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Application

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Application Details

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

91645 - CAL Planning for Teacher Leadership and Compensation

Teacher Leadership and Compensation System

Status: Under Review
 Submitted Date: 2014-10-30 01:59:59
 Signature: Dwight D. Widen, Superintendent of Schools
 Submitted By: Dwight Davin Widen

Applicant Information

Project Officer

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Program Area of Interest* Teacher Leadership and Compensation System
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 Agency Administrative Services, Iowa Department of

Organization Information

Organization Name:* CAL Community School District
 Organization Type:* K-12 Education
 Tax ID: 42-0865892
 DUNS: 15-939-8247
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 Benefactor Vendor Number

Recipient Information

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

County-District Number* 35-0916
 This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent* Dwight D. Widen

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

Zip Code* 50452

TLC Application Contact

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State*	Iowa Use the drop-down menu to select the state.
Zip Code*	50452

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Abstract and Executive Summary

The CAL Community School Teacher Leadership and Compensation Model 3 will assist our district in attaining our vision and mission: "The CAL Community School provides a nurturing educational environment with an engaging curriculum which fosters good character and instills the desire for lifelong learning in a global society." All stakeholders in the district continue to be committed to increasing student achievement and providing enhanced career opportunities for highly qualified teachers. With a high population of low socioeconomic status students, these goals are more important than ever to ensure the life-long success of our students.

TLC System Goals

TLC District Goal 1: to achieve increased student achievement in literacy and mathematics. CAL students' current achievement data shows a significant number of students below proficiency and a significant number of students not making one year of growth.

TLC District Goal 2: to attract and retain effective teachers by providing enhanced career opportunities and support in research based training. This training will benefit students as teachers will be better equipped to assist our students in developing lifelong skills that will enable students to pursue career opportunities. CAL believes that a focus on increased teacher research based professional development will increase student achievement in literacy and mathematics.

Current Initiatives in Place at CAL

District Goal 3: CAL selected the comparable model plan. This model plan will enhance the districts current initiative in their Partnership in Comprehensive Literacy (PCL), the Jacobsen Center, and the University of Northern Iowa. This partnership is to develop schools committed to continuous improvement and system-wide renewal. The major role of the instructional coach that we currently employ K-5 is to implement and coordinate comprehensive literacy improvement at the school level.

District Goal 4: The district is currently working to align the Iowa Core with the assistance of our District Leadership Team and instructional coach.

The TLC system will support our current partnership with the University of Northern Iowa's (UNI) Jacobson Center for Comprehensive Literacy, and their Partnerships in Comprehensive Literacy (PCL) program. The PCL Model integrates a circular framework for literacy to improve student achievement by providing interventions for students who are not proficient according to summative assessments. PCL also provided the school district a well trained Comprehensive Literacy Model (CLM)/instructional coach to assist in training and coaching teachers in research based, best practice strategies.

The TLC system will support our implementation of the Iowa Core Curriculum (ICC), Multi-Tiered Systems of Support (MTSS) and K-12 literacy, professional development through learning teams, systems of teacher evaluation, and our School in Need of Assistance committee.

Leadership roles will work together in multiple ways. The instructional coaches, mentor teachers, and model teachers may be thought of as a focal point for the transformation of the ICC, literacy teaching, and learning in a school, but the PCL model is truly a systemic and system-wide effort that involves all school participants. Our current instructional coach works intensively with model classroom teachers in a gradual release model to assure that their classrooms provide effective demonstration and laboratory sites for other teachers and top student instruction. Core classroom teachers and interventionists collaborate in their work with struggling readers and writers through collection and analysis of relevant data. All teachers, regular classroom and interventionists, are expected to grow their professional practices in ways that nurture the independence of learners, and this growth is expected to take place through collaborative reflection and coaching cycles, with the model classroom teachers and with each other. Instructional coaches will meet weekly to discuss ICC implementation and mapping, professional development planning, and any other issues that arise. The instructional coaches will work closely with the model classroom teachers. This will create coherence with our curriculum, coaches, teachers, and students that will strengthen instruction and student achievement throughout the district.

Evaluation of TLC Goals

Teacher leaders will be evaluated based on their progress toward the district's TLC goals. To measure increases in student achievement, instructional coaches will use the data wall showing the placement of students according to the Multi-Tiered Systems of Support (MTSS). We will also use summative assessment data from the Measures of Academic Progress (MAP) tests and the Iowa Assessments. When the TLC system is successful, students should increase in proficiency according to summative data. To measure increases in teacher proficiency in the classroom, curriculum leaders should see an increase in differentiated instruction in individual classrooms, as well as a reduction of gaps in the ICC. Teacher satisfaction with professional development activities should also increase, as gathered by survey data after meetings. Leadership positions will make a presentation to the school board regarding their progress towards the TLC goals through the course of the year.

Alignment to the Iowa Professional Development Model (IPDM)

The instructional coaches will collect and analyze student data, provide professional development that focuses on improving core instruction, and meet with teachers and administrators to select content for professional development that meets student needs and improve classroom instruction.

