



Application

70554 - Teacher Leadership and Compensation (TLC) System

72968 - Cedar Rapids

Teacher Leadership and Compensation System

Status: Under Review

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### Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency** Administrative Services, Iowa Department of

### Organization Information

**Organization Name:** Cedar Rapids CSD

**Organization Type:** K-12 Education

**Tax ID:** 42-6023551

**DUNS:** 73-496-002-000

**Organization Website:**

www.cedar-rapids.org

**Address:**

City State/Province Postal Code/Zip  
Iowa

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Cedar Rapids Community School District

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

**County-District Number**

57-1053

*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.

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**City**

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**State**

Iowa

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

**Zip Code**

52405

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## TLC Application Contact

**Honorific**

Ms.

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## **Abstract/ Executive Summary**

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

“No matter what reform strategy is being pursued, the overall quality of a school system rests on the quality of its teachers, and **the quality of its teachers depends on the system** in place to support them.”

Vivian Stewart (2012)

To create the change necessary for students in Cedar Rapids to reach their full potential, teachers must be more than effective instructors. Our vision is to provide all teachers with multiple opportunities to hone their exceptional instructional skills while learning and practicing strategies to bring out the best in their colleagues. Our plan does not simply fund Teacher Leader (TL) positions. We are creating the comprehensive TL system envisioned in Vivian Stewart’s quote.

We began our planning in September 2013. During the past 5 months we’ve gathered significant input from multiple stakeholders. A 26 member Advisory Committee composed of teachers, parents, community members, and students guided the process. Through presentations in all buildings, a video developed in partnership with the CR Education Association and viewed by all teaching staff, and through 2 online surveys, nearly 800 teachers provided valuable input. Parents, students and the broader community shared ideas through an online forum. A Leadership Team of 3 teachers (including our teacher’s association president), the Cedar Wood UniServ Director, 4 administrators, and a planning consultant knitted the stakeholder input into this comprehensive Teacher Leader Program plan.

Cedar Rapids has a history of employing teachers in multiple leadership roles. We also have a strong track record for sustaining effective TL positions. As an example, 8 years ago we hired 6 Instructional Coaches with Reading First grant funds. Because these Coaches had a positive effect on instruction and student achievement, not only did we keep the positions after the grant ended, we used general funds to expand from 6 to 23 full time coaches. Even though we have had to absorb substantial budget cuts in the past few years, the impact of TLs serving as Instructional Coaches has been powerful enough to expand these TL positions in tight financial times.

We have been able to grow our Instructional Coaching efforts because they are part of a highly organized, systemic initiative that includes strong leaders, extensive professional development, and the use of data for continuous program improvement. Data from our coaching efforts lets us understand and share information about the effect on teachers and students. With funding from the Iowa DE, **Cedar Rapids will create a comprehensive TL program** that provides the same high level of organization and support for all TL positions—not just Instructional Coaches. We believe a highly organized TL program will help us sustain the successful aspects of the entire TL effort just as a highly organized program allowed us to sustain and expand our coaching efforts. We will move from a loosely organized program in which many TL positions are unpaid and don’t benefit from ongoing PD and support to a comprehensive TL system that:

- Encourages all teachers to lead;
- Employs a rigorous selection process;
- Compensates all positions;
- Trains and supports every TL in the summer and during the school year;
- Facilitates collaboration among TLs;
- Ensures consistent support of teachers across all buildings and all grade levels;
- Uses data to continuously improve implementation; and
- Collects and shares data about the impact of all TL positions on teachers and students.

We currently have 268 teachers in paid leadership positions. State funds will provide compensation for an additional 614 to work as leaders. While the funding for these 614 positions will be new, many of these teachers in these roles have done similar work without any compensation or formal training from the district. Our capacity to increase student achievement will be significantly enhanced because state funds will support extensive introductory and ongoing Professional Development (PD) for all 882 TL positions.

In our comprehensive plan, levels of leadership range from extra duty TL roles to full-release positions that fall into 1 of 3 levels.

- Level 1—Intensive Coaching** (58 TLs working in 9 different part time & full time roles).

•**Level 2—PD/Curriculum/Technology** (141 TLs working in 27 different part time, full time & extra duty roles).

•**Level 3—Building Based Support** (683 TLs working in 10 different extra duty roles).

TLs in part time and extra duty positions will continue in the classroom in addition to their TL duties.

Our TLs will provide all teachers with building-based & district-level PD and support to achieve our 3 district goals—(1) close the achievement gap; (2) implement the Professional Learning Community (PLC) framework; and (3) provide quality instruction.

Our TLs will provide all teachers with 3 types of essential support:

1. A consistent foundation so all teachers implement the curriculum with fidelity and embed frequent assessment of student learning as a part of instruction consistently across all buildings;
2. Individual support and coaching in all K-12 buildings through focused 6-week improvement cycles; and
3. Building structures that support teachers as they work collaboratively to create a culture of student learning.

Our teachers are ready to begin! 54% of staff are currently in, or have been in, positions of leadership. Many teachers are experienced TLs who will be able to “hit the ground running.” 79% of our teachers are considering applying for a TL position in the next few years. Many teachers clearly have the desire to serve in a leadership role, especially in ones that include significant training and support. We are fortunate to have so many teachers with both the experience and interest in serving as a TL. We believe our systemic approach to Teacher Leadership will be the key to increasing student achievement.

**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**

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

**a) Description of how the planning grant and available planning time was used to develop a high-quality plan**

**b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan**

**c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)**

**Use of Planning Grant**—Throughout the planning process we've had significant input from multiple stakeholders. Our overall process was guided by a 26 member **Advisory Committee (AC)** composed of teachers, parents, community members, and students. Members were carefully chosen to represent all voices in the CR schools. The AC met 4 times (Oct-Jan) to review and share information, analyze district data and teacher/community survey results, provide input on application drafts, and to identify next steps. To respond to the suggestions of the Advisory Committee, our district used a **Leadership Team (LT)** consisting of 3 teachers (including our teacher's association president), the Cedar Wood UniServ Director, 4 administrators, and a planning consultant. The LT met 6 times in person to gather information from stakeholders, analyze data, make decisions about plan components, and draft/revise the TLC application. The LT also used a collaborative online workspace (Office 365) to edit our proposal. Planning grant funds were used to:

- Compensate the teachers, students, parents, & community members for AC and LT meetings—4 meetings x 2.5 hours each;
- Provide substitute teachers for teachers to attend 6 LT meetings;
- Provide food and beverages for AC meetings; and
- Compensate our planning consultant.

**Stakeholder engagement**—Our intention has been to gather significant input from all stakeholder groups—teachers, parents, students, community members, and administrators. To accomplish this we employed multiple methods: an Advisory Committee; a Leadership Team; an informational video; presentations in every building; 2 district-wide staff surveys; Cedar Rapids Education Association (CREA) planning meetings; and an online forum (EngageCRSchools). Throughout the planning process, the LT made a formal presentation to School Board members along with providing weekly School Board updates. Initial review of TLC guidelines and district data by our **stakeholder groups** helped us to understand:

- Our district meets Criteria 1 (\$33,500 salary) and Criteria 2 (new teacher mentoring).
- Our district does not fully meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles); Criteria 4 (rigorous selection process); or Criteria 5 (aligned professional development).
- Multiple leadership positions exist but there is an absence of a systemic approach with measurable outcomes.

