



Application

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

94889 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id: ROB.CORDES@IOWAID
First Name*: Robert J. Cordes
Title: Superintendent
Email: rcordes@carrolltigers.org
Address: 1026 North Adams Street
City*: Carroll Iowa 51401
Phone*: 712-792-8001
Program Area of Interest: Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
Fax: 712-792-8008
Agency: Education, Iowa Department of

Organization Information

Organization Name: Carroll Community School District
Organization Type: K-12 Education
Tax ID: 14-004092

DUNS:

Organization Website:

http://www.carroll.k12.ia.us

Address:

1026 North Adams Street

Carroll

Iowa

51401

City

State/Province

Postal Code/Zip

Phone:

712-792-8001

Ext.

Fax:

712-792-8008

Benefactor

Vendor Number

Recipient Information

District

Carroll Community School District

Use the drop-down menu to select the district name.

County-District Number

14-0999

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

Robert J.Cordes

Telephone Number

712-792-8001

E-mail Address

rcordes@carrolltigers.org

Street Address

1026 North Adams Street

City

Carroll

State

Iowa

Use the drop-down menu to select the state.

Zip Code

51401

TLC Application Contact

Honorific

Mr.

Name of TLC Contact

Robert J.Cordes

Telephone Number

712-792-8001

E-mail Address

rcordes@carrolltigers.org

Street Address

1026 North Adams Street

City	Carroll
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51401

Narrative

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

Executive Summary:

In the Carroll Community School District, we are passionate about increasing student learning. We have already made a commitment to incorporating the latest in educational technology, as we strive to meet the changing needs of the digital generation. We have already raised our starting teacher salaries, as we recognize the need to attract and retain excellent teachers. We have already pushed our teachers and students to move beyond rote learning and beyond the classroom walls, as we recognize our futures will require creativity and connections.

These connections, however, are too often what is currently missing in our efforts to increase student learning. We recognize that our current educational structures are insufficient for creating such necessary connections. The direct establishment of these connections is where the Teacher Leadership and Compensation (TLC) model plays a crucial role.

Our TLC goals are 1) To improve student achievement 2) To establish a professional learning community culture through collaboration and job-embedded professional development 3) To ensure that all students receive instruction supported through the implementation of the Iowa Core Curriculum 4) To develop and sustain the capacity of teachers to provide evidence-based instruction within a MTSS framework.

Our TLC model establishes new Instructional Coach positions to help connect data and classrooms, research and teachers, strategies and students, and teachers with other teachers—all connections leading to increased student learning. These Instructional Coaches will be without classroom responsibilities, allowing a focus on the bigger picture, on precisely those connections just named.

Speaking of connecting teachers and teachers, Carroll Community School District's TLC model also establishes Model Teacher positions, allowing some of our best teachers to turn their classrooms into models of student learning, places where the Model Teachers can implement the connections shared by Instructional Coaches directly, and places where other teachers can observe and later connect to their own classrooms.

Finally, our TLC plan establishes Mentor Teachers, who will work to connect new teachers to the rigors and the realities of teaching. By sharing with those new teachers both our mission and our passion, Mentor Teachers will help their mentees create long-term connections to both the profession itself and Carroll Community School District.

Carroll Community School District's professional development initiatives will be more effectively implemented with the support of this teacher leadership plan. These initiatives include: implementation of the Iowa Core, participation in Collaborating for Iowa's Kids initiative, Authentic Intellectual Work (AIW), Multi-tier Systems of Support (MTSS), 1:1 technology initiative, and Positive Behavior Interventions and Supports (PBIS). Teacher leaders and administrators working collaboratively will only tighten the implementation process in order for all professional development initiatives to be more effective.

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

TLC Model Number	Model 3 Comparable Plan
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Narrative

Using Part 1 application narrative from Year 1?	No
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Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Teacher Leadership and Compensation - Part 1

The Carroll education community consists of teachers, staff, parents, administrators, community members, and most importantly students. We realize that changing our culture to implement the Teacher Leadership and Compensation plan (TLC) is a second order change that requires designing the change process as well as structures incorporating the educational research base related to what works. All of this must be done, however, with sensitivity to the local history, current culture, and vision. We are aware of the extensive expertise that exists among our teaching staff and are excited to give staff more opportunities for differentiated leadership roles.

How the Planning Grant and Planning Time Was Used to Develop a High Quality Plan:

Carroll Community School District (CCSD) applied for and received the Teacher Leadership and Compensation (TLC) Planning Grant in October of 2013. CCSD received slightly over \$11,000 to develop an effective Teacher Leadership and Compensation Plan. Approximately \$10,370.00 in planning grant funds were used to pay teachers for their time after the regular contract day, another \$910.00 was used to hire substitute teachers to allow for longer planning sessions during the school day.

How was each stakeholder engaged in the process:

CCSD involved a number of people in the Teacher Leadership and Compensation planning process. In order to gather input from various stakeholders throughout the district, at least two teachers from each building, six building level administrators, one district level administrator, four parents who were not educators, two school board members, and two community members served on the TLC Planning Committee. In addition, the district's School Improvement Advisory Committee (SIAC), consisting of students, parents, teachers, administrators, and community members, served as a sounding board during the planning process. Among them, the parents on the TLC Planning Committee have children representing each building in the district. The steering committee held thirteen meetings with varied purposes. In addition, one SIAC meeting was used to receive feedback from stakeholders not on the planning committee. The entire plan was emailed to ALL teachers with an opportunity for provide feedback. Parents, teachers and administrators were equal contributing members during the meetings.

Stakeholder groups were able to collaborate informally with other stakeholders, ask questions, and come to consensus on the direction of the plan. Additionally, teachers and administrators sub-committees met on six occasions to further develop each section of the application. The subcommittees worked outside large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Heartland AEA. The planning committee also reviewed the draft application, analyzed survey data, and used this feedback from all groups to make adjustments to the final draft. The final draft was emailed out to all teachers in the district prior to submission in order to answer questions and provide feedback.