Summary

We at CAL School know that it is time for change. We believe increasing teacher leadership in our district will increase student achievement, teacher effectiveness, strengthen our curriculum, and improve our district. Model 3 of the TLC system will drive positive change in order to reach our goals of increased student achievement.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?*

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part 1

Planning Process**Gathering Information**

CAL's first step in the planning process of the grant was to gather information about the Teacher Leadership Compensation (TLC) System. Staff viewed the webinars presented by the Department of Education in October 2013. CAL received information, planning documents, feedback in exploring the options, and benefits of participating in the TLC system. After discussions and preliminary data was gathered among school board, district advisory committee, and teacher meetings, it was decided to apply for the planning grant. We received the grant in November and began forming our plan.

Creating the Plan

In December, the school board selected and approved the planning committee and six meetings were set. The committee consisted of two administrators, two school board members, three teachers (two were union members), and two parent/community members. The agenda for each meeting was to develop a TLC plan for the CAL Community School District. Committee members spent thirty-one hours meeting together to discuss the plan and countless time outside of meetings gathering and contributing to the planning and writing process.

Educating Stakeholders

Administrators and teachers from the committee hosted discussions with stakeholders at various points during both the 2013-2014 and 2014-2015 school years. Stakeholders were exposed to the differences and benefits of the 3 models. Many elements were discussed including: cost of substitutes to replace teachers out of the classroom, purchasing of resources, staff training to most effectively implement our chosen model, and the impact on students when exemplary teachers are taken out of the classroom. Parents and community members were equally concerned with student achievement and wanted to ensure that our chosen approach would be in the best interest of students.

Writing of the Grant

After much consideration we selected Model 3, the Comparable Plan Model. We believe our Partnership in Comprehensive Literacy with the Jacobsen Center at the University of Northern Iowa is a good fit with this model and will be further enhanced by our choice. We have a continued desire to attract quality teachers, promote increased collaboration and communication between staff members, reward professional growth and effective teaching, and above all, to increase student achievement by strengthening instruction. Student data collected via standardized tests such as: Measures of Academic Progress Tests (MAP), FAST, and Iowa Assessments inform us that our students need better instruction.

Use of Planning Grant Funds

Available Funds	\$6,021
Stipends for members (year 1: 2,500/year 2: 2,500)	\$5,000
Meeting Costs	\$200
Travel Costs	\$421
Subs for meetings	\$400

Description of support and commitment

Teachers showed support and commitment for the plan through a brainstorming document to determine stakeholders and their questions about our plan. Evidence of the planning process was kept in a shared online folder; staff could comment on the plan and help the committee revise. Information was presented at staff meetings. Initial comments were overwhelmingly in support of adding new positions to better academic progress. Following a completed TLC plan that was shared with staff, a survey was given to teachers. 100 percent were supportive of our goals that: **“giving additional help to 1st year teachers; assisting in creating and implementing effective curriculum; and being providing with model lessons, to improve our ability to educate students.”** Staff showed commitment with 84% indicating an interest in one or more of the new TLC leadership positions.

Administrators were in support of the plan from the beginning. Both administrators served on the planning and writing committee for our plan. Administration was excited by the idea that 84% of staff was interested in a leadership position within our district.

Parents/stakeholder groups: Information about the TLC grant was shared at the District Advisory Board meeting among thirty-five community members. After hearing the information the District Advisory Board members showed eager support in writing the plan and implementing leadership roles the TLC grant supports. Their encouragement to complete the process in the first year was instrumental in the application and feedback of our plan. All were optimistic that the plan would help our district increase academic success. Our school board president stated, “The TLC grant will provide opportunities to retain, develop, and support teachers and will help our district improve student achievement.”

A parent said, “Our main goal is that our children receive the best education possible. With the help of this grant, our teachers will benefit from leadership of an experienced teacher working with them and guiding them in becoming the best they can be. We have a teaching staff of very caring and knowledgeable educators. This grant would help raise that level even higher. It would be a huge win for our students.”

Narrative

Using Part 2 application narrative from Year 1? No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

- State Goals:
- attract able/promising new teachers;
 - retain effective teachers;
 - promote collaboration among teachers;
 - reward professional growth and effective teaching; and
 - improve student achievement.

Part 2

CAL Community School Mission Statement

The CAL Community School will provide a nurturing educational environment with an engaging curriculum which fosters good character and instills the desire for lifelong learning in a global society.

District Goal 1: To achieve increased student achievement in literacy and mathematics. CAL students' current achievement data shows a significant number of students below proficiency and not making one year of growth. Since implementation of our K-5 instructional coach we have seen an overall increase in students making a years growth in literacy. We believe further implementation of a coach will increase the overall success of all students.