As a result, we chose to base our plan on Model 3—the Comparable Plan Model—and to gather input from stakeholders on how to address Criteria 3-5.

**What we learned from stakeholders**—Our 798 responses to the **1<sup>st</sup> teacher survey** told us:

- 430 staff (54%) are currently in, or have been, in positions of leadership.
- 633 staff (79%) would consider applying for a leadership position in the future.

Our 502 responses to the **2<sup>nd</sup> teacher survey** told us:

- Teachers believe teacher leaders must be collaborative, effective communicators, and knowledgeable.
- Teachers want clear selection criteria, a voice in the selection process, and to limit the number of positions a teacher can hold at one time.

**Parents, students** and the broader **community** let us know through the online forum that they are aware and supportive of our project design as long as it supports student learning.

Through **presentations** in all buildings, a **video** viewed by all teaching staff, and through 2 **online surveys**, teachers asked for:

- Clearly defined expectations for TL positions.
- Support for professional growth and learning.
- Provision of fair and equitable compensation.
- Annual evaluation of job performance.
- Assurance the plan will positively impact quality of teaching and learning.

**CREA** input (provided through participation on the AC, the LT, and their own planning meetings) told us:

- To provide compensation for the time teacher leaders carry out their responsibilities.
- To provide fair and equitable compensation for TL positions.
- Teachers must participate in the selection process.

- Clearly define evaluation procedures and the re-application process.

CR **Administrators** helped us understand the importance of:

- Aligning district goals to leadership roles/system.
- Providing quality professional learning opportunities.
- Measuring impact of the teacher leadership system on student learning.

Thanks to the input of our stakeholders, the Leadership Team was able to include the following in our TL plan:

- Multiple, meaningful teacher leadership roles, including the addition of new TL roles related to helping with student behavior.
- Assurance that when quality teachers are removed from classrooms their TL role will have a significant impact on multiple classrooms and teachers.
- A multi-tiered budget providing sufficient additional compensation for all TL positions to encourage participation.
- PD to support teachers in ways directly affecting student learning (e.g., job-embedded).
- Strong communication on the importance & impact of TL to student learning.

**Commitment**— Our planning process has been transparent and has welcomed input from nearly 800 teachers, 10,000 families, and the broader Cedar Rapids community. The commitment of all stakeholder groups is clear. All **teachers** participated in building meetings and most provided input through 2 online surveys. Over half of our teachers expressed an interest in holding one or more of the new leadership positions. The **CR Education Association** participated in all AC and LT planning sessions as well as holding separate planning sessions. CREA input was invaluable and the CREA has shown its strong support by endorsing the plan. **Students, parents, and community members** provided input through the AC, PTA meetings, and the online forum. These stakeholders are committed to supporting students and have endorsed the implementation of a systemic approach to teacher leadership aimed at improving student achievement.

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## Narrative

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

**In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).**

To create the change necessary for all students in Cedar Rapids to reach their full potential, teachers must be more than just effective instructors. The **vision** of our Teacher Leader (TL) program is to provide all teachers with multiple opportunities to hone their exceptional instructional skills while learning and practicing strategies to bring out the best in their colleagues. The wide variety of available roles we offer will ensure all teachers can find ways to lead that fit their talents, time and interests. Regardless of the role they assume, our many and varied teacher leaders will shape the culture of our schools, influence practice among their peers, and improve student learning.

The **goals** of our TL program will create a **comprehensive** TL system in Cedar Rapids that:

- Ensures all TL efforts have a positive impact on **student learning**;
- Encourages all teachers to take **at least one leadership role** during their time in Cedar Rapids;
- Offers multiple **elementary & secondary** leadership opportunities;
- Includes teacher leadership opportunities **ranging from introductory to advanced** skill levels;
- Provides a **range of time** commitments for leadership opportunities including full-time, part-time, and extra-duty options;
- Allows teachers multiple opportunities to **stay in the classroom** and work in a leadership role;
- Compensates teachers for **every leadership role**;
- Offers **financial incentives** beyond base salary to encourage teachers to seek leadership roles;
- Clearly **defines the job duties** of each TL position and how it supports/integrates with other teacher leadership positions;
- Provides **initial training** for all teacher leaders upon obtaining a leadership position;
- Supports all teacher leaders with continuous **professional development and support** throughout their time in their leadership role;
- Allows teacher leaders to provide **ongoing feedback and support** to classroom teachers at the building and in the classroom through mentoring, coaching and observation;
- Provides **annual feedback** on teacher leader performance;
- Monitors and **reports the work accomplished** by all teacher leaders;
- Documents the degree to which classroom **teachers feel empowered and supported** through their work with teacher leaders; &
- Ensures TLs have a **key role in the ongoing management** of the TL Program.

**Local and State Context**—The Cedar Rapids School Improvement Plan (SIP) has 3 comprehensive goals: (1) close the achievement gap; (2) implement the Professional Learning Community (PLC) framework; and (3) provide quality instruction. We began the planning process by carefully reviewing our 3 SIP goals and action steps along with the Iowa Department of Education (DE) Theory of Action for the TLC program. Next, we identified the current teacher leadership positions in Cedar Rapids and determined how well they help us achieve our SIP goals and how well they align with the state's Theory of Action. Our review revealed multiple problems in the current system. The 39 current teacher leadership roles developed for different reasons over the years and are not, consequently, part of a coherent, organized system. We don't have consistent processes for recruiting potential leaders and teachers aren't always aware of TL opportunities. Currently, not all of our TLS receive plentiful PD. The current system does not make the necessary qualifications for a TL position clear nor take a unified approach to hiring and evaluation. Not all TL positions receive compensation, and we also determined the need for additional TL positions.

In response to these local and state needs we created a comprehensive system with 44 different leadership roles/positions. Each position is aligned with the broad district goals as well as district and school improvement plans. We deliberately identified teacher leader roles with varying levels of responsibility and time commitments. We used a tiered approach to meet the personal and professional needs of teachers at multiple entry points, with compensation commensurate with each position.

Levels of leadership range **from** extra duty TL roles (allowing teachers to keep a full-time classroom assignment) **to** full-release positions with no teaching assignment. Our TL program also provides multiple TL opportunities in between. All TL positions fall into 1 of 3 levels. Professional learning, time spent on leadership, responsibility, and compensation varies depending on the level.

- Level 1—Intensive coaching** (58 part time & full time leadership roles). These TL positions provide instructional support, direct and timely feedback, reflection, and assistance with continuous improvement for teachers and teacher teams.

•**Level 2—Professional Development/Curriculum/Technology** (141 part time, full time, & extra duty roles). These positions assist with revision and alignment of curriculum, instruction, assessment; support for differentiated instruction with a focus on student learning; and integration of technology into student learning.

