



**Application**

**70554 - Teacher Leadership and Compensation (TLC) System**

73054 - Teacher Leadership Compensation

Teacher Leadership and Compensation System

Status: Under Review  
 Submitted Date: 2014-01-31 12:27:05  
 Signature: Laurie Noll  
 Submitted By: Laurie J. Noll

**Applicant Information**

|                           |                                         |                               |                                |                                 |                                      |                               |                                |
|---------------------------|-----------------------------------------|-------------------------------|--------------------------------|---------------------------------|--------------------------------------|-------------------------------|--------------------------------|
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| AnA User Id               | LAURIE.NOLL@IOWAID                      |                               |                                | Organization Name:*             | Burlington Community School District |                               |                                |
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| Agency                    |                                         |                               |                                |                                 |                                      |                               |                                |

**Recipient Information**

District\* Burlington Community School District  
Use the drop-down menu to select the district name.

County-District Number\* 29-0882  
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 Ms.

Name of Superintendent\* Jane Evans

Telephone Number\* 319-753-6791

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Street Address\* 1429 West Avenue

City\* Burlington

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

Zip Code\* 52601

**TLC Application Contact**

Honorific Ms.

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Telephone Number\* 319-753-6791

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City\* Burlington

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

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52601

**Abstract/ Executive Summary**

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The vision of the TLC system in the Burlington Community School District (BCSD) is to *inspire and challenge students via high performance teaching* made possible by a system of support, time, and professional development delivered from one teacher leader to another.

As a District in Need of Assistance, (DINA), Burlington's need for this grant is **urgent**. Although there are bright spots at every level, the district needs a systematic way to raise the quality of instruction throughout the district and thereby raise student achievement. Our TLC goals are:

1. **Improve student achievement by strengthening instruction**
2. Attract able new teachers by offering competitive starting salaries and offering PD & leadership opportunities
3. Retain effective teachers by providing enhanced career opportunities
4. Promote collaboration by developing & supporting teacher networking
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased responsibilities & compensation
6. Increase productive partnerships with family & community

Ensuring that students can read on grade level by third grade is a state priority and a priority for BCSD. In fact, BCSD proficiency rates are well below the state average. Scores are flat or even in decline when students enter 6th grade. Our plan emphasizes literacy for grades K-9, effective implementation of the Iowa Core in all grades, mentoring for new teachers, effective use of technology for differentiation and engagement, and building strong relationships with students, parents, and family.

Burlington has recently taken beginning steps toward joining the Partnership for Comprehensive Literacy with Jacobsen Center at UNI. Required elements of this grant are **literacy coaches, instructional leaders and model classrooms**. The TLC system grant would enable Burlington to implement this research-based literacy program from K-9. Literacy coaches in each elementary, middle, and high school would systematically address the knowledge gap **between best practices in literacy and common practices** in the classroom.

Although BCSD staff members have had some training in the Iowa Core, the TLC grant would ensure a strong implementation with ongoing training, on-the-job coaching, monitoring, collaboration and evaluation. **Iowa Core Instructional Leaders in math, reading, science, and social studies** will conduct professional development in August and throughout the school year. They will also be the resident drivers of professional learning communities (data teams), to facilitate the examination of assessment data to make instructional decisions. They will use data to provide quality professional development with practice and feedback. They will promote reading strategies in all content areas.

BCSD has also approved a three year roll-out of the 1:1 initiative. In order to make sure that teachers are supported in this major undertaking, the grant includes **technology coaches**. The coaches would provide staff development in the summer and throughout the school year. They would work side by side other teachers as they determine the most effective way to utilize technology for maximum individualization and engagement for every student. The technology coaches could also model effective lessons for teachers in their building.

**Model Teachers** would be selected on their demonstrated ability to work with students in a way that brings about gains in student achievement. They are teachers who use best practices in reading, math, science or social studies. They are teachers who know how to manage their classrooms for maximum engagement and motivational "push." They are also teachers who know how to build strong relationships with parents.

**"Mentors Plus"** will provide ongoing job-embedded support to new teachers in Daily 5, CME Project Algebra, PBiS, and other district initiatives. They will have extra days added to their contract to meet before school begins to help their mentee set up their classrooms, do lesson planning, manage their classroom, differentiate, and reflect upon their own practice.

The extra days and stipends for each differentiated positions have been **successfully negotiated with the Burlington Education Association (BEA)**. Job descriptions have been written as well as the rigorous process of selection. A letter of agreement between the administration and BEA has already been approved.

The TLC planning committee consisted of 3 administrators, 3 teachers, 2 parents, and 3 BEA members. Members held at least 10 full or sub-committee meetings to develop a vision, determine educational needs, set goals, negotiate extra days and stipends of differentiated positions, and plan for ongoing program evaluation.

Teachers were surveyed to get baseline data on their knowledge of the Iowa Core, the effectiveness of its implementation, and the effect on student achievement. Teachers were also asked questions regarding district initiatives, the current mentoring program, and district-provided professional development. That information was used in preparing a customized TLC plan. It will also prove useful in evaluating the success of the TLC program. A petition of commitment to the TLC plan was also signed by a majority of BCSD staff.

The parents developed questions for a survey to elicit feedback from parents on the desired form of communication with teachers as well as the qualities that they want to see in their children's teachers. This data has helped us fine-tune the application and will serve as baseline data in future evaluation.

The work of the TLC Planning Committee was communicated to teachers and the community during school board meetings, faculty meetings, on the district website, Facebook, a newspaper article (The Hawk Eye, Jan. 17, 2014), and through teacher association meetings.

The need for improvement in student achievement is dire. Through an extensive collaboration of teachers, parents, and administrators, we have developed a TLC system to dramatically improve instruction, and thereby raise student achievement. We ask for your approval.

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

TLC Model Number                      Model 3 – Comparable Plan

### **Narrative**

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**Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:**

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

**The Burlington Community District (BCSD) TLC Planning Committee includes the superintendent, curriculum director, a principal, 2 parents, teachers, and the Burlington Education Association. (BEA) The committee has diversity in race, gender, age, experience, grade level, and expertise. This group of stakeholders held 10 meetings to plan and develop a strong commitment to collaboratively develop a TLC plan.**

**How the grant funds were used:** The \$22,000 allocated 50%, 35 %, 15%

1. **Provide release time** for TLC members to collaborate, examine data, develop rubrics and negotiate a letter of agreement with the BEA.
2. **Covered travel expenses for BCSD teachers to visit school districts** that are utilizing Iowa Core instructional leaders and/or literacy coaches in the "Partnership for Comprehensive Literacy" as defined by the Jacobson Center at UNI. The grant covered visits to schools that have successful 1:1 initiatives utilizing technology coaches. Districts visited were Clinton, North Scott, Waterloo and Council Bluffs. Staff also attended Iowa 1:1 Institute to learn about technology coaches' role.
3. **Consultation** with a grant writer to develop a survey to elicit feedback from staff that could be used in development of Burlington's TLC system and planning for professional development.

On November 13<sup>th</sup> the school board and SIAC met to develop a new vision, mission statement and goals. **Congruency** in the district's vision/mission with the TLC plan's vision and mission was achieved. It became the stable foundation for developing the TLC system plan. The TLC Planning Committee met 10 times to write a vision, analyze data and create a plan to make the vision a reality.

BCSD partnered with **Great Prairie AEA and the University of Northern Iowa (UNI) Jacobson Center for Comprehensive Literacy (JCCL)** and the Partnership in Comprehensive Literacy (PCL) in the development of this plan. TLC members participated in video conferencing, webinars and consultations with Great Prairie AEA and JCCL throughout the months of planning.