Support for and commitment to the plan from each stakeholder group:

All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. Stakeholders outside the education community asked that teacher leaders not to be out of the classroom part of the day, which the committee honored. The following demonstrates the results of the survey and collaborative meetings with various stakeholders:

Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated this support by willingly hiring substitutes while teachers worked on the planning process.

Teacher commitment: 100% of the teachers responding to a survey reported they are supportive of the district participating in the TLC program. Of that 100% surveyed, 82% were supportive or very supportive of the district participating in the TLC program.

Parent commitment: Parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. Parents involved in developing the plan believe it will make a significant impact on CCSD schools' teaching and learning and they will provide active support for its implementation.

At parent-teacher conferences a majority of parents were very supportive of the TLC plan. Following are a few quotes from parents

- "I am very excited about the idea of Teacher Leadership and Compensation plan for our district. You will always have new teachers who need extra support and asking themselves, am I doing this right? Can I do better? Even veteran teachers can benefit from a fresh perspective." - CCSD Parent, NOT a member of the TLC Committee or SIAC
- "The teacher leadership compensation plan is a win-win situation for everyone involved. As a parent, I know my children will be directly impacted in a very positive way. Teachers will be able to work together and create the best and most effective teaching strategies to use in their classrooms." - CCSD Parent & TLC Committee Member

•“As a parent of three children currently enrolled in CCSD, I am thrilled to learn that instructional coaches will dedicate 100% of their time to collaborate with new and existing teachers to help my children meet their individual needs in the classroom every day. It makes sense to me that student success is directly related to teacher support. With this grant, teacher support and guidance will be integrated at many levels to ultimately strengthen my children’s daily instruction and help them reach their highest potential at CCSD and beyond.” - CCSD Parent, NOT a member of the TLC Committee or SIAC

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 - Vision and Goals

The Carroll Community School District (CCSD) believes that the Teacher Leadership and Compensation (TLC) plan is founded on the premise that teacher leadership and coaching of peers will result in the use of research-supported practices, higher student achievement, and improved teacher job satisfaction. Currently, teachers are implementing district initiatives that support student learning and Iowa Core Curriculum:

- Multi-Tiered System of Supports (MTSS)
- Authentic Intellectual Work (AIW)
- Positive Behavioral Interventions and Supports (PBIS)
- Early Literacy Initiative
- Cognitively Guided Instruction (CGI)
- Technology Integration

Current teacher leadership roles support analysis of formative and summative assessment data. All CCSD teachers participate on a grade level, building, and/or department professional learning community teams. The Carroll TLC plan goals are to: (1) Improve student achievement through the establishment of teacher leadership roles; (2) Establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model; (3) Ensure that all students receive instruction supported through the implementation of the Iowa Core Curriculum; and (4) Develop and sustain the capacity of teachers to provide evidence-based instruction within a MTSS framework.

The CCSD vision is “Improving Student Achievement - Step by Step.” In order to achieve this vision, we have the following District Long Range Goals:

- All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- All PK-12 students will achieve at high levels in science, prepared for success beyond high school.
- All PK - 12 grade students will achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required in order to be active and engaged participants in public life.
- All PK-12 students will demonstrate the ability to use and apply technology for success beyond high school.
- All students will feel safe at and connected to school.

Goals will be measured through the following assessments:

- Formative Assessment System for Teachers (FAST);
- Individual Growth and Development Indicators (IGDIs);
- Northwest Evaluation Association (NWEA);
- Iowa Assessments; and
- Grade level/department formative assessments.

While the majority of CCSD students show success on standardized assessments, an achievement gap exists among students serviced through the special education program and students identified as low socioeconomic status. The data below indicates that a large percentage of our students with an Individualized Education Program (IEP) are non-proficient in reading and math in grades 3-12. In addition, students who are from low socioeconomic status (SES) homes are still performing at a lower academic level than students from non-SES homes. Our middle school has been identified as a School In Need of Assistance (SINA) in the areas of math and reading for the subgroup population of special education and reading for the low SES subgroup.

Percent Proficient - READING

Grade span	IEP	Non IEP	SES	Non SES
3rd-5th	52.9%	89.5%	83.1%	87.8%
6th-8th	31.8%	88.1%	70.4%	86.1%
9th-12th	62.0%	93.6%	85.3%	93.1%

Percent Proficient - MATH

Grade span	IEP	Non IEP	SES	Non SES
3rd-5th	27.7%	92.2%	82.5%	89.2%

6th-8th	44.2%	92.2%	75.6%	92.0%
9th-12th	52.0%	93.9%	78.0%	95.2%

Through the District's professional development initiatives (i.e., MTSS, CGI, AIW, PBIS), the district is working to improve student achievement by differentiating instruction and providing opportunities to think at higher levels. The Teacher Leadership and Compensation (TLC) grant opportunity will allow our district to align and improve our current professional development and teacher leadership efforts by creating a learning community that includes peer collaboration and teacher leadership. The vision for the TLC plan is to create leadership opportunities designed to strengthen professional learning across the district with the outcome of improved student achievement. The leadership roles and descriptors include:

- Instructional Coaches will support and provide instructional strategies; develop and implement curriculum; and collect, analyze, and report data to improve student achievement including sub-group data. The instructional coaches will lead professional development with support from administration.
- Model Teachers will offer support to career and new teachers by modeling how to plan and implement differentiated instruction and by supporting professional development targeting improved student achievement.
- Mentor Teachers will act as one-on-one staff development specialists for new-to-the-profession teachers.

Increasing the number of teachers who serve in leadership capacities, along with a continued focus on professional development initiatives, will enable the Carroll Community School District to achieve our local goals while recruiting and retaining quality educators.