Years growth in literacy 2013-2014	Years growth in literacy 2012-2013
Kindergarten: 60%	
1st Grade: 75%	1st Grade(as K): 31%
2nd Grade: 58%	2nd Grade(as 1st): 30%
3rd Grade: 32%	3rd Grade(as 2nd): 55%
4th Grade: 67%	4th Grade(as 3rd): 27%
5th Grade: 65%	5th Grade(as 4th): 72%
	6th Grade(as 5th): 50%

Progress Measured by: Measures of Academic Progress (MAP) tests data, Iowa Assessments data

TLC reform will support this goal: We believe supporting the current implementation and expansion of CAL's Comprehensive Literacy Model (CLM)/instructional coach will continue to increase student achievement and focus on assisting teachers to develop and implement research based instructional strategies for the classroom. We believe the TLC system will allow our current highly effective teachers to share their expertise with peers so all teachers will be able to continually grow and refine their teaching practices.

District Goal 2: To attract and retain effective teachers by providing enhanced career opportunities and support in research based training. This will allow our students to develop lifelong skills enabling students to pursue career opportunities. CAL believes that a focus on increased teacher research based professional development will increase student achievement in literacy and mathematics.

Progress Measured by: Walk-Throughs, Reflective Teaching Logs

We believe further implementation of the CLM/instructional coach will support teachers in the goal of developing lifelong skills enabling students to pursue career opportunities. The instructional coaches will promote collaboration, increase professional rewards, demonstrate and model effective teaching resulting in professional growth, retention of effective teachers, and attraction to the teaching profession and CAL Community School.

TLC Reform will support this goal: The Comparable Model plan will assist our district in implementing the state of Iowa's vision to *"effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment."*

Current Initiatives in Place at CAL District Goal 3: CAL selected the comparable model plan. This model plan will enhance the districts current initiative in their Partnership in Comprehensive Literacy (PCL), the Jacobsen Center, and the University of Northern Iowa. This partnership is to develop schools committed to continuous improvement and system-wide renewal. The major role of the K-5 instructional coach is to implement and coordinate comprehensive literacy improvement.

The PCL mission is to develop an apprenticeship culture that meets the needs of an ever-changing, global society with the goal to help develop self-regulated learners with the capacity to initiate, coordinate, and sustain school improvement. Our instructional coach is currently meeting weekly with our principal, and facilitating grade-level, intervention, data wall, professional book study, and other related meetings in order to coordinate and integrate the school's multi-tier systems of support across core classrooms and intervention settings.

The additional TLC instructional coaches will be expected to actively participate in networking with other instructional coaches, spotlight student work, share achievement with all stakeholders (school board, parents, staff, community), support instruction and learning through the use of technology, and attend professional development sessions for coaches.

District Goal 4: The district is currently working to align the Iowa Core with the assistance of our District Leadership Team and instructional coach.

TLC Reform will support this goal: We believe by adding a 6-12 instructional coach to work with our staff will significantly strengthen our school improvement process and our current initiatives.

Using Part 3 application narrative from Year 1? No

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

**Part 3
Iowa Core Implementation**

The Teacher Leadership Compensation (TLC) System will improve Iowa Common Core (ICC) implementation by providing teachers with oversight regarding the implementation. Instructional coaches will assist staff members to identify gaps in the curriculum, and support and strengthen individual staff members to fill gaps by improving skills and strategies for the implementation of units of study using the approach described in *Understanding By Design* (2005). The instructional coaches will work together to investigate curriculum materials that will assist teachers in implementing the ICC with fidelity. Leadership roles will verify that staff members are interpreting the standards, planning instruction to teach for understanding, and assessing the standards that are being taught at a high depth of knowledge.

CAL's current K-5 Comprehensive Literacy Model (CLM) coach provides extensive professional development on the ICC English Language Arts standards. Instruction is focused on teaching for student proficiency. The coach provides professional development through weekly grade-level team meetings and whole school sessions. We believe adding a 6-12 instructional coach, we will continue to move forward in the implementation of the ICC with fidelity.

Multi-Tiered Systems of Support (MTSS) and K-5 literacy initiative – Our Partnership in Comprehensive Literacy (PCL) provides a portfolio of interventions that can be implemented for students who are not proficient. The first goal is early intervention in grades K-5 by providing the most appropriate intervention as soon as evidence shows students need extra support. The interventions in the portfolio provide intensive, short-term instruction that focuses on problem-solving strategies for reading and writing continuous texts.

The second goal of literacy support occurs in 4th through 12th grade. Struggling readers in these grades may have a wider range of literacy challenges. To meet the deficiencies, educators select the most appropriate intervention for the students based on assessment data. All of the interventions at these grade levels have a focus on text comprehension.

Learning Teams

The TLC System will improve school structures by monitoring our learning teams and their Specific, Measurable, Attainable, Realistic, Timely (SMART) goals. Instructional coaches will assist each team by focusing on data and finding interventions to assist struggling students with research based resources to use in the classroom, leading book studies, and helping create a reflective teaching environment. Instructional coaches can use meeting time with teachers from different grade levels to look at the scope and sequence of curriculum and help create units to continue to enhance student learning based on student needs and the ICC.