•**Level 3—Building Based Support** (683 extra duty roles). Many of these positions are part of leadership teams. All Level 3 TLs continue teaching full time while engaging in leadership opportunities.

Our plan clearly aligns with the **State of Iowa's TLC program goals**.

- All teachers will be paid at least \$33,500.
- Teacher retention will be enhanced through access to 44 TL positions as well as comprehensive PD.
- TL positions will foster collaboration among teachers allowing them to improve their instructional skills while learning and practicing strategies to bring out the best in their colleagues.
- As teacher leaders demonstrate growth, they will have access to increased leadership responsibilities.
- All TL positions have been designed to positively impact student learning.

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

**How TL roles strengthen student learning**—We believe that competent, effective Teacher Leaders (TLs) are the key to successful school improvement structures, processes, and initiatives. To maximize the effectiveness and impact of TLs in our district, we will use TLC funds to create a comprehensive TL program that identifies, trains, supports, compensates, and networks **all** 882 Teacher Leader positions. TLs will now be part of a clearly defined, highly organized program that encourages all teachers to participate in a leadership role. **The most effective action we can take in Cedar Rapids to close the achievement gap and improve student learning is to ensure that all students in every building have access to the same high quality instruction.** The quality of TLs produced by our newly organized program will help all buildings implement high-quality, consistent instructional practices. We believe the resulting consistency and rigor of instruction is the key to academic success for all students.

The first step in creating an organized, efficient TL program was the clear delineation of each TL position. During our planning process we developed job descriptions for all 44 TL positions that specify:

- Number of TLs** for the position;
- Essential duties** & how these duties support school improvement;
- Amount and content of **initial summer training**;
- Time** spent on TL duties;
- Amount & content of **ongoing PD** during the school year;
- Compensation**;
- Supervisor** for the position; &
- Measures of effectiveness** and **professional growth**.

Our comprehensive TL program now provides 44 different opportunities for teachers ranging **from** extra duty TL **to** full-release positions. All TL positions fall into 1 of 3 levels:

- Level 1—Intensive Coaching** (part time/full time roles);
- Level 2—Professional Development/Curriculum/Technology** (part time, full time & extra duty); &
- Level 3—Building Based Support** (extra duty)

While some teachers may hold more than 1 role at a time, our plan will support 882 paid TL opportunities (58 for coaching, 141 for PD/Curriculum/Tech, and 683 building-based roles). We are expanding from 268 to 882 paid TL positions. Because of TLC funds, all 882 positions can now receive significant PD and support, dramatically improving the quality and competence of our teacher leaders. Our program now provides common introductory training and significant ongoing PD for all positions. Prior to this project Cedar Rapids only offered organized PD for our 23 coaches, the PLC leaders, and Curriculum/PD facilitators.

**Structures**— Our school improvement (SI) structures are clearly strengthened by the work of our TLs. The primary structure for implementing our SI plan is the Building Leadership Team (BLT). BLTs (which include 248 TLs) meet at least monthly to analyze student data, plan PD and monitor implementation of a tiered system of academic, social, emotional, and behavioral supports. Other building level structures supporting the implementation of our SIP include cooperating teachers (200), PBIS Leaders (31), PLC leaders (112), Teacher Quality leaders (35), Department Chairs (36), Mentor Teachers (10), and Model Classroom Teachers (20). Teachers in these roles will be **formally recognized as leaders** and compensated for their extra work. As teachers take one of the TL positions they will participate in an introductory training that defines their duties and helps TLs know how to accomplish these effectively. TLs will also benefit from PD provided throughout the year to help them collaborate and support one another across buildings. This comprehensive PD and support will help ensure consistency of instruction throughout the district which, in turn, will significantly improve instruction for all students.

**Processes**—Cedar Rapids employs multiple processes as part of its SIP efforts. Our most significant processes include the provision of instructional coaching, new teacher induction, and extensive PD. Cedar Rapids has employed 23 TLs as **instructional coaches** for the past 6 years. Coaches help teachers determine priority standards, develop formative assessments, review student data, and make decisions through rapid 6-week implementation cycles that involve observation of a targeted strategy and the provision of feedback in a co-planning session. With TLC funding we are increasing the number of coaches from 23 to 55 so that TLs can support staff at all grade levels (K-12). We will add coaches in all middle schools, all

high schools, and the alternative school. We will also add 2 lead coaches (1 elementary and 1 secondary) along with 1 coach to **monitor the effect of coaching on student learning** and teacher growth. All coaches will participate in introductory and ongoing PD throughout the year. The addition of highly trained coaches and the provision of comprehensive PD will increase the number of teachers supported throughout the district, improve the quality of this support, and magnify the impact of coaching on student learning.

TL funds will also support 4 full time Mentoring and Induction Coaches and greatly expand our ability to provide PD in all curricular areas. We are increasing the number of PD Facilitators to 4 full time staff who, along with our curriculum facilitators (18 TL positions), will provide training for all district instructional staff.

**Initiatives**—Our most significant initiatives for supporting SIP efforts include the use of PLCs, MTSS (formerly known as RTI), implementation of the Iowa Core, and the turnaround work identified in our SINA-4 schools. TLC funds will add 2 full time coaches who specialize in student behavior and will support implementation of MTSS. With TL money we will also fund 112 TL positions to organize the PLC process in every building. The support provided by all of our PD-related TL positions will help instructional staff throughout the district better understand and apply both MTSS and the Iowa Core.

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

**Improving entry**—Our district will use TL funds to support 58 TL positions related to instructional coaching. 4 of the 58 positions will be full-time coaches who work exclusively with new teachers (1<sup>st</sup> and 2<sup>nd</sup> year teachers with an initial license). We currently partner with Grant Wood AEA and the New Teacher Center (NTC) to provide high-quality, research-based mentoring and induction for new teachers. As members of the GWAEA consortia, our Induction and Mentoring Program is able to:

- Provide highly-qualified, exceptional teachers to serve as full-release Induction Coaches;
- Follow the strongest research on new teacher development and retention available to ensure our new teachers accelerate quickly into confident, competent professionals; and
- Remain committed to constantly improving new teacher practice for the benefit of our students.

Our 4 full-time Induction Coaches will each work with 15 new teachers providing job-embedded support for 1-2 hours every week. This includes:

- Demonstration teaching, lesson & unit planning;
- Classroom observation & feedback;
- Analysis of student work;
- Co-assessing instructional practice;
- Setting professional goals aligned with the Iowa Teaching Standards; and
- Triad conversations with the principal and mentee.

Our 4 coaches will also help new teachers observe exceptional instructional practices in their own building and in other buildings, while also fostering collaboration among all new teachers.

To ensure our 4 Induction Coaches are successful, the rigorous selection process for these positions will include administrators and teachers from across the district. All Induction Coaches will have at least 4 years of successful teaching experience. They will also participate in their own extensive professional development (PD). New Induction Coaches will participate in 40 hours of summer training to acclimate them to their new position. All Induction Coaches will engage in an additional 40 hours of ongoing PD every school year.