Using Part 3 application narrative from Year 1?

No

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

Part 3 - Connect to District School Improvement Structures and Initiatives

Carroll Community School District (CCSD) has built the vision and goals for our TLC plan around our current school improvement efforts, professional development initiatives, long-term and annual improvement goals, and current assessment data with the target of continuous improvement. The TLC Committee has determined the following four goals to execute our TLC plan:

Goal #1: To improve student achievement through the establishment of Teacher Leadership Roles.

Instructional coaches will provide professional development to staff to include research-based instructional strategies. Coaches will work with grade level/department teams to review data and determine the effectiveness of initiatives currently in place. They will serve in leadership capacities on MTSS, Early Literacy, AIW, PBIS, CGI and technology leadership teams and coordinate efforts within and amongst the building PLCs. Model teachers and mentor teachers will assist teachers with planning, modeling effective instructional strategies, co-teaching lessons and providing feedback. Assessment data is shared with all stakeholder groups in the Annual Progress Report including: Iowa Assessments, Northwest Evaluation Assessment (NWEA), Formative Assessment System for Teachers (FAST), and Individual Growth and Development Indicators (IGDIs). Teacher leaders will assist teachers to analyze data when making instructional decisions. They will also identify and help develop formative assessments to meet teachers' needs. Time will be allocated for mentor teachers to meet with their mentees to collaborate during and outside of the school day. This will ensure that novice teachers receive the collaboration necessary to build confidence, competence and reflective practice.

Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM.

Collaboration is an essential component of the IPDM, and our district's TLC plan provides for improved coaching and facilitation for teams of teachers as they engage in collaborative practices. As a district, we embrace both professional learning communities and the Authentic Intellectual Work framework as collaborative structures. These protocols are embedded in our district's culture. Instructional coaches and model teachers will engage teams in the Iowa Core Curriculum - digging deeper into content and skill standards, effective instructional practices and determination of formative assessments to measure student mastery of standards. This analysis will identify students in need of additional supports (either through intervention or enrichment); and facilitate reflective dialogue as a means to improve student learning.

Goal #3: To ensure that all students receive instruction supported through the implementation of the Iowa Core Curriculum.

The Iowa Core Curriculum is the foundation of all instruction in the CCSD, and it defines the essential learning outcomes for our students. It is our responsibility as a district to guarantee access to the Iowa Core Curriculum for all students. The newly created roles of instructional coach and model teacher will enhance our ongoing efforts to enact the Iowa Core. Instructional coaches, in particular, will have an understanding of research-based strategies and the "big-picture" perspective of grade level and department concerns. Teacher leaders will also be in a position to identify and support teachers in development of formative assessments. This information will help us determine if the intended curriculum matches the enacted and the assessed curricula.

Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within a MTSS framework.

The mission of the CCSD is to "Opening the Doors of Learning for Success." As a result, we have focused on defining Multi-Tiered System of Supports that meet the academic and behavioral needs of every learner. Instructional coaches and model teachers will ensure that a rigorous universal core is taught to all students. Within our TLC framework, instructional coaches and model teachers will lead colleagues in analyzing assessment data used to identify students in need of further supports. Analyzing the data will help teachers identify strategies to close achievement gaps that exist between sub-group populations to include IEP and SES students and their peers. Outside of the general education setting, we have additional programs to supplement the core including the following: Title I, special education, English as a Second Language, at risk support services, G&T, and CHS Learning Center (Alternative Program for High School Students).

[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 - Improve Teacher's Entry into the Profession

Current Mentoring & Induction Program

At this time the Heartland Area Education Agency provides support by conducting monthly workshops in lesson planning and effective teaching strategies. Mentors and mentees meet fifteen hours outside the school day attending these sessions. The mentor program we have in place falls short of providing quality collaboration time due to the natural limitations of using an outside agency. The mentee-mentor program needs to be tailored to meet our district's needs. Mentors currently are required to observe the mentees each semester. These observations typically occur during the mentors' planning time. Release time is also needed for mentors and mentees to meet on a regular basis outside of the school day. Classroom observations and strategic planning are necessary in order for the new-to-the-profession teachers to be successful. This collaboration time would benefit the students, mentors, mentees, and the district as a whole. We believe the TLC plan will improve the program we currently have in place.

Due to a significant number of educators retiring from our district during the past few years, many educators have been placed in mentor roles to assist our new-to-the-profession teachers.

We surveyed mentors/mentees from the past several years through a survey and the results indicated the following:

Areas of Effectiveness

- Over 80% of our mentees felt their mentor was collaborative and provided feedback for areas of improvement.
- Approximately 90% of our mentees believed they were able to approach their mentors and get help if needed.

Targeted Areas of Improvement/How the TLC Plan will Address the Gaps

1. 84% of our mentors and mentees felt lack of collaborative time was a significant issue.
- Mentor teachers will have the necessary time to collaborate with their mentees before and after school and also during the contract day if needed.
1. 60% of new teachers were only observed once or twice by their mentors. Of those who were observed, only 23% were offered any kind of feedback.
- Mentor teachers and Instructional Coaches will have more time to observe, coach, and provide feedback to new-to-the-profession teachers..
1. 100% of teachers have never been provided release time to engage in non-evaluative observation and feedback conferences.
- Mentees will have opportunities to observe mentor teachers and other teachers' classrooms to identify quality instructional practices.
1. 40% of our mentees felt they did not receive help for their curriculum and classroom management needs.
- Mentor teachers and Instructional Coaches will collaborate with mentees to plan, deliver, and reflect on lessons including classroom management strategies

The district goal is to strengthen the mentor teacher role by creating a collaborative school culture. Mentor teachers will guide mentees in the problem solving and decision-making process, resulting in more effective first and second year instruction, greater teacher satisfaction, and improved student achievement.

