



Application

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

96033 - Cedar Falls CSD Teacher Leader Application

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/31/2014 3:00 PM

Primary Contact

AnA User Id	ANDY.PATTEE@IOWAID		
First Name*	Andy		Pattee
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Superintendent		
Email:	andy.pattee@cfschools.org		
Address:	1002 W 1st St		
City*	Cedar Falls	Iowa	50613
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	319-553-2420		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)		
Fax:			
Agency	Education, Iowa Department of		

Organization Information

Organization Name:	Cedar Falls Community Schools
Organization Type:	K-12 Education
Tax ID:	

DUNS:

Organization Website:

cfschools.org

Address:

1002 West 1st Steet

Cedar Falls

Iowa

50613

City

State/Province

Postal Code/Zip

Phone:

319-553-3000

Ext.

Fax:

319-277-0614

Benefactor

Vendor Number

Recipient Information

District

Cedar Falls Community School District

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

County-District Number

07-1044

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

Dr.

Name of Superintendent

Andy Pattee

Telephone Number

319-553-3000

E-mail Address

andy.pattee@cfschools.org

Street Address

1002 West 1st Street

City

Cedar Falls

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50613

TLC Application Contact

Honorific

Dr.

Name of TLC Contact

Andy Pattee

Telephone Number

641-670-1070

E-mail Address

andy.pattee@cfschools.org

Street Address

1002 West 1st Street

City	Cedar Falls
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50613

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)

15 dedicated committee members spent almost a full calendar year examining, researching, discussing, collaborating and finalizing a TLC plan that will allow our District to reach our purpose statement, **“To improve student achievement and learning by creating leadership roles that support instruction through our Professional Learning Community process”**. All aspects of the plan components go back to this purpose statement.

The Teacher Leadership and Compensation (TLC) plan is founded on the premise that teacher leadership roles will create more connected and vibrant learning experiences for students, which will increase student achievement. While the District commitment to Professional Learning Communities has improved collaborative culture and a focus on student learning, the TLC plan will enhance the ongoing collective inquiry about best practices and the application of such practices in the classroom.

The following are the Districts goals relating to the TLC plan:

1. The Cedar Falls Community School District (CFCSD) District Core Planning Committee in collaboration with the Human Resources department will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the District.
2. The CFCSD will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.
3. Teacher leaders will collaborate and partner with administration to determine new and innovative methods to develop and deliver job-embedded professional development for teachers to improve student learning.
4. Teacher leaders will work within CFCSD mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.
5. Teacher leaders will work collaboratively within District classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.

As with any new and innovative project, CFCSD understands the necessity to monitor and adjust the TLC plan as data is analyzed to determine the impact. The District will utilize a variety of methods to gather data and feedback as outlined in the plan. In addition to the outcomes assessment data, feedback from key stakeholders will also be gathered through surveys. The following are focal intended outcomes based upon the goal statements created for the District:

- TLC funding supports development of teacher leadership through a Curriculum Professional Development Leader.
- TLC funding supports and enhances use of Professional Learning Communities.
- TLC funding creates instructional coach positions.
- TLC funding supports and enhances use of Instructional Practices Inventory (IPI) through the introduction of Instructional Coaching.
- TLC funding supports and enhances work with the Iowa Core.
- TLC funding supports and enhances work with student supports, such as K-3 literacy and Multi-Tiered Systems of Support.
- TLC funding supports and enhances support of new teachers.
- TLC funding supports and enhances College and Career Readiness Standards for students by expanding our community partnerships and collaborative ventures.

Monitoring will come about from multiple data components, survey results, self-reflections, use of high impact instructional strategies, student achievement, student engagement, and other formative feedback. Our tiered SBRC will be committed to rigorous selection, retention, and evaluation of our teacher leaders.

We feel very confident we have created a system that will allow all student achievement and learning to be positively impacted as we continue to focus on achieving the 4 guiding questions of a PLC:

- What do we want all students to learn?
- How will we know if a student has learned it?
- How will we respond when some students don't know it?
- How will we extend and enrich the learning for students who have demonstrated proficiency?

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

The District involved a great number of people in the process to develop our Teacher Leadership and Compensation system (TLC). Our committee was comprised of staff members throughout our buildings and levels to gather input and feedback throughout the process. The committee worked diligently from November, 2013 until October, 2014 to create this plan which we know will impact our District, and especially our students, in impactful and powerful ways. We also know a great deal of work must yet be accomplished as we finalize our protocols, select applications, help support and train, and implement this plan effectively. There is a great deal of excitement and support for this plan as we move forward with these next steps.

A leadership committee was formed with 7 teachers, 7 administrators, and a parent who works as a Director at the University of Northern Iowa. The 15 members on the steering committee worked with their constituent groups to gather feedback throughout the process and each were strong contributing members to our 7 meetings held throughout this process. TLC process was discussed at a School Improvement Advisory Committee (SIAC) meeting in which many parents, community and staff are members of this committee. Members of the leadership committee are:

Bill Boevers: Secondary Principal
Dan Conrad: Central Office
Julie Cuvelier: Secondary Teacher
Kim Cross: Elementary Principal
Brenna Griffin: Secondary Teacher
Becky Hawbaker: Parent and UNI representative
Heather Kruger: Elementary Teacher
Andy Pattee: Central Office
Jim Sprau: Elementary Teacher
Richard Strike: Secondary Teacher
Adrian Talbot: Central Office
Megann Tresemer: Secondary Teacher
Jim Young: Elementary Teacher and CFEA President
Jason Wedgbury: Secondary Principal
Pam Zeigler: Central Office

TLC Planning Grant funds were utilized to create this high quality TLC system in the Cedar Falls Community School District.