The 4 coaches will be supervised and evaluated using the NTC Mentor Standards and the Iowa Teaching Standards. 1 of the 4 Induction Coaches will serve as the Lead Induction Coach. The Lead Induction Coach will work with TL Program Coordinator to collect data from all new teachers each semester to determine the effectiveness of induction efforts for the new teachers. These monitoring data will be used to make adjustments to our induction activities.

**Effectiveness of Current Program**—The most recent long-term teacher retention data provided by the Iowa DE (2007) illustrates the continuing challenge districts face. 31% of teachers in Iowa leave the profession during the first 3-5 years. Because of our strong support for new staff, we have been retaining our new teachers at a much higher level. Last year, only 2 of the 39 new teachers (5%) left our district. Over the past 3 years, only 24 of 238 new hires (10%) have left the district. The factors that contribute to our success of new teachers remaining in our district include:

- A starting salary of more than \$33,500;
- Weekly individual support from expert Induction Coaches for 2 years;
- Access to high-quality PD for all content areas; &
- Participation in highly effective PLC teams.

Though we have provided induction support for many years, our current Induction and Mentoring Program has been in place for 18 months. During this time we have gathered feedback from all new teachers and our induction coaches. Program satisfaction is overwhelmingly high, with the new teachers feeling incredible levels of support and growth. Our 4 Induction Coaches have observed rapid and positive changes in their mentees' abilities. Additionally, the training our coaches receive prepares them for the highs and the lows that naturally occur with new teachers. Thanks to high quality preparation and support, our Induction Coaches can see early signs of struggle, recognize the developmental stages new teachers experience, and draw upon their toolbox of strategies to help new teachers move effectively toward becoming competent, confident professionals.

Though we have been successful in retaining new teachers, a review of our induction and mentoring efforts reveal a few **gaps**. Our biggest areas for growth are: (1) improving the instructional practice of the **individual teacher**; and (2) **quickly integrating** new teachers into highly effective PLC teams. Though new teachers have many discreet skills and an appreciation of educational theory, they have little experience working in collaborative teams and understanding the interplay between theory and practice in the context of a classroom and a school.

To address these gaps, we will continue to improve the peer review process that is part of our ongoing professional development for all teachers, including all new teachers. Peer review involves teachers collaborating in small groups to learn together around a specific professional need or interest. This provides teachers with the opportunity to delve more deeply into specific areas of practice while further strengthening relationships and experiences as they work in learning teams. We will use the peer review process to immediately engage new teachers in the practice of professional co-learning and co-creating. While only in its first year, we believe our peer review process can provide new teachers with strong models and examples as they watch their seasoned colleagues continuously engage in professional learning and development.

We are firmly convinced our results with new teachers are on par with and over time will match those the NTC has found over its two-plus decades of research. We are confident our approach will improve the quality of 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.

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## **Narrative**

**Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:**

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

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

**Differentiated TL Roles**—Our comprehensive Teacher Leader (TL) program provides 44 different opportunities for teachers that range from extra duty roles (allowing teachers to keep a full-time classroom assignment) to full-release positions with no teaching assignment. All TL positions fall into 1 of 3 levels.

- Level 1—Intensive Coaching** (part time & full time). These TL positions provide instructional support, direct and timely feedback, reflection, and assistance with continuous improvement for teachers and teacher teams.
- Level 2—Professional Development/Curriculum/Technology** (part time, full time, extra duty roles). These TL positions with revision and alignment of curriculum, instruction, assessment; support for differentiated instruction with a focus on student learning; and integration of technology into student learning.
- Level 3—Building-Based Support** (extra duty only). These TL positions are part of leadership teams and all TLs continue teaching full time while engaging in leadership opportunities.

While some teachers may hold more than 1 role at a time, our plan will support 882 paid TL opportunities every year (58 for coaching, 141 for PD/Curriculum/Tech, and 683 building-based roles). The following table differentiates the TL roles by level. Through our new TL Program, all TL positions will receive compensation.

<b>Level 1—Intensive Coaching</b>	
<i>Position</i>	<i>FTE</i>
<i>#</i>	<i>Responsibilities</i>
Lead Induction Coach	Full time
1	Support the growth and development of 15 new teachers to accelerate their competence and confidence as reflective and effective professionals. Manage all induction activities.
Induction Coaches	Full time
3	Support the growth and development of 15 new teachers (each) to accelerate their competence and confidence as reflective and effective professionals.
Instructional Coaches Elementary	Full time
21 reg ed 6 spec ed	Provide leadership, support and PD for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment.
Instructional Coaches Middle & High School	12 MS 12 HS 1 Alt Schl
0.6 FTE	Elementary Inst. Coach Facilitator
1	Full time
1	Provide leadership and support for elementary Instructional Coaches.
Secondary Inst. Coach Facilitator	Full time
1	Provide leadership and support for secondary Instructional Coaches.
<b>Total Level 1 TL Positions</b>	<b>58</b>

<b>Level 2—Professional Development/Curriculum/Technology</b>	
<i>Position</i>	<i>FTE</i>
<i>#</i>	<i>Responsibilities</i>
Teacher Leadership Program Facilitator	Full time

1.0	Orchestrate the implementation, facilitation, and evaluation of the Teacher Leadership & Compensation Supplement to assure that the proposal is implemented with fidelity and integrity. Coordinate all program evaluation data collection and reporting
Behavior Specialist (MTSS)	Full time
2 gen ed 1 spec ed	Support teachers and other staff who work with students with challenging behaviors by identifying and assisting with the implementation of effective intervention strategies.
Curriculum Facilitators (ELL, Lang Arts, Math K-8, Spec Ed)	Full time
6	Provide district level leadership and support for teachers in the alignment of content, instruction, and assessment with the Iowa Core and other content standards. Leadership is provided through professional learning and support with the implementation of district goals.
Curriculum Facilitators (Science, Business/ FCS, Math 9-12)	
Part time	
3	Curriculum Facilitators (Soc. Studies, Music, PE, AP, Art, Media, Comp Skills, Languages, PACT)
Extra Duty	9
Learning Supports Facilitator	Full time
9	Supports the work of the District Learning Supports Team by providing leadership and guidance to building Learning Supports Teams and PK-8 counselors on best practices in the areas of SEB Learning, Multi-Tiered System of Support (MTSS), program development/maintenance (e.g. PBIS), and removing barriers to learning.
PLC Leaders	Extra Duty
112	Support teachers in the utilization of the 4 PLC questions at the district, building, and classroom levels.
Professional Dev. Facilitator—General	Full time
1	Support staff by designing, delivering and facilitating professional learning that is best practice, job embedded, aligned with district initiatives and will improve learning for all students.
Professional Dev. Facilitator – School Improvement	Full time
1	Assist and support Building Leadership Teams with the development and implementation of their School Improvement Plans. Requires collaboration with Building Leadership Teams as well as Professional Development and Central Office staff.
Professional Dev. Facilitator – Tech.	Full time
2	Provide leadership, support and PD for the integration of technology resources with Iowa Core, assessment and instruction. Requires collaboration with school staff and District and technology department staff.
Resolution Team Facilitator	Full time