New Mentoring & Induction Plan

Providing meaningful support for new teachers is critical not only to individual teacher development, but also to our progress as a district. The addition of varied roles of Instructional Coaches, Model Teachers, and Mentor Teachers will allow us to strengthen our new plan by supporting new teachers. Funds will be utilized by mentors and mentees to provide opportunities for observation of other classrooms, as well as collaboration time outside of the contract day. Mentors will be compensated \$2000 per school year with 3 additional contract days. Funds will also be used to purchase resources that are not available through the AEA to assist new teachers to meet their individual needs. Mentors and mentees will meet, at a minimum, a bi-weekly basis to address the needs and concerns of new teachers. Mentees will have the following supports:

- Prior to the start of the school year, first year teachers will have three additional days on their contract. The mentor will be available to work with new-to-the-profession teacher at a minimum of one and a half days during the three additional days at the beginning of the school year.
- Substitutes will cover mentee/mentor teachers' classrooms an equivalent of two days/month so that mentor/mentee will:
 - Observe each other teaching;
 - Plan lessons together incorporating the Iowa Core Curriculum;
 - Observe model teachers using research-based instructional strategies;

- Provide feedback based off the observation; and
- Reflect on current teaching practices.
- Mentors will be compensated for time spent meeting with mentee within or beyond the contract day.
- If additional supports are needed beyond year two, mentee/mentor supports will continue to be provided.

We are confident our approach will improve teaching, move new teachers to higher levels of confidence and competence, and ensure that we are able to retain outstanding individuals in the teaching profession.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5 -Teacher Leadership Roles

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.

The TLC plan created by the Carroll Community School District includes three differentiated roles that fit together in a coherent plan. The TLC plan will help us achieve our four TLC goals:

1. To improve student achievement through the establishment of teacher leadership roles.
2. To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM.
3. To ensure that all students receive instruction supported through the implementation of the Iowa Core Curriculum.
4. To develop and sustain the capacity of teachers to provide evidence- based instruction within a MTSS framework.

The teacher leadership roles created place over thirty teachers or approximately twenty-five percent of the teaching staff in leadership roles. The Carroll TLC planning committee comprised of district stakeholders includes: teachers, parents, community members and administrators. The planning committee conducted an analysis of both current capacity and TLC models from other Iowa districts. The TLC roles selected by the committee are intended to improve student achievement by targeting best practice instruction. Each role was designed to serve a specific purpose building teacher capacity in each and every classroom in the CCSD. The three roles chosen include: Instructional Coach, Model Teacher, and Mentor Teacher. The following information provides a summary of each of the roles and the responsibilities aligned to that role.

Four Instructional Coaches - 100% out of classroom with 10 additional contract days

Instructional coaches will represent building levels across the district and will spend 100% of their time in this teacher leadership position. For additional time and leadership responsibilities, each instructional coach will receive \$7,000 compensation for ten additional contract days.

Responsibilities of Instructional Coaches:

- Collaborate with administrators, other instructional coaches, model teachers, and mentor teachers to create an instructional plan focused on curriculum, assessment, and best instructional practices
- Collect and analyze student data to determine the impact of instructional initiatives and identify professional development needs at the district and building levels using the IPDM
- Research, plan, implement, and facilitate job-embedded and traditional professional development
- Build congruence among PD, district goals, building action plans, and individual professional development plans
- Articulate professional development goals and their impact on student achievement
- Work inside classrooms to help teachers implement research-based strategies, model lessons, engage in co-teaching, observe, and provide feedback
- Identify appropriate opportunities for teachers to observe quality instructional practices in the building and across the district
- Engage colleagues in analyzing and interpreting multiple sources of data to make instructional decisions
- Serve on one or more leadership teams to support current initiatives and model commitment to continuous improvement
- Work with PLCs to identify student learning needs, teachers' current level of knowledge and skills, and determine the learning opportunities needed by teachers
- Work with grade level/content level teams to review effectiveness of instruction and provide suggestions for differentiation
- Identify and help develop formative assessments to meet teachers' needs
- Work with the Teacher Quality Committee to advance the capacity of teachers to meet building/district goals
- Work with other instructional coaches to align implementation of Iowa Core Curriculum PK-12 (curriculum, instruction, and assessment) to ensure integrity and consistency across the CCSD
- Provide training and support for new teachers in the implementation of instructional practices to improve student achievement
- Extend own professional development and knowledge of research-based instructional practices

Twenty-six Model Teachers - 100% in the classroom with 5 additional contract days

Model teachers will represent building levels across the district and will spend 100% of their time in the classroom. For additional time and leadership responsibilities each model teacher will receive \$3,500 compensation for five additional days on his/her contract.

Responsibilities of Model Teachers:

- Collaborate with administrators, instructional coaches, other model teachers and mentor teachers to create an instructional

plan focused on curriculum, assessment, and best instructional practices

- Collect and analyze student data to determine the impact of instructional initiatives and identify professional development needs at the building level using the IPDM
- Advocate for building and individual teacher professional development needs
- Plan and implement targeted professional development and job-embedded professional learning experiences
- Provide coaching and modeling of effective instructional strategies for career and beginning teachers incorporating Iowa Core
- Provide suggestions to colleagues on differentiation when meeting the needs of all students
- Provide guidance to colleagues in using student data for instructional decision-making
- Work with PLCs to identify student learning needs, teachers' current level of knowledge and skills, and determine the learning opportunities needed by teachers
- Work with the Teacher Quality Committee to advance the capacity of teachers to meet building/district goals
- Provide training and support for new teachers in the implementation of instructional practices to improve student achievement
- Serve on one or more leadership teams to support current initiatives and model commitment to continuous improvement
- Extend own professional development and knowledge of research-based instructional practice

Up to Ten Mentor Teachers - 100% in the classroom with 3 additional contract days

Mentor teachers will align with new teachers in their buildings and will spend 100% of their time in the classroom. For additional time and leadership responsibilities each mentor teacher will receive \$2000 compensation for 3 additional days on his/her contract.