TLC committee collaborated with Technology Department about the upcoming **1:1 Initiative**. **Professional development for technology staff is often overlooked, but teachers are being asked to acquire a multitude of new skills.** The technology committee and the TLC planning committee agreed that tech coaches are needed at the middle and high school levels to ensure systemic implementation and sustainability.

The planning committee worked to draft parts 1-10 using a Google Drive file and documents online, allowing all stakeholders the ability to read, comment, add to, revise, and edit the complete plan, anytime, anywhere. The curriculum director led this process to ensure maximum collaboration.

**Memorandum of Understanding:** The stipends for each position, the extra contract days, the selection process, and the evaluation process were negotiated with the Burlington Education Association. A letter of understanding was agreed upon and signed by the district and the BEA. Having this task completed would enable BCSD to implement the grant immediately.

**January:** Stakeholders met a half day to review the rough draft version of Parts 1 – 10. Parents contributed their ideas and created a survey to elicit feedback from all district parents.

Elementary schools are clamoring for support with their K-3 literacy focus. They want to continue working with UNI on the Partnership for Comprehensive Literacy (CLM Coaches, CIM Training, Model Classrooms). Middle school teachers acknowledged the pronounced drop in standardized test scores and asked for a literacy coach to help all teachers utilize effective reading strategies in the content areas. Secondary teachers expressed the need for multiple Iowa Core instructional leaders who could provide leadership on literacy, math, science, and social studies. Secondary teachers said the 1:1 Initiative (1 computer/student) would require professional development, and hands-on support by trained technology coaches. Everyone concurred that the Iowa Core should continue led by teachers who are doing an exceptional job with instructional decisions made by analyzing student achievement data. (Iowa Core Teacher Leaders). Stakeholders agreed that we need to reengineer mentoring to further reflect the Iowa Professional Development Model, with focus on observing exceptional, quality teaching of the Iowa Core, utilizing technology. (Mentor Plus Program). Model classrooms were needed so that teachers throughout the district could visit and observe effective instructional practices, outstanding classroom management and student engagement.

All stakeholders are highly committed to raising student achievement scores through teacher leadership and quality teaching. A letter of support was written by the parent stakeholders and delivered to the superintendent on 1/22/2014. A survey pertaining to the TLC Plan was sent to all teachers with 74% returned. A petition of commitment to the TLC PLAN was signed by 70% of the BCSD staff. The superintendent posted a letter of personal commitment on the district website.

## **Narrative**

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**Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)**

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

### **PART 2 VISION & GOALS FOR TLC PLAN**

**TLC Vision:** To inspire and challenge students via high-performance teaching made possible by a system of support, time and professional development from one teacher leader to another.

District Mission: *Inspiring and challenging students through diverse opportunities*

Vision: *Educate, Enrich, Empower, Excel*

**Our TLC Goals: (aligned with State's TLC System & district goals)**

#### **1. Improve student achievement by strengthening instruction.**

As a District in Need of Assistance (DINA) we made this the #1 goal. Proficiency rates are especially low in grades 6-11. As we systematically raise the quality of instruction throughout the district, student achievement will improve. Research based practices will be implemented with fidelity in every classroom.

##### **District Annual Improvement Goal:**

*Students will make at least one year's growth on the Standard Scores for Reading, Math, and Science on the Iowa Assessment. (high-quality instruction systemwide will produce gains in student achievement)*

#### **2. Attract able new teachers by offering competitive starting salaries and offering PD & leadership opportunities**

Teachers will have a base pay at \$33500

Teachers will receive intensive mentoring support by highly trained teachers

**District goal:** *Develop & reward leadership & positive work habits*

### **3. Retain effective teachers by providing enhanced career opportunities**

90 teachers (over 25%) will fill leadership positions with extra days, responsibilities & compensation. Teachers will undergo a rigorous selection process by building site councils to ensure that we have the highest quality teacher leaders mentoring, coaching, & modeling effective instructional practices, classroom management and building strong relationships.

District goal: *Students will make at least one year's growth in reading, math, and science.*

### **4. Promote collaboration by developing and supporting opportunities for teachers in schools & school districts statewide to learn from each other**

Teacher leaders will meet weekly with all teachers to examine data, collaborate, and provide professional development, and the leaders will meet with each other to provide ongoing support. Instructional leaders will network with others across the state, **learning from each other.**

District goal: *Create a safe and positive school environment which allows teachers to take risks and learn from each other through collaboration.*

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

Positions include "Mentors Plus," Iowa Core Instructional Leaders, Model teachers, Literacy Coaches, and Tech Coaches. The positions will enable us to implement the Comprehensive Literacy Model (CIM) supported by experts at the University of Iowa Jacobsen Center. BCSD reading scores drop in grades 6-11, so we will expand the Comprehensive Literacy Model to all grades K-9.

District Annual Improvement Goals: *Create a K-3 Literacy Committee to study the "Partnership for Comprehensive Literacy" Improve reading, math & science K-12.*

### **6. Increase productive partnerships with family & community.**

In 2008-09, BCSD had the highest dropout rate in the state at 8.54% Based on the TLC parent survey, this must be a priority. Mentors plus, model teachers & Iowa Core Instructional Leaders will help teachers build strong relationships that are critical to motivation, student engagement, academic success, and high school completion. Ongoing feedback from parents will be used to solidify this aspect of our plan.

District Annual Improvement Goal: *Join forces with parents and the community to reduce the dropout rate from 8.54% to 4.5%.*

#### **Evaluation of Goals**

1. Compare gains in student achievement before and after implementation of the TLC plan.
2. Check salary schedule for \$33,500 or higher. Obtain annual feedback from mentees.
3. Teacher retention rate prior to TLC and after implementation of TLC. Implement exit interviews.
4. Check minutes of meetings & networking activities. Also, examine pre and post TLC survey results, peer feedback, self-reflections, and student achievement data.
5. Use ESAIL-Environmental Scale for Assessing Implementation Levels. It measures the 10 key features of the Partnership for Comprehensive Literacy Model.
6. Compare pre and post TLC survey for parents on their perception of quality of instruction, classroom management and communication from district teachers. **Pre-survey data has already been collected.**

Des Moines County (DMC) has the lowest % of 4-year college graduates in the state & lowest level of individuals holding post-secondary degrees at 16.9% compared to state avg. of 24.7%.

BCSD has a high mobility rate and the highest percent dropouts in the state in 2008 (8.54%)

Current student achievement levels show gaps between students in subgroups (white & AA; IEP & non-IEP; low SES). 62.53% of BCSD students qualify for free and reduced (F&R) lunches & individual buildings up to 78% F&R. 24% of DMC children live in poverty, which is double the national avg. of 13% & above state avg. of 16%

<http://www.countyhealthrankings.org/app/iowa/2013/des-moines/county/1/overall/snapshot/by-rank>

Readiness to learn is affected by poverty. BCSD must improve students' readiness through system-wide, high quality instruction, intensive RTI and outreach to parents. Our TLC plan will make that happen by increasing the capacity for instructional leadership throughout the system, providing PD with ongoing coaching, and time to collaborate.

Two schools participate in the F.A.S.T. state initiative with fall reading scores of 65% and 57% proficiency in PreK-5 measuring core instruction and winter reading scores of 58%.