The leadership committee teacher members were paid a stipend of \$1000 from this planning grant for time devoted to this work outside of contract time. Members of the leadership committee attended trainings that were held by School Administrators of Iowa (SAI), Iowa Association of School Boards (IASB), Iowa State Education Association (ISEA) and the Department of Education. Several documents, examples, presentations, and articles were gathered from these meetings to shape the direction, vision, and final plan. Funds were also utilized to offset the cost of substitutes during meeting dates.

Throughout the planning process, our focus remained on our collaboratively developed purpose statement, "To improve student achievement and learning by creating leadership roles that support instruction through our Professional Learning Community process". We are deeply steeped in the PLC process which was initiated in 2011 and know our TLC plan will be successful due to the support structure in place. Our District staff prides itself on the deep collaborative focus that is embedded in our PLC and continued focus on the 4 DuFour Essential Questions: 1) What do we want our students to know 2) How do we know they are learning it 3) What will we do if they haven't learned it 4) What will we do if they have already learned it?

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.

The Teacher Leadership and Compensation (TLC) plan is founded on the premise that teacher leadership roles will create more connected, vibrant, learning experiences for students, which will increase student achievement. While the District commitment to Professional Learning Communities has improved collaborative culture and a focus on student learning, the TLC plan will enhance the ongoing collective inquiry about best practices and the application of such practices in the classroom. In order to achieve this, the following long-term and annual goals were established.

District PLC Goals for 2014-15 School Year

- By May 2015, 100% of the elementary staff will report having aligned the essential skills and concepts with the Iowa Core as determined by the trimester pacing guide in each content area and the Critical Issues Survey to be given in Spring 2015.
- By May 2015, 100% of the grades 7-12 staff will report having aligned the essential skills and concepts in all content areas with the Iowa Core or other national standards as determined by the Critical Issues Survey to be given in Spring 2015.
- By May 2015, 75% of all staff will report that they have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.

District Academic Goals for 2014-15 School Year

- By June 2015, the percent of 3-11 grade students in each measurable subgroup at each grade level will increase by at least 1% in the proficiency category as measured by the Iowa Assessment subtests (Reading, Math, Science) administered Spring 2015.
- By June 2015, the percent of 3-11 grade students in each measurable subgroup at each grade level will increase by at least 1% in the advanced proficiency category as measured by the Iowa Assessment subtests (Reading, Math, Science) administered Spring 2015.

The results of the Spring 2014 Iowa Assessment achievement data are as follows:

Reading % Proficient

	3	4	5	6	7	8	9	10	11
ALL	87.96	79.95	80.71	83.61	77.66	81.01	94.07	95.66	91.14
FRL	77.42	62.39	67.07	74.68	55.67	65.28	84.62	89.86	85.96
IEP	64.1	34.48	42.59	35.9	29.82	37.5	61.11	62.5	47.37
AA	58.33	64.71	53.33	62.5	55.56	46.15	66.67	76.47	91.67
White	89.3	82.5	81.2	84.8	80.4	84.5	95.8	96.9	91

Math % Proficient

	3	4	5	6	7	8	9	10	11
ALL	90.55	86.74	84.05	88.25	88.83	88.58	89.49	93.37	90
FRL	81.72	74.55	69.05	79.75	77.32	73.61	78.21	81.16	78.95
IEP	76.92	56.9	53.7	61.54	56.14	51.22	50	62.5	55.26
AA	50	52.94	60	68.75	61.11	61.54	61.11	64.71	91.67
White	92.35	88.37	85.71	89.77	91.17	90.82	91.35	95.11	90.37

The District is listed as a District in Need of Assistance (DINA). We have areas in which we must focus to improve all student learning. The TLC grant will provide many resources that will allow us to have greater impact on student learning, close achievement gaps, and improve pedagogical strategies focusing on ELA, math and technology integration for student learning. The TLC plan will improve learning in CFCS while achieving the Iowa Department of Education goals connected to TLC

funds. First, our TLC plan will attract and retain high-quality teachers to enter our District. While our beginning teacher salary is already above the baseline requirement at \$36,525, new teachers will view CFCSO as a more desirable place to teach because of the time and support made for mentoring through the Mentor Teacher/Peer Coach roles. In addition, the variety of leadership opportunities made available through the TLC plan will communicate the wide range of skills and viewpoints that are valued in our District's balanced leadership approach.

The variety of roles will also help to reward professional growth and effective teaching by matching thriving teachers to District needs. Because many teachers will see a leadership role that values their current strengths, CFCSO will have a high participation rate in the application process. In a survey of teachers prior to submission of the TLC grant application, over 75% indicated a willingness to serve in one of the leadership roles to be created as a part of the plan, over 90% said they thought it would have a positive impact on student learning, and well over 90% would support our teacher leaders. This distributed leadership will lead to greater communication and collaboration in the PLC process, which will also improve student achievement. Finally, the addition of the instructional coaches will allow for more collaboration across the state. While teachers love to share ideas and discuss best practices, they simply run out of time in the day. Adding new support roles will increase communication between instructional coaches in other Districts and help CFCSO utilize the vast resources available throughout the teachers in our state.

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)

Cedar Falls Community Schools' TLC plan creates varied full-time, part-time, and classroom-based teacher leadership roles.

TLC funding supports development of teacher leadership through a Curriculum Professional Development Leader.

This individual will support professional development of teachers and teacher leaders in CFSD by engaging full time in the planning, development, and implementation of curriculum and professional development at our buildings, working with instructional coaches, with primarily a secondary focus.

TLC funding supports and enhances use of Professional Learning Communities. In 2011, CFCSO began District wide implementation of teacher-driven teams based on strict adherence to the DuFour model for Professional Learning Communities (PLCs). 30% of Cedar Falls teachers have attended PLC conferences. Each PLC Collaborative Team meets weekly to focus on the District's 4 guiding questions (based on the DuFour's four corollary questions):

- What do we want all students to learn?
- How will we know if a student has learned it?
- How will we respond when some students don't know it?
- How will we extend and enrich the learning for students who have demonstrated proficiency?