Responsibilities of Mentor Teachers:

- Collaborate with administrators, instructional coaches, model teachers and other mentor teachers to create an instructional plan focused on curriculum, assessment, and best instructional practices
- Model and communicate skills and actions identified with the Iowa Teaching Standards
- Advocate for the new-to-the-profession teacher
- Coach and model effective instructional strategies for new-to-the-profession teachers
- Identify appropriate opportunities for teachers to observe quality instructional practices including initiatives in the building and across the district
- Collaborates with beginning teacher to plan, deliver, and reflect on lessons incorporating Iowa Core
- Familiarize beginning educator with the culture of the school
- Assist beginning teachers in finding resources to support instruction
- Assist beginning teachers in problem-solving and decision-making processes to include planning and delivery of instruction, classroom management, and assessment
- Assist beginning teachers in portfolio development
- Help beginning educator build a network structure within and beyond the school district
- Attend all Mentoring and Induction meetings
- Extend own professional development and knowledge of research-based instructional practices

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.

The CCSD Teacher Leadership plan is designed to support a collaborative culture with the support of instructional coaches, model teachers, and mentor teachers. Instructional coaches will meet regularly with administrators to ensure that each building's work is aligned to the Iowa Core Curriculum and to monitor if the job responsibilities are helping to achieve our goals. Data driven decision-making and problem-solving of implementation issues related to professional development needs will be discussed. Instructional coaches, model teachers, and mentor teachers will model effective instructional strategies and practices. Instructional coaches and model teachers will work together to identify and create formative assessments. Model teachers and mentor teachers will participate on PLCs advancing implementation of current initiatives: Multi-Tiered System of Supports, Cognitively Guided Instruction, Early Literacy, Authentic Intellectual Work and Technology Integration. Our TLC plan is designed to incorporate the cycle of continuous improvement as identified in the IPDM. The value of PLCs and teacher collaboration cannot be overstated - working together to improve student achievement becomes the routine of everyone in the system. Mentor teachers will support new-to-the-profession teachers by identifying supports needed to ensure higher levels of confidence and competence, and guarantee that we are able to retain outstanding individuals in the teaching profession. The Instructional Coaches will be expected to encourage colleagues to use them as a resource in the areas such as finding

research-based teaching strategies and assisting with data-collection and analysis. Reaching out to grade level teams, departments, and individual teachers will be necessary to ensure the Instructional Coaches are being used on a consistent, on-going basis.

It will also be important for Instructional Coaches and Model Teachers to debrief after classroom visits and co-teaching opportunities. These conversations will/can occur during prep times, before and after school, and if needed, classroom supervision will be made available if teacher leaders and the teachers they are working with need to meet during the day. The relationships that are developed between teacher leaders and their colleagues will be essential to our school improvement efforts. Ensuring that all teachers know the TLC goals, responsibilities of each teacher leadership role, data to be collected to monitor the plan, and expectations held for teachers in non-TLC positions will be essential. Data will be collected, analyzed and used to determine effectiveness of the TLC plan and changes needed to be made to improve professional development and instructional practice will be implemented.

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 - Teacher Leader Selection

Carroll Community School District is intent on attracting, retaining, and rewarding quality teachers to fulfill the mission of "Improving Student Achievement--Step by Step." The leadership positions are viewed as a means of increasing student achievement, eliminating the current achievement gaps that exist between learners particularly the sub-groups of SES, IEP, and ELL and promoting greater collaboration among teachers. The district is looking for people with integrity who are self-motivated with the ability to influence others. Teacher leaders may need to have critical conversations with the teachers they are coaching. Priority for these positions will be given to teachers who are currently serving in leadership capacities and demonstrate strengths and interest in leadership. These teachers will have shown an ability to collaborate, engage in problem-solving, and initiate change. The TLC Model will be composed of the following teacher leadership positions:

1. Instructional Coaches (four)
2. Model Teachers (twenty-six)
3. Mentor Teachers (ten dependent on need)

Measures of Effectiveness

The selection process of teacher leaders at CCSD ensures each position is held by a highly-qualified individual. Each teacher leader must have a minimum of three years teaching experience, with at least one of those being at the CCSD. Preference will be given to candidates who have participated in leadership experiences in the district, shown a desire to engage in professional growth opportunities, demonstrated high quality teaching, and created positive relationships with colleagues.

Recruitment

Upon receiving notification of grant approval, an informational session will be offered to all district teachers. The session will include an explanation of teacher leadership roles, how they align to the CCSD goals, and the responsibilities/duties assigned to each role. District educators will also be informed of the selection process.

Job Description: The "new" teacher leadership positions being proposed are 1) Instructional Coach, 2) Model Teacher, and 3) Mentor Teacher. A job description for each position will clearly delineate the job requirements assigned to each of the positions, as well as the criteria for hiring personnel.

Posting: The positions and coordinating job descriptions will be posted internally and current teachers will be invited to apply. The listing will include responsibilities assigned to each teacher leadership position.

Selection Process

Applicants will be required to submit a written application. The application shall include (1) the teacher leadership position being applied for; (2) an explanation of strengths and qualifications that will be brought to the position; (3) examples of how student achievement has been enhanced by classroom instruction/strategies; (4) description of ability to collaborate with peers; (5) past or current leadership roles; (6) description of professional growth activities; and (7) commitment to working with the administrative team on curriculum, instruction and assessment. Each applicant will also be asked to complete the Teacher Leadership Self Assessment (Center for Strengthening the Teaching Profession).

