership Committee which is comprised of David Larson (Superintendent/Principal), Rebecca Bruno (Title I/TAG), and Jessica Kirk (Kindergarten). We, as a committee, met with Tom Micek, our liaison from the Department of Education, to gain as much information about the grant process as possible. We applied for TLC planning grant funds and used those funds to help pay for expenses, salaries, and materials. As a staff of eleven educators, we utilized the DE webinars, online resources, and AEA support personnel to learn about the process and to decide on a plan that would suit our district's needs. Two staff surveys were developed and administered to guide our decisions when creating roles to fit a district of our size. For four months, we were included on the District Board of Education meeting agenda to discuss our plans, and educate the members of the board, and to gain their support.

Educating Staff

Ultimately it is Bennett Community School District's goal to improve student achievement. The Teacher Leadership Compensation System would help make this goal attainable. On August 19, 2014, during a staff in-service meeting, the committee presented the Teacher Leadership Compensation System models and the individual roles that encompass the plan using a slide presentation. Staff participated in open discussion about which model would best serve our district goals. They were also given a survey in early August 2014 to choose any roles they were interested in fulfilling within the district. The committee then used this survey to guide our decision about which model to utilize.

Educating Stakeholder Groups

The TLC committee presented the Teacher Leadership Compensation System to the Bennett Community School Board at August, September, and October 2014 meetings. There was open discussion amongst the board and the committee regarding how to proceed and the future of the plan.

Our District Advisory Committee met in July 2014. This committee is composed of eleven district parents, seven district adult citizens (not employed by the school district), two current students, three past students, two board members, three district school staff, and one district administrator. At this meeting our TLC committee shared the Teacher Leadership Compensation application process, the basic components of the plan, and the visualizations of the staff. The TLC committee took notes about the discussion and feedback given by the Advisory Committee.

Surveying Teachers & Stakeholder Groups to Guide Future Steps

Contributions from stakeholder groups:

Teachers:

- Preferred Instructional Coaching Model with flexibility of what roles can be established
- Contributed to the specific selection criteria for committee
- Solicited input from board members
- Contributed to research and information on models
- Collaborated writing efforts
- Helped to write and edit plan
- Administrator:
- Collected data on teacher brainstorming meeting

Part 2 Connecting State and Local Vision and Goals

Our district vision for the Teacher Leadership Compensation System is to develop a foundation that would promote student achievement through the retention of highly qualified teachers, who are compensated for their leadership efforts, while promoting and supporting collaboration among our district.

The TLC Committee's hope and vision for the evolution, implementation, and success of the District TLC plan is to propose and support a high quality TLC model that will:

1. Positively promote collaboration among all staff members to raise student achievement
2. Provide our staff with the most advantageous means to educate our students by compensating them for their leadership roles and responsibilities
3. Design an infrastructure that supports new legislature that requires K-3 reading proficiency, by creating an internal coaching position that will allow our district to succeed

The TLC vision also aligns with our district's vision which is, "All students will be 21st century learners, be safe, be good global citizens, and have a feeling of self-worth. The family is the foundation for the development of individual." Research tells us that many factors contribute to student learning in schools; strong instruction, administrative and teacher leadership, clear expectations, collaborative efforts, meaningful professional development, and parent involvement.

It is our goal that all students will be proficient in reading grades K-6, with a K-3 literacy emphasis. We are in our second year of NWEA assessments within core areas. AIMSweb was implemented in math to use as our data team focus during the 2013-14 school year. The DIBELS assessment is administered at all grade levels three times annually. Our initial FAST screenings were completed in September, we implemented progress monitoring of identified students and interventions are taking place. We've made changes in our district's schedules to be more conducive to teaching literacy (at least 90 minutes per day), and we are still working on utilizing current staff to work with individuals or small groups. We believe this will help us in our continuing efforts to improve literacy in our district.

NWEA scores in our district compared to our national norm data shows the following:

NWEA-Spr 2014	Reading Comp RIT	Math RIT	Science RIT
Grade 2	205.2	198.3	Not tested
National Norm	189.6	191.3	
Grade 3	197.1	203.3	201.0
National Norm	199.2	203.1	194.5
Grade 4	205.7	212.0	204.8
National Norm	206.7	212.5	199.5
Grade 5	212.7	227.1	210.4
National Norm	212.3	221.0	204.3
Grade 6	216.0	234.9	213.1
National Norm	216.4	225.6	207.1

This untimed assessment allows self-pacing and is computer-based which decreases possibilities for student error as compared to the Iowa Assessments below. This data indicates an overall reading comprehension level at or slightly below national norms.