TLC funding creates instructional coach positions. CFCSO currently has a 0.5 instructional coach on staff at the elementary schools. This teacher leader has helped identify District power standards, development of common assessments, modeling of instruction for teachers, planning of School in Need of Assistance (SINA) support, and provision of professional development. Although good work has resulted, there remains much to be done because of the large teacher-to-coach ratio. No instructional coach position currently exists at the secondary level. The TLC grant will place fifteen instructional coaches throughout the District. Research has shown such a position can affect teacher practice.

The Instructional Coaches will be supported by the Curriculum Professional Development Leader, who will help connect building and District goals and work with Instructional Coaches to be most effective. The positions will be supplemented by Mentor Teachers/Peer Coaches, which will be analogous to mentors for veteran teachers or any teacher new to the District. The Mentor Teachers/Peer Coaches, and Instructional Coaches will work together closely to provide the cohesive support needed at each school building.

TLC funding supports and enhances use of Instructional Practices Inventory (IPI) through the introduction of Instructional Coaching. While IPI currently gives buildings a snapshot of student engagement on any given day, the natural follow-up would be to provide individualized coaching to teachers so they can improve their classroom lessons to include more student-directed conversation and higher-order thinking. Instructional Coaches will be able to use IPI data to research , determine, and share best practices that will improve student learning.

TLC funding supports and enhances work with the Iowa Core. For several years, CFCSO has been operationalizing the Iowa Core in PK-12 classrooms, focusing on alignment of curriculum, instruction, and assessment. Placing Instructional Coaches and Teacher Mentors/Peer Coach in each school will support PK-12 teachers in their curriculum, instruction, and assessment work. Summer training will build capacity for teacher leaders to share content specific learning about the Iowa Core with their PLC collaboration team.

TLC funding supports and enhances work with student supports, such as K-3 literacy and Multi-Tiered Systems of Support. CFCSO teachers develop interventions and supports for students making minimal progress in collaboration with grade-level teams and the instructional coach. Instructional Coaches and Mentor Teachers/Peer Coaches will allow for increased collaboration in meeting the needs of students.

TLC funding supports and enhances support of new teachers. CFCSO supports a mentoring program that meets the requirements prescribed by the State of Iowa for first and second year teachers. Feedback from current mentors and new professionals revealed there is not sufficient time for current mentors and new teachers to meet during the instructional day. This does not provide sufficient time for new teachers and mentors to meet during the instructional day.

TLC funding supports and enhances College and Career Readiness Standards for students by expanding our community partnerships and collaborative ventures. The Community Partner and STEM Facilitator will build community and business partnerships for classroom supports, learning, teaching and staff professional development on workforce needs.

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)

Program Overview:

The current mentoring and induction program for new professionals in the Cedar Falls School District follows the Journey to Excellence model provided through the statewide mentoring training. The mission of the mentoring and induction program is to improve student achievement and strengthen the District mission by supporting the development and retention of dedicated and highly-qualified teachers who are grounded in the Iowa Teaching Standards.

Program Goals:

- To promote excellence in teaching
- To enhance student achievement
- To build a supportive environment within school Districts
- To increase the retention of promising beginning teachers
- To promote the personal and professional well-being of classroom teachers
- To help beginning teachers feel welcomed and supported as they enter into contracts with their District
- To assist beginning teachers to develop an understanding of professional collaboration as a vehicle for instructional improvement
- To help beginning teachers develop the skills necessary to analyze their lessons/instructional units based on established criteria supporting the Iowa Teaching Standards
- To provide a welcoming climate for beginning teachers as they enter into the community of educators

Seminar Content Year 1:

- Setting Goals and Identifying Hopes
- Classroom Climate and Management
- Planning and Preparation
- Active Student Participation in Learning
- Differentiated Instruction
- Motivation for Learning/Student Achievement
- Evidencing the Iowa Teaching Standards
- Parent Involvement
- Professional Growth
- Timely Topics
- Sharing of Learning

Seminar Content Year 2:

- Setting Goals and Identifying Hopes
- Review Classroom Climate and Management
- Content Knowledge
- Monitoring Student Learning/Student Achievement
- Evidencing the Iowa Teaching Standards
- Data Team Process
- Cultural Competency
- Effective Instructional Strategies
- Ethics
- Professional Growth
- Timely Topics
- Celebration and Sharing of Learning

Strengths of the current program include:

- The program aligns with and incorporates the Iowa teaching standards as the basis for mentoring new professionals
- The District employs a Mentoring Coordinator
- Graduate credit is offered as an option for mentors and new professionals through Viterbo.

- Beginning teachers and mentors attend and collaborate in monthly seminars together
- Regular observation, coaching and collaboration takes place in buildings between monthly seminars
- Mentors are trained in program expectations and coaching skills
- Beginning teachers and mentors attend monthly seminars as a team
- Content of seminars is based on principles of effective teaching aligned with Iowa Teaching Standards
- Observation, coaching and collaboration takes place in buildings between monthly seminars
- Mentors are trained in program expectations and coaching skills

Weaknesses of the current program include:

- Currently, there is a minimal set of criteria for selection of mentors beyond principal recommendation
- Currently, mentors teach full-time time and most mentoring activities require time outside the regular school or contracted day and competes with other curriculum and District initiatives
- There are no well-defined outcomes for new professionals personalized for the District
- Limited job-embedded professional learning that aligns to the instructional strategies identified by the District.
- Data collected through surveys of current mentors and new professionals suggest that some expectations do directly contribute to the overall mission and goals of the program.

The District's partnership with the University of Northern Iowa develops mentoring expertise for career teachers working with preservice teachers through the Professional Development Schools model. This provides selected mentors with a foundational understanding of the mentoring process.