Applicants will be required to submit letters of recommendation from colleagues that speak to their effectiveness and fitness for teacher leadership. We will include a coaching segment as part of the interview process. Instructional Coaches and the Mentor teachers will watch a video of a teacher teaching. The video will be pulled from an online source. The candidates will talk with the interview team on how they would coach the teacher highlighting strengths of the teacher, suggestions for improvements, and what follow-up they would take.

Teachers selected for leadership positions are expected to participate in personal professional development to include training provided through Heartland AEA or statewide professional development for instructional coaches, model teachers, and/or mentor teachers..

The selection committees will be comprised of an equal number of principals/assistant principals and teachers from respective buildings. Each committee will be responsible for accepting and reviewing applications for assignment or reassignment to leadership roles. A rubric will be developed to score each applicant based on the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium). As part of the selection process, an interview with the selection committee is required.

Recommendations will be made to the superintendent for presentation to the CCSD Board of Education.

Annual Review

The CCSD TLC plan requires an annual review of teacher leaders that aligns with the interview and selection criteria. All teacher leader positions are one-year positions. The review will include three specific data collection points: peer review using a responsibility survey based on performance standards, self-review, and administrative review. The building administrator

collects data on teacher leaders through observations of professional development, instruction, and participation in professional learning communities. Teacher leaders will also complete a self-reflection survey from the Teacher Leadership Self Assessment.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Part 7 - Teacher Leaders' Role in PD

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

We believe the CCSD's professional development and current initiatives are aligned to the TLC philosophy. We already have initiatives such as MTSS, CGI, Technology Integration, and AIW that utilize leadership positions and seek input from teacher leaders for professional development ideas. Instructional Coaches, Model Teachers, and Mentor Teachers will work with administration in planning, delivering, and determining next steps for professional development.

The Director of Curriculum, building administrators and teacher leaders will meet to design the building and district professional development plans. These leaders will help design, deliver, and provide follow-up for all professional learning in varying roles throughout the year to monitor progress and make the necessary changes to the plans throughout the year.

Instructional Coaches will guide teachers in collecting and analyzing data on a regular basis. They will work closely with the Model Teachers to analyze the data to determine the impact of instructional initiatives and identify professional development needs. Instructional Coaches will use the data to identify student learning needs, teachers' current level of knowledge and skills, and determine the learning opportunities needed by teachers. Model Teachers will provide coaching and modeling opportunities of effective instructional strategies. Mentor Teachers will provide opportunity for discussion, coaching, and modeling based around the data for new-to-the-profession teachers. A leadership team consisting of teacher leaders and administration will review the student achievement data to make the necessary adjustments to continue the improvement cycle.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of Iowa Professional Development Model (IPDM).

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
Collecting & Analyzing Student Data	Instructional Coaches will engage colleagues in analyzing and interpreting multiples sources of data. Model Teachers and Mentor Teachers will provide guidance to colleagues in using student data for instructional-decision making.
Goal Setting & Student Learning	Instructional Coaches, Model Teachers, and Mentor Teachers will build congruence among the district goals, building goals, and IPDPs. Teacher leaders will engage their peers in analyzing and using data to set new goals that improve instructional practices.
Selecting Content	Instructional Coaches will research and study content related to professional development to ensure all elements of the Iowa Core are implemented. Model Teachers and Mentor Teachers will become highly skilled and will share their expertise with their colleagues.

	<p>All Teacher Leadership roles will play an important part in this process. They will collaborate to design the delivery system for professional development.</p>
<p>Designing Process for PD</p>	<p>Instructional Coaches and Model Teachers will collect and analyze student data to determine impact of instructional initiatives to identify professional development needs.</p> <p>Mentor Teachers will gather feedback from new teachers based on their collaboration.</p> <p>Instructional Coaches will work in teachers' classrooms to help with implementation of professional development initiatives.</p>
<p>Training & Learning Opportunities</p>	<p>Model teachers will work with teachers to model, discuss and collaborate on implementation of initiatives.</p> <p>Mentor Teachers will identify opportunities for new teachers to observe quality instructional practices.</p> <p>Instructional Coaches will collaborate with Model Teachers and Mentor Teachers to determine next steps.</p>
<p>Collaboration & Implementation</p>	<p>Instructional Coaches and Model Teachers will work with grade level teams and departments to make adjustments to implementation based on feedback from classroom observations and professional development.</p> <p>Mentor Teachers will collaborate with new teachers to plan, deliver, and reflect on lessons.</p> <p>All teacher leaders will meet regularly to analyze the impact on professional development and to discuss progress toward district goals.</p>
<p>On-going Data Collection (Formative Assessments)</p>	<p>All Teacher Leaders will collect progress data on the effectiveness of professional development. Data collection will include teacher surveys, formative assessments, and student achievement data.</p>
<p>Program Evaluation (Summative)</p>	<p>Administration as well as all Teacher Leadership positions will use data including the IPDM rating tool, student achievement data, and teacher leadership input to determine next steps for professional development.</p>
<p>Using Part 8 application narrative from Year 1?</p>	<p>No</p>

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 - Determining Effectiveness and Monitoring the Plan

In order for the TLC plan to be effective, the district developed a set of monitoring outcomes to help evaluate the achievement of the goals and effectiveness of the TLC plan. To monitor this on a regular basis, the district plans to have meetings twice a month between the teacher leaders and administrators pertaining to

the scheduled professional development time. Agendas of the meetings will be developed collaboratively between the teacher leaders and administrators. The purpose of these collaborative meetings will be to allow teacher leaders and administrators to analyze data connected to the goals, share ideas and information, identify needs for teacher leaders and classroom teachers, and formulate action steps for future professional development. The table below is the evaluation plan the planning committee developed to assess the CCSD TLC Plan:

Goal	Current Reality	Outcome	Outcome Assessment
Goal #1: To improve student achievement through the establishment of Teacher Leadership Roles.	1. CCSD has not had the financial resources to create a comprehensive teacher leadership program. The TLC grant allows the district to dramatically increase teacher leadership opportunities throughout the district by adding 4 instructional coaches, 26 model teachers, and 10 mentor teachers.	1. By the start of the 2015 - 2016 school year teacher leaders will be in place.	1. Copies of contracts for those individuals in teacher leadership positions.
	1. CCSD currently has little to no teacher leaders involved in the development or delivery of professional learning.	1. Teacher leaders will collaborate with teachers and administrators on professional development.	1. Professional development logs will be kept on which teacher leaders participated in the development and delivery of professional learning. PLC meeting logs will be required.
	1. The percentage of students in grades 3-11 (combined data) proficient on the Iowa Assessments are: •86 % are proficient in reading. •87.7 % are proficient in math. •88.6 % are proficient in science	1. Continuous improvement on the Iowa Assessments until 100% of students are proficient in reading, math, and science.	1. Iowa Assessments

Goal #2:

To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM.

1. IPDM is guiding all professional development, including PLCs, but missing the coaching component to improve instruction.

1. PLCs are not as structured as they need to be to ensure fidelity of the implementation of professional development initiatives.

1. Researched and reviewed Iowa Core Standards in all curricular areas.

1. CCSD has not spent a great deal of extra time or support with new teachers on the implementation of the Iowa Core

1. Improved collaboration among PLC teams in order to improve instruction.

1. Improved student achievement on multiple measures. Close achievement gap within the special population subgroups.

1. Iowa Core is implemented with fidelity.

1. Teacher leaders will work with new teachers in small groups and individually to ensure effective implementation of the Iowa Core.

1. Input from PLCs on job-embedded PD. Feedback from surveys after PD sessions. Review PD logs from teachers and teacher leaders. PLC meeting logs.

1. Multiple Measures:
 1. Iowa Assessments
 2. NWEA - Map Testing
 3. FAST
 4. IGDIs

1. Teacher observations, walk-through observations, and student work. All teachers will complete the iCAT in Spring of 2016. PLC meeting logs.

1. Observations by teacher leaders and administrators. Meeting minutes from mentor teachers, model teachers, and instructional coaches. PLC meeting logs.

Goal #3:

To ensure that all students receive instruction supported through the implementation of the Iowa Core Curriculum.

Goal #4:

To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.

- | | | |
|--|--|---|
| <ol style="list-style-type: none">1. Review of classes and supports offered and resources used in classrooms. AEA provides PD for several initiatives. | <ol style="list-style-type: none">1. Build capacity to have teacher leaders support all teachers on the implementation of district PD initiatives. | <ol style="list-style-type: none">1. Observations by teacher leaders and administrators. Teacher leaders develop and deliver PD, along with administrators. |
| <ol style="list-style-type: none">1. Explore supplemental and intensive instruction processes and procedures to support all learners. | <ol style="list-style-type: none">1. Improved student achievement and closing the achievement gap among subgroups. | <ol style="list-style-type: none">1. Multiple Measures:<ol style="list-style-type: none">1. Iowa Assessments2. NWEA - Map Testing3. FAST4. IGDIs |

Using Part 9 application narrative from Year 1?

No

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

Part 9 - Capacity to Implement and Sustain the Plan

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation plan. Many of the pieces to implement the plan are already in place.

- Past practice illustrates that the CCSD is committed to sustainability. For example, AIW has grown to be a part of our school culture due to strengthening the initiative by increasing the number of coaches, using teachers to assist with data-collection through classroom walk-throughs, establishing a lead team, and adding layers of professional development within the framework. Teacher leaders also serve in leadership capacities on the MTSS, CGI, and PBIS leadership teams. The district has partnered with Heartland AEA to implement initiatives such as AIW, MTSS, Early Literacy Initiative, CGI, and PBIS leadership Teams. The TLC plan will support our goal of continuous improvement.
- The district volunteered to be a part of the state pilot program on early reading intervention (TIER) during the 2013-14 school year. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs. Our willingness to be a pilot district represents our commitment to implement research-based programs.
- While CCSD currently has in place a PLC framework, we realize that there is room for growth. Becoming a viable PLC community requires a structure that values shared leadership, meaningful collaboration, and professional inquiry. We see teacher leaders playing a valuable role in “tightening up” team discussions and outcomes.
- The district currently has a mentoring program in place. The district uses the AEA mentoring and induction program for new teachers. New teachers are provided additional days at the beginning of the year for professional development. The TLC program will enhance our capacity to allow teachers to learn and grow while implementing research-based teaching strategies.

Needed Infrastructure:

CCSD has a PK-12 Curriculum Director, who is the principal of two elementary buildings. Instructional coaches will provide the continuum of support needed for implementation of Iowa Core. Additional leadership roles are also needed to: improve professional development activities and guide implementation of new curriculum and instructional materials. Teacher leaders will observe, coach, and support all teachers at the building level. Instructional coaches and model teachers will provide the clarity our staff needs to impact student achievement.

Key Staff and TLC Plan Sustainability:

Superintendent - The superintendent will be responsible to support the vision for the TLC plan. The superintendent's role is to keep lines of communication open among all stakeholders. This will be critical as teachers and administrators in the district adjust to a new leadership environment.

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

Teacher Leadership - All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work 1:1 with staff to build relationships and the trust necessary to focus on the key elements of the TLC program. Having instructional coaches employed full-time will make this transition easier. Teacher leaders will be able to understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

Key decision makers - A team comprised of the superintendent, principals, and teachers will be responsible for selecting those teachers who will participate in, and continue to participate in teacher leadership positions.

All administrators and teacher leaders will require ongoing training and support to effectively implement and sustain the TLC plan. Teacher leaders selected will participate in a variety of professional development opportunities to strengthen their leadership skills. Opportunities include: Jim Knight's Model - Partnership Coaching, MTSS training, AIW, and AEA professional learning experiences developed around TLC. While the teacher leadership roles have some common expectations and responsibilities, CCSD recognizes that each group of leaders will require differentiated PD. The TLC Plan will provide our district with continued teacher leadership positions to build and improve our current professional development initiatives.