Professional Development

The TLC system will support and strengthen professional development by bringing rich and varied learning opportunities to the staff. The instructional coaches will provide research based methods and practices of teaching for multiple levels of learners, research based practices for literacy, and reflective teaching practices for teachers. The instructional coaches will be able to provide professional growth opportunities that fit the needs of our individual teachers and will benefit student achievement.

Evaluation Systems

The current effectiveness of our mentor program is supported by the schools administration. The current induction plan focuses on all of the Iowa teaching standards and has served the district well for new teachers. Areas in need of improvement are to provide focused and routine coaching from the instructional coaches.

Literacy Coach and Comprehensive Intervention Model (CIM)

The TLC system will improve implementation of the CIM Model and support our current CLM/instructional coach. The current CLM instructional coach is providing demonstrations of the PCL literacy framework (Language, Reading, Writing, and Content workshops), conducting coaching cycles with teachers across the K-5 grade levels that focus on improving core instruction for all for all learners. The instructional coach will be able to provide similar assistance in other content areas such as math, science, and social studies and help teachers develop units to incorporate content areas into the workshop model.

School in Need of Assistance (SINA) Committee

The TLC system will improve our efforts to remove CAL from the SINA list by increasing instructional and curriculum support for classroom teachers. The instructional coaches will be working directly with teachers to implement research based practices into the classroom which will directly impact student achievement and, consequently, student test scores. Instructional coaches will work with teachers to implement the ICC, as well as close curriculum gaps. This will increase student achievement in all areas. Then we will be removed from the SINA list!

Using Part 4 application narrative from Year 1? No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Part 4

Current Mentoring and Induction Program

The Comparable Plan Model is best for CAL because we are already practicing this model with our Partnership in Comprehensive Literacy (PCL) with the University of Northern Iowa (UNI) and striving to strengthen our school improvement initiatives by adding leadership roles to our system. These leaders and the additional funding will improve entry into the teaching profession and for our experienced staff.

Mentoring Philosophy and Requirements

The CAL School District currently has a mentorship and induction program in place for teachers that are new to the teaching profession. Two CAL educators serve as mentors for these beginning teachers as defined by Iowa Code 284.5. The mentors received their training through the Journey to Excellence program sponsored by the Iowa Teacher Quality Partnership Grant. They meet throughout the school year with their mentees for a minimum of 12 times for two years.

Analysis of Effectiveness of Program

The focus of our current mentoring program is the 8 Iowa Teaching Standards. There is a strong emphasis on data collection and personal reflections for the mentee's portfolio. Also mentor observations and feedback is made in the mentee's classrooms and time is allowed for the mentee's to observe effective teachers' practices.

The goals of the Beginning Teacher Mentoring and Induction Program are to:

1. Promote excellence in teaching
2. Enhance student achievements
3. Build a supportive environment environments within school districts
4. Increase the retention of promising beginning teachers
5. Promote the personal and professional well being of classroom teachers
6. Support continuous improvement

Evaluation data includes: student scores on district wide assessments, teacher reflections, administration evaluation, mentor evidence, teacher retention numbers, mentee reflections/evaluations, surveys, and interviews of the classroom teacher.

The district hopes by implementing the TLC plan we can make greater strides in achieving goals. We can measure that by increased student achievement scores in core content areas at all levels. Our instructional coach provides daily support to our K-5 teachers to insure they are implementing the best teaching practices for their students. We hope mentoring will improve teacher retention rates.

Through CAL's current PCL with UNI, building coaches and mentors focus on significant efforts to assist new teachers understand the literacy framework that is central to a PCL school, including Language, Reading, Writing, and Content workshops, the integrations of studies across these workshops, the use of assessment data in planning instruction and determining appropriate interventions, and the collaboration.

Areas of Improvement with Current Program

CAL faculty over the past 5 years who have been through the mentoring program were surveyed about their experiences within the program. On a scale of 1-7, (1 =completely dissatisfied and 7=completely satisfied) the majority of faculty responded with a 5 or 6 when asked if they were satisfied with the mentor support they received. Similarly, the majority of respondents said that they were satisfied with the following areas of support: Classroom management, instructional strategies, student motivation, feedback, and social support. Conversely, half of staff would like more support with: daily responsibilities and support/backing of administration. Finally, on the same scale of 1-7, all faculty within the survey responded with a 4 or 5 when asked "How successful were you professionally in your 1st two years?" Overall, our mentoring program seems to be successful, but there are areas that could use improvement.

Addressing Current Gaps

The TLC system will improve mentoring and induction by providing model teachers as examples of exemplary teaching practices, positive student interactions, exemplary interventions within the classroom, and strong adherence to the Iowa Core Curriculum. The system will also provide opportunities for teachers to set personal goals to be placed into the leadership roles later in their professional career.