- Formative and summative program evaluation is utilized
- Theory – each skill is developed from a theory base
- Demonstration – seminars provide for skill demonstration
- Practice – multiple practices are experienced in workshop/classroom setting
- Observation/Coaching – observations are followed by coaching
- Collaboration– non-judgmental coaching is provided in collegial, supportive manner

The new model for Mentoring and Induction for the District will align with the District's Professional Learning Communities focus as the basis for support for new professionals hired within the District. The teacher leadership positions created through the program will provide consistent, sustainable mentoring for new professionals from highly-trained career teachers with expertise in curriculum, assessment, as well as learning, instructional, and classroom management strategies. New professionals will be afforded opportunities to work collaboratively with a variety of teacher leaders created as a part of the District plan, including Mentor Teachers/Peer Coaches and Instructional Coaches.

Although Mentor Teachers/Peer Coaches will assume primary responsibility for mentoring new professionals, they will also be supported by Instructional Coaches and Building Instructional Technology Leaders.

Many of the current goals of the mentoring and induction program will be maintained, with additional supports for the enhanced program to include:

- Release time for teachers to observe, model, and collaborate
- Regular peer coaching customized to each individual based on identified needs and desires
- The development of a full spectrum of mentoring support from preservice to career teaching and beyond through the PDS model partnership with UNI. This program will benefit new professionals beyond the Cedar Falls School District by providing mentoring support for pre-service teachers employed throughout the state and nation.
- A systematic collection and analysis of data by the Mentor Teacher/Peer Coach and new professional, with time allocated to adequately review instructional strategies and their impact on student learning.

Narrative

Using Part 5 application narrative from Year 1?

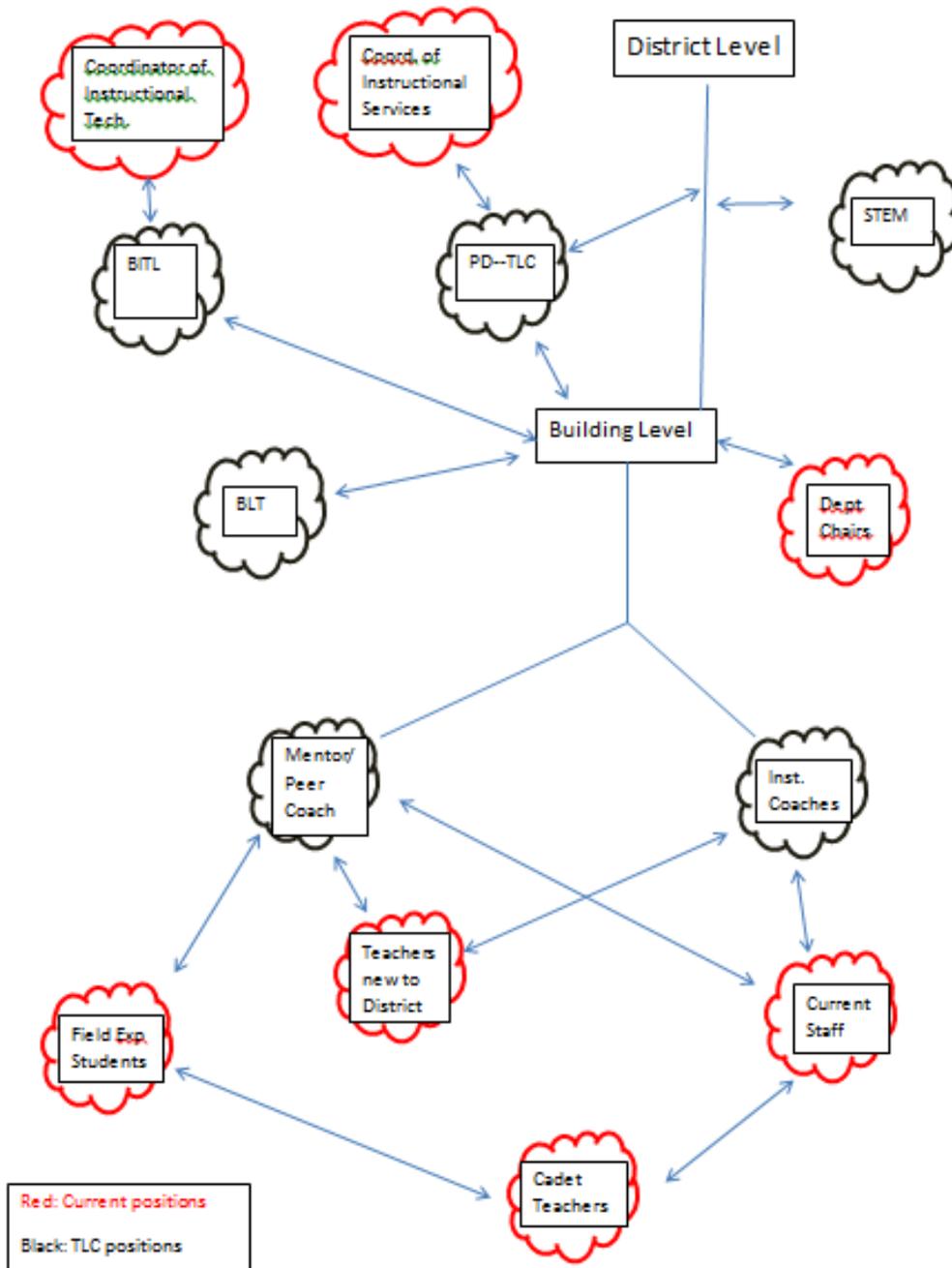
No

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

Please include the following information in your narrative:

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

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



The TLC Committee has identified 6 roles for the Cedar Falls Community School District.

Mentor Teacher/Peer Coach (up to 30 staff with 6 extra days)

Mentor/Peer Coach will be responsible for working with first year, second year and potentially 3rd year teachers to provide support for their development. The Mentor Teacher/Peer Coach may also be assigned as host teachers to work with student teachers from local colleges. Mentor Teacher/Peer Coach will serve as peer coaches and observe year 1,2, and 3 teachers.