2013 IA Assessment results

| Reading % proficient | 3-5  | 6-8  | 11   |
|----------------------|------|------|------|
| White                | 68.3 | 58.2 | 86.6 |
| AA                   | 55.8 | 25.7 | 75   |
| Low SES              | 68.3 | 43.6 | 78.2 |
| IEP                  | 43.3 | 14.5 | 41.7 |
| All students         | 76.8 | 54.4 | 86.5 |

| Math % proficient | 3-5  | 6-8  | 11   |
|-------------------|------|------|------|
| White             | 83.4 | 71.6 | 78.1 |
| AA                | 57.5 | 37.6 | 63   |
| Low SES           | 72.6 | 56.2 | 64.2 |
| IEP               | 51.8 | 20   | 31.4 |
| All Students      | 79.7 | 66.1 | 76.4 |

**Part 3) Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)**

### PART 3- SUPPORT FOR SCHOOL IMPROVEMENT STRUCTURES

The BCSD is working towards continuous improvement through initiatives that support our goals of increasing **student engagement** and continuously **improving student growth and achievement** with a strong emphasis on improving **literacy at all levels**. Our current initiatives include the Iowa Core, Mentoring, K-3 early literacy, 1:1 initiative, and RtI/MTSS. In support of these initiatives, the district TLC plan includes Iowa Core leaders, mentors plus, model teachers, literacy and technology coaches.

**Iowa Core leaders** will have extensive training and knowledge in research-based instructional strategies to teach and support district-wide implementation of the Core. The leaders and teachers working together will focus on refining instructional practices through reflective collaborative conversations, observations, new learning and implementation of strategies with fidelity. The goal is to provide teachers with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by our most expert instructors. From our Iowa core leaders, teachers will learn new instructional strategies and have greater opportunities to collaborate, both of which will enable them to become more effective teachers. Leaders will help teachers develop ongoing applied professional growth plans based on *instructional issues that specific teachers face with specific students*. Teachers will use data to target areas of need, instead of trying to implement the latest fad in professional development. When teachers know their content and how to teach it at high levels to all students, this **strengthens instruction and student learning**.

**Mentors plus** will connect with mentees in a robust **system of support** in setting up their classrooms, learning district initiatives, instructional best practices, differentiation, and classroom management. They will also be role models, nurturers, and trainers. The process will help **strengthen beginning educators'** understanding of effective teaching practices, district initiatives and expectations of becoming a strong teacher through additional days of PD, coaching, & observations of quality instruction. This **connection provides** relationships & social components to support new teachers. Collaborative reflective conversations provide feedback on pedagogical decisions observed. Formative assessment data will be utilized during the conversations so mentors can guide new teachers to clearly **see the connection between quality instruction & improved student achievement**

**Model teachers** will teach full time and serve as models of exemplary teaching practice. Although professional development goes a long way, sometimes you need to see an instructional practice or classroom management technique demonstrated with real students before you truly understand. Systematically we will schedule teachers who are learning new strategies, into the model classrooms to solidify their learning. Model teachers are also role models and motivators!

**Literacy coaches** will include Comprehensive Intervention Model coaches--**supported** through UNI's Partnership in Comprehensive Literacy--and LETRS (Language Essentials for Teachers of Reading & Spelling) trained teachers. They will support teachers in literacy strategies that strengthen efforts of **improved student learning**. Coaches will be able to provide a portfolio of interventions in **literacy support** for students below proficiency. They will be trained in coaching adult learners.

**Technology Coaches** will support teachers as they equip students with the 21st century skills needed to be globally competitive. Coaches will do hands-on training and work side by side with teachers as we effectively integrate technology via Chrome Books, Google docs, and other technology for every student and staff member 6-12. **Technology coaches will work extra days in August training teachers in new ways of teaching that effectively integrate technology for maximum engagement and differentiation. They will collaborate with the Iowa Core Leaders to ensure that subject-specific examples can be used in training.** The coach will be in the building supporting teachers, modeling new technology and effective strategies to maximize the potential of new technology to enhance student learning in all subject areas.

The roles of Iowa Core Instructional Leaders, mentors plus, model classroom teachers, literacy coaches, and technology coaches will all have overlapping duties in supporting and connecting teachers in their efforts to systematically raise the quality of instruction throughout the district. Leaders will provide feedback, ask reflective questions and support teachers in a systematic method of improved achievement that builds core instruction to 80% so ALL students are proficient. Within our RtI/MTSS system, teacher leaders will work with their colleagues to develop plans of **targeted intensive**

**instruction based** on data analysis and interventions. They will support each other through peer observations, feedback and reflective conversations that develop a deeper understanding of the Iowa Teaching Standards, the Iowa Core and the effective integration of technology.

Having the personnel to support the most meaningful aspect of school improvement--teacher growth--will impact all of our current initiatives and make meaningful strides in our goal of continuous improvement of student achievement.

**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, 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 TEACHING PROFESSION**

Our current mentoring and induction program is based on the training of *Journey to Excellence: An Iowa Model for Mentors of Beginning Educators*. The process begins with mentor candidates completing applications that are reviewed and from them mentors are selected. Once selected mentors take the Journey to Excellence training provided through our AEA developing learning-focused relationships between mentor and beginning educator in order to improve instructional performance, orient the new teacher to policies and practices of the district, create a framework for lifelong professional learning, and promote a culture of collaboration and learning. The mentor learns about different aspects of the role--providing support, creating challenge, and facilitating a professional vision. Once trained and assigned to work with a beginning educator, mentors sign a contract and submit monthly contact logs. Four times throughout the year mentors and new teachers attend district-wide meetings with the director of mentoring for professional development and to further skills and knowledge.

During time together mentors and beginning educators work on learning projects based around the Iowa Teaching Standards and work collaboratively to shape projects relating to the standards that fit the learning need of the beginning educator. As part of the projects, observations are encouraged and release time is provided twice during the year for mentor and beginning teacher to observe each other or other teachers. A key component of the learning projects is to develop self-evaluation and self-reflection skills within the beginning educator through learning-focused conversations.

Though our current program is research-based and strongly supported, there are concerns with fidelity of implementation and a lack of oversight and feedback on effectiveness. The district turnover rate for new teachers is 30-35% suggesting a need for improvement in our current program. Creating a comprehensive program of support and PD where mentors are empowered to lead learning based on needs and where beginning educators are more effectively supported will lead to greater teacher retention. Our goal is to create a mentoring system that is incorporated into all aspects of PD and encompasses the beginning educator into the culture and professional expectations of the district.

Another area of concern is a lack of networking and ongoing support for mentors. Once initially trained, there are no opportunities to meet to discuss concerns about their work with beginning educators or to provide on-going PD to further their mentoring skills. As a result, the overall quality of a beginning educator's mentoring experience can vary tremendously depending on the initial level of proficiency of the trained mentor. The PD opportunities are limited to quarterly meetings with the entire group and do not focus on skills needed to work with adult learners. Differentiation of instruction is not being provided to meet the needs of mentors.

With the new teacher leadership structure, mentors and mentoring would become part of a more comprehensive professional development structure. Within that structure mentors would have a more active role in planning their own learning. Mentors would be subject to a more rigorous selection process and even though the training may remain the same, additional funds would be available for on-going PD. Ten additional days added to the contract for the mentors would allow the time for ongoing training and lead mentors from each building would work cooperatively to evaluate and plan for the training opportunities targeting the areas of need that they are experiencing as well as the needs that are identified in feedback from mentors within their buildings. The additional funds provided by the grant would allow compensation for the additional time commitment required by the mentors for the training.

Even though our plan is in the formative stages, we recognize the need for full evaluation of the system in order to collect the data needed to determine the effectiveness of the program and plan for continuous improvement. A 360 degree evaluation by beginning educators as well as mentors will provide the needed information on which decisions about future planning can be based.

In summary, the TLC grant would allow our district to provide more comprehensive professional development for all staff and more consistent training for mentors through additional teacher contract days and compensation for those days. Better trained mentors will impact beginning educators by providing more meaningful mentoring and induction experiences but being able to incorporate a system-wide support for beginning teachers with not only mentors but also leadership from Iowa Core lead teachers, literacy coaches, technology coaches and model classroom teachers will ensure the ongoing development of a true community of learning that will be sustained from year to year.