The plan will utilize the teacher leaders to enhance the mentor program. Instructional coaches would assist our educators as they grow in their profession. Research based, high quality teaching practices will be the focus of the instructional coach. The instructional coach will also give the needed guidance and support in implementing the following strategies:

- valuable resource to focus on the Iowa Teaching Standards
- focus and place more emphasis on the development of Classroom Management Skills
- observe the classroom lessons (1-2 hours) a minimum of one time each week with time planned for reflection
- work closely with the Mentors and School Administration
- ensure that effective, researched based strategies and curriculum are being

implemented

Narrative

Using Part 5 application narrative from Year 1?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5

A. Teacher Roles

Our district will develop 7 new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include 4 model teachers, 1 additional mentor teacher, and 1 additional instructional coach. These positions and administration will collaborate to create our teacher leadership team, while engaging in their own individual leadership responsibilities. The teacher leadership team will provide engaging professional development and support that will lead to increased student achievement. Each of these roles were created based on district data, stakeholder input, and the identified need for improvement.

Teacher Leadership Team At a Glance:

Teacher Roles	Additional Days	Approx per diem pay	Teaching Assignment	Length of Assignment	Salary Supplement
model teachers (4)	1 days/per diem	\$230/day	100% classroom	1 year	\$1,500/each
mentor teachers (2)	6 meetings on contract days	\$0	100% classroom	1 year	\$1,000/each
instructional coaches/ Curriculum Duties (2 (adding one to current infrasture)	10 days/per diem	\$230/day	100% collaboration with classroom teachers	1 year	\$3,750/each

Model Teachers

Qualifications: A model teacher has met the requirements established by the school district that employs the teacher, and is evaluated by the school district as demonstrating the competencies of a model teacher. Minimum of three years teaching experience. The model teacher teaches full time and serves as a model of exemplary teaching practice.

Length of Assignment: One year

Teaching Assignment: 100% teaching in the classroom

Additional Days: model teachers' contracts shall be one day longer than career teachers' contracts and the one additional contract day per diem shall be used to strengthen instructional leadership of model teachers.

Salary Supplement: \$1,500, as determined by the school board.

Duties: model teachers serve as models of exemplary teaching practice.

Model classroom teachers are expected to fulfill all responsibilities listed for classroom teachers and implement the ten features of the PCL model. Model classroom teachers will:

- Spend time outside of the school day for professional reading and classroom planning
- Implement cross-curricular and differentiated learning
- Accept visitors in the classroom and provide follow-up discussion
- Work with and accept coaching from the instructional coach as needed
- Begin to assume a leadership and mentoring role with the other teachers in the school
- assist in leading professional development within the district

Mentor Teachers

Qualifications: mentor teachers will support and help teachers as they work towards their standard license. The mentor teachers will demonstrate a high skill set in the Iowa teaching standards and have the ability to coach and assist new teachers. Mentors meet at a minimum of 12 times for two years to focus on improving and building opportunities for mentees. The mentor teacher will work closely with the model teachers to set up observations and reflection opportunities for new teachers in the district. We would like to add a 6-12 mentor teacher in addition to the current district mentor we have in place. They will aid teachers beyond two years experience and teachers new to the district. The additional mentor will follow the current mentor/mentee induction district plan and continue training with the current mentors.

Length of Assignment: One year

Teaching Assignment: 100% teaching in the classroom

Additional Days: none

Salary Supplement: currently funded & will continue to be funded by state mentoring funding, \$1,000 for accepting and fulfilling duties

Duties: mentor teachers serve the new teachers in the district through continuing support of first & second year teachers. Mentor classroom teachers will:

- Assume leadership of teachers learning new strategies to succeed in the classroom and for life.
- Plan observations for teachers and debrief the observations afterwards.
- Use extra time to plan and attend professional development to stay abreast on the most current teaching strategies for new teachers to have knowledge about.
- Work with teachers that have 2 or more years experience.

Instructional Coach

Qualifications: The major role of the instructional coaches is to implement and coordinate the core instruction at the elementary, middle school, and high school levels. The instructional coaches will be responsible for interpreting data and collaborating with staff. Data to interpret includes, NWEA MAP, FAST, Iowa Assessments, and other assessments. They will work directly with building administration regarding the progress of classroom interventions and provide data. These people must be able to show organization, work ethic, charisma, and positive attitude to achieve the goals set by the district.

Additional Days: Instructional coaches' contracts shall be 10 days longer than career teachers' contracts, and the 10 additional contract days per diem shall be used to strengthen instructional leadership of model teachers, collection and analysis of data, research curriculum, and work on alignment to the core.

Length of Assignment: 1 year

Teaching Assignment: 100% collaboration with classroom teachers

Salary Supplement: \$25,000 each as determined by the school board, \$3,750 for accepting and fulfilling duties

Duties

- Lead collaborative intervention team meetings in order to coordinate and integrate the school's multi-tiered systems of support (MTSS) processes across core classrooms and intervention settings.
- Assist in developing and implementing a plan for vertical school-wide professional development sessions related to core instruction, curriculum planning, and assessment
- Organize collaborative learning communities throughout the school by leading grade level team meetings weekly, providing professional development sessions for the entire faculty, preparing classroom teachers to administer and analyze assessments and instruction, and facilitating collaborative intervention team meetings
- Develop model classrooms at each grade level with the goal of developing a model school

B. TLC Cohesiveness

Each member of the teacher leadership roles will contribute to the leadership team at CAL. They will attend a monthly meeting. This meeting will include reviewing school goals, current progress based on data collected, and the need for current support. The teacher leaders as well as the members of the District Leadership Team will be responsible for the implementation of professional development. Professional development will be led by the team member who has the most expertise in that specific area. Following professional development, the instructional coaches will evaluate how professional development was received by faculty members and how it is being implemented in classrooms. Based on this evaluation, the instructional coaches and District Leadership Team will determine what adjustments need to be made and make recommendations. The instructional coaches will continuously analyze student data and assist teachers in the creation of a multi-tiered systems of support. This will allow them to gain expertise in needed areas for strengthening instruction and guide best practice.