Another data source we use to focus our work is our February 2013 and 2014 Iowa Assessment scores. The table below summarizes the proficiency levels achieved in our district over the past two years.

Iowa Assessments	Reading Comp (%Proficient)	Math Total (%Proficient)	Science (% Proficient)
Feb. 2013	88	67	88
Feb. 2014	67	78	82

The reading comprehension scores decreased significantly over one year, which indicates a definite need for focus on this

category makes a huge difference to the percentage size. Every student's performance drastically affects this one assessment.

Given the importance of the adults who work in the system to the success of students, we know that the Teacher Leadership Compensation grant will change the way we provide instruction at Bennett Community School. As a school district, we believe the Teacher Leadership Compensation grant will blend well with current assessment practices like NWEA, FAST/IGDIs, AIMSweb, DIBELS, and classroom assessments. Implementing the teacher leadership roles within our small school system will have dramatic effects on student achievement by equipping teachers with strategies for interventions and enrichment. We plan to have model teachers in our school building. These model teachers will demonstrate best practice procedures, use research based methods, use technology to provide instruction, model reciprocal teaching techniques, and offer differentiated instruction for students. These model teachers will be willing to step into other classrooms to model effective teaching practices.

Another position that is important to our school's success using the TLC system will be our Instructional Coach. This person will:

- co-teach in regular education classrooms
- help identify student groups using FAST/IGDIs/NWEA/Iowa Assessments and other classroom data
- find research-based practices to support areas of deficiency
- model teaching in classrooms
- work with all grade levels with an emphasis on K-3 reading
- develop curriculum plans individually and with classroom teachers
- provide individual and/or small group instruction
- be a liaison between staff members and administration
- help to design professional development that supports classroom instruction
- seek out avenues to continue to strengthen their own professional learning
- have the flexibility to step into a classroom allowing a teacher to participate in observations or other collaborative efforts

At Bennett Community School we recently implemented the data team process and PLP/PLN/PLCs in an attempt to increase collaborative discussions. We use student data to drive instruction and increase achievement levels. Due to only having one class per grade level, implementation has been difficult, because of scheduling conflicts, and a lack of common planning time. We are currently meeting to discuss student data on a vertical alignment, rather than a horizontal alignment. The Instructional Coach will provide the missing link to help support individual classroom teachers and open communication channels.

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)

Part 3 Connections to Educational Improvement Efforts

The Bennett Community School Teacher Leadership Compensation System team has identified our current school initiatives and has selected two key initiatives on which to focus. We have also created four school district improvement structures to help connect, support, and strengthen efforts to improve student learning. The new grant funds will include a full-time **Instructional Coach**.

The Bennett Community School model choice in the Teacher Leadership Compensation System will be the Comparable Model with many similarities to the Instructional Coach Model. The **Instructional Coach** will collaborate with general education teachers with an emphasis on grades K-3 reading. The Coach will develop objectives and lesson plans for the targeted areas of literacy improvement in each classroom. The collaboration between the **Instructional Coach** and classroom teachers using student achievement data (FAST/IGDIs/Iowa Assessments) will help drive instructional decisions.

Our current initiatives:

- *Implementation of the Iowa Core
- *Pre-K – 3rd grade Literacy
- *Data Team- RTI/ MTSS
- *Phase One – C4K FAST/TIER implementation- Reading 2014-15
- *NWEA-3rd year of implementation
- *3rd year of 1-1 laptop initiative in grades 3-6 and iPad availability in PK-2
- *Personal Learning Plans (PLP) used for Tier I/Tier II teacher evaluations

Key District Initiative #1: Iowa Core Implementation

Over the past two years, district teachers and administration have aligned district standards in reading, math, and social studies to the Iowa Core Standards. This has resulted in numerous opportunities to correct misalignment of district standards and clarify core standards. An **Instructional Coach** would continue to *connect* the implementation of district curriculum to ensure alignment continues to occur between grade levels. It will be a prime responsibility of the Instructional Coach to *support* our reading standards by using research-based strategies and co-teaching with an emphasis on K-3 grade levels. In the future, when national science standards are determined and released, the coach will lead the *strengthening* of new science curriculum.