Work will be done in collaborative teams to support the PLC Process to increase student learning. Other responsibilities may include the following:

- Mentoring of initial teachers
- Observe initial teachers
- Support initial teachers throughout their first two years (potential third if needed)
- Building/District Initiatives Leader

- Peer Coach to career teachers
- Observing career and other Mentor Teachers
- Host student teachers, resident and initial teachers and peers

Building Leadership Teams (up to 90 staff)

Building Leadership team members will meet with the building administration multiple times per year to assist with the direction of the building and District goals and Action Plan to increase student learning. The Leadership team will consist of a mix from different departments and/or grade levels from each building. BLT responsibilities may include the following:

- Collaborate and lead building initiatives and professional development
- Expand and discuss District and building initiatives
- Function as the building transformation team

Instructional Coach (up to 15 staff with 5 extra days)

Instructional Coaches will provide assistance to teachers with a desire to improve teaching and learning. Coaches will provide teachers with feedback including areas of strength and areas for growth. Coaches can coordinate training and assist with professional development. Training can occur during professional development days or during collaborative team time.

- Detailed preliminary discussions as to areas in which teachers being coached desire to improve
- Formulation of action plan to bring about such improvements
- In-class coaching and support by the instructional coach
- Post-class discussion of strengths, areas of growth, and strategies for improvement
- Coordinate instructional coaching activities relating to training and professional development
- Detailed discussions regarding areas of technology integration desired
- Formulation of action plan to bring about improvement/supports
- Research best practice and bring back to larger group on continued areas of growth

Building Instructional Technology Leaders (up to 45 staff)

Building Instructional Team Leaders will work to provide support and training for their buildings in areas of technology. The BITL will receive support and leadership from Coordinator of Instructional Technology. The ultimate goal of the team is to enhance student learning through the use of technology. BITL responsibilities may include the following:

- Support building staff in technology integration
- Be contact person for building support and guidance
- Utilize technology to try strategies that can be utilized/replicated
- Support and work with Coordinator of Instructional Technology

Community Partner and STEM Facilitator (1 with 20 extra days)

The STEM Facilitator will be engaged in full time employment to build community and business partnerships to support teaching and learning. The work of the STEM Facilitator will help make student learning more relevant. Facilitator responsibilities may include the following:

- Detailed discussions in areas of support and connection needed from staff
- Work with community work force, business/industry, and organizations to gather resources, mentors, and opportunities for staff professional development
- Formulate action plans to bring about support
- Coordinate training opportunities for staff to learn and deeply understand local workforce needs
- Connect classrooms with volunteers/mentors who can work with students and staff on specific career clusters
- Focus on STEM/partnerships for expanded opportunities for students
- Grant oversight and coordination

Curriculum Professional Development Leader (1 with 20 extra days)

The Curriculum Professional Development Leader will assist primarily at the secondary level. The CPDL will be a full time

position focused on development and implementation of curriculum. The CPDL will also work with Instructional Coaches and teachers to enhance student learning. The work of the CPDL should support the District's initiative to provide students with a guaranteed and viable curriculum. Responsibilities may include the following.

- Provide and demonstrate teaching on an ongoing basis
- Routinely work strategically with teachers in planning, monitoring, reviewing and implementing best instructional practice, especially with instructional coaches and mentor teachers
- Observe and coach teachers in effective instructional practices
- Support teacher growth and reflective practices
- Work with and train classroom teachers
- Support instruction and learning through the use of technology
- Plan and deliver professional development activities designed to improve instructional strategies
- Engage in the development, adoption, and implementation of curriculum and curricular materials.

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.

Cedar Falls has developed a rigorous selection process that includes multiple, meaningful measures of effectiveness and professional growth. This section will describe detailed criteria for each role, the purpose and role of each selection tool, and a brief description of the District and Site Based Review Councils (SBRC).

Site Based Review Councils (SBRC)

The SBRC consists of equal numbers of teachers and administration. The TLC core planning committee will serve on the District SBRC. Each building will establish a Building-Level SBRC to rigorously select building-level leadership positions (BITL, BLT, Mentor/Peer Coaches). Membership may change and be expanded depending upon the building employing the teacher leader and applicant pool for the position. When positions are hired in a particular building, at a minimum, the lead administrator and one teacher are included in the Council. This provides input from not only the person who evaluates the teacher leader, but it includes one teacher from the building with whom the potential teacher leader works. Should a member of the SBRC be an applicant for a particular position, that member may not participate in the selection process.

District Selection Criteria

All applicants will go through initial screening including an application for each position and will also provide a written response to the following prompt: Read through the job responsibilities for the specific role for which you are applying. In writing, please briefly describe (one page or less), the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

Based on the leadership position, additional requirements may be formed. A rubric that outlines needs for the selection of each position will be designed as job descriptions are established.

Review

The performance of teacher leaders will be reviewed annually by the Site Based Review Councils and District Administrators. Each Curriculum and Professional Development Leader, STEM Coordinator, Instructional Coach, Mentor Teacher/Peer Coach, BITL, and BLT teacher, using their job descriptions, will submit a self-reflection of their performance to the Councils, and the SBRCs will provide them with formative feedback regarding their performance against the job tasks assigned in the job description. A retention decision will be made by administration based on input from the SBRC and teacher leaders themselves. Upon reflection, the job description of building leaders will be revised to accommodate the needs that improve student performance and clarify the job detail for each area.

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.

PD Program Alignment with Teacher Leadership System—In Cedar Falls all PD (building-based & District-level) supports our 3 District goals—(1) achievement; (2) the Professional Learning Community (PLC); and (3) climate and culture.