The teacher leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is focused and collaborative. The teacher leadership team and administration will engage in a full program evaluation after the conclusion of each

year. The evaluation will review the past year's implementation of professional development, current year student achievement data, and trends and progress in data. This will be a continuous process to help make decisions about future trainings and the direction the we need to take our district. This will create coherence with our curriculum, coaches, teachers, and students that will strengthen instruction and student achievement throughout the district.

Using Part 6 application narrative from Year 1?*

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

Part 6

CAL Community Schools selection & review committee comprised of one teacher representative from each level (K-2, 3-5, 6-8, and 9-12) and two administrators. There are 8 leadership roles that will be recommended through the selection & review committee:

- a. instructional coaches (2),
- b. model classroom teachers (4), and
- c. mentor teachers (2).

We were successful in selecting an instructional coach who is currently involved in a Partnership in Comprehensive Literacy through the Jacobsen Center and the University of Northern Iowa. She was an integral part in helping our model first grade classroom make strides in literacy for the 2013-2014 school year.

Selection Process

The new TLC Leadership positions will be selected through a performance-based selection process. These teacher-leaders will have a one-year term, renewable based on positive formative and summative evaluations.

To begin the application process, prospective **teacher-leaders**:

- will have taught for three years and be members of the CAL Community School District for at least one year
- will submit a resumé & cover letter explaining the teacher's passion for and commitment to the work of the leadership position

The selection committee will review the initial applications. After approval of **initial application**, prospective teacher-leaders:

- will be interviewed by the selection committee
- will conduct model lessons for students and adults
- will create a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria.

Included in the **portfolio** will be:

- *samples of student work
- *data collection that demonstrates student growth
- *artifact that demonstrate adherence to the district's goals
- *evidence of effective lesson planning
- *documentation of the prospective teacher-leader's previous attention to professional learner

The committee will use The Center for Teacher Quality (CTQ) Teacherpreneur rubrics to score the prospective teacher-leader's portfolio on:

- *excellent communication skills
- *understanding of how to facilitate growth in adults
- *expertise in content
- *expertise in curriculum development
- *instructional expertise
- *commitment to professional growth
- *disposition to be an effective leader

a) Leadership Effectiveness

Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.

1. Shared vision will be measured through the teacher-leader's active participation in the district and building initiatives.
2. Culture of Learning will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards.
3. Management will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards.
4. Family and community will be measured through the prospective teacher-leader's participation in school-related functions outside of the school day.
5. Ethics will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards.
6. Societal Context will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals.

b) Professional Growth

A candidate for a teacher leader role in the district will be asked to show evidence of professional growth and development. These criteria will be added to the hiring rubric described in part 6.

1. Official transcripts or proof of ongoing training received in the past two years.

2. Effective modeling of professional development within the classroom.
3. Seeking new courses of professional development that meets their classrooms needs.
4. Has evidence of innovative approach to student achievement
5. Makes Significant Contributions of Professional Development to staff several times
6. Accesses and uses research consistently to improve student achievement
7. Responds positively to feedback and constructive criticism
8. Promotes professional learning for continuous improvement

We believe that through the criteria and the teacher's professional development plan, the selection committee will be able to measure both effectiveness and growth of the prospective teacher-leader.

Annual Review of Assignment

The annual review of assignments for teacher leader positions will be done by the selection and review committee. The committee will use Peer Review and The Center for Teacher Quality (CTQ) Teacherpreneur rubrics for a peer review, and a licensed evaluator will do a formal review on the staff member.

Narrative

Using Part 7 application narrative from Year 1? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Part 7

(a) Role of Teacher Leaders

Role of instructional coaches and Model Classroom Teachers

Instructional coaches and the model teachers will play a role in the creation and delivery of the professional growth of teachers. Instructional coaches are to be integrally involved in both the design and the delivery of professional development (PD). They work with the District Leadership Team and administrators in determining appropriate PD goals, topics, and processes related to literacy achievement. Their preparation includes study of the characteristics of effective PD, as well as fieldwork in which they design and deliver PD based on these characteristics.

The instructional coaches roles will be to provide rich and meaningful professional development opportunities to the staff members at CAL Community School. The main goals of this professional development will be to implement the Multi-Tiered System of Support (MTSS) in order to directly benefit our students. Teachers will be trained in detailed data analysis and targeting instruction to meet the needs of our very diverse learners. The use of Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals will be utilized to hone individual staff members' focus.