1	Work with District Administration to resolve contractual issues involving teachers and paraeducators. Meetings are conducted using problem-solving processes to resolve concerns brought to the team's attention. Intervention support plans are also developed and monitored by the Resolution Team Facilitator.
Teacher Quality Facilitator	Half time
1	Assists the district's Teacher Quality Committee in carrying out the directives of the Teacher Quality Law and receives and approves all level adjustment credits and requests per the negotiated agreement.
<b>Total Level 2 TL Positions</b>	<b>141</b>

<b>Level 3—Building Based Support</b>	
<b>Position</b>	<b>FTE</b>
<b>#</b>	<b>Responsibilities</b>
Building Leadership Team Member	Extra duty
248	Work collaboratively with building administration and staff to create, facilitate, and evaluate the School Improvement Plan.
PBIS Leader	Extra duty
31	Work collaboratively with building administration and teachers to create, facilitate, and evaluate a system for addressing behaviors in a coordinated, systematic way.
Technology Integration Leader	Extra duty
63	Provide training and support to building staff in district technology initiatives to enhance the digital learning environment.
Mentor Teacher	Extra duty
10	Provide extra supports in the areas of need for a veteran teacher determined to be deficient on one or more of the teaching standards.
Model Classroom Teacher	Extra duty
20	Demonstrates best teaching practices in content, assessment, and instruction and work collaboratively with other teachers to plan for teacher observations, demonstration teaching and reflection on teaching practices.
Department Chair	Extra duty
36	Facilitate the collaborative efforts of the department around district, building, and department goals as related to student learning and instruction.
Cooperating Teacher (16 week placement)	Extra duty
100	
Cooperating Teacher (8 week placement)	Help student teachers learn to apply methods, skills and standards of a licensed teaching professional.
Extra duty	100
Teacher Quality (TQ) Leader	Extra duty

35	As part of the Building Leadership team, assist in developing a plan for TQ building budget allocations. The TQ Leader provides leadership for implementation of Teacher Quality requests that are professional development activities aligned with school and district improvement plans.
Iowa Core/Curriculum Writers	Extra duty
40	Lead and support the review, revision, and implementation of district curriculum. This work is done collaboratively with teachers and curriculum facilitators and utilizes current research in curriculum design
<b>Total Level 3 TL Positions</b>	<b>683</b>

**How roles fit with instructional improvement strategy**—For the past 6 years, a focus on quality instruction in every classroom has been one of our 3 district goals. As a result Cedar Rapids has a comprehensive plan to strengthen instruction throughout the district—a plan that heavily depends on our Teacher Leaders for success. The CR plan to improve instruction provides **all** teachers with 3 types of essential support:

1. A consistent **foundation** so all teachers implement the intended curriculum with fidelity and embed frequent assessment student learning as a part of instruction—a foundation that ensures consistency of quality instruction across all buildings;
2. Individual support and **coaching** in every building through focused 6-week improvement cycles that include observation, co-planning, feedback, and analysis of student work to successfully understand student results and adapt instruction; and
3. **Building structures** that support teachers as they work collaboratively to create a culture of student learning.

All teachers have a range of “tools” in their professional “toolkit.” The first step in building a successful **foundation** for school improvement in Cedar Rapids means ensuring all teachers possess the same, high-quality tools, so that students have access to the same high-quality instruction no matter what school they attend. A solid, consistent foundation is essential in a large district like ours. When all teachers possess the same high-quality professional tools, buildings are much less likely to “go their own direction” and deviate from the core curriculum. We have 31 schools serving over 16,500 students—consistent quality is imperative if there is to be equity in every student’s educational experience. Teacher Leaders in Cedar Rapids will provide all the necessary professional learning, curriculum support and instructional strategy training (e.g., The Write Tools, Analysis of Student Work—ASW) to help every teacher add the “right” tools to their toolkits.

The next step in our efforts to strengthen instruction throughout the district involves helping teachers effectively use all of the “tools in their toolkit.” **Instructional Coaching** is the process through which highly skilled Teacher Leaders help individual teachers maintain a focus on high quality data-driven instruction. Using 6-week improvement cycles focused on student learning, our Instructional Coaches provide weekly observations of classroom instruction, co-planning sessions with teachers, and analysis of student work (ASW). This support at the classroom level provides direct and timely feedback on instruction to build the capacity of all teachers. Currently we only provide Instructional Coaching in our 21 elementary schools and 2 of our middle schools. TLC funding will allow us to provide Instructional Coaching in all 31 elementary **and** secondary buildings.

The final step in our efforts to strengthen instruction throughout the district **helps teachers work collaboratively** to improve student achievement. By providing multiple **building-level structures**, we can help every school create a culture of student learning. A significant number of Teacher Leaders serve on these building-based teams. Our TLC funds will support Building Leadership Teams (which include 248 TLs) to meet at least monthly to analyze student data, plan PD and monitor implementation of a tiered system of academic, social, emotional, and behavioral supports. Other building level structures include Cooperating Teachers (200), PBIS Leaders (31), PLC leaders (112), Teacher Quality leaders (35), Department Chairs (36), Mentor Teachers (10), and Model Classroom Teachers (20). Our building-based structures help teachers work collaboratively to analyze data and develop actions **specific to the needs of students in each building**. These structures provide oversight for all building-based school improvement efforts so that students are immersed in a school culture that supports high levels of learning for all. The building structures support instructional staff to focus on the needs of individual learners and develop positive relationships with all students.

**Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

**a)Measures of effectiveness**

**b)Professional growth**

**Candidate Effectiveness**— During our planning, teachers told us they have not always been aware of TL opportunities. To ensure all teachers have the opportunity to apply, we will employ multiple strategies to make TL position information public so teachers are fully informed of upcoming opportunities. First we will produce an informational video with the CREA and show this as a part of TL presentations in all buildings. Next we will send multiple e-mail blasts to staff. Finally, TL program information will be part of an extensive website. The website will include a program overview; FAQs; a listing of TL positions and the relevant qualifications; links to TL job descriptions; an online screening tool; and an online application tool. The website will be linked with our HR database so teachers won't need to reenter information the district already possesses. Our strong web presence, coupled with electronic and in-person outreach, will help all teachers have an equal opportunity to apply for TL positions.

Once a teacher decides to apply, s/he will complete the online screening tool. This tool will first make sure each applicant meets the basic criteria. For example, Level 1 positions require applicants to have a teaching license, a minimum of 5 years experience, and at least 1 year in our district (3 years preferred). For Levels 2 and 3, applicants need a teaching license, a minimum of 3 years experience, and at least 1 year in our district. The screening tool will also include a questionnaire about their beliefs, instructional philosophy, leadership experiences, and their commitment to supporting the growth of their peers. Additional questions will be tailored to each TL position and we will use a rubric to score the responses. After a successful screening process, potential TLs will be invited for an interview.