Key District Initiative #2: MTSS (Multi-Tiered System of Supports)

The Teacher Leadership Compensation plan will have a direct connection to the Bennett Community School District improvement plan, which includes implementation of Iowa Core standards and our Multi-Tiered System of Supports (MTSS) for students. FAST assessments will allow us to identify reading deficiencies using universal screeners, and progress monitoring to identify our Tier II student population. Our **Instructional Coach** will be able to *support*, target, group and provide interventions to our teachers to raise achievement levels. More specifically our district will use The RTI Daily Planning Book, K-6: Tools and Strategies for Collecting and Assessing Reading Data & Targeted Follow-Up Instruction to help the Instructional Coach *support* teachers by implementing strategies to *strengthen* student achievement. The **Instructional Coach** will seek out research-based practices using resources in house or online, such as MISIC, Florida Center for Reading Research, Iowa Reading Center, and AEA online resources.

The **Instructional Coach** position will help to align the Common Core, quality instruction, and school-wide assessment. We believe that these three components are vital for students to reach benchmark proficiencies. Currently, the missing piece in our quality education program is the ability to support our classroom teachers. This TLC grant would provide the opportunity for our district to support our classroom teachers through an outside support, such as an **Instructional Coach**.

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)

Part 4 Improved Entry into the Profession

In our school district, we have one section of students for every grade level, which does not allow collaboration within grade levels. Our teachers spend time collaborating with the previous year teachers on students' abilities and learning styles. By implementing an instructional coach, we envision collaboration to be over all grade levels and not in isolation. Our instructional coach will co-teach in the classroom, work with targeted small groups, and model research based strategies within the classroom. This person will also cover the classrooms so modeling observations can take place and help establish professional development to meet student and teacher needs.

Our Mentoring Program is currently designed to pair a veteran teacher with a TIER I teacher. They meet once a week covering many different topics and troubleshooting problems or concerns of the novice teacher. The experienced teacher then helps the novice teacher prepare a portfolio and guide them with instruction. The mentoring program allows both teachers to observe one another, evaluate each other, and discuss the observation in a follow-up meeting. Classes are currently covered by other staff members or administrator, and ultimately this time is very difficult to arrange. A new position in the school would give more opportunities for coverage of classrooms, and thus, more observation and communication sessions. The feedback to novice teachers is a much needed foundation to build better practices and a stronger sense of support in their first years of teaching.

Most planning occurs for all teachers before and after the school day. Observation times during the school day would not take away precious planning time for both mentor and mentee. We foresee having the mentor/mentee meeting on a bi-weekly basis (Tues/Fri), thus improving upon our current schedule. Having only one class per grade level, the risk for teacher isolation is very high and a new instructional coach position would ease that burden. The TLC grant would give us the ability to solve many of the current challenges of the mentoring program, and support a more efficient use of time while not extending a teacher's day with additional meetings.

Bennett Community School has implemented many changes in the past three years, including:

- Technology integration
- 1:1 laptops 3rd-6th grade
- Classroom SMART board integration
- iPad usage PK-2nd grade
- NWEA assessments
- FAST assessments
- Bucket-filling character education program
- Summer reading program
- Data Teams
- PLP/PLC/PLN(s)

A smooth transition for a new first year teacher or new experienced teacher into our district is essential to ensure they are able to understand the foundation upon which our school is built.

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.

Part 5 Teacher Leader Roles

Our district foresees hiring three new positions should we receive the Teacher Leadership Compensation. It is our goal to hire one full time instructional coach, one model teacher, and one mentor teacher. Currently we have 10.7 teachers on our staff. We feel it will be beneficial to have these three leadership opportunities available for our district.

We have found through surveys, meetings, and research and considering our daily basic needs with time constrictions, there is a substantial need for additional staff leadership roles. After researching what each model entailed, all groups agreed that the Comparable Plan Model would best suit our district.

Instructional coach (1 position)

- Engages 80% in instructional coach duties and 20% in the classroom with student instruction
- 15 additional contract days
- \$6,000** supplement

Role Summary

Duties and Responsibilities

The **Instructional Coach** will contribute to district goals by working with teachers to implement MTSS across all grade levels. Works with administration and other leadership positions to organize professional development. The Instructional Coach will also work with mentor teachers to design experiences for new teachers to our district.