Teachers Leaders, in collaboration with building and District administration, along with the AEA resources, deliver all PD at the building and the District levels on our early-dismissal Wednesdays, in the summer, during teacher pre-service days, and throughout the school year in the form of courses and seminars.

Building-based PD is customized to the needs of students. Each of our 9 buildings creates a School Improvement (SI) Plan that includes goals and action steps to address the learning needs of their students as documented by a careful review of student achievement data. All building SI plans mirror the 3 District goals and include actions to improve reading, math, and science achievement. Once the Teacher Leaders (TLs) on the Building Leadership Team (BLT) finalize the goals and action steps, they determine what PD is necessary to help the teachers in their building be more effective in helping students learn. TLs are key to both the identification of necessary PD as well as the provision of building-based PD.

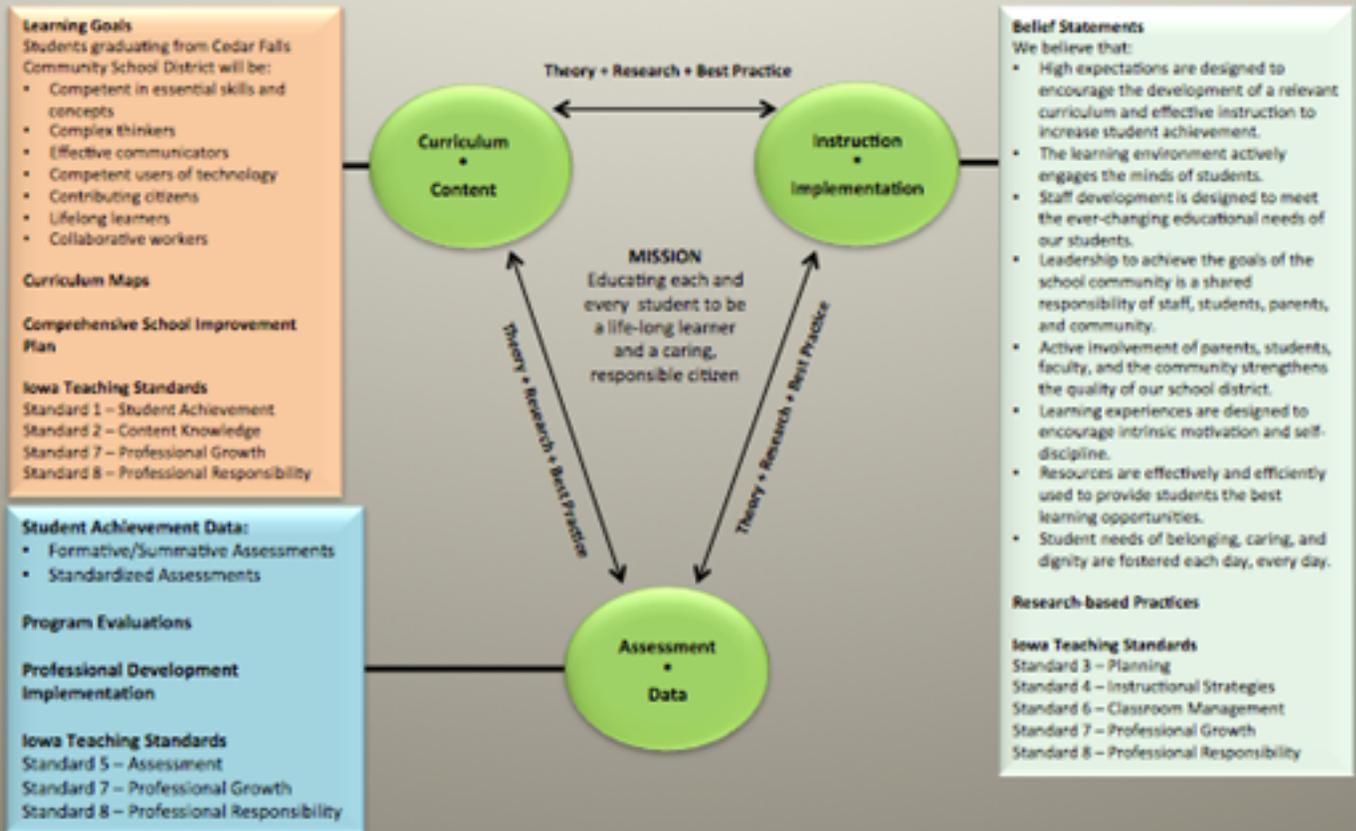
Building-level PD can be provided through formal training sessions (e.g., release days, summer time) and through classroom-embedded Instructional Coach support for teachers and teacher teams. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. With TLC funding, all elementary and secondary schools will have TLs working as Instructional Coaches to lead PD efforts. Building-based PD allows TLs to be close to the daily work of teachers, giving them the ability to adapt and adjust PD “in real time.” To ensure the continuous improvement and appropriateness of PD, all PD participants regularly provide feedback to their Building Leadership Teams.

Teacher Leaders (Mentor/Peer coaches, Building Leadership Teams (BLT), Instructional Coaches, Building Instructional Technology Leaders (BITL), Community Partner /STEM Facilitator, and Curriculum Professional Development Leader (CPDL) also review individual building SI plans to identify PD issues that cut across multiple schools. District Level PD is a more efficient option for reaching instructional staff that teach the same content or address similar issues in different buildings. District level PD addresses crosscutting teacher needs like the implementation of the Iowa Core, working with diverse learners, content specific issues, etc. Any joint PD across buildings helps ensure the consistency of curriculum implementation in all schools, which, in turn, improves student access to quality instruction (District Goal 1).