Instructional coaches nurture the professional growth of teachers not only through the delivery of formal PD sessions, but also through one-on-one coaching, the facilitation of professional learning communities and embedded learning that occurs during grade-level or content area meetings, MTSS meetings, curriculum development work, and data analysis meetings. An important consideration of these varied settings for PD in the Partnership in Comprehensive Literacy (PCL) model is that they are to be as aligned as possible, bringing together overarching school and district literacy goals with the work that occurs across all of these settings. It is the responsibility of the instructional coaches to oversee and monitor this alignment process in consultation with administrators.

Model teachers' involvement in PD typically occurs in two settings:

- 1) Opening their classrooms for observation, critical collaborative inquiry, & participating in a learning laboratory in which model teachers continually examine and reflect on lessons in their own classrooms for improvement.
- 2) In formal PD sessions, they often share their practice with staff in collaboration with the instructional coach to help career and beginning teachers achieve the SMART goals in their career development plan.

(b) Alignment of PCL and the Iowa Professional Development Model (IPDM)

IPDM Component: Collecting and Analyzing Student Data: Dimensions 1, 2, & 3

Instructional coaches will collect and analyze student data to determine student proficiency, manage and align school-wide assessments, make decisions about appropriate district assessments, lead team meetings related to student interventions, and complete an annual report relating to student progress in reading and writing.

IPDM Component: Goal Setting for Professional Development: Dimensions 4, 5 & 7

Instructional coaches will provide PD that focuses on improving core instruction in all grades, is aligned with district goals and student data, and is literacy focused.

IPDM Component: Selecting Content: Dimensions 8, 9, 10, & 11

Instructional coaches will meet regularly with and accept input from teachers and administrators to select content for PD that addresses the needs of all our students and is based in sound research.

IPDM Component: Design: Dimensions 12, 13, & 14

Instructional coaches will utilize time weekly in grade levels, and monthly in whole staff PD to train, collaborate, and coach staff in improving their individual classroom instruction.

IPDM Component: Ongoing Cycle: Dimensions 15 through 24

Instructional coaches will work with teachers one-on-one to improve classroom instruction and implement the Iowa Core Curriculum. PD opportunities will be provided on a weekly and monthly basis and as needed by individual teachers. These PD opportunities will be targeted based on the most recent student data that is available. Implementation plans will be produced in collaboration with the principal and teachers to describe what the teachers will be studying and putting into practice in the classroom. Faculty will also be trained in implementing formative assessments to collect student data and then share with all stakeholders. To complete the cycle, summative assessment data will be used to drive further PD. Throughout the cycle, open lines of communication will be maintained with all stakeholders.

Using Part 8 application narrative from Year 17* No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part 8**Measuring Impact & Monitoring****(a) Measuring the Effectiveness of the Teacher Leadership and Compensation (TLC) System**

CAL will measure the impact of the instructional coach model using the Environmental Scale for Assessing Implementation Levels (ESAIL) of the Partnership in Comprehensive Literacy Model (PCL). ESAIL is designed to assess the ten key features of a PCL school: literate environment, classroom organization, use of data to inform instruction and provide systematic interventions, differentiated instructions, assessment wall/progress monitoring, literacy coach to support teacher knowledge and reflective practice, collaborative learning communities, school planning for systemic change, technology in support of effective change and advocacy. The ESAIL instrument is accessible through our PCL.

CAL School will also measure the impact and effectiveness of model 3 with the development of a comprehensive assessment system that includes the use of the data wall, which we currently have K-5 reading, comprehensive individual assessment binders for students selected for tiered interventions, professional development and meetings devoted to the understanding of research based teaching and assessments in literacy and math in relations to the Iowa Common Core (ICC), reflective teaching thinking logs, and coaching cycle observations.

We will measure short term effectiveness of the TLC system by increasing student success through tiered interventions, coaching cycles, observations, instructional changes based on student needs, and discussion notes during meetings. Long term effectiveness will be measured by student success, data wall "move" meetings, reflective teaching logs, observation reflections, team meeting notes, and increase in student achievement on formative and summative assessments.

(b) Monitoring and Adjusting the TLC Plan

CAL will be continuously monitoring and adjusting our TLC plan with our teacher meetings, intervention meeting professional development, coaching cycles, and staff surveys evaluating our current implementation of the TLC plan. When teacher and student achievement is not progressing like it should, the instructional coach will provide extra coaching support by adding coaching cycles, modeling lessons, offering more professional development in areas that need strengthened, review student interventions with the teacher, and continue building the teacher's knowledge in research-based skills and strategies to use in the classroom. The instructional coach and teachers will have weekly meetings so the instructional coaches will be informed if efficient and effective progress is not being made.

Instructional coaches will monitor the implementation of the ICC and continue PD in areas needing further strengthening.

Using Part 9 application narrative from Year 17* No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**Part 9: Capacity to Implement and Sustain the Plan**

The CAL Community School District is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan.