- Meet with administration and other teacher leaders to design and lead professional development sessions
- Find research based strategies for classroom use
- Lead discussion about current teacher leadership team developments
- Be a classroom model, to model new strategies for classroom teachers
- Work with mentor teachers to design specific mentor experiences
- Work with teachers individually during common planning periods throughout the day to collaborate with each other for best practices, student identification, and data analysis
- Work with all teachers to design MTSS across the district for optimal implementation and sustainability
- Teach identified students through the process of MTSS
- Cover classrooms for others to observe mentor teachers and best practice
- Organization of student assessment data to prepare data walls and keep current with student achievement

Model Teacher (1 position)

- Engages 100% in the classroom with student instruction.
- 5 additional contract days- **\$2,000** supplement

Role Summary

Duties and Responsibilities

The **Model Teachers** will teach full-time, contributing to our district's growth by being models of exemplary teaching practices and delivering high quality instruction. **Model Teachers** will be responsible for implementing all district initiatives.

- 100% instructional time in the classroom
- Colleagues will observe particular strategies
- Participate in planning with the Leadership Team to create professional development for all staff
- Align all teaching to the Iowa Core
- Use research based strategies
- Collaborate with teachers reflecting on best practice strategies used in their classrooms
- Videotape instruction twice a quarter
- Maintain a professional relationship with the Instructional Coach to reinforce collaborative efforts

Mentor Teacher (1 position)

- Engages 100% in the classroom with student instruction
- 3 additional contract days- **\$1,200** supplement

Role Summary

Duties and Responsibilities

The **Mentor Teacher** will support new teachers transition from college to career. The **Mentor Teacher** would serve as a liaison between the new teacher, teacher leadership system, and administrators. This role allows the new teachers to have a support system offering them guidance and positive feedback.

- Facilitate learning conversations
- Provide constructive feedback to help with instruction
- Demonstrate best practices through observation
- Assist in learning the process of our Data Teams, NWEA and FAST assessments, PLC meetings, and designing a Profession Learning Plan
- Support the mentee in making data based decisions and planning for differentiated instruction
- Responsible for taking minutes at professional development meetings

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.**

Part 6 Rigorous Selection Process

Current Evaluation Process

The Bennett Community School District staff evaluation process involves a formal evaluation format every third year and the use of a Professional Learning Plan (PLP) on a yearly basis. This PLP format gives our staff the ability to develop plans that fit their personal needs and strengthen the areas of their learning that most benefits them personally. The PLP process is a reflective process that is shared twice yearly with all staff. A vital criteria in our teacher leadership selection process is the innate ability for the instructional leader, model teacher, and mentor to reflect on their own teaching to increase student achievement.

Selection Process

The selection process for all Teacher Leadership roles will be determined by a committee of one administrator and one teacher. The process will include: posting of position, submitting application, screening, interviewing, selecting, and notification.

Interested candidates will need to have 3 years of teaching experience as well as at least one year of experience in the Bennett Community School District. Candidates will need to apply online and submit an updated resume. The interviewing process will include a district-developed rubric and a review of a well established portfolio including artifacts of past accumulated data results. After the interview, the administrator and teacher will discuss and score the rubrics, deciding the best choice for each roles. When a decision has been reached, the Board of Education will approve any recommendation as an action item.

Determining Effectiveness

Candidates will be required to give examples of effective practices they have used in recent classroom lessons during the interview process. Candidates will be able to share specific situations with the interview team where they led discussions with colleagues to promote collaboration about new or successful learning achievements. It is important that our candidates are open to listening to others professionally, and have the ability to synthesize ideas from the entire teaching staff to formulate clear overall initiatives.

Determining Professional Growth

Professional growth of teachers will be measured by our district-developed rubric. Points will be awarded for leadership roles already taken in the district, literacy classes, and workshops taken over the last three years through colleges and/or the Area Education Agency. Points will also be earned for classes and workshops that tie directly with our Multi-Tiered System of Supports, improving literacy skills, or literacy achievement as it relates to the Iowa Core Standards.. Teachers will need to show student growth data through their artifacts during the teacher interview process. Communication is a vital skill that one must possess in order to best serve our district goals. Teachers will have a chance to earn up to 10 points per criteria, with a total of 80 points possible.