Interviews for **Level 1 & 2** positions (Coaching, Curriculum, and PD) will be the most rigorous. Principals, teachers, and district level staff will facilitate these interviews. Applicants will participate in an oral interview, complete a written response to a scenario, and use information from their IPDP and other artifacts to demonstrate their qualifications (e.g., an applicant for a PLC Leader would show effectiveness in leading a group; for a Coaching position, the evidence would document their ability to lead a team and their ability to analyze and respond to student and instructional data). A rubric will be used to assess each applicant's skills and talent for the position. Applicants for Level 1 & 2 positions will also provide peer references that address their potential for success. Finally, Level 1 & 2 applicants will have the opportunity to demonstrate their knowledge and skill (e.g., a Coaching applicant would be given sample student data and then be asked to lead a group in a conversation about the data). We believe the interview process for Level 1 & 2 will ensure applicants have the opportunity to successfully demonstrate their readiness to be an effective TL.

The building administrator and teachers will facilitate interviews for the **Level 3** (building-based) positions. During the interview, applicants will use information from their Individual Professional Development Plan (IPDP) as well as other artifacts to show how they are qualified for the position. Level 3 interviews can be completed efficiently at the building level.

**Professional Growth**— Measuring the professional growth of a classroom teacher in our district has 5 components—(1) the teacher teaches a lesson observed by the principal; (2) the teacher reflects on the lesson; (3) the teacher and the principal discuss the teacher's reflection; (4) the teacher completes the Individual Professional Development Plan which includes a peer review process; and (5) the teacher and administrator reflect on the teacher's performance on the Iowa Teaching Standards. We will use a similar process to measure the professional growth of our TLs.

By August 2014, we will create a "Continuum of Development" rubric for all TL positions. We will model our rubrics on those created by the New Teacher Center (NTC). NTC rubrics use 3 levels—(1) Beginning/ Emerging; (2) Applying; & (3) Integrating/Innovating—to assess professional growth for multiple criteria.

To measure effectiveness, supervisors will observe the TL in his/her leadership role. Next, the TL will reflect on his/her leadership ability using the appropriate Continuum of Development. For example, our Coaches would rate their level of proficiency (Beginning/Emerging, Applying, or Integrating/Innovating) for the following criteria:

- Engages, supports and advances the professional learning of each teacher;
- Creates and maintains collaborative and professional partnerships to support teacher growth;
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards;
- Designs and facilitates professional development for teachers;

- Utilizes assessment to promote teacher learning and development; and
- Develops as a professional leader to advance mentoring and the profession.

Once the self-assessment is complete, the TL and the supervisor will jointly discuss the TL's reflection using the criteria in the Continuum of Development. We will also ask teachers who have been supported by the TL to comment on the TL's leadership and effectiveness through an anonymous survey. The TL will also collect artifacts to document the success of his/her work.

Though all TL positions will require annual reapplication, TLs will be able to maintain their positions (if desired) through the successful completion of the annual review process. Successful completion of the review process includes **showing growth on the Continuum of Development** along with positive feedback from the position supervisor and the teachers who are served by the TL.

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## **Narrative**

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

**b)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 TL System**—In Cedar Rapids, all PD (building-based & district-level) supports our 3 district goals—(1) close the achievement gap; (2) implement the Professional Learning Community (PLC) framework; and (3) provide quality instruction. **Teachers Leaders**, in collaboration with building administration and the AEA, 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 31 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 and math achievement. Once the 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.

For secondary schools, building-level PD is provided through formal training sessions (e.g., release days, summer time). At the elementary level PD is also provided 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 (e.g., Instructional Coaches, PD/Curriculum/Technology TLs) 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 who 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. For example, we have a district-level TL who leads the PLC for Algebra I teachers (under the direction of Secondary Math Curriculum Facilitator TL). District level PD for Algebra I teachers allows the Algebra teachers from all buildings to learn in a collaborative setting. This 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 3).

**Alignment of TLC Plan with Iowa PD Model**—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 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 Coach TLs 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 Building Level Teams and the District PD TLs regarding the effectiveness of the PD (***IPDM Element 8***). Our district level 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.

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

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

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

**Impact and Effectiveness of our TLC Plan**—The main purpose of our TL Program is to provide TLs with multiple opportunities to hone their exceptional instructional skills while learning and practicing strategies to support the professional growth and enhance the instructional practice of their colleagues. Ultimately, the efforts of our TL Program should increase student achievement. To measure TL Program effectiveness we must answer 4 basic questions:

1. **How much** did our TL Program do?;
2. **How well** did our TL Program do it?;
3. To what degree are **teachers** and **teacher leaders** more effective?; and
4. How has **student achievement** improved?

In the initial stages of our TL program we will concentrate on reviewing program implementation—**how much** we do and **how well** we deliver services. Using process monitoring data from multiple sources we will: (1) identify implementation problems as they occur; (2) assure prompt feedback so that adjustments we can adjust our action steps; (3) provide a record of our TL Program resources and methods; and (4) document the fidelity of our TL Program implementation. We will concentrate on implementation issues primarily during the start up phase of our TL Program to ensure the smooth operation of all project components. The following 2 tables list our initial **Monitoring Questions** and their data sources. These questions will be expanded after project startup.

<b>How Much Did We Do?</b>
<b>Monitoring Questions</b>
<b>Data Sources</b>
Did we appropriately advertise all TL positions?
Teacher Survey
Did we hire all TL positions?
HR reports
What % of teachers in our district has held at least 1 TL role?
Did we provide appropriate compensation?
Teacher Leader survey
Who completed building-based and district level PD?
Attendance logs
How many collaborative planning sessions were held?
Teacher Leader logs
What was the content of the collaborative planning sessions?
How many teachers were served by TLs?

<b>How Well Did We Do It?</b>
<b>Monitoring Questions</b>
<b>Data Sources</b>
Was the compensation sufficient to attract quality TLs?
TL Survey
How many TLs are able to stay in the classroom and have a leadership role?
HR data
Do TLs understand their job requirements?
TL survey, TL supervisor survey
Do TLs stay in their roles?
HR data on TL mobility
Did TL's receive the support that they needed to carry out their job description?

TL Survey
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While our initial focus will be on implementation to ensure the project operates smoothly, evaluation efforts will eventually help us document changes in systems as well as changes in teacher leaders, teachers, and student learning. With our outcome data we will be able answer the following questions:

<b><u>Are Teacher Leaders More Effective?</u></b>
<b><i>Results Questions</i></b>
<b><i>Data Sources</i></b>
Do TLs feel supported?
TL survey
Do TLs feel confident in being able to do their work?
Are TLs making professional growth?
Continuum of Development rubrics
Teacher survey (those supported by TLs)

<b><u>Are Teachers More Effective?</u></b>
<b><i>Results Questions</i></b>
<b><i>Data Sources</i></b>
Did we retain teachers, especially new teachers?
HR reports
Can teachers describe how they have improved their practice as result of TL support?
Teacher survey
Teacher focus groups
Do teachers feel empowered and supported by the TLs?
Do teachers believe student achievement is better because of the support received?