Alignment of TLC Plan with Iowa PD Model—



Cedar Falls Community School District Framework for Teaching and Learning



Our comprehensive TLC program incorporates the 12 essential elements of the Iowa PD model. The Iowa PD model Technical Guide describes the importance of: (1) a Leadership Team; (2) collecting and analyzing student data; (3) goal setting; (4) selecting content; (5) designing PD; (6) an ongoing cycle of training; (7) collaboration; (8) study of implementation; (9) formative data collection; (10) program evaluation; (11) individual teacher PD plans; and (12) attendance center PD plans.

Our Building Leadership Teams (IPDM Element 1) design all PD in response to their SI plans to maximize the ability of instructional staff to address student learning needs (IPDM Element 5). PD at the building level supports the use of a continuous cycle of improvement to help students learn—analyze student work, set SMART goals, implement instructional strategies, monitor student growth, adjust interventions (IPDM Element 2). With TLC funding, all elementary and secondary buildings will now have Instructional Coaches along with a Curriculum Professional Development Leader and their Building Leadership Teams to help teachers analyze student data, set SMART goals for student and staff learning, and implement the intended curriculum (IPDM Elements 2, 3, & 4).

Both District and building level PD are designed to be an ongoing cycle of training (IPDM Element 6) through which teachers have multiple opportunities to enhance, practice and refine their professional skills. Our Instructional Coaches and Building Instructional Technology Leaders (BITL) provide leadership and support through PD for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment. Building-based PD supports teachers from the same building to learn collaboratively, while District level PD fosters collaboration among teachers from different buildings who address common issues/content (IPDM Element 7).

Participants in all building and District level PD provide feedback to the BLTs, CPDL, and/or BITL regarding the effectiveness of

the PD (IPDM Element 8). Our school and District TLs for Professional Development, Curriculum, and Technology use this and other data to determine the effectiveness of building and District PD efforts (IPDM Elements 9 & 10). All teachers in our District have Individual Professional Development Plans to drive their professional growth (IPDM Element 11). These plans are an important part of the teacher evaluation process. Individual Professional Development Plans in our District incorporate an extensive peer review to help teachers measure their professional growth.

The SI planning process in each building results in a detailed description of the PD to be provided by TLs (IPDM Element 12). In our plan, TLs on each Building Leadership team will ensure the building's PD plan is responsive to the building's goals and action step that are crafted to address student learning needs.

Using Part 8 application narrative from Year 1?

No

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

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

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

Part 8:

The Cedar Falls Community School District (CFCSD) Core Planning Committee will provide oversight for the TLC project, by determining the goals, expected outcomes, and assessment of the TLC outcomes. The information is delineated in the table below:

TLC Goal	Outcome	Outcome Assessment
<p>Goal 1 The Cedar Falls Community School District (CFCSD) District Core Planning Committee in collaboration with the Human Resources department will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the District.</p>	<p>1a. CFCSD will hire 30 Mentor/Peer Coaches, Building Leadership Teams (90 teachers), 15 Instructional Coaches, 45 Instructional Technology Leaders, 1 Community Partner/STEM Facilitator, and 1 Curriculum Professional Development Leader to implement the TLC plan.</p>	<p>1a. CFCSD will collect data on the selecting and hiring for the teacher leadership positions.</p>
	<p>2a. Teacher leaders will have supplemental contracts specific to their role, including additional compensation and extended days as appropriate.</p>	<p>2a. Evidence of contracts and job descriptions for all teacher leader positions.</p>
<p>Goal 2 The CFCSD will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.</p>	<p>2b. Teacher leaders will improve their knowledge base about research-based effective instructional practices.</p>	<p>2b. Teacher leader survey on support received to complete their job responsibilities.</p>
	<p>3a. Teacher leaders will work together as a collaborative team to build capacity in delivering professional development.</p>	<p>3a. CFCSD will log meeting notes between teacher leaders and building and District administrators.</p>
	<p>Teacher leaders will collaborate with building and District leadership to develop and deliver professional development.</p>	<p>3b. CFCSD will compile a list of teachers involved in developing and delivering professional development.</p>
	<p>3b. CFCSD will dramatically increase the number of teachers involved in the development and delivery of professional development initiatives.</p>	<p>3b. CFCSD will maintain notes from building and District professional development meetings.</p>
<p>Goal 3 Teacher leaders will collaborate and partner with administration to determine new and innovative methods to develop and deliver job-embedded professional development for teachers to improve student learning.</p>	<p>3c. The number of job-embedded professional learning opportunities for teachers will significantly increase.</p>	<p>3c. CFCSD will maintain notes from building and District professional development meetings.</p>
	<p>3d. Evidence of student engagement and interaction in the curriculum as evidenced by IPI data.</p>	<p>3d. CFCSD will utilize data gathered by the currently established Instructional Practices Inventory (IPI) process to document evidence of student engagement.</p>

<p>Goal 4 Teacher leaders will work within CFCSO mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.</p>	<p>4a. Teacher leaders will serve as mentors for new teachers.</p>	<p>4a. CFCSO will assign teacher leaders to serve as mentors to new teachers.</p>
	<p>4b. Teacher leaders will meet weekly with their mentees to assess learning needs and develop and implement plans to meet the new teacher's pedagogical needs.</p>	<p>4b. Teacher leaders will log visits with their mentee and document the plan for meeting the professional growth needs of the new teacher.</p>
	<p>4c. New teachers will implement research-based instructional strategies.</p>	<p>4c. New teachers will submit an artifact documenting use of research-based instructional strategies.</p>
	<p>5a. The number of weekly classroom visits and collaborative teaching sessions facilitated by teacher leaders will increase.</p>	<p>5a. Teacher leaders will log visits to teachers' classrooms.</p>
	<p>5b. 100% of CFCSO teaching staff will access the instructional strategies sharing website to review the instructional strategies being developed and implemented through the TLC project.</p>	<p>5b. CFCSO will develop an instructional strategies sharing website monitored and updated by teacher leaders.</p>
<p>Goal 5 Teacher leaders will work collaboratively within District classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.</p>	<p>5c. Teachers will implement research-based instructional practices.</p>	<p>5c. CFCSO will utilize data gathered during walkthroughs to document evidence of classroom implementation of research-based instructional practices.</p>
	<p>Long Term Outcome</p>	<p>5d. CFCSO will review Iowa Assessment trend data to analyze student learning and academic growth of subgroups.</p>
	<p>5d. Increased student achievement in grades 3-11 on the state assessment for reading, math and science tests among all subgroups.</p>	<p>Increases in student achievement will be expected in the proficiency and advanced categories for each subgroup.</p>

As with any new and innovative project, CFCSO understands the necessity to monitor and adjust the TLC plan as data is analyzed to determine the impact. The District will utilize a variety of methods to gather data and feedback as outlined above. In addition to the outcomes assessment data, feedback from key stakeholders will also be gathered through surveys.