Element	Teacher Interview Score	Student Achievement Growth Artifacts	Use of MTSS in Classroom	Workshop or Classes Focused on Literacy	Parent Communication	Student Communication	Professional Leadership Responsibilities
Distinguished (8-10 points)	Articulates clear goals, knowledge & belief for literacy leadership in the district	Data clearly shows exceptional growth over time and teacher can clearly articulate the improvement process	Data clearly shows use of MTSS process, student data is analyzed; process is clearly articulate	Workshops and classes taken in last 3 years show continual learning of literacy research & application	Parent data from surveys show teacher is an exceptional communicator; positive remarks provided by 85% of parents	Student data from surveys show teacher is an exceptional communicator; positive remarks provided by 85% of students	Teacher can provide data to show taking on many additional leadership responsibilities in the district in last 2 years

Proficient (4-7 points)	Articulates leadership attributes but does not share clear personal goals and beliefs	Data shows growth over time, however teacher can't clearly articulate the improvement process	Data shows use of MTSS process; student data partially analyzed; process unclear	Workshops and classes taken in last 3 years show continual learning; not in literacy or instruction	Parent data from surveys show teacher is a good communicator; positive feedback is provided by at least 75% of parents	Student data from surveys show teacher is a good communicator; positive remarks provided by at least 75% of students	Teacher can provide data to show taking on 1 or 2 additional leadership responsibilities in the district the last 2 years
Basic (0-3 points)	Lacks articulation of clear goals, knowledge & beliefs for literacy leadership	Data shows small growth over time and no clear articulation of the improvement process	Data shows only partial use of the MTSS process; data not analyzed; process unclear	Workshops and classes taken in last 3 years are few and not related to instruction or literacy	Parent data from surveys show teacher is a good communicator; positive feedback is provided by at least 65% of parents	Student data from surveys show teacher is a good communicator; positive remarks provided by at least 65% of students	Teacher claims to have taken on additional leadership roles, however no data provided

Annual Review of Assigned Roles

Staff will be surveyed annually in mid-April to assess each role and its effectiveness of the teacher's performance over the past school year. This survey is non-evaluative in nature. It will offer an important opportunity to support learning and implementation of effective teaching strategies in the classroom. The administration will use the current evaluation tools to help determine effectiveness, as well as informal conversations during the course of the year. Student achievement data should show growth to reflect the overall effectiveness of the teacher leaders.

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.

Part 7 Aligned Professional Development

The Iowa Professional Development Model (IPDM) emphasizes student needs as the first step when designing professional development to improve student achievement. The Teacher Leadership Grant will help Bennett Community School District identify student needs by using these new roles to analyze student data and incorporate the MTSS principles in every classroom.

Teacher leaders, with guidance from administration, will be primarily responsible for planning and implementing professional development. They will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers. Professional development is delivered weekly in 75 minute sessions, whole day in-services throughout the year, and at the start/end of school year.

Our teacher leaders will collect and analyze data on the current state of instructional practices in the district. This will be done through teacher observations, data collected from co-teaching, feedback from teachers, and student achievement data. The data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected for the following school year while maintaining flexibility throughout the school year.

The Bennett Community School professional development process recognizes that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development, including one-on-one, small group, and whole group opportunities. Individual needs will be met through the implementation of our PLP's Professional Learning Goal giving the staff an independent goal to grow professionally. The state's cycle of professional development will guide the work teacher leaders do.

The **Instructional Coach** will provide support at two levels. S/he will be responsible for guiding the professional development of teacher leaders and, with the support of the administration, will lead the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district focusing on classroom practice, instructional dialogue, and reflection. The Instructional Coach will also provide leadership during Professional Learning Community (PLC) meetings. During PLC's, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLC's will focus on the areas of teaching and learning, student engagement, technology, and assessment.

The **Model Teacher** will provide a channel for all teachers to observe high-quality instruction and implementation of key district initiatives and instructional strategies in a classroom setting. This will coincide with the IPDM for all teachers to have multiple opportunities to see demonstrations.