#### **Narrative**

**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) Description of the responsibilities and duties for each 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) Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Each role is designed to provide support in areas that affect the professional growth of most teachers thereby inspiring students to do better. Administrators and TLC leaders will meet monthly to coordinate systemic planning and cohesive implementation of TLC system goals. Quarterly

feedback from stakeholders will be used to make ongoing modifications. The model follows the 7 domains of the Teacher Leader Model Standards (TLM) supported by NEA and embed within the 8 Iowa Teaching Standards.

In Burlington, our priorities begin with executing a stronger K-3 literacy focus through Partnership for Comprehensive Literacy (PCL), ongoing sustained support in implementing IA Core in reading, math, science, social studies & 21st Century skills, advancing a stronger Response to Intervention (RTI), providing beginning teachers with exemplary mentors and strong technology integration grades 6-12.

The following TLC leaders are the main part of this grant. From grant funds, teachers will be released from classroom duties up to 100% of the time. The district will backfill their teaching positions.

| # IN ROLE | TEACHER LEADER ROLE                       | % OF TIME WORKING W/ STUDENTS | % OF TIME WORKING W/ TEACHERS | % OF TIME COORDINATING & ASSESSING SCHOOL/DISTRICT'S PROGRAMS | Extra Contract Days |
|-----------|-------------------------------------------|-------------------------------|-------------------------------|---------------------------------------------------------------|---------------------|
| 5         | Model Classroom Teachers                  | 90%                           | 8%                            | 2%                                                            | 6                   |
| 8         | Elem Literacy Coaches                     | 10%                           | 60%                           | 30%                                                           | 15                  |
| 1         | Technology Coach HS                       | 5%                            | 80%                           | 15%                                                           | 15                  |
| 1         | Technology Coach MS                       | 5%                            | 80%                           | 15%                                                           | 15                  |
| 40        | IA Core Leaders (includes 10 CIM leaders) | 80%                           | 10%                           | 10%                                                           | 8                   |
| 35        | Mentors Plus                              | 85%                           | 10%                           | 5%                                                            | 4                   |

| I.                                                                                                                                                                                                       | II.                                                                                                                    | III.                                                                                                                                                                       | IV.                                                                                                          | V.                                                                                                                | VI.                                                               | VII.                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fostering a Collaborative Culture to Support Educator Development & Student Learning                                                                                                                     | Accessing & Using Research to Improve Practice & Student Learning                                                      | Promoting Professional Learning for Continuous Improvement                                                                                                                 | Facilitating Improvements in Instruction & Student Learning                                                  | Promoting the Use of Assessments & Data for School & District Improvement                                         | Improving Outreach & Collaboration w/ Families & Community        | Advocating for Student Learning & the Profession                                                                                                         |
| Iowa Core Instructional Leaders (40)                                                                                                                                                                     |                                                                                                                        |                                                                                                                                                                            |                                                                                                              |                                                                                                                   |                                                                   |                                                                                                                                                          |
| *Inspire colleagues to use best instructional practices to implement IA Core Standards for all areas<br><br>*Promote district's literacy plan (PCL) and effective use of technology in all core subjects | *Plan & conduct data team meetings                                                                                     | *Collaborate w/ colleagues & administrators to plan professional learning that is job-embedded, aligned w/ content standards & linked to school/district improvement goals | *Demonstrate exemplary instruction in the "Core 4" areas of instruction or classroom management              | *Assist with disaggregating, & analyzing district assessment data to help guide teachers' instructional decisions | *Co-facilitate family nights                                      | *Share information w/ colleagues pertaining to local, state & national trends & policies that impact classroom practices & student learning expectations |
| *360° learning by modeling & observing teacher w/ collaborative conversations pertaining to classroom instruction                                                                                        | *Provide instruction & support using best practices from book studies, Common Core, & IA Teaching Standards & Criteria | *Facilitate professional learning among colleagues                                                                                                                         | *Assist the Coach in analyzing district assessments & their appropriateness to the Iowa Core State Standards | *Assist in implementing data walls                                                                                | *Model effective communication & collaboration skills w/ families |                                                                                                                                                          |
|                                                                                                                                                                                                          | *Implement strategies & interventions that support a multitier                                                         | *Allow beginning or interested teachers access to classrooms to observe exemplary teaching in action;                                                                      | *Make recommendations regarding instructional materials                                                      |                                                                                                                   |                                                                   |                                                                                                                                                          |

|  |                               |                                                                                                                     |                                                                                          |  |  |  |
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|  | system of supports within RtI | provide a "living laboratory" for exemplary teaching to be seen, heard & understood                                 |                                                                                          |  |  |  |
|  |                               | *Observe in interested teachers' classroom & provide feedback through reflective conversations w/ observing teacher | *Attend instructional strategy meetings/trainings held by district or cooperating groups |  |  |  |
|  |                               |                                                                                                                     | *Meet monthly with other IC Instructional Leaders for systemic planning                  |  |  |  |
|  |                               |                                                                                                                     | *Provide in-house brain power & time to work together & collaborate                      |  |  |  |

| I.                                                                                   | II.                                                               | III.                                                       | IV.                                                         | V.                                                                        | VI.                                                        | VII.                                             |
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| Fostering a Collaborative Culture to Support Educator Development & Student Learning | Accessing & Using Research to Improve Practice & Student Learning | Promoting Professional Learning for Continuous Improvement | Facilitating Improvements in Instruction & Student Learning | Promoting the Use of Assessments & Data for School & District Improvement | Improving Outreach & Collaboration w/ Families & Community | Advocating for Student Learning & the Profession |

Model Classroom Teachers (5)

|                                                                                                                                   |                                                                        |                                                                                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                      |                                                                                                                                |                                                                                                         |
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| *Invite teachers to observe exemplary teaching in action                                                                          | *Implement the workshop approach: reading, writing, language           | *Engage in building level PD & the expectations that apply                                                                                                                                                                                                      | *Collect, analyze & use classroom data to make instructional decisions                                                | *Demonstrate the design, implementation, scoring & interpretation of student data to improve educational practice & student learning | *Invite families to observe classroom activities<br>*support colleagues in understanding diverse educational needs of families | * Provide documented Tier 1 interventions & be an active participant in intervention process            |
| *Provide a "living laboratory" for exemplary teaching<br><br>*Initiate reflective conversations w/ observing teacher for feedback | *Follow 8 IA Teaching Standards in model classroom                     | *Implement the 10 features of PCL model w/ assistance from CLM coach at elementary levels<br><br>*Facilitate professional learning opportunities within building & district including demonstrations of their own practices & written reflection upon practices | *Keep an accurate & updated assessment binder<br><br>*Engage in discussions around student data & the assessment wall | *Create a classroom environment of trust & the ability to reflect                                                                    |                                                                                                                                | *Spotlight student work & share achievements w/ stakeholders                                            |
| *Observe others & provide feedback<br><br>*Have reflective conversation w/ observing teacher                                      | *Administer & analyze classroom assessments for instructional purposes | *Work w/ & accept coaching from CLM literacy coach (K-8) or Instructional Strategist (9-12) as needed<br><br>*Collaborate w/ colleagues during early phases of model classroom teacher's implementation of the literacy framework                               |                                                                                                                       | *Support colleagues in challenging conversations about student learning                                                              |                                                                                                                                | * Believe all students can achieve, hold them to high standards & teach to nurture independent learning |
| *Collaborate, problem solve & reflect upon practice through study groups, peer                                                    | *Spend time outside school day for professional                        | * Support instruction & learning through technology as appropriate                                                                                                                                                                                              |                                                                                                                       | *Administer & analyze classroom assessments for                                                                                      |                                                                                                                                | *K-5--Implement full workshop approach, including language, reading,                                    |