<b><u>Has Student Achievement Improved?</u></b>
<b><i>Results Questions</i></b>
<b><i>Data Sources</i></b>
Did we increase the # of students proficient in Math and Reading?
District & state assessments
Did we increase the # of students who made greater than expected growth?
Did we reduce the achievement gap? (District Goal 1)
Did we reduce office referrals & suspensions?
District data

**Adjusting the TL Program**—While collection of data is an important aspect of the overall evaluation, we are most concerned with how we use our data to adjust TL program performance to improve results for TLs, teachers, and students. Our TL Program Facilitator will review project data with the TL **Leadership Team** every 2 weeks and with the TL **Advisory Committee** every 2 months. During these conversations, the TL Program Facilitator will present summary data to track progress over time for all key measures. S/he will help the advisory groups review and reflect on the data through the use of the following 5 questions as the agenda for each meeting.

1. **Who have we targeted** for services and support?
2. What are the **outcomes** they were expected to attain?
3. **What do our data tell us** about their success in attaining these outcomes?

4. What **other data** do we need to collect?
5. How will we **adjust our action plan & budget**?

These regular monitoring meetings are not about simply reporting data. Instead, they will help the Leadership Team and the Advisory Committee understand the “story behind the data” so these groups can reflect on how well current strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on the most important questions—Are Teacher Leaders more effective?; Are teachers more effective?; and Has student achievement improved?

One role of the Advisory Committee will be to share evaluation information with their constituent groups and to bring feedback from their constituents back to the project. Throughout the year, we will also welcome input and feedback from TLs, teachers, students, parents, and community members via our online forum (EngageCRSchools). All TL Program reports and data will be posted to the TL website. In addition, the TL-led Building Leadership Teams will make annual presentations to their staff and their PTAs about TL Program activities and results. TL Program staff will also provide regular updates to the school board and District School Improvement Committee. We will also work with the Iowa Department of Education to share what we have learned with other districts that are planning/implementing TL programs.

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

One benefit of being a large district is having significant resources to successfully implement major projects. Cedar Rapids clearly has the structures, processes, experience, and stakeholder support to successfully implement our TL Program.

**Key Staff**—A full-time **TL Program Facilitator** (a new position) will lead our project and will be responsible for organizing and coordinating all components. Both the TL **Leadership Team** and the larger TL **Advisory Committee** will provide guidance and support for the TL Program Facilitator. Our TL Program Facilitator will have multiple TLs—a **Lead Induction Coach**, **Lead Instructional Coaches** (elementary & secondary), and 4 **Professional Development Facilitators**—to help organize the various program strands. The Grant Wood AEA **i3 Project Director** will help coordinate all mentoring and induction activities. Our **Deputy Supt.** will spend 50% of her time supporting lead TLs, Coaches, and ensuring PD is delivered consistently and superbly. Our **Director of Instruction** will spend 80% of her time supporting the 18 Curriculum Facilitators and all PLC Leaders. The Assoc. Superintendent will provide 20% of his time to support school improvement, technology, and induction. Building administrators and the members of the Building Leadership Team will provide oversight and support for all building-based TL activities.

**Capacity to Implement**—Cedar Rapids has a long, successful history of employing teachers in multiple leadership roles. We currently have 268 teachers in **paid** positions (Instructional Coaches, Mentoring/Induction Coaches, PD/Curriculum/Technology Facilitators, & PLC Leaders). Funds from the Iowa DE will allow us to provide compensation for an additional 614 TL positions. While the funding for these positions will be new, many of these TLs have done similar work without any compensation or formal training from the district. Our capacity to increase student achievement will be significantly enhanced because TLC funds will support extensive introductory and ongoing PD for **all** 882 TL positions beginning next year.

As part of the planning process we have already written comprehensive **job descriptions** for the 44 different TL opportunities that range from extra duty roles to full-release positions. Our 8 member HR Department will assist with all aspects of recruitment and hiring, including the development of the TL Program website, while our 7 person Payroll Department will ensure TLs receive appropriate compensation.

We have ample **space** in schools to house our building-based TLs, and our newly built Educational Leadership and Support Center (ELSC) allows us to strategically co-locate our district-level TLs in a supportive office environment. The ELSC also provides extensive, state-of-the-art training facilities. Additional training facilities are available through the Grant Wood AEA. Our district will contribute all of the space, utilities, supplies, technology, and training materials for the TL Program.

Most importantly, **support of our stakeholders** provides significant capacity for implementation. We surveyed 1200 teachers on 2 occasions during our planning and learned that 54% of our staff are currently in, or have been, in positions of leadership. Many of our staff are already experienced TLs and will be able to “hit the ground running.” We also learned that 79% are considering applying for a TL position in the future. Many teachers clearly have the desire to serve in a leadership role, especially in one that includes significant training and support. We are fortunate to have so many teachers with both the experience and interest in serving as a TL. We are also fortunate to have a full-time TL from the **Cedar Rapids Education Association** (CREA) to help with implementation. Our Resolution Facilitator TL/CREA President is able to devote much of her time to partner with district administration to ensure TLs have the support they need to be successful.

**Sustainability**—Our district has a strong track record for sustaining TL positions, even in the face of shrinking funding. 8 years ago, we hired 6 Instructional Coaches with Reading First grant funds. Because these Coaches had such a positive effect on instruction and student achievement, not only did we keep these 6 positions after grant funding ended, we used general funds to expand from 6 to 23 full time coaching positions. Similarly, we have expanded the number of PD Facilitators over the past few years from 1 to 3. Even though Cedar Rapids has had to absorb substantial budget cuts each of the past few years, the impact of Instructional Coaches and PD Facilitators has been powerful enough to expand the program in very tight financial times.

We have sustained our Instructional Coaching and PD efforts because they are part of a highly organized initiative that includes strong leaders, extensive professional development, and the use of data for continuous program improvement. Data from our

coaching efforts lets us understand and share information about its effect on teachers and students. With funding from the Iowa DE, Cedar Rapids will create a comprehensive TL program that provides the same high level of organization and support for all TL positions—not just Instructional Coaches. We believe a highly organized TL program will help us sustain the successful aspects of the entire TL effort just as a highly organized program allowed us to sustain our coaching efforts. We will move from a loosely organized program in which many TL positions are unpaid and don't all benefit from ongoing PD and support to a program which:

- Encourages all teachers to lead;
- Employs a rigorous selection process;
- Compensates all positions;
- Trains and supports every TL;
- Facilitates collaboration among all TLs;
- Uses data to continuously improve implementation; and
- Collects and shares data about the impact of all TL positions on teachers and students.