All professional development methods will be evaluated to measure their effectiveness. The IPDM states that effectiveness can be judged by student learning outcomes. Most professional development will be centered around the district's student learning goals. This will be based on both formative and summative assessments. We will also monitor the level of teacher implementation and the resulting impact on student achievement.

Another important role for teacher leaders is in relation to the IPDM's concept of simultaneity. It has been a challenge for our district to maintain new initiatives in recent years. It will be important to sustain these initiatives while the new leaders develop future professional development. It is the vision of the TLC committee that the new roles will encourage the teachers to take ownership of Professional Development in our District. The teacher leadership system will provide a framework for incorporating both past and present initiatives ensuring they are both effective and research based. They will also support teachers to make connections between initiatives and how they build on and support one another. Lastly, these leaders will support all past and present initiatives to ensure they are maintained and strengthened over time.

The Iowa Professional Development Model is a cycle of professional development that promotes continual growth and improvement. In accordance with the IPDM Model, if professional development is based on powerful and proven content, and

implemented as designed, students will benefit.

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.

Part 8 Evaluation of Effectiveness

In the table below the TLC committee has aligned our Vision Goals to our District Program Goals to develop a foundation that will promote student achievement through:

- The retention of highly qualified teachers
- Compensation for their leadership efforts
- Promoting and supporting collaboration among our district

District Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
<p>Goal 1: By June 2015 Bennett Community School will offer leadership opportunities to eligible teachers, and 25% of teaching staff (3) will be chosen to serve as teacher leaders using committee and stakeholder generated criteria and processes.</p>	<ul style="list-style-type: none"> •Outlined job descriptions •Determine selection criteria •Training in place •Review Committee assigned •Application process in place •Post leader positions •Interviews and hiring process completed 	<ul style="list-style-type: none"> •Amount of teachers serving in a desired role for each school year •Type of training needed for intended professional growth •A revised job description and selection criteria based on feedback •Appropriate compensation for each role
<p>Goal 2: During the 2015-16 school year, we will have 3 teacher leaders in place, trained in their roles & supporting teachers' professional growth: 1 instructional coach 1 model teacher 1 mentor teacher</p>	<ul style="list-style-type: none"> •Teacher leaders hired •Trainings completed for teacher leaders •PD designed to meet student learning based on data 	<p>Effectiveness of Teacher Leadership roles will be evaluated bi-annually with these measures:</p> <ul style="list-style-type: none"> •Collection of artifacts •Results from teaching staff on a job performance survey •Performance evaluation from administration based on a district approved rubric •Continual informal observation by administration <p>Professional Growth will be evaluated by Teacher Leadership Skills Framework (Center for Strengthening Teaching Profession) for all leaders and classroom teachers.</p> <ul style="list-style-type: none"> •Twice yearly at beginning and end of school year to identify growth
<p>Goal 3: During the 2015-16 school year all career teachers and mentees will receive continual feedback and meaningful support through the Teacher Leadership Compensation System.</p>	<ul style="list-style-type: none"> •Weekly meetings with mentor •Checklists and surveys to be completed weekly and feedback given •Observations of both mentor and mentee teachers to help model best practices of our district •Self evaluations of Mentor Teacher's professional growth completed 2 times a year 	<ul style="list-style-type: none"> •Survey on perceptions of effectiveness of mentoring program at Bennett Community School completed by Mentee •Career teachers survey data of TLC program effectiveness

Goal 4: Teachers' implementation of training components of professional development plan will increase from Fall 2015 to Spring of 2016. Focus will be on MTSS.

- MTSS implementation rubric will provide baseline data for implementing MTSS.

- Implementation of MTSS at the classroom level
- Increased student achievement year to year
- More immediate and specific interventions to help students close achievement gaps
- Teacher survey of effectiveness of TLC program

Goal 5: Student achievement in reading and math will increase during 2015-17 comparing that to the 2013-15 school years.