|                                                                                                                                              |                                                                                                                        |  |  |                        |  |                                                                              |
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| observations, grade level &/or content area planning, weekly grade level or content area team meetings & collaborative intervention meetings | reading & classroom planning                                                                                           |  |  | instructional purposes |  | writing & content workshops                                                  |
| *360° learning by both model teacher & observing teacher w/ collaborative conversations pertaining to classroom instruction                  | *Use technology to differentiate for multiple learning needs<br><br>*Manage the classroom for maximum student learning |  |  |                        |  | *Establish & maintain advocacy for model                                     |
|                                                                                                                                              |                                                                                                                        |  |  |                        |  | *Accept visitors in classroom during instructional & non-instructional times |
|                                                                                                                                              |                                                                                                                        |  |  |                        |  | *Assume leadership & mentoring roles w/ teachers                             |

| I.<br>Fostering a Collaborative Culture to Support Educator Development & Student Learning         | II.<br>Accessing & Using Research to Improve Practice & Student Learning | III.<br>Promoting Professional Learning for Continuous Improvement                                                                                   | IV.<br>Facilitating Improvements in Instruction & Student Learning                                                                     | V.<br>Promoting the Use of Assessments & Data for School & District Improvement          | VI.<br>Improving Outreach & Collaboration w/ Families & Community                                                               | VII.<br>Advocating for Student Learning & the Profession                                                     |
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| Elementary Literacy Coaches (8)                                                                    |                                                                          |                                                                                                                                                      |                                                                                                                                        |                                                                                          |                                                                                                                                 |                                                                                                              |
| *Lead Collaborative Intervention Team meetings<br><br>*Coordinate & integrate RtI processes        | *Coach teachers to become mentors for other teachers                     | *Provide demonstrations of CLM framework (language, reading, writing & content workshops)                                                            | *Manage school-wide assessments for monitoring literacy achievement                                                                    | *Support colleagues in implementation of student data & assessment to change instruction | *Initiate Parent evenings that promote collaboration w/ families & communities to address diverse educational needs of families | *Believe all students can achieve, hold them to high standards & teach to nurture their independent learning |
| *Organize collaborative learning communities                                                       |                                                                          | *Conduct coaching cycles w/ teachers across grades that focus on improving core instruction for all learners & teaching struggling readers & writers | *Coordinate the assessment wall process                                                                                                |                                                                                          | *Support colleagues in understanding diverse needs of families within school                                                    | *Spotlight student work & share achievements w/ all stakeholders                                             |
| *Lead grade level team meetings weekly<br><br>*Provide professional development sessions for staff |                                                                          | *Lead meetings of grade-level teams &/or content area teams                                                                                          | *Meet weekly with building principal to communicate & coordinate literacy-related meetings                                             |                                                                                          |                                                                                                                                 |                                                                                                              |
| *Prepare classroom teachers to administer & analyze assessments & instruction                      |                                                                          | *Attend PD sessions for coaches                                                                                                                      | *Assist in developing & implementing a plan for vertical school-wide professional development sessions related to literacy instruction |                                                                                          |                                                                                                                                 |                                                                                                              |
| *Facilitate collaborative intervention team meetings                                               |                                                                          |                                                                                                                                                      | *Plan IA Core curriculum & assessment                                                                                                  |                                                                                          |                                                                                                                                 |                                                                                                              |
|                                                                                                    |                                                                          |                                                                                                                                                      | *Support instruction &                                                                                                                 |                                                                                          |                                                                                                                                 |                                                                                                              |

|                                                                                                                                                                 |                                                                                                                            |                                                                      |                                                                                    |                                                                               |                                               |                                           |
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|                                                                                                                                                                 |                                                                                                                            |                                                                      | learning through the use of technology                                             |                                                                               |                                               |                                           |
| Technology Coach (2)                                                                                                                                            |                                                                                                                            |                                                                      |                                                                                    |                                                                               |                                               |                                           |
| *Support learning practices & physical environment that support teaching & learning of 21 <sup>st</sup> century skills                                          | *Model instructional practices in teachers' classrooms                                                                     | *Plan logistics & evaluation for district's 1:1 Initiative           | *Collaboratively plan with teachers to identify when & how to implement technology | *Centralize digital resources to support learning & curriculum implementation | *Provide technology training at parent nights | *Participate in monthly coaching training |
| *Support professional learning communities that enable educators to collaborate, share best practices & integrate 21 <sup>st</sup> century skills in classrooms | * Maintain district wide content for use in technology systems                                                             | *Provide PD for instructional support                                | *Provide in-school demonstration & coaching to teachers                            |                                                                               |                                               |                                           |
| *Observe teachers using interventions                                                                                                                           | *Coach teachers in effective use of technology to build literacy & math cognition, & to accommodate individual differences | *Help teachers maximize digital resources for students               | *Assist in development of curriculum with a focus on technology integration        |                                                                               |                                               |                                           |
|                                                                                                                                                                 |                                                                                                                            | *Model effective use of technology in an ELA, math, or science class |                                                                                    |                                                                               |                                               |                                           |

Mentor Plus (35)

|                                                                                                                              |                                                                                                          |                                                                                                         |                                                                                                                                |                                                                                                                                                                           |                                                                                                                                                                   |                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| *Work collaboratively w/ mentee on learning projects based on IA teaching standards that fit learning needs of new educators | *Work w/ new teachers to collect & analyze data from classrooms that improve teaching & student learning | *Develop self-evaluation & self-reflection skills within the new educator through focused conversations | *Participate in reflective conversations with mentor teachers & colleagues after observations of instruction & assessment data | *Help new teachers assess their learning of content & pedagogic knowledge through an assessment from pre & post information with reflective & collaborative conversations | *Help new teachers learn diverse educational needs of families & community through support of mentor teachers<br><br>*Provide & promote collaboration w/ families | Participate in networks & study groups w/ other teachers to improve learning |
|                                                                                                                              |                                                                                                          | *Aid new teachers to actively plan their own PD needs                                                   |                                                                                                                                |                                                                                                                                                                           | *Build networks w/ mentors, new teachers & community                                                                                                              | *Help provide a strong professional learning community                       |
|                                                                                                                              |                                                                                                          |                                                                                                         |                                                                                                                                |                                                                                                                                                                           |                                                                                                                                                                   | *Help mentees make connections to school & colleagues.                       |

Program Evaluation: A system will be set to ensure **formative feedback data is collected from all stakeholders on the TLS** consisting of a survey and focus groups with parents, administrators and teachers. Data will be **organized and shared with building and district** administrators at quarterly team meetings. Modifications in the program will be made based on feedback. **Assessment data will be analyzed to determine if the TLC system has increased student achievement.**

**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) Measures of effectiveness
- b) Professional growth

**PART 6 - RIGOROUS SELECTION PROCESS FOR TEACHER LEADERS**

Each building will establish a Site Council consisting of 3 teachers and 3 administrators. They will put candidates through **a rigorous selection process.** A Teacher Leadership Selection rubric will be used in vetting the candidates and bring objectivity to the process as we scrutinize the following application criteria:

- Must have worked in BCSD for 1 year, 3 years as teacher
- 3 recommendation letters from teachers
- HR screens applications: endorsements/qualifications/good standing/reference checks

- Must be outstanding teacher based on Iowa Teaching Standards
- Cannot be on intensive assistance
- Recognized for pattern of bringing about gains in student achievement
- Demonstration of skill through performance assessment if appropriate (technology)
- Willingness to commit to the Comprehensive Literacy Model ( for literacy-related positions)
- Alignment of Leadership Quality Attributes from Likert Evaluation: Peer Self & Administrator

After careful screening, the Site council will interview 1 - 5 teachers. They will compare each candidate to the specific rubric for that position. By consensus, the Site Council will make a recommendation to the Superintendent. The Superintendent will recommend positions to the Board for approval.