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

<b>Certified Enrollment Number</b>	16174.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$4,994,854.68
<b>Total Allocation</b>	\$4,994,854.68

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$597,576.68
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)	\$4,181,470.00
Amount used to provide professional development related to the leadership pathways	\$215,808.00
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
<b>Totals</b>	<b>\$4,994,854.68</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
None	\$0.00
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$4,994,854.68
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*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	<b>\$0.00</b>
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## Budget Alignment

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

TLC funding will help us move **from** a loosely organized program in which many TL positions are unpaid and don't benefit from ongoing PD and support **to** a program which **compensates all positions, trains and supports** every TL, and **collects and shares data** about the impact of all TL positions on teachers and students.

Levels of leadership range from extra duty TL roles to full-release positions that fall into 1 of 3 levels. Those in part time and extra duty positions will continue in the classroom in addition to their TL duties.

•**Level 1—Intensive Coaching** (58 TLs working in 9 different part time & full time roles).

•**Level 2—PD/Curriculum/Technology** (141 TLs working in 27 different part time, full time & extra duty roles).

•**Level 3—Building Based Support** (683 TLs working in 10 different extra duty roles).

**Level 1** positions include all of our Instructional Coaches and Induction Coaches. These positions range from 60% (0.6 FTE) to 100% (1.0 FTE), and most include additional summer days that allow them to help provide PD. Coaches will be paid their full time salary plus a stipend equal to 6% of their salary. Their additional days are compensated at the higher level, as well. The table also includes the hours each TL will engage in PD during the summer and during the school year. This PD is **in addition** to the time they have to complete their TL duties and will provide a **solid foundation** for all TLs so that all understand their job responsibilities and how their role is linked to supporting teachers and increasing student achievement. This foundation will help ensure consistent implementation of TL activities for all teachers in all buildings. For Level 1 positions we will spend \$127,343 on Salary Supplements; \$38,500 on PD time; and \$3,16,558 on non-teaching time.

<u>Level 1 TL Positions</u>	<u>#</u>	<u>FTE</u>	<u>Extra Time</u>	-	<u>School Year PD hours</u>	<u>Summer PD hours</u>
Instructional Coach <b>Facilitator</b> -Elem	1	1.0	10 days		36	40
Instructional Coach <b>Facilitator</b> -MS/HS	1	1.0	10 days		36	40
Instructional Coach-Elem (Gen Ed)	21	1.0	5 days		72	12
Instructional Coach-Elem (Spec Ed)**	6	1.0	5 days		72	12
Instructional Coach—HS	12	0.6	3 days		36	40
Instructional Coach—MS	12	0.6	3 days		72	40
Instructional Coach—Alt HS	1	1.0	5 days		36	40
Induction Coach ( <b>Lead</b> )	1	1.0	-		40	40
Induction Coach	3	1.0	-		40	40

As part of our effort to create a comprehensive TL program we are including all TL positions, even those funded by other sources. Those paid in part or in total by sources other than our TLC funds are marked with 2 asterisks (\*\*). By utilizing multiple funding streams, we are able to maximize the efficiency of our TL program through the coordination of multiple funding streams. TLs funded by other sources will no longer operate in isolation. Other funding sources include: DINA, Iowa Core, Teacher Quality, categorical funding sources such as ELL and PACT, AEA flow through funds, general funds (non categorical funding),

Drop Out Prevention funding, and At-Risk funding.

**Level 2** positions include district-level PD/Curriculum/Technology and support roles that range from full-time to extra duty only time commitments. Full and part time positions will be paid their full time salary plus a stipend equal to 6% of their salary. Their additional days are also compensated at the higher level. Extra duty compensation uses an hourly rate to calculate the stipend. As with Level 1, all Level 2 positions will benefit from school year and summer PD time in addition to the time they have to complete their TL position duties. For Level 2 positions we will spend \$240,441 on Salary Supplements; \$83,600 on PD time; and \$814,755 on non-teaching time (including school year PD time).

<u>Level 2 TL Positions</u>	<u>#</u>	<u>FTE</u>	<u>Extra Time</u>	-	<u>School Year PD hours</u>	<u>Summer PD hours</u>
Teacher Leader Program <u>Facilitator</u>	1	1.0	20 days		16	72
Behavior Specialist (General Ed)	2	1.0	5 days		16	72
Behavior Specialist (Spec Ed) **	1	1.0	5 days		16	72
Learning Supports Facilitator	1	1.0	20 days		16	72
Professional Development (General)	1	1.0	20 days		16	72
Professional Development (School Imp.)	1	1.0	10 days		16	72
Professional Development (Technology)	2	1.0	20 days		16	72
Resolution Team Facilitator	1	1.0	20 days		16	72
Teacher Quality Liaison **	1	0.5	10 days		16	72
PLC Leader **	112	-	5 days		16	24
Curr. Fac.—ELL	1	1.0	13 days		16	24
Curr. Fac.—Lang. Arts 9-12 **	1	1.0	33 days		16	24
Curr. Fac.—Lang. Arts K-6 **	1	1.0	33 days		16	24
Curr. Fac.—Math K-8 **	1	1.0	33 days		16	24
Curr. Fac.—Special Education **	2	1.0	-		16	24

Curr. Fac.—Science **	1	0.6	-		16	24
Curr. Fac.—Business/CS	1	0.5	13 days		16	24
Curr. Fac.—Math 9-12	1	0.4	33 days		16	24
Curr. Fac.—Social Studies	1	-	33 days		16	24
Curr. Fac.—Music	1	-	23 days		16	24
Curr. Fac.—PE	1	-	23 days		16	24
Curr. Fac.—Advanced Placement	1	-	13 days		16	24
Curr. Fac.—Art	1	-	13 days		16	24
Curr. Fac.—Media	1	-	13 days		16	24
Curr. Fac.—MS Computer Skills	1	-	13 days		16	24
Curr. Fac.—World Languages	1	-	13 days		16	24
Curr. Fac.—PACT	1	-	3 days		16	24

**Level 3** positions include the building-based TL positions, all of which are extra-duty time in addition to their regular teaching responsibilities. Extra duty stipends range from \$500 to \$1,000. The following table also specifies the hours each TL will engage in PD during the summer and during the school year. As with Level 1 and 2 positions, the PD is in addition to the time they to work complete their TL duties. For Level 3 positions we will spend \$229,792 on Salary Supplements and \$93,708 on PD time. We have also budgeted \$50,158 to help defray the cost of substitute teachers to provide release time for PLs during the school year for professional learning.

<u>Level 3 TL Positions</u>	<u>#</u>	<u>FTE</u>	<u>Extra Time</u>	-	<u>School Year PD hours</u>	<u>Summer PD hours</u>
Teacher Quality Leaders	35	-	16		2	2
Department Chair	36	-	32		4	4
Mentor Teacher **	10	-	18		-	2
Model Classroom Teacher	20	-	18		2	2
Technology Integration Leader	63	-	16		8	16
Cooperating Teacher (16 weeks)	100	-	14		4	2

Cooperating Teacher (8 weeks)	100	-	7		2	2
PBIS Leader	31	-	6		2	2
Building Leadership Team	248	-	6		2	2
Core Curriculum Writer **	40	-	varies		-	-

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## 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