Many of the pieces necessary to implement the plan are already in place. **Our current infrastructure:**

- We are providing support through the **Partnership in Comprehensive Literacy (PCL)** model. We have one instructional coach who is already helping our elementary classrooms with literacy. We have ensured that this role will continue by having administrators and staff understand our leadership model and continue to work towards full implementation. The ongoing collaboration between the Area...

Education Association (AEA) Comprehensive Intervention Model coach, AEA administrators, district administrators, building principals, and building interventionist ensures a cohesive model of continuous improvement.

- The district currently utilizes **Professional Learning Communities (PLC)** for its professional development work. Our teacher comprised District Leadership Team works very hard to plan and implement professional development that helps teachers get the resources and strategies they need to help students achieve.
- Our district works with the **The University of Northern Iowa Richard O. Jacobson Center for Comprehensive Literacy** providing ongoing support to implement PCL, including ongoing professional development sessions, producing an annual literacy academy, providing an online site for disseminating information to the trained coaches and the administrative network, and providing technical assistance as needed.
- The current instructional coach already participates in the **development and implementation of professional development** through working with model classrooms. Our instructional coach used the 1st Grade as the model classroom. During the first month of school the students were able to have a celebration because of all the rising results we have seen since implementation.
- Our district already has a **successful mentoring program** in place. We already have two mentors currently using the Journey to Excellence program which was sponsored by the Iowa Teacher Quality Partnership Grant, the ISEA, and the Department of Education.

Needed Infrastructure:

Our district has a literacy coach currently, but having just a K-5 instructional coach is inadequate for a K-12 school. There are gaps in the infrastructure in our plan currently because we don't have middle/high school model teachers or an instructional coach. These are key roles that need to be filled so we don't have elementary students progressing to middle school and high school without interventions in the 2015-2016 school year. Having more leaders would provide our staff and students with the proper structure and sustainability to have a positive impact on student achievement.

Key staff who will be responsible for the program:

Superintendent-The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the District Leadership Team, keeping lines of communication open amongst all leaders will be critical in adjusting to a new leadership environment and keeping all stakeholders aware of the program.

Principal-The principal will play a key role in the success of the teacher leadership program through coordinating implementation of TLC model and participate in the intervention process, monitoring student achievement, keeping accurate and updated records, and sharing student and staff work/progress with stakeholders. Working with teacher leaders and helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Teacher Leadership Roles-All leaders will be important as the rest of the district transitions into the TLC program. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the TLC program. Having a current literacy coach employed full-time will make this transition easier.

Future Sustainability:

CAL Community School District is already employing teacher leaders. The district clearly has the ability to sustain the program into the future. Funding that would allow us to expand the program and make it sustainable for our students as they grow in our school district. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, strong working relationships with neighboring districts exist and could provide the cooperation necessary to work together.

Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches. Coaches will be trained using Student Centered Coaching by Sweeny and our current coach will continue to get support through CAL's partnership with UNI and the Jacobson Center. The community will be kept abreast of the program through the superintendent's quarterly article and through communication with the school board and SIAC.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 264.37

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

District Enrollment-Based Allocation \$81,642.74

Total Allocation \$81,642.74

Part 10 - Budget Items

2 instructional coaches(10 per diem/each) \$ 4,600.00

Mentor teachers are not expected to meet any days in addition to the contract. Model classroom teachers are allotted one extended contract day to meet with instructional coaches. Instructional coaches are allotted ten extended contract days to work with model classroom teachers (1), collect and analyze data, research curriculum, develop professional development, and work on alignment to the core.

New positions

1 FTE K-5 Instructional Coach \$ 25,000.00
 (board will fund 50%, currently board funds 100%)
 1 FTE 6-12 Instructional Coach \$ 25,000.00
 (board will fund 50%, currently board funds 0%)

In order to replace the full-time instructional coaches positions, we budgeted 50% of the money to be used from the TLC grant and 50% to be supported by the school board. At this time the school board supports our K-5 instructional coach 100%. The TLC grant will allow CAL to expand the current infrastructure from K-5 to K-12, adding another instructional coach.

Amount to cover teachers out of classroom \$3,572.74

Substitutes (Mentor/New teachers/ and Curriculum work time)

This funding will help provide substitutes for teachers, mentor teachers, model teachers, and instructional coaches to have time to work together (contract days) to complete alignment to the Core.

Amount used to provide professional development \$5,050.00

related to the leadership pathways.

Professional curriculum development for classroom use \$ 3,050.00
 Leadership Training Costs \$ 2,000.00

This funding will provide CAL with the means to provide meaningful and relevant professional development using the Iowa Professional Development model. It will also assist in leadership training for our instructional coaches, model teachers, and mentor teachers.

Amount used to cover other costs \$1,000.00

Travel to attend leadership conferences

This funding will allow for our instructional coaches, model teachers, and mentor teachers to travel to leadership conferences.

Grand Total \$81,642.74

Amounts budgeted will be utilized to affect the most teachers and students possible. This budget is an estimation of our projected costs related to the TLC system.

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

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