To assess the impact and success of the TLC project, the TLC Core Planning Committee will meet to complete an analysis of the project outcomes and review the goals. Based on this analysis the TLC Core Planning Committee will revise the goals as needed.

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)

Cedar Falls Community School District will ensure that each facet of the TLC plan is implemented with fidelity and excellence. CFCSD has the capacity to undertake all components of this plan and ensure it will be handled appropriately and with the diligence it deserves and requires. Our District prides itself on the PLC culture that has been established and will continue well into the future. This culture centers around collaboration, shared leadership, professional dialogue, inquiry on practice and a deep focus on keeping student learning at the forefront.

A collaborative focus has been established throughout the District. This was also exhibited in the creation of this TLC plan. We also have multitude of external collaborative partnerships that will support the implementation and sustain the growth of our plan well into the future. Some of these collaborative partners are: University of Northern Iowa, AEA 267, business and industry to support our STEM position, etc.

The District has undertaken several key initiatives that will continue to enhance the TLC plan. The District has implemented a PLC framework successfully that establishes a strong collaborative framework. We have also focused on implementation of a guaranteed and viable curriculum through our collaborative teams to focus on data, alignment of curriculum, common formative and summative assessments, and deep dialogue on professional practice. The District recently implemented a systematic PreK-12 technology rollout which includes a 1 to 1 model. The training and systemic support system utilizes a train the trainer staff model that will be enhanced by the TLC plan. The District has been diligent to utilize teacher leadership for many years in planning, implementation and reflection/review.

The District will have many key staff members that will be responsible for the success of the plan. Those include:

- Superintendent: who will work to oversee the implementation and champion the plan throughout our District and community.
- Directors of Elementary and Secondary Education: who will work with their building principals, gather feedback, work on staff surveys, recommend adjustments to the plan, help coordinate PD related to the TLC plan and give guidance to principals.
- Director of Human Resources: who will provide oversight and work with our SBRC, work to finalize job descriptions, create and work on self-reflection components, track recruitment, selection and retention data as needed.
- Coordinator of Instructional Services: who will work directly with instructional coaches, design and implement training, track and monitor progress, and focus on improvements to student learning.
- Coordinator of Instructional Technology: who will work directly with our BITL group to focus on key instructional technology that will benefit student learning, design and implement training, track and monitor progress and focus on improvements needed in the plan.
- Building Administrators: who will work directly with all staff to monitor instruction and make recommendations on needed improvements and professional development.
- Teacher Leaders: who will provide self-reflection data, make recommendations on improvement, and collect data on student impact.

Each of these people responsible will be focused on ensuring excellence and fulfill our purpose of the TLC funds to focus and enhance student learning.

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	4859.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,500,587.26
Total Allocation	\$1,500,587.26

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.	\$1,466,364.26
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).	\$14,223.00
Amount used to provide professional development related to the leadership pathways.	\$20,000.00
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>	\$0.00
Totals	\$1,500,587.26

Other Budgeted Uses - Description

Item description	Amount budgeted
Supplies	\$10,000.00
	\$10,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$1,500,587.26
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

The Cedar Falls Community School District diligently created the budget for the TLC to maximize the impact on the grant to meet our stated goals and purpose. We worked to align our budget to have the greatest impact on student learning and achievement of our students.

The budget will be based upon a supplemental salary schedule that is dedicated TLC categorical funds. This will allow for all funds to be utilized solely for our teacher leadership positions. Each leadership position will receive a stipend that is derived from a supplemental salary based upon a percentage of a pre-established base salary amount to distribute the funding to our TLC positions in a fair and equitable manner. Each position will go through our fair and rigorous selection process.

Our Mentor/Peer Coach will receive approximately \$1918 dollars for the additional work and contractual days added to their contract. This will be added to their annual bargained contract amount as a supplemental salary adjustment. The project budget is \$67,080 for this portion of the TLC grant for these 30 individuals.

The Building Leadership Team (BLT) and Building Instructional Technology Leaders(BITL) will receive approximately \$1279 to be added to their annual bargained contract amount as a supplemental salary adjustment. For the 90 BLT members this is a budgeted amount of approximately \$134,190 and for the 45 BITL members the budgeted amount is \$67,095.

The largest percentage of our budget is for Instructional Coaches throughout the District. Approximately \$1,039,920 is dedicated to improving student achievement through coaching. The 15 instructional coaches will be paid a stipend of \$3198 which will be added to their annual bargained contract amount as supplemental salary adjustment.

The final two positions, Community Partner/STEM Facilitator and Curriculum Professional Development Leader, will account for approximately \$74,454 per position. This will amount to approximately \$7674 per individual leader as a stipend to be added to their bargained contract amount for the extra 20 days of extended contract.

In a addition, 100 days of substitute cost is built into the TLC grant to allow for the 30 Mentor/Peer Coach to have 3 days of substitute time to work with mentees and 10 extra days as needed, \$10,000 for supplies for the new leadership positions, and \$20,000 for training costs. This would leave approximately \$23,248 remaining at the end of the year.

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