- Annual Iowa Assessment achievement and growth data
- Yearly fall to spring MAP (Northwest Evaluation Association) growth data
- FAST Assessment for reading readiness
- AIMSWEB for math computation
- Other district formative and summative assessments

- Yearly AYP Status
- Compare data from assessments below for the years 2015-17 to 2013-15:
- Iowa Assessments
- DIBELS NEXT
- Treasures Informal Reading Inventory
- FAST Reading and Math assessments (2014 data started)
- MAP Assessment

Monitor and Adjusting Plan

- Annual performance evaluations will measure leader effectiveness and growth.
- Weekly professional development meetings and data collection ensures TLC goals are aligned as needs change.
- Annually revise TLC goals based on gathered data of student achievement results, coach/teacher self assessments, administration walkthroughs, surveys, and meeting minutes.
- Staff and administration will annually revise job descriptions and responsibilities for all leadership roles based on identified needs.
- Teacher surveys of leader positions and feedback on the Teacher Leadership Skills Framework will inform professional development committee on needed changes as our system grows and develops.
- Ongoing communication channel between teacher leaders, classroom teachers, and administrators will promote the implementation of any improvement strategies to drive these data based conversations.

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)

Part 9 System Sustainability

Capacity to Implement

With this teacher leadership compensation plan, a clear and defined support system will be in place to ensure sustainability. A comprehensive plan will be in place upon implementation of this plan and will be sustained over an extended period. Bennett Community School will continue to build on a professional learning community by continuing data teams, PLPs, and weekly collaboration during professional development. Ultimately a professional learning community is comprised of a staff structure that values shared leadership, meaningful collaboration, and professional inquiry.

In the past, we have had successful implementation of a data team initiative in our school. Due to our small size, we needed to work within a vertical alignment versus a horizontal alignment, which provided a unique conversation about how data teams would work at Bennett Community School. With AEA support, we developed a process of data analysis unique to a school of our size. This initiative proved that our staff has the ability to sustain a new and challenging process.

We have confidence our current initiatives will support our ability to easily align the TLC system to our system. Our P.D. committee and our principal established effective weekly professional development to improve the current areas of need for our student population. We also have co-teaching situations occurring in our classrooms that have been identified as in need of additional skill development. The MTSS process has encouraged collaborative efforts to identify research-based strategies to utilize across all grade levels. Our FAST reading assessment has given us a means of screening students to identify those in need of progress monitoring. This has been a gateway to professional conversations of how to enhance student achievement as a whole. These conversations have led to more willingness from staff members to focus on the individual groups with the greatest needs at both ends of the learning spectrum.

Our current staff members have taken on the additional responsibilities of the listed initiatives above while also teaching full time. These new TLC roles will shift some of the extra obligations from the classroom teachers to a more focused position. This will allow more time for classroom teachers to plan, implement, and refine best practices. The leadership positions will facilitate the district efforts into a coherent driving force. These roles will foster collaboration vertically, organize student data, and implement strategies to improve growth. This ultimately increases student achievement levels.

Professional Development to Develop a Leadership Culture

Administrators and teacher leaders will require ongoing training and support to carry out and sustain our Teacher Leadership Compensation System. We will use AEA resources, outside workshop opportunities, state webinars, and internal professional development sessions to focus our professional development on a coaching culture. Our small size allows professional development to be shared between administrators and the three teacher leader roles. These four leaders can collaborate closely to promote professional conversations that become more meaningful as we can easily share these experiences.

Sustainability of Staff and TLC Plan

Staff

Board of Education

Responsibilities

- Grant approval of TLC roles, revisions, and/or refinements in the district's plan
- Act as a liaison to the community and communicate the TLC laws, policies, and implementation from the district level

Superintendent/Principal

- Monitor and supervise the use of TLC funds
- Organize and coordinate the selection, evaluation, and support for the instructional coach, model teacher, and mentor
- Report student data, and TLC updates to the Advisory Committee biannually
- Maintain leadership with the Professional Development Committee bi-annually
- Maintain a transparent communication network between the Board of Education, school staff, and parents regarding the TLC system
- Help teacher leaders become part of the building culture so relationships can be built
- Meet monthly with the instructional coach to make sure district roles are meeting the position's expectations

Instructional Coach, PD Committee

- Facilitate the district TLC meetings
- Work with Principal to establish effective PD
- Identify research-based strategies to share with classroom teachers
- Analyze end of the year student data analysis to plan for future student needs
- Conduct a yearly self-reflective evaluation

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 194.3

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

District Enrollment-Based Allocation \$60,003.73

Total Allocation \$60,003.73

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.	\$9,200.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$49,303.73

Amount used to provide professional development related to the leadership pathways.	\$1,500.00
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
Totals	\$60,003.73

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$60,003.73
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
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)

Budget Alignment

The Teacher Leadership Compensation Plan is an exciting opportunity for Bennett Community School. We know it will foster many more leadership opportunities for teachers, and ultimately make a positive difference in our student achievement. We strongly believe that our funding will need to reflect our district's biggest priorities, including our current initiatives in MTSS, professional development alignment, and early literacy instruction, as well as ensuring everything is aligning to the Iowa Core. We not only see these initiatives as aligning with our district goals, but with the Teacher Leadership Grant funds and goals too.