The TLC planning committee will develop a rubric to rigorously evaluate the effectiveness of the leader candidate based on the questions below and also a pre/post survey of effectiveness completed by administrators/peers/self. Individuals will also self-report personal learning. Both summative and formative data will be used to create tools to improve effectiveness of the teacher leader position. Superintendent & curriculum director will work with teacher-leaders to correct any identified skill gaps.

#### Evaluation of Iowa Core Instructional Leaders

After each day of professional development, have attendees fill out rating sheet for quality, engagement, and relevance to district initiatives.  
 Walk-through observations by peers to see evidence of initiative being implemented  
 Measure student achievement gains in that content area measured via STAR and/or FAST  
 Feedback from staff members on their level of engagement in school improvement  
 Self-reflection on growth as a professional development trainer.

#### Evaluation of Mentors Plus

Rating sheet before and after school year by mentee on level of support, value of tips.  
 Observations by colleagues and principal to measure gains in classroom management, organization, effective instructional strategies, relationships with students & parents.  
 Retention rate of new teachers.  
 Student achievement gains over the year on STAR reading and math, or FAST.  
 Self-reflection on ability to bond with mentee and confront areas for correction.

#### Evaluation of Model Teacher

Feedback from teachers, GPAEA consultants who have visited the classroom  
 Feedback from teachers who have received training or on-site coaching  
 Gains in student achievement (common assessments, STAR, and Iowa Assessments)  
 Self reflection on instructional best practices

#### Evaluation of Literacy Coaches

Rating sheet pre/post year by teachers on Comprehensive Intervention Model (CIM)  
Observation of CIM Coach teaching "behind the glass"  
 Student achievement gains in reading measured quarterly by FAST and/or STAR  
 Self reflection on ability to transfer instructional strategies to all literacy teachers

#### Evaluation of Tech Coach

Rating sheet pre/post year by teachers on their level of support with 1:1 initiative  
 Rating sheet pre/post year for student perception of integration of technology  
 Observation & rubric completion by colleagues, principal and the technology director

December 2013 baseline data was collected by surveying BCSD teachers on the effectiveness of district or building professional development activities. (74% return rate)

- 20% see little or no use of Iowa Core in their classrooms
- 25% not seeing an impact from Iowa Core
- 40% do not see an impact from Gradual Release of Responsibility
- 35% do not see a positive impact from their training on co-teaching
- 18% of those using Jolly Phonics do not see a positive impact on their teaching
- 25% do not see an impact from the beginning teacher mentoring program
- 20% of those using Daily 5/Café do not see a positive impact
- 20% of those using LETRS (Language Essentials for Teachers of Reading and Spelling) report little no impact
- 36% see limited impact from PBiS (Positive Behavior Intervention Supports)
- 40% do not see an impact from Data teams
- 25% show limited impact from differentiated instruction
- 24% of those using PCL do not see an impact
- 40% lack professional development aligned with their career goals

The baseline survey indicates teachers need more time & training w/initiatives. Teachers are unaware of how initiatives impact student learning or instructional practices. Teachers need more hands on learning with Google apps, and time to collaborate with colleagues. Teacher can learn how to create student technology centers in their room for differentiated instruction. Baseline data shows teachers reporting a lack of strong impact of initiatives on their personal growth and student achievement. The lack of impact is represented by the following percentages based on the survey data:

- 30% Iowa Core
- 21% Gradual Release
- 20% Co-teaching
- 22% Jolly Phonics
- 18% New Teacher Mentoring
- 23% Daily 5/Café
- 15% LETRS
- 17% PBiS
- 27% Data Teams
- 34% Differentiated Instruction

9% Partnership for Comprehensive Literacy

Less than 19% show strong alignment between their professional development and their individual career development planning goals. Thus, the need for the TLC grant is urgent.

## Narrative

**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) Description of the role teacher leaders will play in the creation and delivery of professional development.

b) 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.

### UTILIZATION OF TEACHER LEADERS IN DEVELOPMENT AND DELIVERY OF PROFESSIONAL DEVELOPMENT

The Burlington Community School District has a long history of teacher leaders supporting professional development. Teachers have led groups through book studies, workshops, and training. Teachers are getting stronger at discussing building data and making decisions based on data. For example, teachers use data to plan training and track students' pre and post-test growth on Iowa Core standards. Grade level and subject area teachers collaborate through the use of assessment data to determine struggling students' needs for additional assistance from those that have the standards accomplished and others that need enrichment. A recent example of a teacher led training included teachers requesting information about RtI. A teacher leader created professional development training on the implementation of RtI in their building and then teachers applied the learning in their classrooms. Teachers came back to the RtI group and discussed how their implementation plan worked and what data was used to make formative decisions that supported student growth.

Even though our district has experienced success with teacher leadership, an area of needed growth for our teacher leaders would include **connecting teacher learning to student growth**. Surveys of teachers' needs help determine current reality of professional development and over time determine the impact teacher learning has on student growth. The program evaluation system is based on W. Edwards Deming's "Plan Do Check Act - wheel within a wheel" cycle (1986). This theoretical framework was transformed into a formative program assessment model -plan, implement, reflect, improve (Abel 1994) and the continuous improvement cycle. This would become a component of our TLC system that would identify areas of need and a starting point for our work. We currently do an excellent job of collecting, using, effecting, and reviewing student data; but we are missing the training/learning opportunities since each team needs different professional development.

Having the appropriate **teacher leaders** throughout the district will provide the means for learning embedded in the day to day operations of the district. Teacher leaders will be on site and help with implementation in the classrooms. **Teachers who have shown the ability to effectively raise student scores while** using research based strategies will be able to help others implement the strategy in their classrooms. The grant would allow for those teacher leaders to become more involved with professional development and help other teachers implement the strategies with fidelity.

With our new district goals, **each individual teacher plan will be a direct fit with the district career development plan and will align with Iowa Core implementation and K-3 Early Literacy Initiative**. Creating an ongoing, **frequent tool to measure targeted outcomes will guide our training decisions** within the district. Teachers need the support of teacher leaders to help develop professional development plans based on their individual needs and student needs. The teacher leaders will be integrally involved in the design and delivery of professional development. Based on needs from leadership meetings, and building meetings, the teacher leaders will work with district and building administration to determine appropriate professional development goals, topics and the process to deliver PD to staff.

Another objective of our plan is that all adult learning will be **aligned with and brought together with the overarching school and district goals which will ultimately increase student learning**. Part of the professional development will include observing in lead teachers' classrooms and then collaborating before and after the observation asking critical questions based on individual learning goals. Coaches will meet with grade level or subject area teachers on a weekly or biweekly time to discuss interventions classroom teachers can provide to support student needs within their classroom. This will also allow teachers the opportunity to collaboratively decide on program and instructional issues. Teacher leaders will work with teachers across grades as well as grade level to build core instruction. They will also provide support for teachers to become mentor teachers for others in the building, leading to sustainability of teacher leaders within the school and district.

An important link with professional development and student achievement **are data walls of student growth**. Teacher leaders, the principal, and the interventionist will facilitate the analysis of student data at each grade level and/or subject area. This work will guide teachers to provide additional instructional support to students within classrooms and across the building. This will also help align student assessments across grade levels. Teacher leaders will build an annual report that includes the progress of all students. **Based on data walls, student needs, and teacher needs, the professional development** will be coordinated by administration and teacher leadership teams and aligned with identified needs. This evaluation of student data will evaluate the effectiveness of professional development.