Knowing that the implementation of the TLC grant is a second order change, adjusting and monitoring the plan will be important. Building and district leadership will continually communicate with staff. Due to the possibility of changing responsibilities of the teachers leaders, communication will be important to all parties. Progress toward our TLC goals will be communicated with parents and community members through board meetings, SIAC, and monthly publications such as the superintendent's blog.

Staff members will be asked to answer survey questions regarding the teacher leaders, allowing for data-collection centered around the effectiveness of the TLC plan, teachers' needs, and addressing comments about the teacher leadership process. The teacher leaders will use the data to determine next steps in order to make necessary adjustments in current practices. Administration will regularly seek feedback from the teacher leaders to address questions and concerns regarding the effectiveness of the TLC plan.

Sustainability will also be developed through future action. It is the responsibility of the TLC committee, district administrators, and Board to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities.

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	1675.38
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$517,390.85
Total Allocation	\$517,390.85

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$166,046.20
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).	\$268,744.25
Amount used to provide professional development related to the leadership pathways.	\$54,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$28,600.40
Totals	\$517,390.85

Other Budgeted Uses - Description

Item description

Amount budgeted

\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$517,390.85

*If the amount shown below is **(negative)**, the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

Part 10: Budget Narrative:

We believe with the leadership roles we have created and the resources we will commit to implement our plan will accomplish our TLC goals. We are proud to present a budget that reflects collaboration between the teachers' association and the district. The TLC budget is aligned to our goals to improve student achievement through the establishment of Teacher Leadership Roles, establish a professional learning community, ensure that all students receive evidence-based instruction.

a. Amount used to raise the minimum salary to \$33,500

The 2014 - 2015 minimum teacher salary for a Carroll Community School District teacher is \$35,773, which includes teacher salary supplement dollars. This already exceeds the minimum amount of \$33,500.

b. Approximate amount designated to fund the salary supplements for teachers in leadership roles.

Instructional coaches: [\$36,642.40]

Our plan includes salaries for 4 instructional coaches. For additional time and leadership responsibilities, each instructional coach will receive \$7,000 compensation for 10 additional days on their contract. The extra days provide time for instructional coaches to personally engage in and deliver professional development for new and career teachers throughout the year. Instructional coaches will help lead professional development activities across the district that are designed to improve instruction. They also will engage in the development, adoption, and implementation of curriculum and curricular materials. Coaches will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices. They will collect, analyze and report data to improve student achievement.

Model Classroom Teachers [\$106,087.80]

Our plan includes the establishment of 26 model classrooms with teachers who maintain open and inviting environments and exhibit best practice instruction. Model teachers need significant professional development and time to collaborate/reflect on best practice with other model teachers. Our TLC budget includes 5 additional contract days for each model teacher, with \$3,500 compensation.

Mentor teachers: [\$23,316.00]

We will provide \$2,000 compensation for 3 additional days on their contract to teacher mentors (approximately 10) who work with first-year and second-year teachers. These mentor teachers will coordinate the 1st and 2nd year mentoring and induction program for CCSD. In addition, they will conduct at least one non-evaluative observation each quarter, assists mentees in the development of the teacher portfolio, help design and support the mentee's individual professional development plan, and foster relationships between the mentee and other staff members. All mentors are full-time teachers, but will have substitutes available on a flexible basis.

c. Amount used to cover the cost of 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.

The TLC Planning Committee has structured the CCSD TLC plan to minimize the loss of direct instruction by the classroom teacher. Other than replacing the teaching positions previously held by the instructional coaches, none of the other teacher leaders will require release time from their teaching responsibilities. The TLC Planning Committee has budgeted \$245,677.25 to hire highly qualified teachers to replace the positions previously held by the instructional coaches. CCSD has also budgeted \$23,067.00 to cover the cost of substitute teachers for each model and mentor teacher leader. This amount funds five days of substitute costs for each mentor and model teacher. Hiring substitutes on a flexible basis allows for teacher leaders to effectively plan for and manage their time out of the classroom. Substitutes may be hired in order for the teacher leaders to do the following: hold mentor/mentee conferences, observe instruction in order to provide feedback and coaching to other teachers, plan and develop professional development, and attend professional training workshops and conferences in order to build on their leadership and coaching skills.

d. Amount used to provide professional development related to the leadership pathways.

Teacher leaders will require on-going training and support to effectively implement and sustain the CCSD TLC plan. We have budgeted \$2,000.00 for each instructional coach, and \$1,000.00 for each model teacher and mentor teacher. In addition, \$250.00 is budgeted for each teacher leader for them to purchase professional resources. Some of the professional development may include, but are not limited to, the following: Cognitive Coaching, peer coaching and feedback, Jim Knight's Model - Partnership Coaching, the Iowa Professional Development Model, effective mentoring and induction programs, data analysis, adult learning theory, the Iowa Core and Characteristic of Effective Instruction, Professional Learning Communities,

Authentic Intellectual Work protocols, and curriculum and assessment design and implementation.

e. Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be approved by the Iowa Department of Education prior to the implementation of our plan.

Our budget includes \$4,000.00 to recruit new hires and to cover the cost of advertising and hiring teachers to replace the teachers who are hired for instructional coaches. Finally, we have budgeted \$24,600.40 as contingency fund to ensure CCSD is able to fully fund its TLC plan using TLC plan dollars. We included a contingency fund after learning districts participating in year one from Heartland AEA reported they needed to use some of their professional development budgeted dollars to cover personnel costs. The contingency funds allows CCSD to offset the cost of hiring new teachers if the cost is higher than expected.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

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