Our budget of 194.3 students (current district enrollment) multiplied by \$308.82 per student, totaling \$60,003.73 for our teacher leadership program, will encompass the following:

We will hire a full-time instructional coach to work collaboratively with teachers, helping them develop personal action plans. These action plans will address instructional areas for improvement to ultimately increase student growth and success. A strong emphasis will be placed on literacy in year one. Our most substantial budget item will be to replace our selected instructional coach in the regular classroom. In doing so, we will need to hire a new classroom teacher. In addition to the instructional coach, we will fund the model teacher position to improve effective instructional practices for career teachers, and a mentor teacher position to improve the entry into the teaching profession for a new teacher. Any professional development needed for training our teacher leaders will be paid for through the Teacher Leadership Grant. All teacher leaders will be paid for their hours and training required for their specific role. All salary supplements for our teacher leaders will also be compensated through the Teacher Leadership Grant.

The Bennett Community School District currently has no (0) teachers that would need to have their salary brought to \$33,500, the minimum salary requirement.

In the past, there have been few opportunities at Bennett Community School for teachers to advance in their profession while staying in the classroom. Salary supplements will teachers who demonstrate professional growth and effective teaching, and are willing to take on leadership responsibilities to better the district and themselves. This grant will ensure all salary supplements for teacher leadership roles are funded. Also covered will be costs for the time teacher leaders are not providing direct instruction in the classroom, and costs when teachers are out of their classrooms to observe or co-teach with another teacher. In addition professional development related to the leadership pathways and other costs associated with the approved teacher leadership and compensation plan will be covered. We have allocated \$2,000 to the mentor teacher, and extended their contract an additional 5 days to attend professional development opportunities during the summer, increasing their knowledge of becoming an effective coach for our new incoming teachers. We have also allocated \$1,200 for our model teacher, extending the contract an additional 3 days to attend professional development during the summer increasing their knowledge of effective teaching practices. The instructional coach selected will have an additional 15 contract days, a salary supplement of \$6,000, and will also attend professional development opportunities to increase their knowledge of fundamental change, effective teaching practices, and effective collaboration. We will need to hire an additional classroom teacher to replace our selected instructional coach, allocating \$48,500 for this position. We have allocated \$1,500 for professional development for all three teacher leaders to attend regional workshops, conferences or trainings that would help them with their knowledge and skills to be effective leaders in our system. The total allocated to our district, according to our 2013 certified enrollment would be \$60,003.73 We will allocate the total amount of \$60,003.73 to our TLC plan, with \$0 left unbudgeted.

We currently whole-grade share our 7th-12th grade students to two neighboring districts. Eventually we will be required to forward any TLC dollars allocated to our middle and high school students, depending on when both districts have their TLC applications approved. This could affect our TLC budget in future years. We are working with our Board of Education on a funding solution to sustain our proposed budget. We also realize our budget will be affected by our open enrolled students.

The TLC would be a catalyst to give our teachers and our students a tremendous opportunity to receive a superior education. The new FAST assessment and progress monitoring work we are implementing this year to improve the rigor of instruction, along with the Iowa Core, aligns us to the goals of the TLC grant. The TLC grant would give us the motivation to make the necessary changes in our current initiatives in a collaborative and effective manner. This will ensure all students have the

opportunity to be successful in a quality education setting.

In our school system, at least 25% of our teachers will be involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are already familiar with taking on leadership roles to ensure initiatives are taking place. Before applying for the TLC, grant we have had several teachers interested in additional leadership roles who have gone to professional development trainings to increase their own learning opportunities and to increase student achievement in their classrooms. At our school we believe that through dedicated and collaborative efforts such as these, we will make positive changes in our building's student achievement growth and effectiveness. . We look forward to implementing our new leadership roles into our classrooms and working beside our teachers, giving our students the best possible opportunities to be successful.

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