Another important role of the teacher leaders will be collaborating with other teacher leaders to share their practice with each other. The grant will provide release time for teachers to help other teachers. By attracting, compensating, and nurturing our own strong teacher leaders we can effectively plan tailored professional development to meet specific needs for the building and individual teachers. Teacher leaders on site, instead of brought in, create the grassroots needed for professional development that can be sustained over time by district staff. **Systematically, we will raise the quality of instruction throughout the district, and thereby raise student achievement.**

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

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

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

#### **ASSESSING THE IMPACT OF THE TLC PLAN, MONITORING AND ADJUSTING THE PLAN OVER TIME**

Burlington Community School District (BCSD) **has a clear vision to measure the impact and effectiveness of the TLC Goals.** The vision is one of "Continuous Improvement," as detailed in W. Edward Deming's, "Plan Do Check Act." BCSD will conduct an ongoing and rigorous program evaluation of its entire TLC system, including professional development (PD), and the Beginning Teacher Mentoring Program (BTMP). Evaluation instruments will be both formative and summative in nature, collecting qualitative and quantitative data from all stakeholders at multiple times during the year and comparing results over time.

In the **plan, implement, reflect, improve cycle** that drives this program evaluation system, there are multiple measures that will assist us to continuously monitor and make formative adjustments to all of the TLC system positions, duties, and procedures. Data will be collected from all stakeholders, and results will be examined continuously. In this way we will ensure formative change in program goals and processes in immediate response to the changing needs. Professional development will be aligned to those changing needs and to the Iowa Professional Development Model, and the state's TLC goals.

This system will enable us to measure the impact and effectiveness of our 6 goals:

*(improve instruction, attract & retain new teachers, provide career opportunities, promote collaboration, reward professional growth and effective teaching, increase partnerships with families.)*

Short Term Evaluation

##### **Formative:**

- Review of Student Achievement data (teacher leaders meet monthly to monitor this)
- Analysis of Teacher Retention Rate and Exit-interviews of departing teachers
- Iowa Teaching Standards Interest Assessment – this Spring (TLC, PD, BTMP)
- Feedback from all PD Events (PD, TLC, BTMP)
- Survey of all teachers – midyear compared to pre-TLC survey (TLC, PD, BTMP)
- Teacher Leader Self-Assessment (TLC, BTMP)
- Peer Feedback from recipients of Teacher Leader Compensation Services (TLC, BTMP)
- Analysis of Individual Teacher Professional Development Plans (TLC, PD, BTMP)
- Comparison of Pre and Post TLC system Parent Survey Results

**Collect** - Qualitative and quantitative data will be continuously collected from all stakeholders using the multiple formats above. Data will be aligned to Iowa Teaching Standards, the Iowa Core, Guskey Levels of Professional Development, the goals of the TLC, and using rubrics with their accompanying quasi-interval data. **Reciprocal evaluations using 360 degree formats will be implemented.**

**Analyze** – Data results will be aggregated, disaggregated, triangulated and compared by role group and identify and address the needs of the whole or the various stakeholders.

**Utilize** – The TLC Steering Committee will use data as the basis for all training and improvement decisions in both the long and short term.

##### **Summative:**

The Teacher Leadership Team will spend a day sharing with outside partners (UNI, GPAEA), in a **formal Peer Review of the TLC system.** A protocol will be followed, triangulated data examined, and a rationale for strengths and areas of growth presented. Data will drive all decisions. The peer review team will examine final results from all data sources and agree as to areas of strength or areas for growth. The Teacher Leadership Team will then use a hierarchical list of areas for growth to develop a **written annual plan for improvement** in the TLC (and the other programs with which it interacts). The nature of the formative program assessment theory is that the summative (yearly) results become formative as they move the program forward in constant improvement.

##### **Long Term evaluation:**

Data points will be charted for five years in the following areas:

Five year teacher retention data

Reading, Math, and Science Proficiency over five years

Graduation rate (four year cohort data)

Teacher and Parent satisfaction survey scores (Workforce Dynamics)

ACT composite scores

A mid year survey of mentors, coaches, model teachers, and Instructional leaders will help us to make **immediate improvements** and give us guidance in our short term professional development. *The Iowa Teaching Standards Interest Assessment* and the analysis of teacher Individual Professional Development Plans will assist us in assessing the needs of teachers and differentiating support. Mentor/coaches will collaboratively share and learn from each other in weekly one-on-one meetings where self-assessments of practice are continuously examined. Training, ongoing support and individual professional development plans will be based on their assessed needs. The effectiveness of the time and process of teacher collaboration will also be a focus for data collection, with an effort to align the content of collaborative meetings with the *Iowa Teaching Standards*. **The overall goal of all that we do and plan to do is to assist teachers in strengthening their skills in order to improve student achievement.**

**Part 9) Describe the school district's capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)**

Burlington Community School District definitely has the capacity to implement the TLC program and sustain it over time. The following staff will be responsible for ensuring its successful implementation and sustainability over time.

**TLC Steering Committee:** 17 key instructional teacher leaders will meet the 2nd Wednesday of every month at 1:00 pm. with the Director of Curriculum and Superintendent to monitor and evaluate the district's entire TLC plan. The key leaders will include 5 elementary teachers, 3 middle school teachers, 4 high school teachers, two parents and the president of the teacher's association. The 17 Key instructional leaders will have at least one representative from each of the differentiated leadership positions. The TLC Steering Committee will do an ongoing evaluation of the district's

professional development plan, the Mentors Plus program, the Iowa Core Instructional Leaders, the Literacy Coaches, the effectiveness of the Technology Coaches, and the feedback from teachers who have visited the model classrooms.

**The Director of Curriculum** will facilitate the meetings and be responsible for alignment of the TLC program with the Iowa Professional Development Model, Iowa Teaching Standards, the Iowa Core, and district curriculum and assessment. The Director of Curriculum will also hold quarterly meetings with representatives from the "Partners for Comprehensive Literacy," (Jacobsen Center at UNI) to make sure that our literacy coaches are being properly trained, supported, and utilized to maximize effectiveness.

**The Superintendent** will be responsible for appointing the TLC Steering Committee no later than September 1st of each school year. He/She will also meet with the BEA President's group each month and the TLC program will be a standing agenda item. The superintendent will also be responsible for keeping the school board informed of the TLC program activities and how it has impacted student achievement. The superintendent will meet with the Technology Director quarterly to make sure the technology coaches are being properly trained and deployed to maximize the effectiveness of the 1:1 initiative and the integration of technology into every content area.

**The Burlington Education Association (BEA) President's group** (Current, past and president-elect), will meet each month with the Superintendent to have a free exchange of ideas (The BCSD has a long history of teacher leaders supporting each other through collaboration and shared leadership roles. Union members see positive outcomes from teachers in leadership roles and support the collaboration of the TLC plans.)

**Parents** have had a strong voice in the design of BCSD's TLC plan. Parents developed a TLC survey to get input regarding the qualities they desired in their children's teachers. They also gave feedback about communication between school and home. Annually the parents will be polled as one more measure of the program effectiveness. The survey from the initial survey showed disparities in communication from elementary to middle school. Parents also made it clear that they admired teachers with "high expectations," who would hold their children accountable. That input was extremely important for us in the final stages of planning.

**Model Classroom Teachers** will receive support from colleagues, administrators and guidance from AEA on best practices within the classroom. Additional time to confer with other teacher leaders will support professional development of model classroom teachers.

**Elementary Literacy Coaches and CIM Teacher Leaders** will receive support from UNI professors that will provide strategies and skill sets to work with adult learners. Coaches will also receive training in effective strategies for working with adult learners.

**Technology Coach** will have the technology and AEA support to implement new learning for teachers and students as the 1:1 computer rollout occurs. Teachers will become "Google Ninja" certified. This is training for Google Chromebooks.

**Iowa Core School Leaders** will have AEA and district support for training. The district will take advantage of workshops or training sessions that support teacher leaders and our TLC plan.

**Mentor Plus Teacher Leaders** will receive continued training from AEA on mentoring along with additional time for collaborating with peers and observations of classrooms.

**District Administration Support** will guide leadership meetings and professional development along with process overview.

Collaboration between teacher leaders, AEA consultants, and UNI professors will provide tremendous growth and skills for teachers during their monthly leadership meetings. Shared experiences will support the sustainability and a **culture of collegial sharing and continuous learning that will sustain the success of the TLC plan** through a shift in the district's culture for adult learning and teacher leadership. It will become common practice for teachers to model, coach, facilitate improvement and provide support for each other, thereby building the capacity of teacher leaders within the district. The systemic improvement in instruction will produce gains in student achievement.

**Grant Allocation**

*Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. The number entered is subject to verification by the DE. 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                                                                             | 4636.5         |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i> |                |
| District Enrollment-Based Allocation                                                                    | \$1,431,843.93 |
| Total Allocation                                                                                        | \$1,431,843.93 |

**Part 10 - Budget Items**

|                                                                                                                                                                                                                                                                                              | Amount Budgeted |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Use of TLC Funds                                                                                                                                                                                                                                                                             |                 |
| Amount used to raise the minimum salary to \$33,500                                                                                                                                                                                                                                          | \$30,000.00     |
| Approximate amount designated to fund the salary supplements for teachers in leadership roles                                                                                                                                                                                                | \$402,205.00    |
| 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) | \$799,000.00    |
| Amount used to provide professional development related to the leadership pathways                                                                                                                                                                                                           | \$200,638.93    |
| 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 \$1,431,843.93

**Other Budgeted Uses - Description**

| Item description | Amount budgeted |
|------------------|-----------------|
|                  | \$0.00          |

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$1,431,843.93  
 If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.  
 Remaining Allocation to be Budgeted \$0.00

**Budget Alignment**

Describe how the TLC Budget is aligned to the school district's goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

Each position outlined within the budget as a key role within the TLC plan and aligns with our TLC and district goals.

**Our TLC Goals: (aligned with State's TLC System & district goals)**

**1. Improve student achievement by strengthening instruction.**

As a District in Need of Assistance (DINA) we made this the #1 goal. Proficiency rates are especially low in grades 6-11. As we systematically raise the quality of instruction throughout the district, student achievement will improve. Research based practices will be implemented with fidelity in every classroom. 84% of the TLC will go directly to teacher leaders in the way of stipends and release time.

District Annual Improvement Goal:

*Students will make at least one year's growth on the Standard Scores for Reading, Math, and Science on the Iowa Assessment.*

**2. Attract able new teachers by offering competitive starting salaries and offering PD & leadership opportunities**

Teachers will have a base pay at \$33500. Base pay is currently \$32,137 so for the district \$30,000 should be sufficient to upgrade all teachers to \$33500.

Teachers will receive intensive mentoring support by highly trained teachers

District goal: *Develop & reward leadership & positive work habits*

| Position     | #  | stipend    | FICA /pers | per person | per group   | Release time    | Total expense |
|--------------|----|------------|------------|------------|-------------|-----------------|---------------|
| Mentors Plus | 35 | \$2,000.00 | \$332.00   | \$2,332.00 | \$81,620.00 | \$20,000        | \$101,620.00  |
|              |    |            |            |            |             | salaries to min | \$30,000.00   |

**3. Retain effective teachers by providing enhanced career opportunities**

90 teachers (over 25%) will fill leadership positions with extra days, responsibilities & compensation. Teachers will undergo a rigorous selection process by building site councils to ensure that we have the highest quality teacher leaders mentoring, coaching, modeling effective instructional practices, classroom management and building strong relationships.

District goal: *Students will make at least one year's growth in reading, math, and science. (high quality instruction system wide will produce gains in student achievement.)*

| Position        | #  | stipend    | FICA /pers | per person | per group    | Release     | Total expense |
|-----------------|----|------------|------------|------------|--------------|-------------|---------------|
| Ia Core Leaders | 40 | \$4,000.00 | \$663.00   | \$4,663.00 | \$186,520.00 | \$28,000.00 | \$214,520.00  |
| Model Teachers  | 5  | \$3,000.00 | \$497.00   | \$3,497.00 | \$17,485.00  | \$1,000.00  | \$18,485.00   |

|                |   |             |            |             |             |              |              |
|----------------|---|-------------|------------|-------------|-------------|--------------|--------------|
| Literacy Coach | 8 | \$10,000.00 | \$1,658.00 | \$11,658.00 | \$93,264.00 | \$600,000.00 | \$693,264.00 |
| BHS tech coach | 1 | \$10,000.00 | \$1,658.00 | \$11,658.00 | \$11,658.00 | \$75,000.00  | \$86,658.00  |
| MS tech coach  | 1 | \$10,000.00 | \$1,658.00 | \$11,658.00 | \$11,658.00 | \$75,000.00  | \$86,658.00  |

In order to allow teachers opportunities as teacher leaders, it takes the teachers out of the classroom. Therefore, the need to release them from their positions will cost \$799,000.

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

Teacher leaders will meet weekly with all teachers to examine data, collaborate, and provide professional development, and the leaders will meet with each other to provide ongoing support. Instructional leaders will network with others across the state, learning from each other.

*District goal: Create a safe and positive school environment which allows teachers to take risks and learn from each other through collaboration. (Part of the release time will be used for this)*

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

Positions include "Mentors Plus," Iowa Core Instructional Leaders Model teachers, Literacy Coaches, and Tech Coaches. The positions will enable us to implement the Comprehensive Literacy Model (CIM), supported by experts at the University of Iowa Jacobsen Center. BCSD reading scores drop in grades 6-11, so we will expand the Comprehensive Literacy Model to all grades K-9.

*District Annual Improvement Goals: Create a K-3 Literacy Committee to study the "Partnership for Comprehensive Literacy" Improve reading, math & science K-12. 84% of the TLS will be used for stipends and release time for teachers with leadership responsibility.*

**6. Increase productive partnerships with family & community.**

In 2008-09, BCSD had the highest dropout rate in the state at 8.54% Based on the TLC parent survey, this must be a priority. Mentors plus, model teachers, & Iowa Core Instructional Leaders will help teachers build the strong relationships that are critical to motivation, student engagement, academic success, and high school completion. Ongoing feedback from parents will be used to solidify this aspect of our plan.

*District Annual Improvement Goal: Join forces with parents and the community to reduce the dropout rate from 5.64% to 4.5%.*

|    |                                                                               |              |
|----|-------------------------------------------------------------------------------|--------------|
| PD | Training, Collaboration Time, Book Studies, Observing and Visiting Classrooms | \$200,638.93 |
|----|-------------------------------------------------------------------------------|--------------|

**Evaluation of Goals**

1. Compare gains in student achievement before and after implementation of the TLC plan.
2. Check salary schedule for \$33,500 or higher. Obtain annual feedback from mentees.
3. Teacher retention rate prior to TLC, and after TLC. Including exit interviews.
4. Check minutes of meetings & networking activities. Also, examine pre and post TLC survey results, peer feedback, self reflection, student achievement data.
5. Use ESAIL-Environmental Scale for Assessing Implementation Levels. It measures the 10 key features of the Partnership for Comprehensive Literacy Model
6. Compare pre and post TLC survey for parents on their perception of quality of instruction, classroom management and communication from district teachers. Pre-survey data has already been collected.

**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 district's TLC plan. Yes

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